



Digital Technology & Business Department Newsletter

New Year!

Welcome to the new school year! We hope that everyone has had a good summer break and has returned ready to learn. We will be continuing to update you on what your son/ daughter is going to be focusing on every half term as well as celebrating their successes. If you have any questions, please get in touch.

What we are learning

Year 7	In the first lesson students will be receiving their Aspire accounts. The over-arching focus of the year is a Music Festival. Students will start by thinking of their ideas for their Music Festival before learning the skills needed to make their unique logo for their festival. Please see pg. 3 for more detail of that this topic involves.
Year 8	We start this academic year by looking at Data & Information. We will start by looking at the difference between data and information before moving onto the different ways data is collected and stored. Students will be then collecting their own data and analysing it. Please see pg. 4 for more detail of that this topic involves.
Year 9	At the start of this academic year we return to the topic of Computer Graphics by focusing on how to make a complex image from just one shape. The students will then use their skills to design and create a treasure map. Please see pg. 5 for more detail of that this topic involves.
Year 10 Business	We will be welcoming students to this qualification and introducing them to the first piece of Controlled Assessment which is worth 30% of their final grade. The students will start the task by looking at the scenario and then conducting some Primary Research to find out what their customers would like.
Year 10 Dig Tech	We will be welcoming students to this qualification and introducing them to the first piece of Controlled Assessment which is worth 30% of their final grade. The students will be skill-building before starting the actual task to ensure they are comfortable in tackling the task.
Year 11 Business	The students will be returning with a need to put the finishing touches to their second piece of Controlled Assessment (worth 30% of their final grade) as well as starting to cover the theory content needed for the exam in May. We will be starting with looking at the skills and attributes of an Entrepreneur as well as looking at the different types of business ownerships.
Year 11 Dig Tech	With the return to school, the students will be returning to cover the content needed for the exam in May. We will be starting with looking at the different design tools that could be used and the advantages and disadvantages of each.



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Revision Tip – Cornell Notes

Students are assessed regularly throughout the academic year. This year in the newsletter we are going to share with you different successful ways students can revise. One effective way for students to revise is by using the Cornell notes method. This technique encourages active learning rather than simply copying information. When making notes, students divide their page into three sections: a large right-hand column for main notes, a narrower left-hand column for key words or questions, and a space at the bottom for a summary. After lessons, students should return to their notes, write questions in the left-hand column, and use these to quiz themselves. Summarising at the bottom helps reinforce understanding and highlight any gaps in knowledge. By regularly reviewing their Cornell notes, students not only organise information clearly but also develop stronger recall skills, making exam preparation much more effective.

If you would like to use the Cornell Notes method, here is a link to a suitable template for this revision technique: <https://shorturl.at/Cudls>

Careers Focus

With a qualification in Business, students open the door to a wide range of exciting careers, one of which is marketing. Marketing professionals play a vital role in helping organisations understand their customers and promote products or services effectively. This can involve carrying out market research, developing creative advertising campaigns, managing social media channels, and analysing data to measure success. It is a career that blends creativity with problem-solving and communication skills, making it ideal for students who enjoy working with ideas and people. Starting roles might include marketing assistant or social media coordinator, with opportunities to progress into positions such as marketing manager, brand manager, or digital marketing specialist. As businesses in every sector need strong marketing to grow and compete, this career path offers both variety and long-term opportunities for development.

Support

All students will have access to a range of Google Classrooms which they can log into using their Aspire accounts. Here they will find copies of the material that was used in lessons to support revision as well as other links to useful material that can be used to help with their learning. In addition at Year 10 and Year 11, Lesson 6 will be available once the students have settled back in.

Any other questions

If you have any questions about Digital Technology and/ or Business and would like to get in touch with the relevant teacher then please contact school:

Ms Matthews: s.matthews@aspire.fcat.org.uk

Mr Brown: j.brown@aspire.fcat.org.uk

Mrs Rawson: s.rawson@aspire.fcat.org.uk

Year 7 Topic 1: Image Manipulation

What?

In this topic you will:

- Learn how to use and apply a range of tools in Inkscape.
- Be able to describe the importance of SOAP.
- The role of annotation in a design.
- Be able to manipulate basic shapes to create an image for a given purpose.
- Use appropriate colours and filters to enhance image.

Why?

- Learning to use tools like Inkscape helps you become comfortable with digital design software.
- Manipulating shapes, choosing colours, and using filters to create purposeful images encourages creative thinking and helps you learn how to solve design challenges.
- Understanding the importance of SOAP and using annotation teaches you how to explain their ideas clearly and effectively.
- These skills reinforce knowledge from other subjects like art and even English, as you apply visual and written communication together in projects.

How?

During this topic your progress will be assessed in a variety of ways:

- During a lesson through the use of Mini Whiteboards, Digital Voting and Gold Calling.
- The Golden Reflection questions at the end of a lesson.
- The Knowledge Check quiz mid-way through the topic.
- Whole class feedback (Google Gander) mid-way through the topic.
- A written assessment at the end of the year to assess how well you can recall of current learning.
- A extended piece of writing (Time to Shine) where you evaluate how well you met the success criteria for the project.

Golden Terminology

Node
Palette
Swatch
Gradient
SOAP

Vector
Bitmap
Pixel
Bézier
Annotation

Disciplinary Literacy

During this topic you will:

- Complete a Big Read based on an article related to the topic. For this topic, the article is based on the use of maths in designing and creating a logo.
- Complete a Time to Shine which will evaluate your completed logo based on the success criteria.
- Complete this booklet using the Golden Terminology to help.
- Have the opportunity to discuss with peers each others' designs and completed logos, offering appropriate feedback.

Year 8 Topic 1: Data & Information

What?

In this topic you will:

- Learn about the difference between Data and Information.
- Be able to describe how to convert data into information.
- Explore the different ways to gather data like questionnaires or interviews.
- Learn about the different types of data – quantitative data and qualitative data.
- Be able to create a questionnaire and analyse the responses.

Why?

- Important to learn how to collect data properly by asking the right questions and understand the answers I get.
- Analysing data is a skill that's useful not just in Digital Technology, but also in Maths and Science.
- How data is used in real life like in shopping, health, crime prevention, and everyday apps can help me understand the wider world.
- How to make and use online forms (like Google Forms) is a useful digital skill.

How?

During this topic your progress will be assessed in a variety of ways:

- During a lesson through the use of Mini Whiteboards, Digital Voting and Gold Calling.
- The Golden Reflection questions at the end of a lesson.
- The Knowledge Check quiz mid-way through the topic.
- Whole class feedback (Google Gander) mid-way through the topic.
- A written assessment at the end of the year to assess how well you can recall of current learning.
- A extended piece of writing (Time to Shine) where you evaluate how well you met the success criteria for the project.

Golden Terminology

Data
Information
Data Type
Interview
Questionnaire

Primary Research
Secondary Research
Quantitative
Qualitative
Statistics

Disciplinary Literacy

During this topic you will:

- Complete a Big Read based on an article related to the topic. For this topic, the article is based on how data is collected and used by one government department.
- Complete a Time to Shine which will evaluate your completed questionnaire and subsequent analysis based on the success criteria.
- Complete this booklet using the Golden Terminology to help.
- Have the opportunity to discuss with peers the ideas for your questionnaire, offering appropriate feedback.

Year 9 Topic 1: Graphics

What?

In this topic you will learn:

- How to draw and manipulate images using a range of tools.
- How to create 3D-style images using colour and opacity to add depth and visual interest.
- The process of designing and creating an effective design that meet specific design criteria.
- How to use appropriate design terminology and reflect on how skills can transfer across subjects like Geography.

Why?

- It helps you understand the significance of computer design and how digital tools can enhance creativity and productivity.
- It builds technical skills in using industry-standard software like Inkscape, preparing learners for future study or careers.
- It develops problem-solving and critical thinking through planning, designing, and refining digital images.
- It encourages creativity, imagination, and self-expression through the design of original icons and maps.
- It promotes cross-curricular learning by linking with subjects like Geography and reinforcing the use of academic vocabulary.

How?

During this topic your progress will be assessed in a variety of ways:

- During a lesson through the use of Mini Whiteboards, Digital Voting and Gold Calling.
- The Golden Reflection questions at the end of a lesson.
- The Knowledge Check quiz mid-way through the topic.
- Whole class feedback (Google Gander) mid-way through the topic.
- A written assessment at the end of the year to assess how well you can recall of current learning.
- A extended piece of writing (Time to Shine) where you evaluate how well you met the success criteria for the project.

Golden Terminology

Node
Palette
Swatch
Gradient
Vector

Bitmap
Pixel
Bézier
Annotation
Opacity

Disciplinary Literacy

During this topic you will:

- Complete a Big Read based on an article related to the topic. For this topic, the article is about the origin of Ordnance Survey Maps.
- Complete a Time to Shine which will evaluate your completed map based on the success criteria.
- Complete this booklet using the Golden Terminology to help.
- Have the opportunity to discuss with peers each others' designs and completed maps, offering appropriate feedback.