

	LP 1	LP 2	LP 3
Year 7	Clear messaging in digital media Networks - from semaphores to the internet	Using media - Gaining support for a cause Programming essentials in Scratch - part I	Modelling data using spreadsheets Scratch essentials part II
Year 8	Layers of computing systems Clear messaging in digital media	Mobile app development Introduction to Python programming	Representations - from clay to silicon Developing for the Web
Year 9 Coursework preparation	IT and the world of work Introduction to Python programming	Introduction to cybersecurity Algorithms Computational thinking	Spreadsheets Python
Year 10 Coursework	BTEC Introduction to user interfaces Component 1 Preparation	BTEC Component 1 Coursework Component 3 Learning aim D	BTEC Component 2 Preparation Advanced spreadsheets
Year 11 Examination preparation	BTEC Component 2 Coursework Modern Technologies Cyber Security Implications of digital systems	BTEC Planning and communication in digital systems. Coursework	BTEC Coursework

Year 7 Rationale:

- ✓ Assume academic levels on entry correct and build on prior knowledge and attainment allowing students to continue to make rapid progress.
- ✓ Broad and varied range of tasks that follow logical progression and allow students to gain experience using a variety of software applications.
- ✓ It allows students to begin to gain an understanding of the computer systems and how to program it.
- ✓ **Planned cultural capital: Understanding how computers work and being able to use them creatively gives pupils the power to shape the world around them. Sequencing of events and storing data in variables. Data Protection, Social Engineering & Cyber Bullying. Use of formulae to carry out consistent calculations. Cell referencing and absolute cell referencing to link a formula to specific data. How functions can be used to display outputs depending on the data that has been entered. Top technology trends for 23-24 and the jobs they'll create.**

Year 8 Rationale:

- ✓ Students study the differences between hardware and software. The different types of software – system or application.
- ✓ The units outlined are crucial to students understanding the digital world they live in.
- ✓ Opportunities to develop techniques further and build on skills and knowledge from the range of software introduced in year 7.
- ✓ **Planned cultural capital: Understanding how computers work and being able to use them creatively gives pupils the power to shape the world around them. The difference between applications software, and system software. Create programs that follow specific sequences of events. Use variables to store and retrieve different types of data. Use Sequence, Selection, and iteration to create events that create different outputs depending upon the input. Top technology trends for 23-24 and the jobs they will create.**

Year 9 Rationale:

- Students to undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.
- Students to design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.
- Students to explore how developments in technology have led to more inclusive and flexible working environments, and how regulation and ethical and security concerns influence organisations.
- **Planned cultural capital: Explore how modern information technology is evolving consider legal and ethical issues in data and information sharing understand what cyber security is and how to safeguard against it. Top technology trends for 23-24 and the jobs they will create. Students are required to apply their knowledge to unfamiliar situations this will provide enough coverage to stretch all students.**

Year 10 Rationale:

- ✓ Students complete course work as part of their BTEC Digital Information Technology course building on skills and knowledge learnt in year 7,8 and 9.
- ✓ Students complete Component 1 Learning Aims A,B, C and D - Exploring user interface design principles and project planning techniques.
- ✓ Students complete Component 2 Learning Aims A,B, and C - Collecting, presenting and interpreting data.
- ✓ **Planned cultural capital: Investigate user interface design for individuals and organisations. Use project planning techniques to plan and design a user interface. Develop and review a user interface. Top technology trends for 23-24 and the jobs they will create. Students are required to apply their knowledge to unfamiliar situations this will provide enough coverage to stretch all students. Support given to the individual to enable them to progress into further training whether that be an academic qualification, vocational study, or an apprenticeship.**

Year 11 Rationale:

- ✓ Students to explore how the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before.
- ✓ Students to explore the digital systems available to organisations and how their features have an impact on the way organisations operate.
- ✓ Students to explore how developments in technology have led to more inclusive and flexible working environments, and how regulation and ethical and security concerns influence the way in which organisations operate.
- ✓ Students to analyse information in a range of vocational contexts so that you develop a greater understanding of the use of digital systems by organisations and so that they are able to make reasoned judgements on the systems.
- ✓ **Planned cultural capital: To investigate effective digital working practices. Links to careers in Digital Technology such as a Data Management, Digital Applications or Network & Cyber Security. Alternatively, you may want to progress to an apprenticeship, for example a Digital Marketer, Infrastructure Technician or Software Development Technician. Top technology trends for 23-24 and the jobs they'll create. The digital sector is a major source of employment in the UK. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy. Having both technical skills and business understanding is the key to success.**