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| Year \_\_10\_\_ | **Topic:** **Period:** Autumn 1 |
| **Overview of topic:**To study Online safety including issues of crime, cyber bullying, extremism and fake newsInvestigate types of user interface design for individuals and organisationsHow hardware and software affect a user interface choices and design principles of effective GUIs |
| **Key** **knowledge:**Understand causes of Cyber Crime, cyber bullying, extremism and fake news and how to keep safe, and how to evaluate websites for trustworthiness.**Key vocabulary:**

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| **Tier 2** | **Tier 3** |
| **Extremism****Cyber Security****Cyber Bullying****Fake News****Online Predators****Hackers****Fraudsters****Grooming****Evaluation****GUI****Graphical****Assistive Technology****Design Principles** | **DDOS****Trojan Horses****Worm Virus****Spyware****Shoulder Surfing****Command Line****Menu GUIs****Intuitive****Haptic** |

 | **Key skills:** ***Know how to…***Build on Key Stage 3 where you have learned about the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before. The component is designed to allow you to explore the digital systems available to organisations and how their features have an impact on the way organisations operate. You will 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.You will 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 you are able to make reasoned judgements on the systems. This component builds on Key Stage 3 where you will havelearned how to use technology responsibly. In this component, you will learn about how organisations can use technology safely and about the cyber security issues when working in a digital organisation. The knowledge and skills you develop in this unit will give you a basis for further study in a range of subject areas, including computing, IT, engineering, creative and scientific, or you may go on to an apprenticeship or entry-level employment where yourunderstanding of technology will be relevant. |
| **Co-curricular opportunities: *(ASPIRE Day, Careers, clubs, competitions etc)***Links to Minecraft club and similar clubs in school | **Key reading skills taught *(clarify, question, summarise, predict)* and key texts:****Wider Reading Opportunities/Links:**Please see Classnote Books on Teams and [www.doddlearn.co.uk](http://www.doddlearn.co.uk) for independent homework and study |
| **How can I use this information at home?*** Conversation starters with your children to discuss their learning
* Support your child in carrying out independent research around the topic
* Visit your local library (or BorrowBox), museums, or other locations to explore the topic
* Promote books/other texts that explore this topic (see reading section)
* Help your child to learn the key vocabulary
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