

Information Communication Technology (ICT) Curriculum INTENT

Key Stage 3: Group 4 - Year 7

At Functional Skills Entry 1 pupils develop knowledge and skills in the following areas: Components of a computer; Hardware, Software, Online Safety

Keeping access information secure by using password, Recognise and use interface features, Minimise the physical stress of seating, lighting and hazards, Every ICT sources of information: Text message, voicemail and on-screen information, Identify and correct simple errors, Label an image, Receive and open electronic messages

The activities outlined below will enable pupils to demonstrate knowledge and skills for Entry Level 1-2 while creatively using a variety of software applications.

| Autumn 1 ICT | Autumn 2 ICT | Spring 1 ICT | Spring 2 ICT | Summer 1 ICT | Summer 2 ICT |
|---|---|--|--|--|--|
| <p>Group 4 (KS3)</p> <p>FS ICT Entry 1-2</p> <p>Components of a computer: Identify computer hardware. Explain the function of the components. Keyboard functions.</p> <p>Using MS Word</p> <p>Understanding Virtual Learning Environments (VLE)</p> <p>Online safety: Our internet use, Dangers</p> <p><u>Teacher assessments</u></p> | <p>Group 4 (KS3)</p> <p>FS ICT Entry 1-2</p> <p>Online safety continued: Social networking, Communicating online, Good and bad passwords, Respect, Personal information, Gaming, Cyberbullying, Reporting.</p> <p>Cyberbullying poster</p> <p>Online safety presentation: basic functions of PowerPoint (assessment)</p> <p><u>End of unit test</u></p> | <p>Group 4 (KS3)</p> <p>FS ICT Entry 1-2</p> <p>Searching the internet: Use keywords to search for specific information and answer specific questions</p> <p>Understanding validity, reliability, fact and opinion.</p> <p>(A range of individual and pair/group activities, some requiring internet searches)</p> <p><u>Teacher assessments</u></p> | <p>Group 4 (KS3)</p> <p>FS ICT Entry 1-2</p> <p>Information: Types of information and their purposes - Range of activities requiring pupils to recognise different types of digital information and their purpose.</p> <p>(A range of individual and pair/group activities, some requiring internet searches)</p> <p><u>End of unit test</u></p> | <p>Group 4 (KS3)</p> <p>FS ICT Entry 1-2</p> <p>Presentations</p> <p>What is a multi-media presentation? Presentation software, Microsoft PowerPoint, Evaluating Multimedia presentations: Understand different uses for multimedia presentations and what presentation software can do.</p> <p>Gathering information,</p> <p><u>Teacher assessments</u></p> | <p>Group 4 (KS3)</p> <p>FS ICT Entry 1-2</p> <p>Presentations continued</p> <p>Creating a multimedia presentation, audience and purpose, Testing and evaluation</p> <p><u>End of unit test</u></p> |

SMSC / FBVs: ICT provides opportunities for reflection about the achievements in ICT today and the possibilities for the future. Impact of ICT on society. Self-regulation of behaviour and responsibility for one another through health and safety and online safety practice. Understanding the need to follow rules and instructions when using ICT in school and the wider community. Conversations about the work we do through self & peer assessment; constructive criticism and respecting opinions. Consideration of the effects of social networking, the consequences of cyber bullying and the issue of consent. Consider the diversity of audiences when solving ICT problems.

Literacy: Understanding and applying ICT Keywords. Entering, editing and correcting work using tools such as spelling and grammar checking tools. The use of online and built in dictionaries/thesauruses. Finding selecting and refining information. Presenting information in different formats, including verbally. Learning is supported by literacy focused starters and literary maps.

Numeracy: Layouts, margins and orientation. Font sizes. Basic coding. Collecting data and presenting data. Sizing and resizing shapes. Shapes recognition.

ICT: Using ICT to solve problems and communicate and find information. Lesson presentation; interactive whiteboard and video.

Information Communication Technology (ICT) Curriculum INTENT

Key Stage 3: Group 3 - Year 8

At Functional Skills Entry 1 pupils develop knowledge and skills in the following areas: Components of a computer; Hardware, Software, Online Safety

Keeping access information secure by using password, Recognise and use interface features, Minimise the physical stress of seating, lighting and hazards, Every ICT sources of information: Text message, voicemail and on-screen information, Identify and correct simple errors, Label an image, Receive and open electronic messages

At Functional Skills Entry 2 pupils develop knowledge and skills in the following areas: Use computer hardware, Use software applications for a purpose, Recognise and use interface feature, Minimise physical stress, Keep access information secure by using password, Understand the need to stay safe, Use simple search facilities, Use simple editing and formatting techniques, For print and for viewing on screen, Identify and correct simple errors, Read, send and receive electronic messages.

The activities outlined below will enable pupils to demonstrate knowledge and skills for Entry Level 1-2 while creatively using a variety of software applications.

| Autumn 1 ICT | Autumn 2 ICT | Spring 1 ICT | Spring 2 ICT | Summer 1 ICT | Summer 2 ICT |
|---|---|---|---|--|--|
| <p>Group 3 (KS3)</p> <p>FS ICT Entry 2</p> <p>Online safety – Trust me pack: Defining trust and considering what we already trust online, gaming communication,</p> | <p>Group 3 (KS3)</p> <p>FS ICT Entry 2</p> <p>File management: Managing and organising files, Recognising file extensions, using shortcuts, Searching for</p> | <p>Group 3 (KS3)</p> <p>FS ICT Entry 2</p> <p>Understanding the User Interface: Desktop features and functions, Windows, buttons, icons and buttons, Using the Start Menu, What</p> | <p>Group 3 (KS3)</p> <p>FS ICT Entry 2</p> <p>Graphics: This unit allowing pupils to explore creating graphics using Paint and applying a variety of effects to images to create abstract</p> | <p>Group 3 (KS3)</p> <p>FS ICT Entry 2</p> <p>Spreadsheets: The unit (Spy School) teaches the pupils about the basics of using a spreadsheet. It introduces them to the concepts of entering numbers and text,</p> | <p>Group 3 (KS3)</p> <p>FS ICT Entry 2</p> <p>Spreadsheets continued: Formula and functions, creating graphs and modelling data.</p> |

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| <p>Thinking critically, judging trustworthiness – how to check. (A range of individual and pair/group activities, some requiring internet searches)</p> <p>Health & Safety - Minimising Physical Stress: Minimise the physical stress of seating, lighting and hazards. Understand that hazards and precautions that must be taken. Worksheet activities and practical assessment.</p> <p><u>Teacher assessments</u></p> | <p>files, Folder Structure, files and sub-files</p> <p>Understanding computers: Elements of a computer, What is a computer? Input, process and output, Computer hardware and software, Input, output and storage devices. Input, process and output in wider digital/ICT devices, Storage devices, CPU, New technology</p> <p><u>End of unit test</u></p> | <p>menus, buttons and icons are found on the Microsoft Word Window?</p> <p>What menus, buttons and icons are found on the PowerPoint Window?</p> <p>Working with tables</p> <p>Understanding how to work with tables in Microsoft Word</p> <p>Presenting information in a neat, easy to read format, Formatting tables</p> <p><u>Teacher assessments</u></p> | <p>art style images. Experimenting with a digital camera to create digital artwork with special effects</p> <p><u>End of unit test</u></p> | <p>formatting data, formula (+, -, * and /), Functions (Sum, Average, Min, Max), sorting and filtering data, using comparison operators (<, >, <=, >=, = and <>) using absolute and relative cell references, replicating</p> <p><u>Teacher assessments n</u></p> | <p><u>End of unit test</u></p> |
| <p>SMSC / FBVs: ICT provides opportunities for reflection about the achievements in ICT today and the possibilities for the future. Impact of ICT on society. Self-regulation of behaviour and responsibility for one another through health and safety and online safety practice. Understanding the need to follow rules and instructions when using ICT in school and the wider community. Conversations about the work we do through self & peer assessment, constructive criticism and respecting opinions. Consideration of the effects of social networking, the consequences of cyber bullying and the issue of consent. Consider the diversity of audiences when solving ICT problems.</p> <p>Literacy: Understanding and applying ICT Keywords. Entering, editing and correcting work using tools such as spelling and grammar checking tools. The use of online and built in dictionaries/thesauruses. Finding selecting and refining information. Presenting information in different formats, including verbally. Learning is supported by literacy focused starters and literary maps.</p> <p>Numeracy: Layouts, margins and orientation. Font sizes. Basic coding. Collecting data and presenting data. Sizing and resizing shapes. Shapes recognition.</p> <p>ICT: Using ICT to solve problems and communicate and find information. Lesson presentation; interactive whiteboard and video.</p> | | | | | |

Information Communication Technology (ICT) Curriculum Map

Key Stage 3: Group 2 - Year 9

At Functional Skills Entry 2 Level pupils develop knowledge and skills in the following areas: Use computer hardware, Use software applications for a purpose, Recognise and use interface feature, Minimise physical stress, Keep access information secure by using password, Understand the need to stay safe, Use simple search facilities, Use simple editing and formatting techniques, For print and for viewing on screen, Identify and correct simple errors, Read, send and receive electronic messages.

At Functional Skills Entry 3 Level pupils develop knowledge and skills in the following areas: Enter, edit and format information, including text, graphics, numbers or other digital, content, to achieve the required outcome, Insert and position graphics or other digital content to achieve a purpose, Process numbers to meet needs, For print and for viewing on screen, Check for accuracy and meaning, Check suitability of information, Read, send and receive electronic messages, Use contacts, Understand the need to stay safe and to respect others when using ICT-based, communication.

The activities outlined below will enable pupils to demonstrate knowledge and skills for Entry Level 2-3 while creatively using a variety of software applications.

| Autumn 1 ICT | Autumn 2 ICT | Spring 1 ICT | Spring 2 ICT | Summer 1 ICT | Summer 2 ICT |
|---|--|---|---|--|--|
| <p>Group 2 (KS3)</p> <p>FS ICT Entry 3</p> <p>Using Publisher and spreadsheets: Do Alien Exist? This project allows the students to look into performing primary and secondary research including internet and paper research and creating a questionnaire with open and closed questions, analysing the results in a spreadsheet</p> <p><u>Teacher assessments</u></p> | <p>Group 2 (KS3)</p> <p>FS Entry 3</p> <p>Using Publisher and spreadsheets continued: Creating a 3 fold brochure to show their views about if they think aliens exist. Questionnaire to evaluate the brochure</p> <p>Recap Online Safety: Case study and discussion – Group activity – Create a wall display</p> <p><u>End of unit test</u></p> | <p>Group 2 (KS3)</p> <p>FS Entry 3</p> <p>Basic programming: In this unit, pupils learn the basics of programming using Scratch. They learn how to draw algorithms to plan code, create loops, If...Then...Else statements, use variables and broadcast messages.</p> <p><u>Teacher assessments</u></p> | <p>Group 2 (KS3)</p> <p>FS Entry 3</p> <p>Basic programming continued: Pupils practise making several different types of games and finally plan, create and evaluate their own game about an agreed topic.</p> <p><u>End of unit test</u></p> | <p>Group 2 (KS3)</p> <p>FS Entry 3</p> <p>Developing a website: This unit shows the pupils how to create a professional looking website. They evaluate existing websites and use that knowledge to plan, their own websites.</p> <p><u>Teacher assessments</u></p> | <p>Group 2 (KS3)</p> <p>FS Entry 3</p> <p>Developing a website continued: They will create test and evaluate their own websites. They will be using Macromedia Dreamweaver or PowerPoint to create the website and will learn how to insert text, images, roll-over images, tables, hyperlinks, buttons and image hotspots.</p> <p><u>End of unit test</u></p> |

SMSC / FBVs: Continuous reflection on their own lives and the lives of others; using ICT case study relating to online safety and behaviour. Pupils will debate and consider their own set of values and beliefs through case study discussion. ICT provides opportunities for reflection about the achievements in ICT today and the possibilities for the future. Self-regulation of behaviour and responsibility for one another through health and safety and online safety practice. Understanding the need to follow rules and instructions when using ICT in school and the wider community. Conversations about the work we do through self & peer assessment; constructive criticism and respecting opinions. Group work; developing respect for the ideas and opinions of others in their team. Consideration of the effects of social networking and the consequences of cyber bullying. The law and ICT including; the Data Protection Act, the issue of consent. Consider the diversity of audiences when solving ICT problems.

Literacy: Understanding and applying ICT Keywords. Entering, editing and correcting work using tools such as spelling and grammar checking tools. The use of online and built in dictionaries/thesauruses. Finding selecting and refining information. Presenting information in different formats, including verbally. Learning is supported by literacy focused starters and literary maps.

Numeracy: Spreadsheets and Database tools and functions, layouts, margins and orientations, font sizes, coding, collecting data, presenting data in different formats.

ICT: Using ICT to solve problems and communicate and find information. Lesson presentation; interactive whiteboard and video.

Information Communication Technology (ICT) Curriculum INTENT

Key Stage 4 & Post 16: Group 1 - Years 10, 11, 12, 13

At Functional Skills Level 1, pupils develop knowledge and skills in the following areas: Use ICT to plan and organise work, Select and use software applications to meet needs and solve straightforward problems, Select and use interface features effectively to meet needs, Adjust system settings as appropriate to individual needs, Work with files, folders and other media to access, organise, store, label and retrieve information, Demonstrate how to create, use and maintain secure passwords, Demonstrate how to minimise the risk of computer viruses, Search engines, queries, Recognise and take account of currency, relevance, bias and copyright when selecting and using information, Apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content, Process numerical data, Display numerical data in a graphical format, Use field names and data types to organise information, Enter, search, sort and edit records, Read, send and receive electronic messages with attachments, Demonstrate understanding of the need to stay safe and to respect others when using, ICT-based communication, For print and for viewing on screen, Check for accuracy and meaning.

At Functional Skills Level 2, pupils develop knowledge and skills in the following areas: Use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches, Select and use software applications to meet needs and solve complex problems, Select and use a range of interface features and system facilities effectively to meet needs, Select and adjust system settings as appropriate to individual needs, Respond to ICT problems and take appropriate action, Understand the danger of computer viruses and how to minimise risk, Manage files, folders and other media storage to enable efficient information retrieval, Search engines, queries and AND/NOT/OR, >, <, >=, <=, contains, begins with, use of wild cards, Recognise and take account of copyright and other constraints on the use of information, Evaluate fitness for purpose of information, Apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numerical data, charts, graphs or other digital content, Process and analyse numerical data, Display numerical data in appropriate graphical format, Use appropriate field names and data types to organise information, Analyse and draw conclusions from a data set by searching, sorting and editing records, Organise electronic messages, attachments and contacts, Use collaborative tools appropriately, Understand the need to stay safe and to respect others when using ICT-based communication, Organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate, Work accurately and check accuracy, using software facilities where appropriate.

The activities outlined below will enable pupils to demonstrate knowledge and skills for Level 1-2 while creatively using a variety of software applications.

| Autumn 1 ICT | Autumn 2 ICT | Spring 1 ICT | Spring 2 ICT | Summer 1 ICT | Summer 2 ICT |
|---|---|--|---|---|--|
| <p>Group 1 – Year 1 (KS4) FS ICT Level 1</p> <p>Remembering the basics: Getting started, Passwords and viruses, Software programmes, Window, icons and buttons, MS Office feature and shortcuts, Using storage devices safely, Managing files and folders, Changing settings, Minimising physical stress</p> <p>Thinking critically about what you see online:</p> <p>Propaganda – Public and personal content designed to persuade:</p> <p>Can you trust everyone who contacts you online? Being a critical thinker</p> | <p>Group 1 – Year 1 (KS4) FS ICT Level 1</p> <p>Problem solving: Identify the things needed for a computer system, Explore risks to computer systems, Compare anti-virus software programmes, Answer questions to solve problems.</p> <p>Searching the internet: The internet, internet browsers, Getting to web pages, Search engines, How to search effectively using keywords, Navigating within websites, Choosing the right information, Copyright, internet behaviour, internet safety</p> | <p>Group 1 – Year 1 (KS4) FS ICT Level 1</p> <p>Email: Sending and retrieving emails, Contact lists, Organising the inbox, Using and writing emails</p> <p>Word Processing: Formatting text, Formatting documents, Tables, Mail merge, Graphics, Word processing tasks,</p> <p>Recap basic spreadsheets: Spreadsheet instructions independent task</p> | <p>Group 1 – Year 1 (KS4) FS ICT Level 1</p> <p>Spreadsheets tasks: Entering and editing data, Formatting spreadsheets, Formulas, Formulas and functions, Sorting and filtering data</p> <p>Charts and graphs: Types of charts, Bar or column charts, Line graphs and scatter graphs, Pie charts</p> | <p>Group 1 – Year 1 (KS4) FS ICT Level 1</p> <p>Presentations: Understanding presentations, Making presentations, Editing slides, Editing options, Advice for presentations, Presentation tasks</p> <p>Databases: Database basics, Sorting and filtering data, Queries and reports</p> | <p>Group 1 – Year 1 (KS4) FS ICT Level 1</p> <p>Preparation for May Functional skills exam. Revision all topics How to read mathematical questions. AQA functional skills past exam papers AQA LEVEL 1 AND 2 TEXT BOOKS</p> |

| <u>Teacher assessments</u> | <u>End of unit test</u> | <u>Teacher assessments</u> | <u>End of unit test</u> | <u>Teacher assessments</u> | <u>End of unit test</u> |
|---|-------------------------|----------------------------|-------------------------|--|-------------------------|
| <p>Group 1 – Year 2 (KS4) FS ICT Level 2</p> <p>Pupils complete a range of differentiated tasks and mini projects to embed skills taught in year 1; using Hodder Education OCR Functional Skills ICT student book and resources: Designing a poster, Designing a leaflet, Creating a Newsletter, Internet searching and emails, Presentations, Spreadsheet functions, Charts, Relative and absolute references, Diagrams and logos, Databases, Database sorting. <i>Learning through the completion of exam style questions and past papers.</i></p> <p><u>Teacher assessments</u> <u>End of unit test</u> <u>Teacher assessments</u> <u>End of unit test</u></p> | | | | <p>Group 1 – Year 2 (KS4) FS ICT Level 2</p> <p>Revision and exam/test practice.</p> <p>Exam preparation</p> <p>Sit exams May</p> | |
| <p>Post 16 ICT</p> <p>Pupils studying at post 16 level can follow Functional Skills or GCSE ICT as outlined above.</p> <p><u>Additional Courses</u></p> <p>AQA Unit Award Scheme (UAS) - The UAS allows pupils study ICT related projects that will be certificated by AQA.</p> <p><u>UAS Projects include:</u> Producing a poster/leaflet, Understanding cyberbullying, Understanding personal safety on social networking sites, Digital photography, Creating a multimedia presentation, Internet safety, Word processing, Using ICT, Microsoft paint</p> <p>ASDAN Courses</p> | | | | | |
| <p>SMSC / FBVs: Continuous reflection on their own lives and the lives of others as pupils look at various ICT case studies relating to online safety and behaviour. Pupils will debate and consider their own set of values and beliefs through case study discussion. ICT provides opportunities for reflection about the achievements in ICT today and the possibilities for the future. Impact of ICT on society. Self-regulation of behaviour and responsibility for one another through health and safety and online safety practice. Understanding the need to follow rules and instructions when using ICT in school and the wider community. Conversations about the work we do through self & peer assessment; constructive criticism and respecting opinions. Pupils work in groups to solve ICT problems whilst developing respect for the ideas and opinions of others in their team. Consideration of the effects of social networking and the consequences of cyber bullying. The law and ICT including; the Data Protection Act, Computer Misuse Act and Copyright legislation. The implications of file sharing and downloading illegally and the penalties. Consideration of moral aspects of developments in technology including the use of CCTV cameras. Considering how different cultures access and use the internet and what implications this has on the individual and the culture. Moral dilemmas relating to computer games. Consider the diversity of audiences when solving ICT problems.</p> | | | | | |

Literacy: Understanding and applying ICT Keywords. Entering, editing and correcting work using tools such as spelling and grammar checking tools. The use of online and built in dictionaries/thesauruses. Finding selecting and refining information. Presenting information in different formats, including verbally. Learning is supported by literacy focused starters and literary maps.

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