



Year 10 - Digital IT - Curriculum – 2024-2025

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Exploring existing user interfaces	Exploring planning tools for project development	Modern technologies	Modern teams in the workplace	Legal and ethical issues / Data threats	Information flow systems / legal and ethical issues
Knowledge & Understanding (National Curriculum) <i>Skills are across the whole year.</i>	<p>In year 10 students will develop a better understanding on the design of software interfaces. Students will understand the different ways that information can be displayed on the screen and the main design principles that should be considered when developing software interfaces. Accessibility is a key focus in this year where students will develop an understanding of how technology should be developed so it can be used for as many people as possible even those with impairments and disabilities. Students will also gain a better understanding of how cloud technology is used and the different communication methods that are used to successfully manage and complete different jobs. The impact of technology on society and the working world is also a key topic within year 10 so they have an understanding of how it might impact their careers and personal lives in the future. In year 11 the main focus of coursework is on the use of data with technology. Students will develop their own data dashboard by analysing and modifying data that has been given to them by the exam board. Students will make the data more presentable in a range of ways by using spreadsheet skills such as charts, pivot tables, formatting tools and formulas.</p>					



Skills	R <i>Develop</i> RESILIENCE	★ <i>Students need to tackle sensitive real world topics such as staying safe online and cyberbullying. Irrespective of how sensitive and tough the students are learning, students will learn from these experiences.</i>
	A <i>Possess</i> AMBITION	★ <i>Students should show a desire to always improve based on constructive feedback and look to participate in group discussions and problem solving. Students should show a desire to always improve their creative digital skills.</i>
	I <i>Demonstrate</i> INTEGRITY	★ <i>Demonstrating and upholding strong moral and ethical values when learning specific topics throughout the year.</i>
	S <i>Embed</i> Self-Discovery	★ <i>Students have to reflect on topical issues such as digital threats and issues. Students should be open to developing personal opinions and feelings, being mature enough to discuss in a group environment.</i>
	E <i>Display</i> EMPATHY	★ <i>Students need to listen to other people's views, experiences and opinions and be prepared to listen and understand differing viewpoints in order to develop their own personal opinion.</i>
Curriculum Links	<ul style="list-style-type: none"> Digital safety builds on cyber security, e-safety knowledge and understanding from the year 7 / 8 units of work. Students will consolidate knowledge on how to prevent cyber attacks and key data threats to an organisation. At KS4 level, there is a greater focus of digital threats such as Malware and Phishing attacks on organisations. Digital safety skills developments links in with PSHE helping students to stay safe online across a range of digital applications and how to identify threats to safety both 	



	<p>physically and digitally. Students learn to develop interactive flowcharts which represent algorithms and have clear links to mathematical logic.</p> <ul style="list-style-type: none"> • Computing systems and representation knowledge and understanding is further enhanced and developed from skills learnt in year 7 / 8 to create a sound overall understanding of how systems work together. Digital IT skills are linked to project work which helps reflect a working environment with pre-production, production and post production stages. This is cross curricular as students also do this in subjects such as Engineering, Art and Media. • Students' digital skills and computing knowledge from each unit of learning interlinks digital strands and helps students to begin to think about their future digital career prospects. Students during year 7 - 9 get to experiment with digital systems and applications, they begin to get a better understanding of what digital path they might prefer (KS4 Digital Paths - Digital IT / Computer Science).
Assessment	<ul style="list-style-type: none"> • Practical Assessment - Exploring user interfaces <ul style="list-style-type: none"> ○ Unit checkpoint - Component 1 • Written Test Assessment - Planning tools / project development <ul style="list-style-type: none"> ○ Unit checkpoint - Component 1 • Practical Assessment - Modern technologies <ul style="list-style-type: none"> ○ Unit checkpoint - Component 3 • Practical Assessment - Modern teams <ul style="list-style-type: none"> ○ Unit checkpoint - Component 3 • Practical Assessment - Legal / ethical issues <ul style="list-style-type: none"> ○ Unit checkpoint - Component 3 • Test Assessment - Information flow diagrams <ul style="list-style-type: none"> ○ Unit checkpoint - Component 3
Aspirations & Careers	<p>Students recognise that the digital sector is a major source of employment in the UK where digital skills span across multiple industries, where almost all jobs in the UK require good levels of digital literacy. Students can pursue a career in computing, the digital sector, university, sixth form or apprenticeship with good digital skills.</p>