

Year 10	Autumn Term		Spring Term	Summer Term
	Social Media Managers, Graphic Designers, Customer Service, Writers/Editors, Tutoring, Web Developer, Technical Support, Travel Agent, Financial Advisor		Financial Analyst, Administrative Assistant, Project Manager, Business Analysts, Data Journalist, Accountant, CAD Technician, Accountant, Retail Store Managers, Office Clerks, Market Analysts, Educators, Investment Bankers, Loan Officers, Construction Managers,	
Topic	Online Safety	Impact of Technology	Spreadsheets	
BIQ Question	Can we ever be safe online?	Do computers really make the world a better place?	Can we accurately model the world using computer software?	
Overview	Learners will evaluate the online world and their own internet activity for safety concerns and equip themselves with tools for protecting their online identities. Learners will start thinking more critically about how they, and others, conduct themselves online. Learners begin to understand the impact of technology on individuals, organisations, and the planet, such as the extent of their right to privacy, and which powers should be granted to organisations and state, alongside the legal, cultural, environmental, and ethical impacts. Learners will be encouraged to develop their own ideas and opinions in order to become engaged citizens when it comes to online rights.		Learners will deepen their understanding and knowledge of how to use spreadsheets (Digital Literacy) to store and manipulate data, how to use common functions, and how to extract data to create visual representations using charts. They will use spreadsheets to track and calculate income, make predictions, and answer "what if...?" questions. Learners will implement a spreadsheet solution.... <ul style="list-style-type: none"> costing for organising/holding a birthday party to track voting for the talent or TV show, and to calculate income from mobile and landline votes and how much will be donated to charity 	
Content Declarative Knowledge – 'Know What'	Digital Citizen: <ul style="list-style-type: none"> Online reputation Right to privacy Data protection Fake news Illegal content Right to access Big data 	Five impacts of technology: <ul style="list-style-type: none"> Legal – Data Protection Act & GDPR, Copyright, Plagiarism, Freedom of Information Act & the Computer Misuse Act Cultural – digital divide Environmental – preserver vs destroyer Ethical – privacy, surveillance data collection, security services 	That computer models are used in the real world to represent financial models: <ul style="list-style-type: none"> Enter title, column headings and row labels Insert and delete rows/columns Change/amend data in cells Simple, advanced formulae & functions <ul style="list-style-type: none"> SUM, AVERAGE, MIN, MAX, IF Conditional functions and formatting Explore, predict & test outcomes for various scenarios. Search & sort data Present information in variety of formats Macros Data Validation 	
Skills Procedural Knowledge – 'Know How'	Knowing how: L1: Revisit KS3 & identify main safety concerns of being online. L2: Online reputation L3: Big Data L4: Right to privacy L5: Data protection L6: Fake news L7: Illegal Content L8: Right to access L9: Assessment	Knowing how: L1: How technology impacts us? L2: The Law (DPA, Copyright) L3: The Law (FIA, CMA) L4: Cultural Impacts L5: Ethical Impacts L6: Environmental Impacts L7: Assessment	Knowing how: Use a data model to predict what will happen in different situations and present data in a visual format L1: Revisit KS3 and familiarise layout & formulae L2: Use formatting techniques and validation to aid efficiency and reduce human error L3: Implement conditional formatting techniques L4: Visually representing data with charts/graphs L5: Using macros L6: Advanced functions & formulas (Lookup, IFs) L7: Assessment	
Builds on KS3	7.1 UCSE, 9.1 Cyber Security, Safer Internet & PSHE days	7.3 Using Media (Copyright) 9.1 Cyber Security (DPA)	Computational Thinking - logic- predicating and analysing, Algorithms - in how algorithms describe repetitive steps used in creative projects- formulae in spreadsheets	
Builds towards	Cross-curricular links Develop skills to support future study, work and life in the modern world		Develop skills to support future study, work and life in the modern world Impacts of digital technology on wider society Post GCSE qualifications Employability skills	
Enrichment	iDEA Badges – eSafety (Citizen), Fake News (Citizen), GDPR (Citizen),		iDEA Badges – Money Management (Maker), Big Data (Entrepreneur),	
Careers	Developing their <u>communication</u> skills, <u>teamwork</u> skills		Develop <u>problem-solving</u> skills to create spreadsheets for a given scenario as well as digital communication to convey the data required in a specific format. https://www.prospects.ac.uk/jobprofiles/chartered-accountant	
Online Safety	Computer security, <u>Digital footprint</u>		Consider <u>personal data</u> and what should and the handling of it	
Cultural Capital	Being made aware of the different digital experiences available but also the dangers of these	The morality of computing and developing technology. Are they making the world a better or worse place?	Look at how money has to be managed in the world of work and that it isn't unlimited. File-based systems from the 1960s, Online data processing and Big Data today	
SMSC	Spiritual - know/respect others faiths, feelings, values. Moral - right v wrong, legal boundaries of civil and criminal law, understand consequences of their behaviour, views about moral & ethical issues & others views.		Moral - understand consequences of their behaviour	

NC Links	Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns	Develop their capability, creativity and knowledge in computer science, digital media and information technology	Develop their capability, creativity, and knowledge in computer science, digital media, and information technology Develop and apply their analytic, problem-solving, design, and computational thinking skills Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
Education Connected World links	Online relationships, self-image and identity, online reputation, online bullying, managing online information, privacy and security	Privacy and security Copyright and ownership	
Cross-curricular			Maths & Business – working with numbers/currency to model scenarios and make business decisions
Assessment	Written assessment - learners will debate 'The internet is too dangerous to use', to remind students that online spaces can be useful, but their users must be prepared.	Multiple choice assessment based directly from the topics covered.	Learners will be assessed on their understanding of spreadsheet software through multiple choice examination/practical task. Formative knowledge be assessed throughout the unit on their ability to understand a functional spreadsheet from scratch and the different elements. Summative skills will be assessed as learners are able to create and manipulate a spreadsheet using a range of different features in Microsoft Excel.

Year 11	Autumn Term	Spring Term	Summer Term
Topic	Life Skills	IT & the world of Work	
BIQ Question	What is a CV and how & why are the used? How can I manage my digital self?	How will the modern structure of the workplace impact your future lives?	
Overview	Learners will understand the purpose of a CV, personal statements and cover letters and explore ways they can make themselves stand out from the crowd.	Learners will gain a deeper comprehension of the methods employed by organisations and the impact the use of IT in the working environment has on all stakeholders, including social, moral, and ethical impact these methods have on individuals & society.	
Content Declarative Knowledge – 'Know What'	<ul style="list-style-type: none"> Understand the purpose and function of a CV, including what information it needs to include, and how best to organise that information. Apply for a job by writing a personal statement and learning about the function and importance of cover letters Understand how strengthening their transferable skills and demonstrating them on a CV can help them stand out to prospective employers Understand how a professional social networking site, such as LinkedIn, can be used to develop their careers. Understand how to tailor your CV with consideration to the different skills and attributes specifically to a job Understand how to develop an effective and professional digital communication style, adaptable across the workplace, including in emails and presentations Understand how important it is to adapt their digital communication style in the world of work so they feel they have a confident and professional digital voice. Encourage learners to think about personal brand and how to reflect this professionally in a digital footprint Understand how a positive online reputation can affect their future success 	<ul style="list-style-type: none"> Examine modern technology tools that assist inclusivity and accessibility Explore communication tools Evaluate collaborative working Interpret the advantages and disadvantages of 24/7/365 availability Identifies essential skills for the modern workplace Assess the functions and features of cloud computing Justify the selection of communication platforms Evaluate the security of using the cloud for storage and document/data creation Recognise methods of creating a network when mobile or remote working Evaluate the impact of mental well-being on individuals Evaluate the impact of physical well-being on individuals 	
Skills Procedural Knowledge – 'Know How'	Knowing how: L1: Writing a successful CV. L3: Writing personal statement & cover letters https://barclayslifeskills.com/i-want-help-applying-for-jobs/school/how-to-write-a-cracking-cover-letter/ https://barclayslifeskills.com/i-want-to-choose-my-next-step/school/wheel-of-strengths/ L4: Professional social networking L5: Tailoring your CV, using networks L6: Communication & Digital skills at work L7: Communicating digitally in the world of work L8: Online reputation in the workplace L9: Building a positive online reputation L10: What is coding? https://www.barclayscodeplayground.co.uk/teacher-s-homepage/ https://www.barclayscodeplayground.co.uk/code-playground-challenges/	Knowing how: L1: The modern world of work L2: Accessibility L3: The skills required L4: Why cloud computing L5: Creating personal networks L6: Remote working	

Builds on KS3	10.1-Online Safety, 10.3-Impact of Technology, 10.5-Spreadsheets, 9.4-Website Design, 7.1-Digital Communication.	10.1 - Impact of Technology, 10.2 - Online Safety, 9.1 – Cyber Security, 9.4 – Website, 8.1 – Computer Systems, 8.5 – Networking & 7.1 – Digital Communication.	
Builds towards			
Enrichment	iDEA Badges – Citizen (ethics, digital awareness and safety) Worker (tools/techniques in the digital workplace) Maker (build things digitally)	iDEA Badges – Citizen (ethics, digital awareness and safety) Worker (tools/techniques in the digital workplace) Maker (build things digitally)	
Online Safety/Education for Connected World		<ul style="list-style-type: none"> I can analyse well-being issues experienced by others in the wider news from my own online research I can analyse and identify opportunities and risks that may arise from technologies (e.g. VR, AR, AI) that could impact on health and well-being 	
Careers	Most careers that use computer systems in some way.		
Cultural Capital		Explore how developments in technology have changed our culture, particularly the rise in social networking sites and the ability to communicate instantly across borders. How differing cultures access and use the internet and what implications this has on the individual and the culture.	
SMSC	<p>Reflect on how computers can sometimes perform better in certain activities than people.</p> <p>Think and produce work that reflects the needs of diverse audiences within our community and the wider community</p> <p>Develop their skills in a range of software they are challenged to work in groups to find solutions whilst developing respect for the ideas and opinions of others in their team</p> <p>Help all students to express themselves clearly and to communicate</p>	<p>Reflecting on their own lives and the lives of others as they look at various ICT/Computing case studies. Debate and formulate their own set of values and beliefs through case studies as they share their own experiences.</p> <p>Consider issues surrounding the misuse and access rights to personal data</p>	
NC Links	<p>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;</p> <p>Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability;</p> <p>Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy</p>	Develop their capability, creativity, and knowledge in... information technology	
Cross-curricular			
Assessment	Practical Assessment – CV and forward letter, including applications.	Multiple choice assessment based directly from the topics covered.	