

## Subject Area: IT

**Curriculum Intent:** The IT course at Trinity Sixth Form Academy provides an understanding and skills of the essentials of IT and cyber security. This curriculum will give an insight into the IT sector and a focus on the requirements that today's employers demand to develop life ready learners. Developing professional, personal and social skills with clients through creation of IT systems, easing the transition into higher education should they wish to pursue the subject as a career. We provide a depth of knowledge for the subject and have high expectations for every learner incorporating the core professional standards of mental toughness, attention to detail, work ethic, integrity and developing an understanding of civic virtues. We aim to provide a greater understanding of how organisations use information and the legislation and regulation governing information to help develop their analytical and reasoning skills. In addition to this they learn the theory behind computer hardware, networking cyber security and e-safety. This aims to prepare them for the world of work in business or data analysis and prepares them for the digital world.

Dates	Yr 12 Content	Assessment	Rationale
T1 and 2	<p><b>Unit 1 – Fundamentals of IT</b></p> <ul style="list-style-type: none"> <li>Understand computer hardware</li> <li>Understand computer software</li> <li>Understand business IT systems</li> <li>Understand employability and communication skills used in an IT environment</li> </ul> <div style="border: 1px solid black; padding: 2px; margin: 5px;"> <p>CEIAG: <b>Ready for work</b> Opportunity to create a CV for job roles in IT</p> </div> <div style="border: 1px solid black; padding: 2px; margin: 5px;"> <p>CEIAG: <b>Job roles</b> Opportunity to have a talk from IT technician/network manager</p> </div> <ul style="list-style-type: none"> <li>Understand ethical and operational issues and threats to computer systems</li> </ul> <div style="border: 1px solid black; padding: 2px; margin: 5px;"> <p>CEIAG: <b>Issues in the workplace</b> Whistleblowing Health and safety Codes of practice</p> </div>	<p><b>Weekly:</b> Spaced Rep tests "Quick 6" assessing content and key terminology.</p> <p><b>End of term 1 and 2:</b> Unit 1 Exam questions</p> <p><b>PC 1 –</b> Unit 1: Fundamentals of IT paper (May 2018) (1hr 30mins)</p> <p><b>Unit 1 External Exam paper – January</b></p>	<p>The decision was made to start teaching Cambridge Technicals for students to have a knowledge and understanding of how to analyse and design systems. A more technical approach suited some of our learners and would help support progression into the IT industry.</p> <p>The decision was made to introduce Unit 1 to students first as it gives them a sound understanding of IT technologies and practices essential for IT professionals and it provides a solid foundation for the course and will underpin the study for the additional units. It is a particularly important starting point if this is their first IT subject experience.</p> <p>Students may be familiar with computer hardware, software and binary which should ease the transition between GCSE and A Level content.</p> <p>The decision was taken to delay coursework (after Christmas) until the students were ready for the demands of A-Levels deadlines and had built up the knowledge and skills of academic writing to succeed independently.</p> <div style="border: 1px solid black; padding: 2px; margin: 5px;"> <p>PS/CV's: Discussions surrounding professionalism and integrity of codes of practice in industry.</p> </div>
T3 and 4	<p><b>Coursework Units 9 &amp; 11</b></p> <p><b>Unit 9 – Product Development</b></p> <ul style="list-style-type: none"> <li>Understand the product development life cycle</li> </ul> <div style="border: 1px solid black; padding: 2px; margin: 5px;"> <p>CEIAG: <b>Software Developer career</b> What is the role of the software developer and what does the job entail?</p> </div> <ul style="list-style-type: none"> <li>Be able to design products that meet identified client requirements</li> <li>Be able to implement and test products</li> <li>Be able to carry out acceptance testing with clients</li> </ul> <p><b>Unit 11 – Systems analysis and design</b></p> <ul style="list-style-type: none"> <li>Understand the role of systems analysis and design in relation to the systems development lifecycle</li> <li>Be able to use investigative techniques to establish requirements for business systems</li> <li>Be able to develop and document models for business systems</li> <li>Be able to create logical and physical designs for specified business systems</li> </ul>	<p><b>Weekly:</b> Spaced Rep tests "Quick 6" assessing content and key terminology.</p> <p><b>PC2 –</b> Excel/Access skills/knowledge test</p> <p><b>End of term 3:</b> Document model diagrams (3 view approach design model)</p> <p><b>End of term 4:</b> Presentation to client</p> <p><b>OCR External moderation – May?</b></p>	<p>Coursework units are taught simultaneously to allow for interconnected evidence. Students develop a product and understand the process of research and design for the client at the same time. This way of completing the units has been a success and moderators have commented on the approach as good practice.</p> <p>Prior knowledge of Excel/Access may be used here before transitioning to more advanced skills such as Macros, Vlookups and conditional formatting is taught. Students need to be familiar and confident with the features in their chosen software before creating the system of their own.</p> <p>Giving the students an opportunity to present their ideas and designs with a presentation to the client allows them to practice their oracy skills and gives them a flavour of software development pitches.</p> <div style="border: 1px solid black; padding: 2px; margin: 5px;"> <p>PS/CV's: <b>Courage</b> Students have the courage to present to a client in a professional and fluent manner.</p> </div>
T5 and 6	<p><b>Coursework continued ...</b></p> <p><b>Unit 2 – Global information</b></p> <ul style="list-style-type: none"> <li>Understand where information is held globally and how it is transmitted</li> </ul> <div style="border: 1px solid black; padding: 2px; margin: 5px;"> <p>CEIAG: <b>UK legislation and regulation</b> eg GDPR</p> </div>	<p><b>Weekly:</b> Spaced Rep tests "Quick 6" assessing content and key terminology.</p> <p><b>PC3 –</b> Unit 2 Exam Questions</p>	<p>Unit 2 involves looking into a pre-release case study and students are given the time to study the scenario before the exam.</p> <p>The decision to start Unit 2 early in the year gives them a head start going into summer allowing for independent research and it is very content heavy with 6 Learning objectives to cover.</p> <p>Students are given the opportunity to resit this unit if needed and have revision built in later in the course.</p>

Dates	Yr 13 Content	Assessment	Rationale
T1 and 2	<p><b>Unit 2 – continued ....</b></p> <p><b>Unit 2 – Global information</b></p> <ul style="list-style-type: none"> <li>• Understand the styles, classification and the management of global information</li> <li>• Understand the use of global information and the benefits to individuals and organisations</li> <li>• Understand the legal and regulatory framework governing the storage and use of global information</li> </ul> <p>PS/CV's: Importance of good management of data and information. Students will understand about the digital divide and have compassion for the differences in developed and developing countries.</p>	<p><b>Weekly:</b> Spaced Rep tests "Quick 6" assessing content and key terminology.</p> <p><b>PC4 –</b> Unit 2 Global information paper (1hr30mins)</p> <p><b>Assessment practice questions (end of unit)</b></p> <p><b>Unit 2 External Exam paper – January</b></p>	
T3 and 4	<p><b>Unit 3 – Cybersecurity</b></p> <ul style="list-style-type: none"> <li>• Understand what is meant by cyber security</li> <li>• Understand the issues surrounding cyber security</li> <li>• Understand measures used to protect against cyber security incidents</li> <li>• Understand how to manage cyber security incidents.</li> </ul> <p>PS/CV's: Integrity within reporting cyber security incidents and protecting against incidents that may occur</p> <p>CEIAG: Common policies and procedures in the workplace eg acceptable use of IT, e-mail policy</p>	<p><b>Weekly:</b> Spaced Rep tests "Quick 6" assessing content and key terminology.</p> <p><b>Assessment practice questions (end of unit)</b></p> <p><b>Unit 3 – Cybersecurity exam paper (1hr)</b></p>	<p>Unit 3 involves a pre-release case study and time is given to analyse and research before the exam. Students build on knowledge from previous units of information security and threats to computer systems as well as understanding the measures to protect against cyber security incidents. This is the smallest of all the units (60GLH) and has concepts already covered in previous units such as how to protect your information and data encryption so will be revision in parts.</p> <p>CEIAG: Cybersecurity university courses/careers. Role of cybersecurity in organisations.</p>
T5 and 6	<p>Resit Revision Unit 2 Revision Unit 3</p>	<p>Unit 2 and 3 Exam questions</p> <p><b>Unit 2 External Exam – Global information Resit (1hr 30 mins)</b> <b>Unit 3 External Exam – Cybersecurity exam paper (1hr)</b></p>	<p>Exam technique and revision skills will be covered to prepare students for external exams resits and time given to pre-release case study analysis.</p> <p>PS/CV's: Students will show mental toughness in resisting exams</p>