Subject Curriculum Map: IT Year 10 2024-25

Exam board: Pearson – 40% Examination (Y11) 60% Internal Assessment (Y10 & Y11)

Curriculum intent: Year 10 IT aims to facilitate students to create evidence related to specific, exam board given scenarios. Further developing practical, analysis and evaluative skills is key to achieving Distinction grades in the Pearson Tech Award in Digital Information Technology. Students will be taught how to construct relevant coursework content and how to format into suitable submission types. We also hope to develop knowledge and understanding of User Interface design, implementation and evaluation, along with data collection methods and subsequent manipulation of data. With this curriculum map, we hope to help students to acquire knowledge and technical skills through vocational contexts by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning. This qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

Curriculum Implementation: the course is delivered as 5 fortnightly lessons. This year's curriculum is designed as the key year for development of evidence towards Component 1 on the Pearson Tech Award in Digital Information Technology. We have built in assessment points to allow all classes to move through the assessments at a personalised, yet exam-board acceptable, pace (with stretch and challenge built in for the higher achieving students through exposure to Distinction tasks). In order to achieve Distinctions in Component 1 and Component 2, a student needs to satisfy criteria in all Pass, Merit and Distinction tasks. The curriculum we have mapped gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment, including:

• development of key skills that prove their aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data

• processes that underpin effective ways of working, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct

• knowledge that underpins effective use of skills, processes and attitudes in the sector, such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

Curriculum impact: students will further develop their understanding of key concepts such as hardware and software, the role of IT within organisations and IT for communication, along with more specific development of their knowledge of user interface design and data manipulation. They will also be able to apply this to specific, industry-type scenarios. Students will continue to improve their understanding of research techniques (physical and analytical) applying KS3 and GCSE level Mathematical skills to provide evidence for justification of their choices. It is hoped that all students will create evidence for Components 1 and 2 to a grade on or above their target grade.

Year 10 IT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes, Concepts & Ideas	Comp 1 theory for PSA –Intro to user interfaces Hardware/software, user accessibility Design principles, project planning tools.	Comp 1 theory for PSA – creating initial designs. Developing interfaces, reviewing interfaces.	Completing past PSA's in preparation for official PSA for comp 1 in Spring 2.	Completion of Component 1 PSA where Students design and develop an appropriate user interface which makes full and effective use of project planning.	Comp 3 – C-Wider implications of digital systems.	Comp 2 Theory for PSA – Data collection and factors affecting quality Data manipulation methods Using presentation features
Knowledge and understanding	Describe different types of user interfaces. Accessibility features and considerations when designing interfaces. Understanding of different planning tools and identify which would be suitable. Understanding of design principles and business house styles.	Show understanding of their own work and the ability to evaluate it.	Application of appropriate skills used to Create a project plan and design specification that shows an initial design of the user interface that meets both user requirements and design principles.	Application of appropriate skills used to Create a project plan and design specification that shows an initial design of the user interface that meets both user requirements and design principles.	Shared data Environmental issues Equal access Use policies Data protection	Primary and secondary methods of data collection. Basic and some advanced spreadsheet skills, graphs, charts. Conditional formatting.
Subject specific skills	Identifying the most appropriate accessibility features for interfaces. Choose suitable planning tools and create them, such as Gantt charts for a given scenario.	Designing and developing a User Interface Reviewing a User Interface Providing, assessing and acting upon feedback	Designing and developing a User Interface Reviewing a User Interface Providing, assessing and acting upon feedback	Project planning methodology and tools to be used User requirements and accessibility needs Design specifications	Explain how technology harms the environment, discussing the legislation involved. Analysing business policies that are in place.	Students will use their skills to show data summaries in a spreadsheet and present data using the most suitable methods.

				Creating an interface to meet client's requirements		
1.SMSC	Cultural: To recognise different cultures and how cultures of target audience influence interface design.	Moral and Social: Students may work together to best plan a project, however they must understand plagiarism and legislation such as copyright law.	Social: Students will provide feedback to other students and should do this in a respectful constructive manner	Moral and Social: Students must work independently, they must understand plagiarism and legislation such as copyright law.	Moral: Students will understand how we can reduce the environmental issues caused by technology.	Social: students may wish to seek informal feedback for this task so they must be able to provide and receive feedback to and from other students and should do this in a respectful constructive manner
2.Skills For life	Being able to plan appropriately using different tools.	Being able to follow a set assignment and satisfy the criteria for their target grade – independent responsibility for success.	Create, receive, manage and apply constructive criticism to all elements of their projects. Key skill for future life in any environment.	Being able to follow a set assignment and satisfy the criteria for their target grade – independent responsibility for success.	Being able to follow a set assignment and satisfy the criteria for their target grade – independent responsibility for success.	Create, receive, manage and apply constructive criticism to all elements of their projects. Key skill for future life in any environment.
3.FBV	Collaboration with teams, patience and timing along with work within the technology industry	IT is at the forefront of Governmental policy to keep Britain competitive in the modern marketplace.	Respect, empathy and compassion are required to offer and receive constructive feedback.	Collaboration with teams, patience and timing along with work within the technology industry	Collaboration with teams, patience and timing along with work within the technology industry	Respect, empathy and compassion are required to offer and receive constructive feedback.
Stretch & challenge	Pass Merit and Distinction tasks within the set task allow for complexity of design to be independently judged	Pass Merit and Distinction tasks within the set task allow for	Pass Merit and Distinction tasks within the set task allow for complexity of	Pass Merit and Distinction practise tasks allow students to showcase knowledge,	Pass Merit and Distinction tasks within the set task allow for complexity of	Pass Merit and Distinction tasks within the set task allow for complexity of design to be

	by the student – within the desired criteria.	complexity of design to be independently judged by the student – within the desired criteria.	design to be independently judged by the student – within the desired criteria.	provide application of advs and diasdvs as well as justification and analysis for higher grades	design to be independently judged by the student – within the desired criteria.	independently judged by the student – within the desired criteria.
Key assessment focus, suggested assessments	Assessment of practise tasks set in run-up to the set-task	Assessment of practise tasks set in run-up to the set-task	Assessment of practise tasks set in run-up to the set-task	Completion of Component 1	End of topic assessment on wider implications of digital systems	Assessment of practise tasks set in run-up to the set-task
Special events						
Visits/extra-curricular	Chess club Homework/coursework club	Chess club Homework/ coursework club	Chess club Homework/ coursework club	Chess club Homework/ coursework club	Chess club Homework club/ coursework	Chess club Homework/ coursework club
Homework/Independent Learning	Knowledge and practise tasks will be set to assess skills prior to the sitting of the set task	Practise tasks can be used to aid understanding of the task and expectations	Practise tasks can be used to aid understanding of the task and expectations	Coursework CANNOT be completed at home Practise tasks can be used to aid understanding of the task and expectations	Key word Activities set for homework	Practise tasks can be used to aid understanding of the task and expectations