



love the journey

Curriculum Implementation 2025-26

Secondary

LCA Strand	Technology, Enterprise & Sport
Subject	BTEC Digital Information Technology
Key Stage	Key Stage 4 (Chapter 10-11)

<p>What are the key concepts taught?</p>	<p>The curriculum focuses on developing:</p> <p>Technical Skills:</p> <ul style="list-style-type: none"> • User interface (UI) design • Project planning techniques • Data collection, analysis, and presentation <p>Processes:</p> <ul style="list-style-type: none"> • Effective digital working practices • Cybersecurity principles • Legal and ethical considerations in IT <p>Attitudes:</p> <ul style="list-style-type: none"> • Personal management • Effective communication • Teamwork and collaboration <p>Knowledge:</p> <ul style="list-style-type: none"> • Understanding of modern technologies • Impact of data on individuals and organizations • Use of digital systems in various context
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<p>What is the sequencing of units?</p>	<p>Year 10:</p> <ul style="list-style-type: none"> • Component 1: Exploring User Interface Design Principles and Project Planning Techniques • Component 3: Effective Digital Working Practices – Begin exam theory lessons
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	<ul style="list-style-type: none"> • Component 2: Collecting, Presenting, and Interpreting Data – Begin the Component 2 practice assignment and then start on the actual Pearson Set Assignment. <p>Year 11:</p> <ul style="list-style-type: none"> • Component 3: Effective Digital Working Practices • Topics: Modern technologies, cybersecurity, legal and ethical issues, planning and communication in digital systems • Revision and preparation for external assessment • Component 2: Completion and submission of internal assessment • Component 3: External assessment (exam)
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<p>How do we encourage pupils to see the links between different units and concepts?</p>	<p>Showing links between the different concepts taught helps to develop the pupils' critical thinking and problem-solving skills. Some methods used are:</p> <ul style="list-style-type: none"> • Real-world examples to show pupils the connection and to see how they are applied in the real world. • Visual aids: diagrams/mind maps/flowcharts • Class discussions to allow pupils to hear different opinions from their peers
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<p>What are the planned opportunities for adaptive teaching, including for SEND, the more able, and disadvantaged pupils?</p>	<ul style="list-style-type: none"> • Real-time feedback – providing feedback to pupils as they're working through the lesson activities. • Varying the lesson pace, allowing pupils to work at their own speed through scaffolded resources or video tutorials. • Variety of teaching strategies to support different learners, i.e., hands-on activities to help pupils learn best through practical tasks. • Gamification of lesson activities to engage learning, particularly with disadvantaged or SEND pupils • Peer teaching – have students explain concepts to each other
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<ul style="list-style-type: none"> • Do now / retrieval tasks at the start of the lesson to check previous understanding • Review quizzes: Like Seneca, Kahoot, or Quizlet can be used to recall information from previous lessons. • Peer feedback: pupils give their peers valuable feedback on tasks completed
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	<ul style="list-style-type: none"> Exit tickets at the end of the lesson so that pupils can write a brief response to a question related to the concepts learnt in the lesson.
<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<ul style="list-style-type: none"> In multimedia projects, pupils are given ways to improve the design or layout of the project Teachers regularly review the levels of attainment of each pupil to set them targets for the next progress phase. Pupils are also encouraged to set their own targets on the LC assessment record forms. Departmental data allows teaching staff to analyse and identify pupils' levels, which helps to inform future planning.
<p>What are the planned opportunities for developing Reading?</p>	<ul style="list-style-type: none"> Giving pupils the opportunity to read out loud, i.e., reading the instructions for an activity or reading a context statement. Key technical terminology is displayed for all pupils to see Using case studies to provide pupils with real-world examples of how technology is used in industry. Using online digital resources (e.g., online tutorials to provide pupils with interactive reading opportunities)
<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p>Literacy:</p> <ul style="list-style-type: none"> Pupils are allowed to write in a range of styles, like technical reports, instructions, using appropriate grammar and spelling. <p>Numeracy:</p> <ul style="list-style-type: none"> Data analysis and interpretation Use of spreadsheets and graphs Understanding of algorithms and logic Encouraging pupils to solve real-world problems using mathematical skills. <p>Oracy:</p> <ul style="list-style-type: none"> By modelling clear and effective speaking in the teacher's own communication. Pupils will deliver presentations to the rest of the class Provision of regular feedback on pupils' oracy skills Pupils also get the opportunity to have paired/group discussions to help develop their speaking and listening skills. <p>SMSC:</p> <ul style="list-style-type: none"> Pupils at KS4 get the opportunity to work on joint tasks/projects to help develop their social skills and to help them work effectively in teams. Pupils also look at the responsible and safe use of digital technologies, such as cyberbullying and digital citizenship. Ethical considerations in data use

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| | <ul style="list-style-type: none">• Impact of technology on society• Cultural diversity in technology use |
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