



# HPRS CURRICULUM MAP



**SUBJECT AREA:** ICT – BTEC IT Users level 1 Award/Certificate      **YEAR / GROUP:** 10 and new starters

## BRIEF SUMMARY OF CURRICULUM INTENT

At HPRS we believe that our pupils should have the opportunity to follow an IT curriculum that prepares them for life in a world where technology is evolving and is often an essential part of working life. Being IT literate will enable pupils to have access to many opportunities in further education and the world of work. Good quality IT skills will enable pupils to engage positively within the work place.

E-Safety is also very important to us and is something that we revisit regularly with pupils. Technology offers unimaginable opportunities and is constantly evolving. Access is becoming universal and ever more mobile. Because of this we are committed to delivering an appropriate curriculum that enables our pupils to become responsible digital citizens who are aware of the dangers online and know what to do if they encounter this.

The core unit for this qualification is Developing a Personal Development plan. This unit will help pupils to develop and progress to the next stage in their learning. They will explore progression opportunities and create a plan with short and long-term goals; they will identify steps they need to take to be successful in their chosen career path.

At St Davids pupils will be working towards an Award in BTEC Level 1 Introductory in IT, once they have completed this they will be able to work towards a Certificate if time allows. This will depend on when the pupil has joined St Davids. Pupils who join us at the start of year 10 should ideally achieve a Certificate. This who join us towards the end of year 10 or in year 11 may only have time to achieve an Award. This can vary from pupil to pupil depending on motivation levels.

### Units for Award

#### Core

Developing a Personal Progression Plan

#### Sector – One unit to be completed

Developing Digital Information Using IT

Using Digital Communication Technologies

Solving Technical IT Problems

Creating a Spreadsheet to Solve Problems

Creating a Website

Creating a Computer Program

Developing a Digital Product

Created a Digital Animated Graphic

### Units for Certificate

#### Core

Being Organised

Developing a Personal Progression Plan

#### Sector – Three units to be completed

Developing Digital Information Using IT

Using Digital Communication Technologies

Solving Technical IT Problems

Creating a Spreadsheet to Solve Problems

Creating a Website

Creating a Computer Program

Developing a Digital Product

Created a Digital Animated Graphic

### How SMSC and British Values are delivered in this subject

At HPRS British Values and SMSC is embedded into learning, inside and outside of the classroom. In ICT we instil how to stay safe online by learning about **laws** that are put in place to keep everyone safe. When learning about online safety we talk about **respecting** others online and how it is everyone's **responsibility** to be aware of the online dangers to themselves and others. We also discuss **laws** relating to copyright and licencing and the importance of following the **law**.

### KEY DATES / NOTES

Timing	Key Skills <i>What pupils are learning to do</i>	Teaching & Learning Themes & Styles <i>Topics, Activities, Learning Styles</i>	Assessment Focus <i>including dates and suggested assessments and methods of assessment</i>	Additional Features <ul style="list-style-type: none"> <li>• Literacy Elements</li> <li>• Curriculum Links</li> <li>• Visits / Events</li> </ul>
<b>AUTUMN</b> Half term 1	Developing a Personal Progression Plan	<p><b>What are my progression opportunities?</b>                      In groups, learners discuss the progression opportunities that may be available to them.                      Handouts about the local colleges, links to apprenticeship websites and local jobsites can support this.                      As a whole group, the progression opportunities can be listed on the board and the group can discuss what their initial ideas/plans are for the next stage.  <b>Suggested time:</b> about 1 hour.</p> <p><b>Skills audit</b>                      Learners identify their own skills using a number of different techniques. They could list their own ideas first and then use commercially designed paper-based or online questionnaires.                      Ideally, learners should have the chance to do both. They can then compare results.                      Learners list their skills in order of confidence. If the group know each other well, they could share their list with others to find out their opinion.  <b>Suggested time:</b> about 3 hours.</p> <p><b>Appropriate behaviours for progression</b>                      Learners could begin the session by watching a video clip of people demonstrating different attitudes and behaviours. The group can then identify different attitudes and behaviours and talk about how they can affect other people's attitudes towards them.                      Learners could role-play different scenarios that highlight the influence attitudes and behaviours can have on others, e.g. employers.  <b>Suggested time:</b> about 3 hours.</p>	<p><u>Developing a Personal a Progression Plan</u></p> <p>30 GLH</p> <p>Assignment Issue date 01/11/22</p> <p>Hand in Date 02/11/22</p>	<ul style="list-style-type: none"> <li>• Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li> <li>• Prepare for and contribute to the formal discussion of ideas and opinions.</li> </ul>

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		<p><b>Local sources of information to identify progression opportunities</b>            In small groups, learners carry out local research to find out where and how they can find out about progression opportunities. They could research online local newspapers and magazines, visit the library or careers service, websites, advice etc. Learners can collate their information to share with others in the class.  <b>Suggested time:</b> about 3 hours.</p>		
AUTUMN Half term 2	Developing a Personal Progression Plan	<p><b>Opportunities to develop the skills and behaviours needed to progress</b>            Tutors could invite speakers to talk about the value of volunteering and the skills that learners can develop, e.g. working in a charity shop, running a 5k and getting sponsors, being a youth leader, taking part in the Duke of Edinburgh's Award (DofE) scheme or sport's coach.  <b>Suggested time:</b> about 3 hours.</p> <p><b>Setting goals</b>            Learners will find out how to set simple goals that are achievable. Tutors could begin by helping learners set day-to-day goals, e.g., what they are planning to do that evening. Initially learners only need to set clear, achievable goals, however it will be valuable to consider measures and timescales.            Tutors can provide a list of potential goals and learners have to decide if they are clear and achievable.  <b>Suggested time:</b> about 3 hours.</p> <p><b>Matching skills and behaviours to progression opportunities</b>            Tutors give a range of course details, job advertisements and job descriptions for learners to review. Learners can then match their skills to the relevant course or job. They could initially work in small groups to identify the information they need from the text. Following the matching exercise, they can then decide if it would be realistic to apply for the course or job, if they would need to develop other skills before they could apply or if the course or job is not appropriate.  <b>Suggested time:</b> about 3 hours.</p>	<p><u>Developing a Personal a Progression Plan</u></p> <p>30 GLH</p> <p>Assignment Issue date 01/11/22</p> <p>Hand in Date 02/11/22</p>	<ul style="list-style-type: none"> <li>• Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li> <li>• Prepare for and contribute to the formal discussion of ideas and opinions.</li> </ul>

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<b>SPRING</b> Half term 3	Developing a Personal Progression Plan	Complete assignment and progression portfolio.  Safer Internet Day – Tuesday 14 <sup>th</sup> Feb	<u>Developing a Personal a Progression Plan</u>  30 GLH  Assignment Issue date 01/11/22  Hand in Date 02/11/22	<ul style="list-style-type: none"> <li>• Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li> <li>• Prepare for and contribute to the formal discussion of ideas and opinions.</li> </ul>
<b>SPRING</b> Half term 4	Spreadsheet Software	<b>Introduction to unit: Explore a spreadsheet</b>	<u>Creating a spreadsheet to solve problems</u>	<ul style="list-style-type: none"> <li>• Utilise information contained in text.</li> </ul>

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		<p>Tutors explain and demonstrate the difference between spreadsheet workbook and worksheets and their spreadsheet structure. They also explain different data types and basic calculations.</p> <p>Learners explore:</p> <ul style="list-style-type: none"> <li>• use of formula bar and cells when entering information</li> <li>• data input – text and numbers into a worksheet</li> <li>• basic calculations using addition, subtraction, division and multiplication.</li> </ul> <p><b>Suggested time:</b> about 5 hours.</p> <p><b>Activity: Formatting information</b></p> <p>Tutors demonstrate the use of formatting tools in a given range:</p> <ul style="list-style-type: none"> <li>• applying bold and italic to text and numbers</li> <li>• applying different fonts and sizes</li> <li>• applying currency and decimal places to numbers (where required)</li> <li>• resizing columns and rows (height/width)</li> <li>• applying colours in text, numbers and end results</li> <li>• adding header/footer</li> <li>• applying borders and shading.</li> </ul> <p>Learners undertake practical tasks formatting the spreadsheet to enhance presentation for a range of scenarios.</p> <p><b>Suggested time:</b> about 8 hours.</p>	<p>Music festival</p> <p>40GLH</p> <p>Assignment Issued 1 18/04/23</p> <p>Hand in Date 19/06/23</p>	<ul style="list-style-type: none"> <li>• Understand practical problems in familiar contexts and situations, identifying and obtaining the necessary information to tackle the problem.</li> <li>• Apply mathematics in an organised way to find solutions to Straightforward practical problems for different purposes.</li> </ul>
<p><b>SUMMER</b> Half term 5</p>	<p>Spreadsheet Software</p>	<p><b>Activity: Using simple formulae</b></p> <p>Tutors demonstrate the use of simple formulae that use standard mathematical operators. They explain how values can be updated automatically when formulae are used and how formula-based answers solve and update calculations/results.</p> <p>Learners undertake practical tasks using formulae with mathematical operators (+, -, *, /).</p> <p>Introduction to SUM() function.</p> <p><b>Suggested time:</b> about 4 hours.</p> <p><b>Activity: Using functional formulae</b></p> <p>Tutors explain and demonstrate the use of functional formulae.</p> <p>Learners practise different tasks using built-in functional formulae – SUM(), AVERAGE(), MAX() and MIN(), CountA(), Date() and Now().</p> <p><b>Suggested time:</b> about 8 hours.</p>	<p><u>Creating a spreadsheet to solve problems</u></p> <p>Music festival</p> <p>40GLH</p> <p>Assignment Issued</p> <p>Hand in Date</p>	<ul style="list-style-type: none"> <li>• Utilise information contained in text.</li> <li>• Understand practical problems in familiar contexts and situations, identifying and obtaining the necessary information to tackle the problem.</li> <li>• Apply mathematics in an organised way to find solutions to</li> </ul>

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				Straightforward practical problems for different purposes.
SUMMER Half Term 6	Spreadsheet Software	<p><b>Activity: Sorting and using a filter</b> Tutors demonstrate how to sort data (both text and numbers) and apply filters, showing examples of results. Learners undertake practical tasks, sorting data in a spreadsheet in different ways and applying filters to refine searches. <b>Suggested time:</b> about 4 hours</p> <p><b>Activity: Presenting graphical information</b> Tutors explain and demonstrate different types of graphs/charts and how to add titles, axis labels and legends. Learners carry out practical tasks producing different types of graphs/charts with labels, titles and legends to show how information can be displayed. <b>Suggested time:</b> about 3 hours.</p> <p><b>Activity: Reviewing for accuracy</b> Learners review the spreadsheet for accuracy and appropriateness of information. They apply tools and techniques to enhance the presentation of their information. <b>Suggested time:</b> about 1 hours.</p> <p>Complete festival assignment</p>	<p><u>Creating a spreadsheet to solve problems</u></p> <p>Music festival</p> <p>40GLH</p> <p>Assignment Issued</p> <p>Hand in Date</p>	<ul style="list-style-type: none"> <li>• Utilise information contained in text.</li> <li>• Understand practical problems in familiar contexts and situations, identifying and obtaining the necessary information to tackle the problem.</li> <li>• Apply mathematics in an organised way to find solutions to Straightforward practical problems for different purposes.</li> </ul>