

Meden School Curriculum Planning							
Subject	BTEC DIT	Year Group	11	Sequence No.	MTP 7	Topic	Component 3 Learning aim C

Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p>In ICT / CS at Meden in KS3, pupils are taught to:</p> <ul style="list-style-type: none"> <li>design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems</li> <li>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</li> <li>create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability</li> <li>understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and</li> </ul>	<p>This component will give students an opportunity to explore how the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before. The component is designed to allow students to explore the digital systems available to organisations and how their features have an impact on the way organisations operate. Students will explore how developments in technology have led to more inclusive and flexible working environments, and how regulation and ethical and security concerns influence the way in which organisations operate. Students will analyse information in a range of vocational contexts so that students develop a greater understanding of the use of digital systems by organisations and so that students are able to make reasoned judgements on the systems. In this component, students will learn about how organisations can use technology safely and about the cyber security issues when working in a digital organisation.</p> <p>Learning aim C: The wider implications of digital systems Learners should understand the wider implications of digital systems and their use. Learners should understand how legislation covering data protection, computer crimes and intellectual property has an impact on the way that organisations and individuals use digital systems and data. Learners should understand the procedures that organisations must follow in order to conform to legal requirements and professional guidelines.</p>	<p>Searching and applying for jobs in ICT, IT and computing.</p> <p>Be able to plan a project and create smart goals and objectives.</p> <p>Students will be able to use spreadsheet software to design and analyse data.</p> <p>To create charts to analyse data.</p>

<p>privacy; recognise inappropriate content, contact and conduct, and know how to report concerns</p>	<p>C1 Responsible use Learners should consider the responsible use of digital systems, including how systems and services share and exchange data as well as the environmental considerations of increased use.</p> <ul style="list-style-type: none"> <li>● Shared data (location-based data, transactional data, cookies, data exchange between services): <ul style="list-style-type: none"> <li>o benefits of using shared data</li> <li>o drawbacks of using shared data</li> <li>o responsible use (legal considerations, privacy, ethical use).</li> </ul> </li> <li>● Environmental: <ul style="list-style-type: none"> <li>o impact of manufacturing, use, and disposal of IT systems (energy, waste, rare materials)</li> <li>o considerations when upgrading or replacing digital systems</li> <li>o usage and settings policies (auto power off, power-saving settings, hard copy versus electronic distribution).</li> </ul> </li> </ul> <p>C2 Legal and ethical Learners should understand the scope and purpose of legislation (valid at time of delivery) that governs the use of digital systems and data, and how it has an impact on the ways in which organisations use and implement digital systems. Learners should understand the wider ethical considerations of use of technologies, data and information, and organisations' responsibilities to ensure that they behave in an ethical manner.</p> <ul style="list-style-type: none"> <li>● Importance of providing equal access to services and information: <ul style="list-style-type: none"> <li>o benefits to organisations, individuals and society</li> <li>o legal requirements</li> <li>o professional guidelines/accepted standards.</li> </ul> </li> <li>● Net neutrality and how it impacts on organisations.</li> <li>● The purpose and use of acceptable use policies: <ul style="list-style-type: none"> <li>o scope – who the document applies to</li> <li>o assets – the equipment, documents, and knowledge covered by the policy</li> <li>o acceptable – behaviours that are expected/required by an organisation</li> <li>o unacceptable – behaviours that are not allowed by an organisation</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>o monitoring – description of how behaviour is monitored by an organisation</li> <li>o sanctions – defining the processes and potential sanctions if unacceptable behaviour occurs</li> <li>o agreement – acknowledge (sign, click) that an individual agrees to abide by the policy.</li>   <li>● Blurring of social and business boundaries: <ul style="list-style-type: none"> <li>o use of social media for business purposes</li> <li>o impact of personal use of digital systems (social media, web) on professional life.</li> </ul> </li>   <li>● Data protection principles: <ul style="list-style-type: none"> <li>o lawful processing</li> <li>o collected only for specific purpose</li> <li>o only needed information is collected</li> <li>o should be accurate</li> <li>o kept only as long as is necessary</li> <li>o data subject rights</li> <li>o protected</li> <li>o data subject rights not transferred to countries with less protection.</li> </ul> </li>   <li>● Data and the use of the internet: <ul style="list-style-type: none"> <li>o the right to be forgotten</li> <li>o appropriate and legal use of cookies and other transactional data.</li> </ul> </li>   <li>● Dealing with intellectual property: <ul style="list-style-type: none"> <li>o the importance of intellectual property in organisations</li> <li>o methods of identifying/protecting intellectual property (trademarks, patents copyright)</li> <li>o legal and ethical use of intellectual property (permissions, licensing, attribution).</li> </ul> </li>   <li>● The criminal use of computer systems: <ul style="list-style-type: none"> <li>o unauthorised access</li> <li>o unauthorised modification of materials</li> <li>o creation of malware</li> </ul> </li> </ul>	
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	o intentional spreading of malware.	
<p>Vocab List:</p> <p>Shared data, location-based data, GPS, transactional data, cookies, data exchange, privacy, ethics, manufacture, disposal, energy, waste, rare materials, upgrade, replace, policy settings, auto power off, power-saving, equal access, equality, net neutrality, acceptable use policies, scope, assets, monitoring, sanctions, social media, professional life, data protection, lawful processing, accuracy, data subject, right to be forgotten, trademarks, patents, copyright, permissions, licensing, attribution, unauthorised access, unauthorised modification, malware.</p>		