



Key Stage 4 BTEC Curriculum Maps

Intent of DIT Curriculum at Littleover Community School

To provide a high quality and ambitious subject curriculum in line with the exam board requirements. We aim for it to be inclusive and accessible to all students to achieve their potential, whilst giving them the knowledge they need to thrive later in life.

	AUTUMN															SPRING											SUMMER											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38=9
Year 10	Topic – COMP 1						Topic – COMP 1					Topic – COMP1				Topic – COMP 2					Topic – COMP 2		Topic – COMP 2				Topic – COMP 3						Topic – COMP 3					
	User Interfaces; Audience Needs; Design principals; Designing efficient user interfaces.						Project planning techniques; Project proposal and plan; Creating initial designs.					Developing a user interface; Review.				Data & Information; Data collection; Quality of information; Sectors and threats.					2		Drawing conclusions based on the data; Presentation of findings.				Threats to data.						Prevention and management of threats to data; Policy.					
	Assessment – Constant development towards NEA						Assessment – Constant development towards NEA					Assessment – Constant development towards NEA				Assessment – Constant development towards NEA					Assessment – Constant development towards NEA		Assessment – Constant development towards NEA				Assessment – ongoing worksheets and lesson assessments.						Assessment – ongoing worksheets and lesson assessments.					
	S – Different devices have a variety of interactive methods.						S – Understand that all projects require planning and solutions need a design.					S – The knowledge from the previous two themes. The iterative process of review.				S – Different forms of data feed into quality of information					Constant development towards NEA		S – The knowledge from the previous two themes. The iterative process of review.				S – Cyber security issues.						S – The basic methods with which a system and data can be protected.					
	P – Understand end user requirements such as accessibility.						P – Understand that all projects require planning and solutions need a design.					P – Understand how to combine the various aspects of project development to produce a meaningful solution.				P – Understand that D & I are subject to various internal and external threats.					Constant development towards NEA		S – To produce information data is required.				P – Be aware of both internal and external threats; what is a security breach.						S – The basic methods with which a system and data can be protected.					
	Sk – Create an interface that will suit different end users.						P – Different types of planning tools are available to set out the solution and					Sk – To realise the final project solution				Sk – Be able to identify how					P – Understand that access to data and		P – Understand how to combine the various aspects				Sk – With reference to legal requirements be able to analyse a situation and identify major issues. Virus; work; trojan etc..						P – Understand that systems can be protected from hacking and other threats.					

		create designs for the end user. Sk – Create a project plan for a given scenario and incorporate design work that is informative.	using all tools effectively and be able to review and suggest improvements.	quality information can be generated.	information needs a well-planned user interface. Sk – be able to process given data and display the results in an accessible, user-friendly format.	of project development to produce a meaningful solution. Sk – To realise the final project solution using all tools effectively and be able to review and suggest improvements.		such as biometrics; passwords; firewalls; testing.
YEAR 11	Topic – COMP 3 Legal and ethical issues. Assessment – ongoing worksheets and lesson assessments. S – Computing and the use of computing have costs more than the actual devices. P – Production of devices uses resources and use of devices depletes consumables. Also, how criminality can use computer systems. Sk – work out the financial cost of a service or product. Describe the main legislation GDPR,	Topic – COMP 3 Planning and communication in digital systems; forms of notation. Assessment – MOCK EXAM 2 S – Processes need to be planned and represented in a format for the end user. P – Know the components in a DFD. Know that images can be used where appropriate. Sk – Describe a process using image.	Topic – COMP 3 Modern technologies. Assessment – ongoing worksheets and lesson assessments. S – Devices that are used for digital communication. How data is stored and accessed. P – Understand the benefits of data sharing and remote access to files etc. Cloud computing and the way in which these can be used in real world scenarios.	Topic – COMP 3 Impact of modern technologies. Assessment – ongoing worksheets and lesson assessments. S – Accept that there can be downsides as well as positives to digital communication. Physical and mental. P – Know that individuals and society can be affected by digital devices; impact on social and workplace	Topic – Exam preparation; Use of past and sample assessments. Assessment – S – The exam paper structure, the type and style of questions, how marks are allocated. P – How the examination paper should be approached, reading questions and preparing answers as per the board requirements. Sk – To complete different types of question successfully using knowledge and diagrams to construct standard answers.			

	Computer misuse and other guidance WCAG	Read and complete a DFD.	Sk – Be able to recommend a system to an organisation that will use the benefits of collaborative working and mitigate the disadvantages.	environments. This encompasses accessibility. Sk – Be able to assess and evaluate a proposal from an organisation to introduce these types of system.	
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