Digital Information Technology Curriculum Overview

This overview document details what students will be studying in this subject area over the course of their time with us and the skills and knowledge they will be covering. Students will be formally assessed across the year and their progress and ATL (Attitude to Learning) will be reported home at the end of each term. Assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, including the curriculum covered in the previous year/s.

Half term	02.09.25 - 23.10.25	03.11.25 - 19.12.25	05.01.26 - 13.02.26	23.02.26 - 26.03.26	13.04.26 - 22.05.26	01.06.26 - 17.07.26
	Autumn 1 - 8 weeks	Autumn 2 - 7 weeks	Spring 1 - 6 weeks	Spring 2 - 5 weeks	Summer 1 - 5 weeks	Summer 2 - 7 weeks
Year 10	***Component 1 - Learning Outcome A*** ***Understanding User Interface Design*** It is important for students to understand where their data is stored, especially given the movement of local storage to cloud, a current change in the way all of us are working. Students need to be aware of the benefits of cloud to support teamworking but also be aware that our data is now held by third parties. This will tie in with starting component 1 coursework.	**Component 1 - Learning Outcome B & C** **Project Planning & Review** This unit will develop key skills that prove aptitude in digital information technology, such as project planning, designing and creating user interfaces. Students will also be given theory sessions on the theory elements associated with user interface design principles and project planning techniques. This will tie in with the completion of component 1 coursework.	***Component 2 - Learning Outcome A*** **Data Collection and Use** Students begin by refining practical skills in Spreadsheets Databases in readiness for Component 2 NEA. This is released in October for completion by Mid December. Preparatory work will also include: • Databases • Spreadsheets • Research into data collection methods • Research into the effects of the quality of data on decision making	***Component 2 - Learning Outcome B*** **Data Presentation & Manipulation** **Drawing Conclusions & Reviewing Data** Students develop practical skills in Spreadsheets in readiness for Component 2 NEA which begins in December of Year 11. Students will be expected to build a spreadsheet model and then carry out analysis using a range of Spreadsheet analysis tools.	***Component 3*** ***Modern Technologies*** In this unit, students develop their understanding of how and why modern technologies are used by organisations and stakeholders to access and manipulate data, and to provide access to systems and tools to complete tasks. Learners should understand the implications of these tools and technologies for organisations and stakeholders.	***Component 3*** ***Cyber security*** Learners should understand why systems are attacked, the nature of attacks and how they occur, and the potential impact of breaches in security on the organisation and stakeholders.
Year 11	***Component 3*** ***Cyber Security*** Students will develop their understanding of how different measures	***Component 3*** ***The Wider Implications of Digital Design*** In this unit, students will develop their understanding of	***Component 3*** ***Planning and Communication in Digital Systems***	***Component 3*** **Revision**	***Component 3*** **Revision**	

	can be implemented to protect digital systems. They should understand the purpose of different systems and how their features and functionality protect digital systems. Students should also understand how one or more systems or procedures can be used to reduce the nature and/or impact of threats.	the wider implications of digital systems and their use. They 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. They should understand the procedures that organisations must follow to conform to legal requirements and professional guidelines.	In this unit, students should be able to interpret and use standard conventions to combine diagrammatical and written information to express an understanding of concepts. They will develop their understanding of how organisations use different forms of notation to explain systems, data and information.			