

# Featherstone High School ICT Department

Year: 7

## Title: ICT - [Topics and Curriculum Tracking Sheet](#)

Curriculum Intent	<b>The Big Picture - Making the learning relevant – Why are pupils learning this?</b>	Students should learn about ICT to develop digital literacy, technological proficiency, communication, collaboration, problem-solving, critical thinking, data literacy, information security and creativity. Learning ICT prepares students for the digital age and equips them with skills essential for academic, professional, and personal success.
	<b>Exam Specification (for years 10 to 13)</b>	N/A
	<b>How does this scheme of learning build on prior learning?</b>	<p><b>KS2 ICT (Key Stage 2 ICT) refers to the information and communication technology curriculum taught in primary schools in the United Kingdom for students aged 7 to 11. The curriculum aims to develop students' understanding and skills in using technology effectively and safely. Here are some key topics typically covered in KS2 ICT:</b></p> <ul style="list-style-type: none"> <li>• <b>Digital Literacy:</b> Developing skills to search for information online, evaluate the reliability of sources, and use technology to gather and present data.</li> <li>• <b>Online Safety:</b> Educating students about the importance of staying safe online, understanding cyberbullying, protecting personal information, and using privacy settings.</li> <li>• <b>Word Processing and Presentations:</b> Teaching students how to create and format documents using word processing software, as well as creating presentations with multimedia elements.</li> <li>• <b>Spreadsheets:</b> Introducing students to spreadsheets and teaching them how to enter data, perform calculations, and create simple graphs or charts.</li> <li>• <b>Digital Communication:</b> Exploring different forms of digital communication such as email, messaging apps, and video conferencing, and discussing appropriate online etiquette.</li> <li>• <b>Data Handling:</b> Teaching students how to collect, organize, and interpret data using digital tools, including creating and analyzing graphs or charts.</li> <li>• <b>E-Safety:</b> Educating students about the responsible and safe use of technology, including the importance of protecting personal information, recognizing online risks, and behaving ethically online.</li> </ul>
	<b>How does this scheme of learning prepare pupils for their next stage of education (CEG)</b>	<p><b>ICT (Information and Communication Technology) at Key Stage 3 (KS3) is designed to prepare pupils for their next stage of education by equipping them with essential digital skills and knowledge. Here are some ways in which ICT at KS3 prepares pupils for their future education:</b></p> <ul style="list-style-type: none"> <li>• <b>Digital Literacy:</b> ICT at KS3 focuses on developing digital literacy skills, including the ability to use digital tools and technology effectively, navigate online environments, critically evaluate information sources, and understand digital ethics and responsible online behavior. These skills are fundamental in today's technology-driven society and are applicable to various academic subjects and professional settings.</li> <li>• <b>Computer Skills:</b> ICT at KS3 introduces students to core computer skills and applications, such as word processing, spreadsheets, presentations, and databases. Proficiency in these tools is essential for many subjects, including science, mathematics, humanities, and business studies. By building a foundation in computer skills, pupils are better prepared to handle coursework, assignments, and research tasks across different subjects.</li> <li>• <b>Problem-Solving and Analytical Thinking:</b> ICT education at KS3 emphasizes problem-solving and analytical thinking skills. Students learn to break down complex problems, analyze information, and devise effective solutions using digital tools and technology. These skills are transferable and valuable in various academic disciplines, such as mathematics, science, and computer science, as well as in future careers that require critical thinking and problem-solving abilities.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Collaboration and Communication:</b> ICT at KS3 encourages collaborative learning and effective communication. Pupils learn to use digital tools and platforms to collaborate on projects, share resources, and communicate ideas with peers and teachers. These skills foster teamwork, enhance communication skills, and prepare students for collaborative work environments in higher education and the professional world.</li> <li>• <b>Digital Citizenship:</b> ICT at KS3 emphasizes responsible and ethical use of technology. Students learn about digital citizenship, including topics like online safety and privacy. Understanding digital rights and responsibilities helps pupils navigate online spaces safely and ethically, ensuring they make informed decisions in their future educational and professional pursuits.</li> </ul>
	<b>Cultural Capital Development</b>	ICT in KS3 helps students develop cultural capital through access to diverse information, global perspectives, digital literacy, communication skills, exposure to cultural diversity, virtual collaboration, cultural expression, digital creativity, awareness of digital citizenship, and ethical considerations.
<b>Common Misconceptions</b>		<p>Common misconceptions when learning about ICT at KS3 include:</p> <ul style="list-style-type: none"> <li>• ICT is only about computers.</li> <li>• ICT is solely focused on technical skills.</li> <li>• ICT is only relevant in specific career paths.</li> <li>• ICT is solely about individual tasks.</li> <li>• ICT is limited to specific software or tools.</li> </ul>
<b>Development of Key Generic Skills:</b> <ul style="list-style-type: none"> <li>• <b>Literacy (Writing, Oracy, Reading including opportunities to develop wider reading)</b></li> <li>• <b>Numeracy</b></li> <li>• <b>Computational Thinking (problem solving)</b></li> </ul>		<p><b>ICT (Information and Communication Technology) plays a significant role in developing key generic skills such as literacy, numeracy, and computational thinking. Here's how ICT helps foster the development of these skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Literacy:</b> <ul style="list-style-type: none"> <li>• Writing: ICT provides tools for word processing, allowing students to practice writing skills, draft and edit their work, and enhance their written communication abilities.</li> <li>• Oracy: ICT enables communication through platforms such as video conferencing, voice recordings, and presentations, promoting verbal communication skills and confidence in expressing ideas.</li> <li>• Reading: ICT offers access to a wealth of digital resources, e-books, and online platforms that expand reading opportunities, improve comprehension, and foster critical reading skills. Students can explore diverse texts and engage in online discussions about their reading experiences, developing their understanding of different perspectives.</li> </ul> </li> <li>• <b>Numeracy:</b> <ul style="list-style-type: none"> <li>• Data Analysis: ICT provides tools for collecting, organizing, and analyzing data. Students can work with spreadsheets, graphs, and statistical software to enhance their numeracy skills, interpret data, and draw conclusions.</li> <li>• Problem Solving: ICT offers digital simulations, educational software, and programming platforms that encourage students to apply mathematical concepts in real-world scenarios, promoting problem-solving skills and logical thinking.</li> </ul> </li> <li>• <b>Computational Thinking:</b> <ul style="list-style-type: none"> <li>• Algorithmic Thinking: ICT engages students in designing and developing algorithms, breaking down complex problems into smaller, logical steps. This process fosters computational thinking, problem-solving abilities, and logical reasoning.</li> </ul> </li> </ul> <p>ICT supports the development of these key generic skills by providing interactive and engaging tools and platforms that allow students to practice and apply their literacy, numeracy, and computational thinking abilities. It enhances learning experiences, encourages critical thinking, and prepares students for the digital world they will encounter in their academic and professional lives.</p>
<b>Theme for centrally planned home learning</b>		Typing School – Develop Word Processing Skills.
<b>Curriculum mapping – possible links to other subjects</b>		<p>ICT at Key Stage 3 (KS3) has strong links to various other subjects across the curriculum. Here are some examples of these connections:</p> <ul style="list-style-type: none"> <li>• <b>Mathematics:</b> ICT supports the development of mathematical skills through data analysis, spreadsheets, and programming. Students can apply mathematical concepts in real-world scenarios, use software for calculations, and explore mathematical patterns through coding.</li> <li>• <b>Science:</b> ICT assists in scientific investigations by providing tools for data collection, analysis, and visualization. Students can use software or online simulations to conduct virtual experiments, explore scientific concepts, and present their findings digitally.</li> <li>• <b>English:</b> ICT complements English language learning by enhancing literacy skills. Students can use word processing software for writing and editing, engage in online discussions, and explore digital resources for reading comprehension and research purposes.</li> </ul>

<p><b>Curriculum Impact – key subject knowledge pupils should know and be able to recall by the end of this scheme of learning</b></p>	<p>Internet Safety School Systems Word, PPT and Edexcel Basics Skills</p>
<p><b>Curriculum impact – key subject skills pupils should have and be able to use by the end of this scheme of learning.</b></p>	<p>The key skills associated with ICT (Information and Communication Technology) include:</p> <ul style="list-style-type: none"> <li>• <b>Digital Literacy:</b> The ability to effectively navigate and use digital tools, applications, and resources. It encompasses skills such as using computers, operating systems, and software, as well as understanding digital terminology, file management, and online safety.</li> <li>• <b>Information Management:</b> The skill to find, evaluate, and use information from various digital sources. It involves effective search strategies, critical evaluation of online content, information organization, and proper citation of sources.</li> </ul>
<p><b>Curriculum Inclusion - Scaffolding for all student groups</b> e.g.</p> <ul style="list-style-type: none"> <li>• <b>Disadvantaged / Pupil Premium</b></li> <li>• <b>SEND</b></li> <li>• <b>EAL</b></li> <li>• <b>Higher Prior Attainment</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Clear learning objectives:</b> Define clear, simple learning objectives for each lesson.</li> <li>• <b>Multisensory approaches:</b> Use visual aids, hands-on activities, and auditory explanations to reinforce concepts.</li> <li>• <b>Chunking and pacing:</b> Break down lessons into smaller, manageable chunks and provide frequent breaks.</li> <li>• <b>Modelling and guided practice:</b> Demonstrate tasks step-by-step and provide guided practice with visual cues and support.</li> </ul> <p><b>Extension Activities:</b> Provide extra tasks to challenge more able students and expand their word processing skills. For instance, assign them projects that involve creating complex documents with advanced formatting, such as newsletters or brochures. Encourage them to explore advanced features like tables, graphics, and styles to enhance their documents.</p>