




	Year:	8	Subject:	ICT	Autumn 1	Autumn 2	Spring 1			
Intent	Subject Concepts (Substantive knowledge) (Key facts and concepts) 		Concept areas 1) E-safety (Social Engineering) 2) Presentation 3) Spreadsheets 4) Computer System 5) Binary Conversion & Addition 6) Intro to Programming (Python) 7) Web Development		Unit 1: Social Engineering & Malware <ul style="list-style-type: none"> Phishing & Pharming Pharming Shouldering Malware, Virus & Trojans Ransomware Spyware & Adware Prevention methods 	Prior Knowledge: <ul style="list-style-type: none"> E-Safety (SMART Rule) Viruses Social Media 	Unit 2: Presentation (Interactive Quiz) -Research Content (Theme) <ul style="list-style-type: none"> Using the Presentation Develop Presentation Interactive Links Text Formatting Adding Graphic Objects How to prepare outputs 	Prior Knowledge: <ul style="list-style-type: none"> Basic computer skills Basic PowerPoint Skills Text Formatting Basic Graphic Design Digital Literacy 	Unit 3: Spreadsheet <ul style="list-style-type: none"> Using Spreadsheet Data Analysis Cell Referencing/Naming Formatting Complex Formulae Different Graphs/Charts How to prepare outputs Data Summary 	Prior Knowledge: <ul style="list-style-type: none"> Basic IT skills Data Collection Basic Maths Graphs & Charts
	Disciplinary Knowledge		Unit 1: Dangers on the Internet <ul style="list-style-type: none"> To understand the meaning of the following disciplinary literacy: Phishing, Pharming, Shouldering, Malware, Virus, Trojans, Ransomware, Spyware, and Adware. To Know some of the causes of the dangers of the internet To know how to prevent some of the dangers of the internet, especially Phishing, Pharming, Shouldering, Malware, Virus, Trojans, Ransomware, Spyware, and Adware. 		Unit 2: Presentation <ul style="list-style-type: none"> To Create a presentation based on the theme. To create a presentation with a common House-Style To create a presentation with relevant content, effective animations, transitions, images/objects, action buttons and hyperlinks. 		Unit 3: Spreadsheet <ul style="list-style-type: none"> To understand the meaning of the following disciplinary literacy: active cell, column, row, cell reference, label, value, etc. To be familiar with the interface of the package and To demonstrate basic mathematical and data entry skills To be able to implement basic functions and formulae. To know how to create appropriate graph or chart for a Spreadsheet model. 			
Implementation	Common Misconceptions		Unit 1: Dangers on the Internet <ul style="list-style-type: none"> Students know everything about the internet. E-safety is just about avoiding strangers online. Online gaming is harmless. It doesn't matter if personal information is shared online. 		Unit 2: Presentation <ul style="list-style-type: none"> Everything needs to be put on the slides. Students can't use their own words; they must use formal language. Slides should be filled with animations and transitions. Presentations should be lengthy to be effective. Visuals and graphics are more important than content. 		Unit 3: Spreadsheet <ul style="list-style-type: none"> Spreadsheets are not relevant to future career. Spreadsheets are only for accountants and data analysts. Spreadsheets are too complex to learn. Students don't need to know how to use formulas and functions. 			
	Enabling or Adapting the Curriculum	SEND Students		Unit 1: Dangers on the Internet <ul style="list-style-type: none"> Use provision maps provided. Collaborate with support staff. Encourage self-advocacy. 		Unit 2: Presentation <ul style="list-style-type: none"> Use provision maps provided. Collaborate with support staff. Encourage self-advocacy. 		Unit 3: Spreadsheet <ul style="list-style-type: none"> Use provision maps provided. Collaborate with support staff. Encourage self-advocacy. 		
		Disadvantaged Students		Unit 1: <ul style="list-style-type: none"> Provide access to resources in multiple formats. Scaffolding, Writing Frames, etc. Peer support or Tailored content Provide opportunities for Digital Literacy 		Unit 2: <ul style="list-style-type: none"> Provide access to resources in multiple formats. Scaffolding, Writing Frames, etc. Peer support or Tailored content Provide opportunities for Digital Literacy 		Unit 3: <ul style="list-style-type: none"> Provide access to resources in multiple formats. Scaffolding, Writing Frames, etc. Peer support or Tailored content Provide opportunities for Digital Literacy 		
More Able Students		Unit 1: <ul style="list-style-type: none"> Opportunities to explore advance content and concepts for stretch & challenge. Regular Feedback and Goal Setting Peer Collaboration Online Learning Resources for independent study Flexible Assessment Methods 		Unit 2: <ul style="list-style-type: none"> Opportunities to explore advance content and concepts for stretch & challenge. Regular Feedback and Goal Setting Peer Collaboration Online Learning Resources for independent study Flexible Assessment Methods 		Unit 3: <ul style="list-style-type: none"> Opportunities to explore advance content and concepts for stretch & challenge. Regular Feedback and Goal Setting Peer Collaboration Online Learning Resources for independent study Flexible Assessment Methods 				

Literacy/Numeracy Skills 	LITERACY		<ul style="list-style-type: none"> • New vocabulary linked to new concepts. • Computer Science or ICT reading material once every half term for 20 mins. 	<ul style="list-style-type: none"> • New vocabulary linked to new concepts. • Computer Science or ICT reading material once every half term for 20 mins. 	<ul style="list-style-type: none"> • New vocabulary linked to new concepts. • Computer Science or ICT reading material once every half term for 20 mins.
	Reading:		Writing reasonably with correct punctuation & use of disciplinary keywords	Writing reasonably with correct punctuation & use of disciplinary keywords	Writing reasonably with correct punctuation & use of disciplinary keywords
	Writing:		<ul style="list-style-type: none"> • Incidental language based on ability groups. • Pronunciation of keywords 	<ul style="list-style-type: none"> • Incidental language based on ability groups. • Pronunciation of keywords 	<ul style="list-style-type: none"> • Incidental language based on ability groups. • Pronunciation of keywords
	Oracy:		<ul style="list-style-type: none"> • Slide transition timing, • Aspect ratios for images & Audio durations 	<ul style="list-style-type: none"> • Formulae and functions • Working with values and performing basic Maths 	<ul style="list-style-type: none"> • Formulae and functions • Working with values and performing basic Maths
NUMERACY Numerical data related to security measures (e.g.: password length)	Unit 1: Dangers on the Internet <ul style="list-style-type: none"> • Access to workstations, Internet, and iPads • Access to platforms such as Ms Teams, OneDrive, etc. • Adaptive Technology when necessary 		Unit 2: Presentation <ul style="list-style-type: none"> • Access to workstations, Internet, and iPads • Access to platforms such as Ms Teams, OneDrive, etc. • Adaptive Technology when necessary 	Unit 3: Spreadsheet <ul style="list-style-type: none"> • Access to workstations, Internet, and iPads • Access to platforms such as Ms Teams, OneDrive, etc. • Adaptive Technology when necessary 	
Digital Strategy 	Unit 1: Dangers on the Internet <ul style="list-style-type: none"> • To follow the Home Learning calendar 		Unit 2: Presentation <ul style="list-style-type: none"> • To follow the Home Learning calendar 	Unit 3: Spreadsheet <ul style="list-style-type: none"> • To follow the Home Learning calendar 	
Home Learning	Unit 1: Dangers on the Internet <ul style="list-style-type: none"> • To follow the Home Learning calendar 		Unit 2: Presentation <ul style="list-style-type: none"> • To follow the Home Learning calendar 	Unit 3: Spreadsheet <ul style="list-style-type: none"> • To follow the Home Learning calendar 	
Impact	Composite Assessment Interleaving assessments throughout the year. End of unit PLC assessment after each Unit. End of term test Autumn 2 and Spring 2. End of year test Summer 2.		Date: TBD Content: End of Autumn 1 Composite Assessment comprising content from Unit 1 till date. Use Baseline assessment Data, PLCs, to monitor progress and close identified gaps	Date: TBD Content: TBC End of Autumn 2 Composite Assessment comprising content from Autumn 1 till date. Use Baseline assessment Data, PLCs, to monitor progress and close identified gaps	Date: TBC Content: TBC End of Spring 1 Composite Assessment comprising content from Autumn 1 till date. Use Baseline assessment Data, PLCs, to monitor progress and close identified gaps