

# BEA - KS3 ICT & KS4 DIT 2025 - 2026

	HT1	HT2	HT3	HT4	HT5	HT6
7	<b>E-Safety &amp; Communication:</b> Key desktop computer skills and opening and saving files. Understanding of possible online dangers and how to protect against these risks as well as what do if students have e-safety concerns.	<b>Digital Skills:</b> Exploring key Microsoft packages and skills including formatting documents appropriately while gaining an understanding of changes to the industry.	<b>Computer Fundamentals:</b> Students will investigate the inner workings of a computer system and how computer hardware/ software allow us to utilise computers within daily tasks and working routines.	<b>Digital Graphics – Connotation of colour and print analysis:</b> Students will explore the principles of graphic design, and how these principles are used to create graphics used within all aspects of media and advertising.		<b>HTML Website Design:</b> Students will be introduced to HTML code and the principles of coding a website alongside CSS.
8	<b>E-Safety and Digital Footprint – 1 Week Recap</b> <b>Digital Media – Print Analysis:</b> Students will explore the principles of media analysis, and how these principles are used to within printed designs. Looking at Representations, contexts, and narrative.	<b>Digital Media – Music Video Analysis:</b> Students will explore the principles of video analysis, and how these principles are used to within music videos. Looking at Representations, contexts, camera work, and narrative.	<b>Data Analysis and Reporting:</b> Students will investigate how data is analysed within Excel, the functions to manipulate and present data, and presenting data in report or presentation formats.	<b>Computer Fundamentals:</b> Students will investigate computing fundamentals further with investigations into Encryption, Cyber security, Networks and AI.		<b>HTML Website Design – planning for an audience:</b> Students will use their understanding of HTML to plan and create a webpage to meet an audience using features of a website that utilising HTML and CSS.
9	<b>E-Safety &amp; Sharing online – 1 Week Recap</b> <b>Digital Media – TV and FILM Video Analysis:</b> Students will explore the principles of video analysis, and how these principles are used to within TV and Films. Looking at Representations, contexts, camera work, and narrative.	<b>Python Micro: bits (Online)</b> Students will utilise python and block based programming understanding to create programs on virtual micro: bits.	<b>Computing Project – Planning and Creating Interactive Products</b> Students will analyse a brief and create an interactive product that focuses on design principles such as white space, colour scheme, navigation and accessibility features.	<b>Digital Graphics – Creating set products</b> Students will create their own digital graphic using specialist software and their understanding of the principles of digital graphics against a client brief.		<b>Python – Games Development</b> Students will use their Python programming experience to create small games and functions while using problem solving skills to debug errors in code.
10	<b>E-Safety 1<sup>st</sup> Week: Recap on E-Safety units from KS3. Staying safe online, Friendships online, Grooming.</b> <b>Introduction to DIT</b> Students will be introduced to the DIT course and content. <b>Unit 3 Exam: Modern Technologies and network Infrastructure within organisations</b> Students will assess modern organisational infrastructure and cloud computing and how this is secured. Students will also investigate how organisations communicate with their stakeholders.	<b>Unit 3: Modern Technologies and Security</b> Students will assess the various risks to modern organisational infrastructure and the software/ hardware/ policies can be used to secure a network and protect data.	<b>Comp 1 of DIT</b> <b>Release of Comp 1 PSA January</b> <b>NEA Coursework</b> Task 1 – Project proposal Task 2 – Project timeline	<b>Comp 1 of DIT</b> <b>Release Student Sample</b> <b>NEA Coursework</b> Task 3 – Creating the Product Task 4 – Project Review Documentation	<b>Comp 1 of DIT NEA Coursework Review + submission</b> <b>Unit 3 Exam: Environmental impacts and Considerations</b> Students will examine the impacts of technology upon the environment and the considerations that organisations must make to protect the planet.	<b>Unit 3 DIT Exam Delivery</b> <b>Y10 Mock Exams</b> <b>Unit 3 Exam: Planning, and Network Communication in Digital Systems</b> Students will explore how systems are planned and created using DFD's and Flowcharts. Using this, the students will then look at the network hardware to allow the plans to function correctly within a network.
11	<b>E-Safety 1<sup>st</sup> Week: Recap on E-Safety units from KS3. Staying safe online, Sexting, Personal information.</b> <b>Release of Comp 2 PSA September</b> <b>Comp 2 of DIT</b> <b>NEA Coursework</b> Task 1 – Report Writing on Data Collection Methods Task 2A & 2B – Conduct analysis on a Data Set <b>Unit 3 – Exam Preparation</b>	<b>Unit 3 Recap</b> Students will recap Unit 3 content in preparation for their exam.	<b>Unit 3 Recap</b> Students will recap Unit 3 content in preparation for their exam. <b>Comp 2 of DIT</b> <b>Release Student Sample</b> <b>NEA Coursework</b> Task 2C – Conduct analysis on a Data Set Task 3 – Create a Dashboard to represent the data <b>Comp 2 of DIT NEA Coursework Review + submission</b>	<b>Unit 3 Recap</b> Students will recap Unit 3 content in preparation for their exam.	<b>Y11 Unit 3 Exam - May</b>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;"><b>KEY</b></p> <p style="margin: 2px 0;"> E-Safety Units</p> <p style="margin: 2px 0;"> DIT Digital Information Technology Thread</p> </div>

**Scope:** Years 7-9 will start their academic year with E-Safety. As the year groups progress, more sensitive subjects are addressed while recapping upon previous learning of E-Safety.

Students begin their studies in Year 7, learning basic digital skills and how to effectively use application software such as Microsoft Word, PowerPoint, and Excel. These skills will not only be invaluable to future opportunities, but within their education journey as much of their learning will have an element of IT usage.

Students will examine computing fundamentals and how computers function, how data is transmitted, encoded and decoded within the system, and networking to connect devices. Students then investigate methods of cyber security and how to ensure information and data is kept secure in applications and programs that they create.

Programming is at the core of the KS3 IT curriculum and begins with block-based programming where students are taught the fundamentals of programming. Students are then able to apply this understanding to program Micro: bits to create small programs. Students then progress their programming abilities by creating webpages using HTML, CSS and in future years JavaScript. Students develop their programming skills throughout their years in KS3 creating programs to solve problems and games for entertainment, while debugging their code throughout to fix errors.

**Coherence:** A diverse computing education equips our students to use computational thinking and creativity in a changing world. Computing has deep links with Mathematics, Science and Design and Technology, in the content and its approach to completing problems and tasks. The subject core of Computing is Computer Science, where students are taught the principles of changing data, into managed information. They also discover how digital systems interact and how this knowledge is used in producing a programming solution.

While using this understanding they are well equipped to progress and create programs, systems, and a range of content fitting a given brief. Computing also ensures that students become digitally aware and literate, being competent in their use of digital systems. A key part of this is their use of their understanding to express themselves, and develop ideas through, Information and Communication Technology, at a level which is suitable for the future workplace, so they are able to take an active participation in a developing a fluid digital world.

**Sequencing:** Students start at a variety of different baselines, so the initial programming tasks use a visual block-based programming language, Scratch. As we build on their programming skills the level of guidance will decrease and students will be expected to apply their knowledge and understanding to a variety of scenarios. Students then progress to Python and other programming languages within different fields of computing such as JavaScript within HTML. They are taught error handling techniques to allow them to identify and work to solve issues with their code and the curriculum is sequenced so that theory input is then applied to their own work in order to support understanding.

**Rigour:** Students are encouraged to consider the wider impact of technology and its use in "life after Humberston". They consider specific career paths as well as the use of computers more generally in the world of work. They are given opportunities to evaluate their work and reflect with a critical point of view. The aim is to continue to improve a solution until it is deemed efficient, this is achieved using an analytical approach.