	Notes
	One lesson a fortnight.

Subject group	Faculty	Media and Computing
	Subject	Computing

		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
Year 7	**Unit title**	Behind the scenes - 4 lessons				Behind the scenes - 3 lessons				HTML - 3 lessons				HTML - 3 lessons				Python - 3 lessons				Python - 3 lessons			
	Subject Knowledge introduced / developed / revised	Introduced - School systems, •Input output devices / hardware software •Binary / ASCII. Developed - Binary to denary and vice versa. •Binary to ASCII Algorithm's / flow. Revised - Internet safety.				Introduced - •Networks •Present networks •Logic gates, •Exploring software. Developed - Exploring how computers work. Revised - Internet safety - Malware.				Introduced - •Student to understand what HTML is and write basic tags and attributes •Planning website •Produce website. Developed - How the internet works. Revised - Internet safety.				Introduced - Evaluating web design. Developed - Produce website, How the internet works. Revised - Internet safety.				Introduced - •Introduction to Python •What is Python? Different types of python programs, using Idle and input and output. •Variables •What are the different types of variables and why do we use them. •Creating and using loops Developed - Understanding how applications are built and used. Revised - algorithms.				Introduced - •Decisions, •Arrays •Lists. Developed - Understanding how applications are built and used. Revised - Building upon skills and gaining confidence with using and understanding computers.			
	skills developed / extended / used	Developed - Binary and denary conversion skills. Extended - numaracy in IT. Used - literacy, maths, problem solving.				Developed - understanding of how different types of networks connect and how software is created using flow charts and logic gates. Extended - knowledge of how computers work. Used - Numaracy and problem solving				Developed - skills for planning and website development using HTML code to create a simple to complex webpage using different formatting. Extended - None Used - the developed skills to create a website using HTML code.				Developed - HTML code. Extended - skills for planning and website development using HTML code to create a simple to complex webpage using different formatting. Used - the developed skills to create a website using HTML code.				Developed - programming skills from algorithms and python programming. Learning keywords (variables, loops, input and output) to create a basic program. Extended - Building upon programming skills and algorthms. Used - Numarcy and literacy embedded in code (SPAG).				Developed - programming skills from algorithms and python programming. Learning keywords (decisions, arrays and lists) to create a basic program. Extended - Building upon programming skills and algorthms. Used - Numarcy and literacy embedded in code (SPAG).			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Real life scenarios, establishing rules, expectations and behaviours in IT.				Reflecting on previous learning, using real life experiences to put information into context.				Peer assessment of HTML webpage. Reflecting on own work and making improvements.				Peer assessment of HTML website. Reflecting on own work and making improvements.				Programming skills and self, peer evaluation enhanced and used.				Programming skills and self, peer evaluation enhanced and used.			
	Links to ' Destinations and Employability'	Understanding how computers work supports problem solving and understanding.				Understanding how computers work supports problem solving and understanding.				Building websites using HTML, problem solving, following instructions and web design.				Building websites using HTML, problem solving, following instructions and web design.				Programming/ coding to enable learners to understand how applications and software is developed.				Programming/ coding to enable learners to understand how applications and software is developed.			
	Enrichment Opportunities offered or developed	Coding club - Using HTML.				Coding club Using HTML.				Coding club - Using Python.				Coding club - Using Python.				Coding club - Building upon learnt skills.				Coding club - Building upon learnt skills.			

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		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1 and 2	Unit	5
Year 8		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Apps for Good - Module 1 Crash Course (4 lessons)				Apps for Good - Module 2 Problem Spotting and selecting (4 lessons)				Apps for Good - Module 3 Scoping (4 lessons)				Apps for Good - Module 4 Product Development (5 lessons)				Apps for good - Module 5 Pitch and beyond (3 lessons)			
	Subject Knowledge introduced / developed / revised	**Introduced -** Applications, algorithms, development cycle, MVP, prototype. **Developed -** reviewing applications and types, writing algorithms. **Revised -** None.				**Introduced -** Identify communities, problems, techniques to generate ideas, understand markets, critically evaluate ideas. **Developed -** build a basic app.				**Introduced -** Understanding the user and market. Technology and data. **Developed -** Building block programming. **Revised -** Understanding markets.				**Introduced -** user experience and flow, marketing, user testing. **Developed -** building app. **Revised -** Flowcharts, psuedocode.				**Introduced -** Devloping marketing stratergy, social media tactics, preparring pitch. Reflection on project. **Developed -** Pitching and marketing. **Revised -** Reviewing skills.			
	skills developed / extended / used	**Developed -** analysing what makes a good app, team devlopment and creating a rapid reverse prototype. **Extended -** Minimum viable product. **Used -** literacy, research, reviewing.				**Developed -** spotting problems, reverse brainstorming, adding images and sound. **Extended -** multiple screens, creating and using variables, adding a timer. **Used -** building block programming.				**Developed -** understand problem situation and user needs, market size estimation, competitor profiles, paper prototype, app building skills. **Extended -** Define MVP and building block				**Developed -** Reviewing designs, planning testing nd conducting user testing. **Extended -** Devlop business model. **Used -** business model canvas .				**Developed -** Pitching to a particular audience. **Extended -** Reflection of own practice. **Used -** Self/peer evaluation.			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Team work, team values, co-founder agreements, team devlopment, team identity.				Identifying communities.				Carrying out user research to understand the needs of users such as accessibility needs.				Self evalution and peer assessment.				Reflection on unit.			
	Links to 'Destinations and Employability'	Team work, planning and organsiing, problem solving, decision making, communication.				App building, commuication, teamwork, problem solvining, initiative, planning and organising, decision making.				Interviewing, communication, team work, problem solving, planning and organising, decision making, self-management.				developing business models.				Draft CV and covering letter Completed mock interview.			
	Enrichment Opportunities offered or developed	Aim to encourage girls to consider the industry - girls code club.				Coding club.				Coding club.				Coding club.				Show case and pitch to industry.			

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			Term	Aut 1	Unit		Term	Aut 2	Unit		Term	Spr 1	Unit		Term	Spr 2	Unit		Term	Sum 1	Unit		Term	Sum 2	Unit	
			Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
Year 9		**Unit title**	User Interfaces - 4 lessons				User Interfaces - 1 lesson Spreadsheets - 2 lessons				Spreadsheets - 3 lessons				Cyber Security - 3 lessons				Databases - 3 lessons				Databases - 2 lessons Careers - 2 lessons			
		Subject Knowledge introduced / developed / revised	**Introduced** - user interfaces, design principles, developer tab. **Developed** - planning tools, slide master. **Revised** - none.				**Introduced** - what is a computer model and types of models. **Developed** - formatting cells, relative and absolute referencing. **Revised** - spreadsheet basics: entering text,				**Introduced** - what is a computer model and types of model. **Developed** - validation techniques, MIN, MAX, IF and COUNTIF functions. **Revised** - spreadsheet basics: entering text,				**Introduced** - what is malware, types of computer crime. **Developed** - recognise signs of fraudulent emails/messages, ways to protect yourself against malware.				**Introduced** - understand database structure and queries. **Developed** - different data types and operators. **Revised** - none.				**Introduced** - database forms and reports. **Developed** - examples of forms on websites. **Revised** - layout of reports.			
		skills developed / extended / used	**Developed** - project planning tools for a user interface, user interface for a given scenario. **Extended** - add accessibility features to user interface. **Used** - literacy, research, planning.				**Developed** - demonstrate developing a user interface using feedback, **Extended** - test plans and testing of user interface. **Used** - formulaes, arithmetic, problem-				**Developed** - validation techniques, conditional formatting. **Extended** - macros, sorting and filtering data. **Used** - graphs and charts, axis labels and				**Developed** - examples of computer misuse, know how to minimise the change of identity theft. **Extended** - virus and malware scans/checks.				**Developed** - create parameterized queries. **Extended** - different operators, using wildcards in queries, complex criteria in records. **Used** - sorting and filtering data.				**Developed** - create parameterized queries. **Extended** - enter data into a form, create reports. **Used** - create a profile and use Unifrog.			
		Opportunities to develop 'Respectful attitudes / Inclusion and Diversity	Identify accessibility needs and how a user interface could be inclusive for all users.				How people can use a spreadsheet model to plan and manage their finances.				How people can use a spreadsheet model to plan and manage their finances.				How digital systems can be infected by malicious software; how people can become victims of identity theft.				How different organisations and businesses use databases to record and process data. How databases are used in society.				How Unifrog can be used to research and match careers based on statements to support students in choosing their option subjects at Key Stage 4.			
		Links to 'Destinations and Employability'	Planning and organising, decision-making, communication. Skills learnt could lead to careers in web design and development, graphic designers. digital animation and web products.				Skills learnt could lead to careers in accountancy, project management, social media management.				Skills learnt could lead to careers in accountancy, project management, social media management.				Skills learnt could lead to careers in/as cyber security engineer, cyber security analyst, software engineer, MI5, MI6, hacking.				Skills learnt could lead to careers in/as database administrator, database tester, database developer, data modeler.				Skills learnt could lead to careers in/as database administrator, database tester, database developer, data modeler.			
		Enrichment Opportunities offered or developed	Coding club - Using HTML.				Coding club Using HTML.				Coding club - Using Python.				Coding club - Using Python.				Coding club - Building upon learnt skills.				Coding club - Building upon learnt skills.			

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		Term	Aut 1	Unit	1	Term	Aut 2	Unit	1	Term	Spr 1	Unit	1	Term	Spr 2	Unit	3	Term	Sum 1	Unit	3	Term	Sum 2	Unit	3
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
Year 10	Unit title	Component 1 Exploring User Interface Design Principles & Project Planning Techniques				Component 1 Exploring User Interface Design Principles & Project Planning Techniques				Component 1 Exploring User Interface Design Principles & Project Planning Techniques				Component 2 Collecting, Presenting and Interpreting Data				Component 2 Collecting, Presenting and Interpreting Data				Component 2 Collecting, Presenting and Interpreting Data			
	Subject Knowledge introduced / developed / revised	**Introduced -** User interfaces. Students will find out about the different types of user interfaces and design techniques to aid users. **Developed -** anilitical skills to identiy the differnt types fo user interfaces and features				**Introduced -** Project planning. SMART objectives, PERT charts, Gantt chart, Storyboards and Mood board planning techniques. **Developed -** project planning skills and				**Introduced -** No new skills taught as studnets are to use the previosus terms theory to appy it to the exam board unseen senario for the controlled corsework in the given window timeframe.				**Introduced -** Representing data. Looking at the different forms of data e.g. Text, Number, Tables, Infographics. **Developed -** how to vailidate and verify data to ensure it is suited to the given				**Introduced -** Producing a dashbaord to present data to allow for spotting trends, errors and drawing conclusiong with recommendations. **Developed -** Excel skills looking at more				**Introduced -** how to draw conclusion from cearted dashbaord **Developed -** how to used data presentaion methods to analyse data **Revised -** how to ensure data is vailied /			
	skills developed / extended / used	**Developed -** the skill to identify audiences needs and requirement on a user interface will be developed. **Extended -** Design Principles. Students will be able to identify how a user interface design has				**Developed -** Create a project plan/proposal. How to apply project planning techniques to a given senario. **Extended -** Review. Evaluation of techniques used against the given scenario.				**Developed -** Component 1 Pearson Set Assignment practice. **Extended -** Component 1 Pearson Set Assignment practice. **Used -** Essay-writing, project planning skills.				**Developed -** usderstanding when method of data representation are used. Understanding the improtance of verifying and validating data. **Extended -** the different method of				**Developed -** skill to confidently develop a dashbaord to present data in different ways **Extended -** using advanced features, functions and formulas to present data in different ways.				**Developed -** analysis data through spotting trends/ patternes and potential errors **Extended -** using advanced features, functions and formulas to present data in different ways. To make recommendations			
	Opportunities to develop 'Respectful attitudes / Inclusion and Diversity	Students to develop an understanding on why it is important for applications/businesses to be accessible to all.				Students will apply theory learnt in A1-A3 and narrow down inclusivity / accessibility for the interface they will be creating.				Putting into practice skills learnt in Autumn term 1 and 2 to given scenario by exam board.				Different ways data can be represented for different audience/ accessibility needs.				Problem solving within a job role. Analytical skills leading to making decisions.				Problem solving within a job role. Analytical skills leading to making decisions.			
	Links to 'Destinations and Employability'	Skills gained in this component could progress students onto designing interfaces for businesses - versatile skills.				Understandng the proccess of projects within business and the project methods business follow.				Applying skills learnt to unseen given business scenario during controlled coursework window.				Problem solving within a job role. Analytical skills leading to making decisions. Careers: finance, accountancy, project manager, teacher.				Problem solving within a job role. Analytical skills leading to making decisions. Careers: finance, accountancy, project manager, teacher.				Problem solving with in a job role. Analytical skills leading to making decisions. Jobs: Finance, Accountancy, project manager, teacher			
	Enrichment Opportunities offered or developed	IT Help Desk (night to be arranged) for students to gain extra understanding on the component.				IT Help Desk (night to be arranged) for students to gain extra understanding on the component.				IT Help Desk (night to be arranged) for students to gain extra understanding on the component.				IT Help Desk (night to be arranged) for students to gain extra understanding on the component.				IT Help Desk (night to be arranged) for students to gain extra understanding on the component.				IT Help Desk (night to be arranged) for students to gain extra understanding on the component.			

Subject group	Faculty	Media and Computing
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		Term	Aut 1	Unit	3	Term	Aut 2	Unit	3	Term	Spr 1	Unit	3	Term	Spr 2	Unit	2	Term	Sum 1	Unit	2
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
Unit title		Component 3 Effective Digital Working Practices				Component 3 Effective Digital Working Practices				Component 3 Effective Digital Working Practices				Component 2 Collecting, Presenting and Interpreting Data				Component 2 Collecting, Presenting and Interpreting Data			
Subject Knowledge introduced / developed / revised		**Introduced -** modern technologies. Looking at how technology aid both businesses and employees. **Developed -** how business and individuals use digital systems and devices.				**Introduced -** ethical hacking and penetration testing. **Developed -** how weaknesses are found and system security is improved. **Revised -** how encryption works, security				**Introduced -** information and data flow diagrams top explain systems, data and information. **Developed -** flowcharts. **Revised -** why systems are attacked,				**Introduced -** how to draw conclusions from created dashboards. **Developed -** how to used data presentation methods to analyse data. **Revised -** how to ensure data is valid/				**Continuation for Spring term 2 Introduced -** how to draw conclusion from created dashboard. **Developed -** how to used data presentation methods to analyse data.			
skills developed / extended / used		**Developed -** impacts of modern technologies. Students will develop an understanding of the positive and negative modern technologies have on businesses and employees. **Extended -** A1 and A2 assessments. Using high				**Developed -** actions to take after a cyber attack. Students will develop skills to identify policys surrounding the use of computers. **Extended -** environmental issues, equal				**Developed -** drawing flowcharts. **Extended -** analysing problems to solve a problem or scenario. **Used -** revision techniques and response to exam question skills.				**Developed -** analysis data through spotting trends/ patterns and potential errors. **Extended -** using advanced features, functions and formulas to present data in different ways. To make recommendations				**Developed -** analysis data through spotting trends/ patterns and potential errors. **Extended -** using advanced features, functions and formulas to present data in different ways. To make recommendations			
Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity		Seeing how business have evolved using modern technology to be diverse and inclusive.				Responsible use of school computers - this can be transfers to any working environment. Learning the consequences to actions if laws are broken.				Problem solving within a job role. Analytical skills leading to making decisions.				Problem solving within a job role. Analytical skills leading to making decisions.				Problem solving within a job role. Analytical skills leading to making decisions.			
Links to 'Destinations and Employability'		Awareness to students that they could work for business across the world with the use of modern technologies and how they enhance indivduals and business working day.				How to uses computers responsibly across all walks of life.				Understanding behind the scene processes of any transactions using technologies.				Careers: finance, accountancy, project manager, teacher.				Careers: finance, accountancy, project manager, teacher.			
Enrichment Opportunities offered or developed		Know It all Ninja log in and revison guides provided for extra support of external exam.				Know It all Ninja log in and revison guides provided for extra support of external exam.				Know It all Ninja log in and revison guides provided for extra support of external exam.				IT Help Desk (night to be arranged) for students to gain extra understanding on the component.				IT Help Desk (night to be arranged) for students to gain extra understanding on the component.			

Year 11

		Term	Aut 1	Unit	1	Term	Aut 2	Unit	1	Term	Spr 1	Unit	1	Term	Spr 2	Unit	6	Term	Sum 1	Unit	6	Term	Sum 2	Unit	6

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		Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage
Year 12	**Unit title**	Unit 1 Information Technology Systems	Unit 1 Information Technology Systems	Unit 1 Information Technology Systems	Unit 6 Website Development	Unit 6 Website Development	Unit 6 Website Development
	Subject Knowledge introduced / developed / revised	**Introduced** - digital devices the features and uses of digital devices in IT systems, peripheral devices and media the features and uses of digital devices in IT systems to meet the needs of individuals and organisations, computer	**Introduced** - online systems the features, impact and implications of the use of online IT systems to store data and perform tasks. **Developed** - online communities the features of online communities and the	**Introduced** - moral and ethical issues the implications, for individuals, organisations and wider society, of moral and ethical factors of using information technology. **Developed -** legal issues the legal issues	**Introduced** - purpose of websites, principles of website design. **Developed** - search engine optimisation, factors affecting website performance. **Revised** - none.	**Introduced** - client-side script and server-side script languages. **Developed** - understanding the steps involved in developing a design for a client website. **Revised** -	**Introduced** - legal and ethical considerations. **Developed** - test plan requirements and functionality. **Revised** - technical and design constraints.
	skills developed / extended / used	**Developed** - a sound understanding of how to effectively select and use appropriate IT systems that will benefit you personally and professionally. **Extended** - explore the relationships between	**Developed** - a sound understanding of the threats to data, information and system. Identify methods used to protect data. **Extended** - use understanding and knoweldge to identify the impact of data	**Developed** - a sound understanding of moral and ethical issues of information and system. Identify the legal issues of IT systems. **Extended** - use understanding and	**Developed** - a sound knowledge and understanding of the principles of website development. **Extended** - use the principles of a website design to analysis how the principles of	**Developed** - design ideas/prototypes for an interactive website. **Extended** - obtaining and using feedback from others to refine alternative design ideas/prototypes.	**Developed** - use of common tools and techniques to produce websites. **Extended** - use of CSS and scripting languages. **Used** - compatibility with mobile and tablet
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Seeing how IT systems have evolved using modern technology to be diverse and inclusive. Ensuring they are respectful and considerate to all users when creating an IT system.	Seeing how IT systems have evolved using modern technology to be diverse and inclusive. Ensuring they are respectful and considerate to all users when creating an IT system.	Seeing how IT systems have evolved using modern technology to be diverse and inclusive. Ensuring they are respectful and considerate to all users when creating an IT system.	Seeing how websites have evolved. Ensuring they are respectful and considerate to all users when creating a website.	Seeing how websites have evolved. Ensuring they are respectful and considerate to all users when creating a website.	Seeing how websites have evolved. Ensuring they are respectful and considerate to all users when creating a website.
	Links to 'Destinations and Employability'	Skills learnt could lead to a career in network engineer, cyber security analyst, network administrator, software engineer, computer systems analyst, computer systems administrator.	Skills learnt could lead to a career in cyber security analyst, software engineer, software tester, systems analyst, technical author, information systems manager.	Skills learnt could lead to a career in cyber security analyst, software engineer, software tester, systems analyst, technical author, information systems manager.	Skills learnt could lead to a career in web developer, web designer, web content manager, multimedia specialist, multimedia programmer, game developer, applications developer.	Skills learnt could lead to a career in web developer, web designer, web content manager, multimedia specialist, multimedia programmer, game developer, applications developer.	Skills learnt could lead to a career in web developer, web designer, web content manager, multimedia specialist, multimedia programmer, game developer, applications developer.
	Enrichment Opportunities offered or developed	Research online resources. Access past exam papers. Explore mark schemes. Know IT All Ninja resources. Small workshops to aid in Unit 1 - Information Technology systems.	Research online resources. Access past exam papers. Explore mark schemes. Know IT All Ninja resources. Small workshops to aid in Unit 1 - Information Technology systems.	Research online resources. Access past exam papers. Explore mark schemes. Know IT All Ninja resources. Small workshops to aid in Unit 1 - Information Technology systems.	Small workshops to support in Unit 6 - Website Development coursework.	Small workshops to support in Unit 6 - Website Development coursework.	Small workshops to support in Unit 6 - Website Development coursework.

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			Subject	Computing						

		Term	Aut 1	Unit	1	Term	Aut 2	Unit	1	Term	Spr 1	Unit	1	Term	Spr 2	Unit	6	Term	Sum 1	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			

Year 13

	Aut 1 — Unit 1	Aut 2 — Unit 1	Spr 1 — Unit 1	Spr 2 — Unit 6	Sum 1 — Unit 6
Unit title	Unit 1 Information Technology Systems	Unit 1 Information Technology Systems	Unit 1 Information Technology Systems	Unit 6 Website Development	Unit 6 Website Development
Subject Knowledge introduced / developed / revised	**Introduced** - digital devices, their functions and uses, peripheral devices and media. **Developed** - computer software in an IT system, emerging technologies, choosing IT systems.	**Introduced** - online systems. **Developed** - online communities. **Revised** - connectivity, connection types, networks and issues relating to data transmission.	**Introduced** - moral and ethical issues. **Developed** - legal issues. **Revised** - online systems, online communities, threats to data, information and systems, protecting data.	**Introduced** - client-scripting languages. **Developed** - website testing. **Revised** - website review.	**Introduced** - qualitative feedback. **Developed** - quantitative feedback. **Revised** - BTEC command verbs.
skills developed / extended / used	**Developed** - connectivity and connection types. **Extended** - networks, issues relating to data transmission. **Used** - revision techniques and assessment	**Developed** - threats to data, information and system, protecting data. **Extended** - online services, impact on organisations, using and manipulating data. **Used** - revision techniques and assessment	**Developed** - short and medium exam question practice. **Extended** - long exam question practice. **Used** - revision techniques and assessment skills.	**Developed** - website development, website testing. **Extended** - website optimisation. **Used** - webplus software skills.	**Developed** - website improvements based on feedback and testing. **Extended** - website testing. **Used** - webplus software skills, evaluation skills.
Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Revisiting how IT systems have evolved using modern technology to be diverse and inclusive. Re-enforcing to students the need to be respectful and considerate to all users when creating an IT system.	Revisiting how IT systems have evolved using modern technology to be diverse and inclusive. Re-enforcing to students the need to be respectful and considerate to all users when creating an IT system.	Revisiting how IT systems have evolved using modern technology to be diverse and inclusive. Re-enforcing to students the need to be respectful and considerate to all users when creating an IT system.	Revisiting how websites have evolved. Re-enforcing to students the need to be respectful and considerate to all users when creating websites.	Revisiting how websites have evolved. Re-enforcing to students the need to be respectful and considerate to all users when creating websites.
Links to 'Destinations and Employability'	Skills learnt could lead to a career in network engineer, cyber security analyst, network administrator, software engineer, computer systems analyst, computer systems administrator.	Skills learnt could lead to a career in cyber security analyst, software engineer, software tester, systems analyst, technical author, information systems manager.	Skills learnt could lead to a career in cyber security analyst, software engineer, software tester, systems analyst, technical author, information systems manager.	Skills learnt could lead to a career in web developer, web designer, web content manager, multimedia specialist, multimedia programmer, game developer, applications developer.	Skills learnt could lead to a career in web developer, web designer, web content manager, multimedia specialist, multimedia programmer, game developer, applications developer.
Enrichment Opportunities offered or developed	Research online resources. Access past exam papers. Explore mark schemes. Know IT All Ninja resources. Small workshops to aid in Unit 1 - Information Technology systems.	Research online resources. Access past exam papers. Explore mark schemes. Know IT All Ninja resources. Small workshops to aid in Unit 1 - Information Technology systems.	Research online resources. Access past exam papers. Explore mark schemes. Know IT All Ninja resources. Small workshops to aid in Unit 1 - Information Technology systems.	Small workshops to support in Unit 6 - Website Development coursework.	Small workshops to support in Unit 6 - Website Development coursework.