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| ICT KS4 | **Curriculum Team Vision** |
| At OMA we believe education is for everyone, that all students irrespective of their backgrounds, will be exceptional pupils, so they are equipped with the necessary knowledge, skills, qualifications, and mind-set to contribute positively to society.  Everything we do in the vocational faculty is aimed at providing an ambitious and challenging curriculum which inspires, motivates, and exploits the limitless potential of all our students. This will be achieved by us ‘*being inspired by the past - creating excellence in the present- by embracing the future’.*  Our long-term aim is to produce thinking, adaptable adults capable of taking his / her place in a changing technological society. We strive to create distinctive and dynamic partnerships between students and the world or work, forging active relationship with industry-based external training providers and employers.  The vocational curriculum seeks to promote an educational culture which is scientific, technological, creative, healthy, and entrepreneurial within the framework of the school and national curriculum. In addition, our faculty aims to provide the excellent practical technological, scientific, and holistic communication skills needed by our manufacturing and service industries within the UK and global markets. Thus, ensuring that our students will be well-educated and skilled, ready, and able to progress into employment, further training, or higher education according to their individual aptitudes and ambitions.  The faculty will be truly cross-curricular and will use aspects of many subjects to aid the students when developing innovative ideas and solving problems individually or as a team. The only boundary to making an impact in the future is our ‘*imagination*’ and our ability to ‘*engineer’* the solutions that could affect peoples’ lives. Students arrive and leave our faculty with a sense of wonder in learning…. that they will carry with them for a lifetime.  **Pupils should be taught to:**  • The creativity of the User Interface design element and the opportunity to work towards a realistic work scenario.  • Cloud storage and cyber security aspects can be related to social media like Instagram and Facebook to make the content interesting and relatable to students.  • The opportunity to develop knowledge and skills through ‘doing’. Students can bring their own interests and ideas into the work they do.  • CMP allows them to learn broadly about different audiences and types of media including games, websites, apps, magazines, film and television  Students will be able to analyse data by manipulating large amounts of data  Produce an effective Mail Merge  You will be able to produce an effective Database by inputting CSV files and produce a range of queries, reports and forms  You will also learn to be creative and produce a Logo for a given company | |
| **Where can studying IT take you? Click on the link below:**  • Ideal for learners who want a career in IT and want to get a broad taste of digital skills.  • A steppingstone to careers like IT Project Management, Technical Support and Cyber Security.  •Great for hands-on learners who want to get straight in and ‘make’.  • Beneficial for learners with a creative instinct who may be interested in Art or D&T and are looking for a course which combines skills from each in a client and customer-driven creative sector. | |

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| **Subject:** IT  Year 10 Curriculum Map 2024 -2025 | | | |
| Terms | **Topics covered** and **core knowledge and skills** | Links to careers | Links to the Knowledge organiser and other additional resources |
| 3 | 1.3 Legal, moral, ethical, cultural and environmental impacts of IT and the need for cybersecurity  1.3.2 The impact of data loss, theft or manipulation on individuals and businesses 1.3.3 Methods used to protect information 1.3.4 How moral and ethical issues affect computer users 1.3.5 How legal issues protect computer users 1.3.6 The cultural, personal and environmental impact of ICT 1.3.7 How a digital footprint can impact computer users | [https://www.indeed.com/career-advice/finding-a-job/*typ*es-of-it-jobs](https://www.indeed.com/career-advice/finding-a-job/types-of-it-jobs) | KO+3+4 |
| 4 | 2.1.1 Planning and designing a database 2.1.2 Creating and modifying a database 2.1.3 Interrogating a database 2.1.4 Creating user interfaces 2.1.5 Testing and evaluating a database | <https://www.indeed.com/career-advice/finding-a-job/types-of-it-jobs> | KO+3+4 |