

Curriculum Intent Statement

The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Relationship and Sex Education (RSE) with Health and Careers Education, Information, Advice and Guidance (CEIAG) across school.

The aim of this curriculum is to ensure that the skills and knowledge gained in phase 1-3 prepares students for subject specific qualification based learning in phase 4 and 5.

ICT				
INTENT	<p>To develop happy, confident and independent learners who are prepared for adulthood by:</p> <ul style="list-style-type: none"> • Develop and understand how to use ICT safely • Develop competence and confidence in the use of ICT • Develop competence and confidence in keeping safe online • Understand how to report concerns of inappropriate behaviour online • Communicate effectively and positively online and in all modes of communication • Understand the importance of keeping personal information safe and how to keep it safe • Understand the importance of accurate and reliable information and how to source this information • Have a creative approach to ICT lessons where they have opportunities to express themselves and develop their thoughts and ideas • Understand how to use ICT for the best and in the most effective way for a healthy adult lifestyle 			
	Phase 1	Phase 2	Phase 3	Phase 4
Working Termly to build on Skills Non negotiables AUTUMN 1 and SUMMER 1	Explore	Developing an awareness of keeping self safe when online	Keeping self and others safe online, identify inappropriate content and how to report	Where applicable; apply skills to appropriate accreditation routes.
AUTUMN 2 and SPRING 1	Communication	Developing communication and Technology skills	Apply skills across a range of communication tools, devices and software	
SPRING 2	Problem Solving	Follow algorithms, sequences and recognise errors.	Debug, take into account events, precision when working with complex instructions	
SUMMER 2	Creativity	Combine effects and techniques in a picture of work	Self and peer evaluation work using a combination of objects and software/devices.	
Keeping Safe				
<p>Why this - Keeping yourself and others safe is a vital part of modern day life. Studies show that compared to teens without vulnerabilities, those with three or more vulnerabilities are: Four times more likely to experience cyberaggression risks including cyberbullying or racist/homophobic comments and insults. Looked after children are 7 times more likely than other children to have their personal details hacked or stolen. Students need to be aware of the risks, how to deal with them and how to avoid unsafe behaviours online. Students can better understand the dangers of releasing personal information, as well as</p>				

how to recognise unethical behaviours or prevent cyberbullying. Privacy settings alter from applications and devices so students need to be up-to- date with the latest trends and have transferable knowledge to use on different devices. **South Tyneside is one of the 20% most deprived districts/unitary authorities in England and about 26% (6,500) of children live in low income families. Life expectancy for both men and women is lower than the England average.**

Why now - Keeping safe is timetabled for Autumn 1 to give students the skills and knowledge to use devices and applications safely across the academic year. Keeping safe is also timetabled for Summer 1 to equip students with the necessary skills and information for using the internet during the long holiday break away from school. If students are healthy and happy, attendance is high and students are ready to learn, therefore it is revisited as the first topic and the last topic in each group (annually) to encourage healthy mental health.

Builds on - As students move through the SOW it links to previous knowledge taught and builds on through a sequenced approach. It also builds on knowledge taught previously and delivered in the PHSE curriculum and is complimented by external guest speakers and presentations (See table below for detailed sequence)

Prepares for - The strand prepares students for using technology, devices and applications safely throughout life, it also equips students with the knowledge to help others with safety on the internet. The strand also is an element of the accreditation route many of our students take at KS4. For example 100 % of students who studied ICT passed the qualification (for this in other subject areas you may reference a successful destination route such as a placement on a history course etc)

	PHASE 1	PHASE 2	PHASE 3	PHASE 4
KEY knowledge/ golden thread – non negotiables for keeping safe	To understand why they need to keep safe on the internet and devices.	To be able to keep themselves safe on the internet	To be able to keep themselves and others safe on the internet and how to report inappropriate content.	To understand the importance of keeping safe, personal information and the consequences of inappropriate content.

Communication Technology and Skills

Why this - In the last South Tyneside census figures demonstrated 12.6% of jobs were in the skilled trades, 9.4% in plant and machine operation and 10.6% in the care, catering and leisure industries. Our destination data also shows that the vast majority of our students go on to work in these areas. Students need to understand how to firstly apply for these job roles with CV's, covering letters, applications etc completed using communication software, display on the applications the relevant ICT skills but also once employed they will continue to use this communication and technology software.

Why now - The strand facilitates students to access all relevant communication technology software over two half terms after learning to use the technology devices and applications safely and securely.

Builds on - As students move through the SOW it links to previous knowledge taught and builds on through a sequenced approach. It also builds on knowledge taught previously and delivered in the PHSE curriculum and is complimented by using this software in other subjects

Prepares for - The strand is linked to a key component of the accreditation route many of our students take at KS4, many of our students also go on to do work placements in vocational centres, cafes and garden centres post 16 and this provides the key knowledge required.

	PHASE 1	PHASE 2	PHASE 3	PHASE 4
KEY knowledge/ golden thread – non negotiables for Communication Technology Skills	To be able to access devices and software independently	To be able to organise documents and use features of software independently	To be able to use advanced features across all subjects in curriculum	To be able to use software to prepare for adulthood, future pathways and destinations

Programming

Why this - Programming teaches students to gain problem-solving skills i.e. to solve a problem in a logical as well as creative way. programming also enhances thinking ability and enables students to think logically, strategically and analytically. South Tyneside Council launched the ICT and Digital Strategy for South Tyneside to run alongside the 20 year vision for the borough “to be an outstanding place to live,

invest and bring up families". The ICT and digital strategy is all about making that vision happen through the use of technology which for our students means local industry will need a generation able to work in IT, digital and technology skills employment in the future.

Why now - The weather in spring months enables students to access the outdoors where they have more space to direct and use devices in programming. This will also build on previous terms of using the devices safely and securely.

Builds on - As students move through the SOW it links to previous knowledge taught and builds on throughout the strand, it also builds on knowledge taught in the previous terms in other subject areas.

Prepares for - The strand is linked to a key component of the accreditation route many of our students take at KS4.

	PHASE 1	PHASE 2	PHASE 3	PHASE 4
KEY knowledge/ golden thread – non negotiables for Programming	Follow basic instructions	Follow and program more complex instructions	To begin to understand how to create sequences, debug and have an awareness of precision	To be able to debug, sequence and complete or create with precision a set of instructions

Creativity

Why this - Creativity allows students to view and solve problems more openly and with innovation. Creativity opens the mind. It broadens our perspectives and can help us overcome prejudices. Research suggests that ICT has the potential to encourage and support creative thinking throughout the learning process. Creative acts can help focus the mind, and has even been compared to meditation due to its calming effects on the brain and body. Being creative in any form releases dopamine, a natural antidepressant. Creativity reduces anxiety, depression, and stress which benefits the mental and physical health of those involved. South Tyneside is one of the 20% most deprived districts/unitary authorities in England and about 26% (6,500) of children live in low income families. Life expectancy for both men and women is lower than the England average.

Why now - The weather in the summer months enables us to utilise first hand the outdoors, it enables students to explore locally to aid creativity.

Builds on - As students move through the SOW it links to previous knowledge taught and builds on throughout the strand, it also builds on knowledge taught in the previous terms in other subject areas.

Prepares for - The strand is linked to a key component of the accreditation route many of our students take at KS4.

	PHASE 1	PHASE 2	PHASE 3	PHASE 4
KEY knowledge/ golden thread – non negotiables for Creativity	To be able to identify tools for creativity.	To be able to combine a number of skills to produce a piece of work	To be able to transfer skills from previous phases into other software packages	To be able to edit and evaluate work for both self and peers

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- PFA links
- Cultural Capital links
- Reading opportunities
- Key Vocabulary

ICT Pathway - Student

PHASE 1
Completion of PHASE 1 set objectives
IT - demonstrated a good understanding of computers and devices

PHASE 2
Study of 3 key topics per year. Complete skills and knowledge objectives.
JT - Applied skills and knowledge to computers and used them safely

PHASE 3
Study of 3 key topics per year. Complete skills and knowledge objectives. Start to consider option choices and career pathways.
JT - demonstrated a good understanding of programming - Started to identify computing and ICT as a pathway for the future

PHASE 4
Pathway will reflect cohort/ individual students
JT - Chose IT User Skills as an option pathway

Entry Level Qualification in IT and Computer Science

Level 1/ Level 2 in IT and Computing Qualifications
JT - Qualification route chosen

GCSE Computer Science

Vocational placement e.g Ubisoft, Administration placement and Sunderland software city

PHASE 5
Pathway will reflect cohort/ individual students
JT - Uses ICT to benefit coursework requirements

Level 1/ Level 2 in IT and Computing Qualifications

Apprenticeship e.g Computer programming

Voluntary work e.g Administration

Work placement - E.g. Computer design

College to study higher level qualification e.g 'A' level

DESTINATION

Paid employment, voluntary/charity sector or further training