

Curriculum Intent Statement

The Curriculum

The curriculum has been developed by using and widening the National Curriculum to produce a broad and balanced, progressive, sequential long-term plan with consideration of the local area and resources; all aspects of which comply with legislation and national guidance, including 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 phases 1-3 prepare students for subject-specific qualification-based learning in phases 4-5.

ICT				
Intent	To develop happy, confident and independent learners who are prepared for adulthood by <ul style="list-style-type: none"> ● Developing and understanding how to use ICT safely ● Developing competence and confidence in the use of ICT ● Developing competence and confidence in keeping safe online ● Understanding how to report concerns of inappropriate behaviour online ● Communicating effectively and positively online and in all modes of communication ● Understanding the importance of keeping personal information safe and how to keep it safe ● Understanding the importance of accurate and reliable information and how to source this information ● Having a creative approach to ICT lessons where they have opportunities to express themselves and develop their thoughts and ideas ● Understanding 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
Autumn 1	Explore	Developing safe and healthy practices to use computers, ICT and the internet.	Securing the knowledge to keep self safe online and becoming a knowledgeable online citizen.	Where applicable; apply skills to appropriate accreditation routes.
Autumn 2		Developing the skills and knowledge to use common programs and apps.	Securing the use of apps for applied purposes, such as letter writing and presentations.	
Spring 1	Communication	Developing the safe use of the internet, including personal information sharing, browsers and email.	Securing the use of the internet for safe use, such as the 'Dark Web' and email spam.	
Spring 2		Developing the use of cloud computing and online productivity apps.	Securing the use of online apps for applied purposes, managing documents and editing PDF files.	
Summer 1	Problem Solving	Exploring the use of directional language and basic programming.	Solidifying the use of programming for simple tasks, taking, managing and editing images, video and audio.	

Summer 2	Creativity	Exploring how ICT and computing affects our daily lives, online shopping, mapping and hygiene.	Securing the use of ICT for adult purposes, including job searches, travel plans and writing job applications.	
----------	------------	--	--	--

Being Safe

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 online aggression, including cyberbullying or racist and homophobic comments and insults. Looked-after children are seven-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 those risks and how to avoid unsafe behaviours online. Students can better understand the dangers of releasing personal information, as well as how to recognise unethical behaviours or to prevent cyberbullying. **South Tyneside is one of the 20% most deprived districts or unitary authorities in England and about 26% of children live in low-income families. Life expectancy for both men and women is lower than the average for England.**

Why now. Being Safe is scheduled for the autumn 1 to give students the skills and knowledge to use devices and applications safely. Elements of the Being Safe content are also scattered throughout the other ICT units so that when problems or issues appear relating to those units, students are taught how to handle those problems knowledgeably and competently. If students are healthy and happy, attendance is high and students are ready to learn, therefore it is revisited as relevant issues around the studied ICT arise to encourage good mental health.

Builds on. As students move through the scheme of work, Being Safe links to previous knowledge and is built on sequentially. Being Safe builds on previous knowledge from the PHSE curriculum and is complimented by external guest speakers and presentations.

Prepares for. Being Safe prepares students for using technology, devices and applications safely throughout their lives; it also equips students with the knowledge to help others safety on the internet. Being Safe is an element of the accreditation route that some students take at Key Stage 4; for example, all 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 for Being Safe	Using computers safely and healthily.	Keeping personal information safe and understanding some of the problems and dangers of the online world.	Using computers and the internet competently and understanding how to report and deal with consequences from the online world.	To understand the importance of keeping safe, personal information and the consequences of inappropriate content.

Productivity 1

Why this. In the last South Tyneside census figures demonstrated 12.6% of jobs were skilled trades, 9.4% in plant and machine operation and 10.6% in the care, catering and leisure industries. Our destination data show that the majority of our students go on to work in these areas. Students need to understand how to apply for these job roles with CVs, covering letters, and applications made with computing, how to display on the applications their ICT skills, but also, once employed, that they will continue to use this software.

Why now. Productivity 1 enables students to access relevant software after learning how to use the technology devices and applications safely and securely.

Builds on. As students move through the scheme of work, it links to previous knowledge and is built on sequentially. Productivity 1 builds on knowledge about literacy, numeracy, tables, and design delivered in the English, mathematics, art and science. Students explore controversial or sensitive topics initially explored in Being Safe about facts and opinions online and plagiarism.

Prepares for. Productivity 1 is linked to a key component of the accreditation route that some students take at Key Stage 4. Some of our students also go on to work placements in vocational centres, cafes and garden centres post-16 and this provides some of the key knowledge required.

	PHASE 1	PHASE 2	PHASE 3	PHASE 4
Key knowledge for Productivity 1	Access devices and software independently.	Organise documents and use features of software independently.	Use advanced features across all subjects in curriculum.	Use software to prepare for adulthood, future pathways and destinations.

Online

Why this. Nearly all job applications (**89%**, UK Recruiter, 2022) are online and nearly all young people use social media (**97%** Statista, 2021), but a large number of young people have experienced bullying online (39%, Ofcom, 2022). The Online unit aims to help students recognise and deal with the online world, both the positive and helpful aspects of it, but also the negative.

Why now. The Online unit follows the Being Safe unit, where students explore the online world, its common dangers and how to be safe in it; and it follows Productivity 1, where students first experience and become accustomed to using applications and devices.

Builds on. Students move through both the ICT scheme of work itself, building on the foundations of being safe offline and online with computers and using software for real-world applications; but also through the stages of accomplishment, deepening their understanding of the different strands of online life.

Prepares for. Students prepare themselves for the modern, online world, with its positive online prospects for online working, job seeking and creativity, but also for the dangers of personal information sharing, coercion and bullying. 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 for Online	Keeping yourself safe with computers.	Using browsers and the internet safely and productively.	Using real-world applications online, such as email, browsers and internet searches for a purpose.	Use the online world safely and competently in any future pathway or qualification in other subjects.

Productivity 2

Why this. Nearly half of all UK employees report some form of working from home (**44%**, ONS, 2023), and the Google suite of online applications has been reported to have a larger share of productivity usage now than the Microsoft suite of offline applications (11% to 4%, 6sense.com). Students with a good knowledge of and skills in online productivity suites will be better suited to the modern way of working online.

Why now. Productivity 2 builds on knowledge and skills learnt from Productivity 1, including the use of word processors and presentation software; from Being Safe, about the dangers of being online; and of Online, with the safe use of the internet and browsers.

Builds on. Students build, through their literacy and numeracy, build on their grasp of applications for the real-world, including how to be safe online, productivity software offline and the internet. Students are reminded of the importance of keeping their personal information safe and how to recognise facts and opinions online.

Prepares for. Productivity 2 prepares students for the modern world of work, where an ever-larger fraction of it is done online, or at least, with online applications.

	PHASE 1	PHASE 2	PHASE 3	PHASE 4
Key knowledge for Productivity 2	Use computer applications for a purpose.	Using the Google suite of applications for a purpose, including formatting letters and making presentations.	Building on students' knowledge of literacy, formatting and presentations for real-world applications.	Use online applications for purposes related to job-seeking, college applications and travel planning.

Creativity and Activity

Why this. Creative digital industry is a growing sector in the UK, but importantly is also an outlet for students' creative energies. ICT has a role in improving the communication, learning and regulation of students with ASD (BBC, 2025). Programming is a very important aspect of ICT, allowing the use of mathematics, or at least mathematical language, in programming and use of applications. 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. Students will have completed the units Productivity 1 and 2 and Online, so they will have a better understanding of how to use various pieces of software safely and competently. The Creativity and Activity unit includes many activities amenable to outside, active learning, so having it in the summer term is advantageous.

Builds on. Students build on their knowledge and skills learnt in the units Being Safe, Productivity 1 and 2, where they learn how to use various pieces of software for different real-world uses.

Prepares for. Creativity and Activity prepares students for real-world, creative uses of ICT. Programming is an increasing and pervasive part of modern ICT, and even a basic understanding of programming concepts will be beneficial. Having outlets for artistic uses of ICT will be beneficial to students who wish to pursue these subjects in post-16 education or elsewhere.

	PHASE 1	PHASE 2	PHASE 3	PHASE 4
Key knowledge for Creativity and Activity	Use computers and applications for a creative purpose. Move the body in given directions.	Develop the use of creative applications on desktop computers. Begin programming in a simple, visual programming language.	Explore the use of further, more developed visual programming languages. Use a range of tools and techniques in creative applications.	Use creative ICT tools in the student's given field of study.

Preparing for Adulthood

Why this. Most job applications are now found and completed online (**89%**, UKRecruiter, 2023). Online map tools are being increasingly used by people to find places of work, leisure and study (37% have used online maps, Statista, 2017). Students can prepare themselves better for the world of online working, job applications, travel planning and online purchases by studying this unit.

Why now. Students will be reminded of some of the main dangers of online life just before leaving school for the summer holidays, including grooming, sexual exploitation and blocking and reporting on the main social media. Students will be preparing themselves for possible applications to colleges, apprenticeships and employment using the skills learnt in this unit.

Builds on. Students build on all their knowledge so far gained, including the use of files, folders and productivity applications in Productivity 1 and 2, how to be safe and responsible online from the Being Safe and Online units.

Prepares for. The Preparing for Adulthood unit will better prepare students for working online, living their lives, or a large part of it, online. The use of modern online tools like online maps will help them to become more independent, wherever they may be; and using ICT and the internet to prepare themselves for healthy, clean and happy living.

	PHASE 1	PHASE 2	PHASE 3	PHASE 4
Key knowledge for Preparing for Adulthood	Use a computer to find and print cooking recipes.	Developing the use of online tools for personal hygiene, food recipes and mapping tools to find local interest sites.	Securing the use of online tools to apply for jobs, search for travel plans to reach workplaces, filling application forms.	Exploring the use of ICT and software in post-16 education, for travel planning, job and apprenticeship applications.

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 focus - JTrain

PHASE 1
 Completion of PHASE 1 set objectives
JT programmed basic toys 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

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

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

GCSE Computer Science

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
JT - Discussing accessing a computing/ICT course at next destination

Paid employment, voluntary/charity sector or further training

