

Y13 OCR Cambridge Technicals in IT Unit 1 and Unit 2 Curriculum Progression Map

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Dates | Monday 5 th September – Friday, 21 October 2022 | Monday, 1 November – Wednesday, 21 December 2022 | Monday, 9 January – Friday, 10 February 2023 | Monday, 20 February – Friday, 31 March 2023 | Monday, 17 April – Friday, 26 May 2023 | Monday, 5 June – Friday, 19 July 2022 (until Y13 leave) |
| Weeks | 8 | 7 | 7 | 6 | 5 | 6 |
| Unit Title | Unit 1 Fundamentals of IT | Unit 1 Fundamentals of IT | Unit 2 Global Information | Unit 2 Global Information | Unit 2 Global Information | Unit 2 Global Information |
| Sequence | <p>LO1 Computer hardware, components and connectivity methods</p> <p>Types of computer system</p> <p>Communications hardware</p> <p>Hardware troubleshooting</p> <p>Units of measurement</p> <p>Number systems</p> <p>Number conversion</p> <p>LO2 Types of software</p> <p>Application software, utility software and operating systems</p> <p>Communication methods</p> <p>Software troubleshooting</p> <p>Protocols</p> <p>LO3 Types of servers</p> <p>Virtualisation</p> <p>Network characteristics</p> | <p>LO3 (cont.)</p> <p>Connectivity methods</p> <p>Business systems</p> <p>LO4 Communication skills</p> <p>Communication technology</p> <p>Personal attributes and job roles</p> <p>Ready for work</p> <p>Professional bodies</p> <p>Industry certification</p> <p>LO5 Ethical issues</p> <p>Operational issues</p> <p>Threats</p> <p>Digital security</p> <p>Safe disposal of data and computer equipment</p> | <p>Re-cap Unit 1 and sit exam</p> <p>LO1</p> <p>Holders of information</p> <p>Types of information storage media</p> <p>Types of information access and storage devices</p> <p>The Internet</p> <p>Types of world wide web technology networks</p> <p>World wide web information formats</p> <p>Accessibility of world wide web information formats</p> <p>Advantages and disadvantages for individuals of world wide web information formats</p> <p>Comparison of technologies</p> <p>LO2</p> <p>Information styles and their uses</p> <p>Information classifications</p> <p>Quality of information</p> <p>Information management</p> <p>LO3 Data versus information</p> <p>Categories of information used by individuals/organisations that hold information</p> | <p>LO3 (cont.)</p> <p>Stages of data analysis</p> <p>Data analysis tools</p> <p>Information system structure</p> <p>LO4</p> <p>UK legislation and regulation relating to the storage and use of information</p> <p>Consolidation</p> <p>UK and global accessibility legislation relating to the storage and use of information</p> <p>Global information protection legislation and regulation</p> <p>Green IT</p> <p>LO5 Information sources and data types</p> <p>Data flow diagrams (DFD)</p> <p>Impacts affecting the flow of information in information systems</p> | <p>LO6</p> <p>Principles of information security including the risks and impacts</p> <p>Protection measures and policies</p> <p>Physical and Logical protection measures</p> <p>Consolidation of protection measures</p> <p>Re-cap Units of work and exam.</p> | <p>Exam revision</p> <p>Past papers</p> <p>Q/A</p> |

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| Key Building Blocks | <p>Learn new hardware and specifications. How hardware connects and works together. Different types of hardware being used.</p> <p>Troubleshooting Binary recap Types of software Communication methods Protocols Networks Network characteristics</p> | <p>Business Systems IT in the workplace Certification Security issues</p> | <p>Holders of Information WWW and The Internet Information styles and classification</p> | <p>Data and Information Categories of information Data analysis tools UK legislation</p> | <p>Information sources DFDs Information security Information security policies</p> | <p>Recap of Unit 2</p> |
| Retrieval Practices | <p>Demonstrations using AB Tutor Computer Control to ensure understanding of task</p> <ul style="list-style-type: none"> - Verbal feedback throughout - Refer to presentation, create portfolio of evidence throughout the term - Computing clubs after school to support with understanding and recap - Do Now activities (where appropriate) - Exam questions (walk/talk/discussion and h/w) | <ul style="list-style-type: none"> - Demonstrations using AB Tutor Computer Control to ensure understanding of task - Verbal feedback throughout - Refer to presentation, create portfolio of evidence throughout the term - Computing clubs after school to support with understanding and recap - Do Now activities (where appropriate) - Exam questions (walk/talk/discussion and h/w) | <p>Demonstrations using AB Tutor Computer Control to ensure understanding of task</p> <ul style="list-style-type: none"> - Verbal feedback throughout - Refer to presentation, create portfolio of evidence throughout the term - Computing clubs after school to support with understanding and recap - Do Now activities (where appropriate) - Exam questions (walk/talk/discussion and h/w) | <p>Demonstrations using AB Tutor Computer Control to ensure understanding of task</p> <ul style="list-style-type: none"> - Verbal feedback throughout - Refer to presentation, create portfolio of evidence throughout the term - Computing clubs after school to support with understanding and recap - Do Now activities (where appropriate) - Exam questions (walk/talk/discussion and h/w) | <p>Demonstrations using AB Tutor Computer Control to ensure understanding of task</p> <ul style="list-style-type: none"> - Verbal feedback throughout - Refer to presentation, create portfolio of evidence throughout the term - Computing clubs after school to support with understanding and recap - Do Now activities (where appropriate) - Exam questions (walk/talk/discussion and h/w) | <ul style="list-style-type: none"> - Demonstrations using AB Tutor Computer Control to ensure understanding of task - Verbal feedback throughout - Refer to presentation, create portfolio of evidence throughout the term - Computing clubs after school to support with understanding and recap - Do Now activities (where appropriate) |
| Key Skills | <p>Language & Vocabulary Written communication Analysis of given scenarios for Q/A</p> | <p>Language & Vocabulary Written communication Analysis of given scenarios for Q/A</p> | <p>Language & Vocabulary Written communication Analysis of Case study Analysis of given scenarios for Q/A</p> | <p>Language & Vocabulary Written communication Analysis of Case study Analysis of given scenarios for Q/A</p> | <p>Language & Vocabulary Written communication Analysis of Case study Analysis of given scenarios for Q/A</p> | <p>Language & Vocabulary Written communication Analysis of Case study Analysis of given scenarios for Q/A</p> |
| Literacy | <p>Written & Oral communication Tier 2 & 3 vocab development</p> <p>Key terms: Change management, Hybrid Cloud, Hypervisor, Internet of Things, Privacy Filter, RFID, Social Engineering, VOIP</p> | <p>Written & Oral communication Tier 2 & 3 vocab development</p> <p>Change management, Hybrid Cloud, Hypervisor, Internet of Things, Privacy Filter, RFID, Social Engineering, VOIP</p> | <p>Written & Oral communication Tier 2 & 3 vocab development</p> <p>Key terms: Data, Global divide, Green IT, Holder of information, information, information formats, information styles</p> | <p>Written & Oral communication Tier 2 & 3 vocab development</p> <p>Key terms: Data, Global divide, Green IT, Holder of information, information, information formats, information styles</p> | <p>Written & Oral communication Tier 2 & 3 vocab development</p> <p>Key terms: Data, Global divide, Green IT, Holder of information, information, information formats, information styles</p> | <p>Written & Oral communication Tier 2 & 3 vocab development</p> |
| Numeracy | <p>File size Compression DPI Binary</p> | <p>File size Internet speeds</p> | <p>Storage media</p> | <p>Data Information</p> | <p>Data Information</p> | <p>Data Information</p> |
| Formative Assessment | <p>Verbal feedback throughout each lesson Re-cap of task and assignment using Computer Control monitoring software</p> | <p>Verbal feedback throughout each lesson Re-cap of task and assignment using Computer Control monitoring software</p> | <p>Verbal feedback throughout each lesson Re-cap of task and assignment using Computer Control monitoring software</p> | <p>Verbal feedback throughout each lesson Re-cap of task and assignment using Computer Control monitoring software</p> | <p>Verbal feedback throughout each lesson Re-cap of task and assignment using Computer Control monitoring software</p> | <p>Verbal feedback throughout each lesson Re-cap of task and assignment using Computer Control monitoring software</p> |

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| Summative Assessment | End of unit (portfolio of evidence to revise) Exam questions. | End of unit (portfolio of evidence to revise) Exam questions. Mock. | End of unit (portfolio of evidence to revise) Exam questions. | End of unit (portfolio of evidence to revise) Exam questions. | End of unit (portfolio of evidence to revise) Exam questions. Mock. | Exam questions and past papers |
| Spiritual | Learners have opportunities to reflect/evaluate their work and consider their own progress and support the progress of others (SA/PA) whilst also building relationships. Learners have the opportunity to develop their knowledge and understanding of how IT systems have changed the way people go about their daily lives (including PCs, smartphones, tablets, laptops, use of servers, cloud, internet, world wide web, communication, ecommerce and advertising). | | | | | |
| Moral | Students learn about safe and responsible use of digital technology in the workplace and at home. Appropriate uses of software, malicious use of software and the damage it can cause to individuals and businesses. The safe and responsible use of IT. | | | | | |
| Social | Learners develop a range of technological skills that will prepare them for the challenges of living in a technologically-rich and interconnected world. Social issues that can affect users of IT, including the use and abuse of personal, organisational and private data, cyber bullying etc. | | | | | |
| Cultural | Learn how computers have developed over time into the devices they are familiar with today. Helping learners to appreciate that IT contributes to the development of our culture and to our highly technological future. | | | | | |
| Ethical | The ethical implications of the electronic storage and transmission of personal information. How IT can affect the quality of life experienced by persons with disabilities and the responsibility to meet individuals' access requirements. | | | | | |
| Economic issues | Making informed decisions about the choice, implementation, and use of IT depending upon cost and the efficient management of money and resources. | | | | | |
| Legislative issues | Copyright design and patents act, computer misuse act and data protection act (GDPR), Green IT, storage laws, accessibility and global information laws. | | | | | |
| British Values | Mutual Respect, Tolerance and The Rule of Law | Mutual Respect, Tolerance and The Rule of Law | Mutual Respect and Tolerance | Mutual Respect and The Rule of Law | Mutual Respect and The Rule of Law | |
| Gatsby 4 | Networking, Software testing. IT Technician, Network Manager, programmer, | Networking, Software testing. IT Technician, Network Manager | Website Tester (software testing), Digital graphics designer, web content creator Data Analyst, IT Technician, Network Manager, IT security | Data Analyst, IT Technician, Network Manager, IT security | IT Technician, Network Manager, IT security | IT Technician, Network Manager, IT security |