

St Dominic's School

Curriculum Plan

What will pupils learn and when?



Subject	Pearson BTEC Level 1 Introductory Certificate in Information Technology	Year Group	Sixth Form
Subject Intent	In the Pearson BTEC Level 1 Introductory Certificate in Information Technology course, the intention is for learners to study core units that focus on key transferable skills such as research and planning, time management, and working with others. Learners will also take several sector units that provide a broad introduction to the skills and knowledge within IT, allowing for practical and active delivery to engage learners. The sector units we will cover include solving technical IT problems, creating a website, and developing a digital product.		

Term	Topic	Subject Content	Vocabulary	Sequencing
Autumn 1	Unit IT8: Creating a Spreadsheet to Solve Problems	In this unit, learners will discover how to create spreadsheets that facilitate mathematical operations such as addition, subtraction, multiplication, division, averages, and totals. Additionally, spreadsheet software allows users to sort non-numeric data, enabling swift access to the desired results. Users can also easily modify the appearance of their information, including various layouts. Throughout the unit, learners will learn to create spreadsheets to solve problems and present information in diverse formats, utilising numbers, text, and graphs. The transferable and sector-specific skills developed in this unit will enable learners to progress to further study, while also	Tier 2 Addition Subtraction Multiplication Division Averages Tier 3 Functionality Data Format Excell Row Column Formula Table	Building On Building Towards

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		supporting their completion of the core skills units in the course. Questions 1. What are the structures and features of spreadsheet software? 2. How do you use spreadsheets to solve problems? 3. How do you display data in a graphical format? 4. How do you use formula structures in spreadsheets? 5. How do you add filtering and organise information in spreadsheets? 6. How do you format a spreadsheet? 7. How can you apply what you have learned over the past six weeks to complete the Unit IT8: Creating a Spreadsheet to Solve Problems coursework?		
Autumn 2	Unit IT9: Creating a website	In this unit, learners will explore various types of websites tailored to specific audiences and purposes. They will learn how to design a website with a clear target audience and objective in mind while developing skills to create an appropriate layout. Learners will utilise tools and techniques to enhance functionality, including navigation buttons	Tier 2 Website Browser Audience Purpose Graphics Tier 3 Copyright	

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		and page links, ensuring that the website is both appealing and user-friendly. Once completed, learners will review the finished website and provide recommendations for improvement. Questions 1) What is information and what are the types of information? 2) What factors should be considered when designing a website? 3) What considerations relate to the audience and purpose of a website? 4) How do you create a website using web design tools? 5) How do you test different parts of a website, ensuring each component functions as intended, and rectify any faults? 6) How do you review a finished website in terms of its purpose and provide recommendations for improvement? 7) How can you apply what you have learned over the past five weeks to complete the Unit IT9: Creating website coursework?	HTML Accessibility CSS SEO (Search Engine Optimization) Sitemap Wireframe Deployment	
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Spring 1	Unit A2: Developing a Personal	In this unit, learners will explore the skills and behaviours needed to meet their personal progression goals. The unit will help them identify available opportunities and understand how to advance to the next stage. They will conduct a self-audit to determine their strengths and areas for development necessary to achieve their progression goals. Additionally, learners will learn how to set goals and develop plans to attain them, ultimately producing a personal progression plan to guide them toward the next step in their lives. Questions 1) What are the benefits and purposes of developing a progression plan? 2) How can you find out about progression opportunities? 3) How do you set a progression goal? 4) How do you identify the skills and behaviours needed to meet your progression goal? 5) What are the advantages of reviewing your own skills and behaviours against your progression goal? 6) How do you create a progression plan? 7) How can you apply what you have learned over the past five weeks to complete the Unit A2: Developing a Persona coursework?	Tier 2 Goals Objectives Assessment Skills Resources Feedback	Tier 3 Reflection Opportunities Evaluation
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Spring 2	Unit IT11: Developing a Digital Product	In this unit, learners will discover how to plan and design a digital media product using visual tools such as storyboards. They will also learn how to record audio and video clips and edit them using audio and video editing software. Learners will then combine these edited clips with ready-made assets (such as digital photographs) to create a complete multimedia product. Questions 1) What factors should be considered when creating a digital media product? 2) How do you record audio clips, transfer them to a computer, and edit them? 3) How do you record video clips, transfer them to a computer, and edit them? 4) How do you develop skills in combining audio and video with other assets to create a digital media product? 5) How do you gather ready-made assets (images, videos, animations) and combine them to create a multimedia product? 6) How do you test and review a completed digital media product? 7) How can you apply what you have learned over the past five weeks to complete the Unit IT11: Developing a Digital Product coursework?	Tier 2 Visual design Accessibility Branding Functionality Tier 3 User experience (UX) User interface (UI) Prototyping Wireframing Usability testing Interaction design Aesthetics Cross-platform compatibility	

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Summer 1	Unit A1: Being Organised	In this unit, learners will understand that being organised and managing their time effectively are essential for success in their education. They will explore methods such as creating to-do lists, developing filing systems, setting up phone alerts and alarms, and other strategies to help plan and utilise their time efficiently, as well as organise themselves and their work. After learning and practicing these techniques, learners will have the opportunity to apply them over a designated period, reviewing their effectiveness and assessing any improvements in their organisational skills. 1) Questions 2) What is time management? 3) How can organisational techniques help you remain organised? 4) How do you utilise project plans and spreadsheets for organisation and budgeting? 5) Why is it important to keep project plans updated and to review priorities? 6) What are some ways to enhance your time management and organisation skills? 7) How do you use ICT to organise and manage your time? 8) How can you apply what you have learned over the past five weeks to complete the Unit A1: Being Organised	Tier 2 Planning Focus Tier 3 Time management Prioritisation Decluttering Efficiency Productivity Scheduling Routines Goal setting Discipline	

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		coursework?		
Summer 2	AQA Unit Award Scheme 113457 Digital creativity: animation and music	In this Unit Award Scheme 113457 Digital Creativity: Animation and Music, learners will discover how to create a filming plan or storyboard featuring at least two concepts for a basic animation, source a minimum of two characters and props for the animation, capture at least two digital images in line with the filming plan or storyboard, compose a short piece of music for the animation using appropriate music software, incorporate at least two sound effects into the animation, add titles and credits, adjust the frames per second speed to suit the animation, and produce a stop motion animation comprising more than one scene. Questions 1) How do you create a 2D animation using Adobe Animate software?	Tier 2 Sketch Draw Animation Storyboard Character Motion Stop motion Tier 3 Timeline Tweening Rigging Keyframe	

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		2) How do you incorporate sound effects and music into an animation produced with Adobe Animate? 3) How can you add titles and credits, and adjust the frames per second to suit a completed animation? 4) How do you add titles to a finished animation film?		
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