Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit 2 Computer Systems	**Unit 31 Animation**	**Unit 28 Web design**	Unit 30 Digital Graphics	**Unit 1: Communication and Employability Skills for IT**	**Unit 3 Information Systems**
The aim of this unit is to enable learners to understand the components of computer systems and develop the skills needed to recommend appropriate systems for business purposes and set up and maintain computer systems.

1 Understand the components of computer systems
2 Be able to recommend computer systems for a business purpose
3 Be able to set up and maintain computer systems. | The aim of this unit is to ensure learners understand types of animation and their uses and develop the knowledge and skills required to use software techniques to design and implement different types of animation.

1 Understand the types and uses of animation
1   Know the software techniques used in animation
2   Be able to design and implement digital animations.

Assessment:
Btec portfolio | The aim of this unit is to enable a learner to understand web architecture and the factors that affect its performance and to be able to design and create interactive websites.
1 Understand web architecture and components
2 Understand the factors that influence website performance
3 Be able to design websites
4 Be able to create websites. | This unit aims to enable learners to understand different types of digital graphics images and file formats and to be able to create, edit, modify and manipulate digital images of various types and complexity.

1 Know the hardware and software required to work with graphic images
2 Understand types of graphic images and graphical file formats
3 Be able to use editing tools to edit and manipulate images
4 Be able to create and modify graphic images to meet user requirements.

Assessment:
Create three animations showing all the skills plus | Evaluate interpersonal and written communications techniques.
Review progress on a personal development plan, identifying areas for improvement.

The aim of this unit is to ensure that learners understand both the personal attributes valued by employers and the principles of communicating effectively whist developing effective communication skills and addressing their own personal development needs.

1 Understand the personal attributes valued by employers | The aim of this unit is to ensure learners understand how organisations use information and the surrounding use of information, know about information systems and develop the skills necessary to produce management information.

1 Understand how organisations use business information
2 Understand the issues related to the use of information
3 Know the features and functions of information systems
4 Be able to use IT tools to produce management information. |

Skills: Literacy, numeracy, Presentation and problem solving. Assessment: *SMSC/ British Values: Investigating moral values and ethical issues. Working in teams*	*SMSC/ British Values: Investigating moral values and ethical issues. Recognising different user including cultures, religions and societies* Skills: Literacy, numeracy, Presentation and problem solving. Assessment: *SMSC/ British Values: Investigating moral values and ethical issues. Recognising different user including cultures, religions and societies.*	Assessment: Create a website and supporting documents showing all the skills plus the plans, and testing. *SMSC/ British Values: Investigating moral values and ethical issues. Identify and explain how the use of technology can impact on society.*	the plans, and testing. *SMSC/ British Values: Recognise ethical issues surrounding the application of information technology beyond school.*	2 Understand the principles of effective communication 3 Be able to use IT to communicate effectively 4 Be able to address personal development needs. Skills: Literacy, numeracy, Presentation and problem solving. Assessment: *SMSC/ British Values: Effects of ICT on society. Investigating moral values and ethical issues. Copyright Laws: DPA Computer Misuse Act. Respect. Explain the effects on society of gaming.*	

Enrichment/Extra Curriculum:
- *We run additional workshops to develop skills during the Computer Club and link to a number of businesses including the O2 and CISCO Challenge.*
- *We have linked with local businesses to provide work experience and job shadowing*

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
43 Multimedia Design	Unit 31 Animation	Unit 28 Web design	Unit 30 Digital Graphics	Unit 42 Spreadsheet	**Coursework completion.**
The aim of this unit is to enable learners to understand how multimedia is used in business and to be able to create multimedia products to meet business needs.

1 Understand how multimedia is used to meet business objectives
2 Be able to design multimedia products to meet business needs
3 Be able to develop multimedia products
4 Be able to present multimedia products
5 Be able to review multimedia products. | The aim of this unit is to ensure learners understand types of animation and their uses and develop the knowledge and skills required to use software techniques to design and implement different types of animation.

1 Understand the types and uses of animation
3   Know the software techniques used in animation
4   Be able to design and implement digital animations. | The aim of this unit is to enable a learner to understand web architecture and the factors that affect its performance and to be able to design and create interactive websites.
1 Understand web architecture and components
2 Understand the factors that influence website performance
3 Be able to design websites
4 Be able to create websites. | This unit aims to enable learners to understand different types of digital graphics images and file formats and to be able to create, edit, modify and manipulate digital images of various types and complexity.

1 Know the hardware and software required to work with graphic images
2 Understand types of graphic images and graphical file formats
3 Be able to use editing tools to edit and manipulate images
4 Be able to create and modify graphic images to meet user requirements. | This unit aims to enable learners to use complex spreadsheet modelling in order to support organisational activities such as credit control, sales forecasting and stock analysis.

1 Understand how spreadsheets can be used to solve complex problems
2 Be able to develop complex spreadsheet models
3 Be able to automate and customise spreadsheet models
4 Be able to test and document spreadsheet models. | Unit 5 managing Networks

The aim of this unit is to enable learners to understand network management functions and develop the knowledge and skills needed to use the tools and technologies available to the network manager.

1 Know about networking management tools and technologies
2 Understand network management functions
3 Be able to carry out network management activities. |
| Assessments:
Presentations and documents. | Assessment:
Btec portfolio | Assessment:
Create a website and | Assessment:
Create three animations showing all the skills plus the plans, and testing. | Assessment:
Btec portfolio | Coursework completion
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SMSC/ British Values: Investigating moral values and ethical issues. Working in teams	*SMSC/ British Values: Investigating moral values and ethical issues. Recognising different user including cultures, religions and societies.*	supporting documents showing all the skills plus the plans, and testing. *SMSC/ British Values: Investigating moral values and ethical issues. Identify and explain how the use of technology can impact on society.*	*SMSC/ British Values: Recognise ethical issues surrounding the application of information technology beyond school.*	*SMSC/ British Values: Effects of ICT on society. Investigating moral values and ethical issues. Copyright Laws: DPA Computer Misuse Act. Respect. Explain the effects on society of gaming.*	

Enrichment/Extra Curriculum:
- *We run additional workshops to develop skills during the Computer Club and link to a number of businesses including the O2 and CISCO Challenge.*

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Animations **Multi media**	**Animations** **Multi media**	**Multi media** **Database Creation**	**Multi media** **Database Creation**	**Multi media** **Database Creation**	**Animations** **Multi media** **Database Creation**
Explain the different types of animation. Explain persistence of vision. Explain different uses of animation. Discuss the advantages and limitations of animated GIFs. Compare different animation formats. Describe factors that need to be taken into account when creating animations for the web. Skills: Multimedia Students will create an interactive presentation to promote Cox Green school. Explain how multimedia is used to meet business objectives. Design a multimedia product for a specified business need.	Explain particular techniques that are used to minimise the file size of animations. Design computer animations using different animation techniques. Implement animations using different animation techniques. Compare different specialist computer animation software packages. Evaluate the tools and techniques used to create animations. Skills: Demonstrate initiative and imagination in meeting user requirements Identify how the elements of the content will be sourced Develop a functional multimedia product for a	Explain the features of a relational database Explain referential integrity and the purpose of primary keys in building the relationships between tables. Discuss how potential errors in the design and construction of a database can be avoided. Design a relational database for a specified user need. Create and populate a Database. Import data from an external source. Skills: Set up software and display devices appropriately to display multimedia outcomes Review a multimedia product using user feedback. Demonstrate advanced skills in producing a	Perform queries using multiple tables and multiple criteria. Export data to an external source. Include an advanced feature in a database design. Implement an automated function. Skills: Adapt a product in line with user feedback. Produce a complex, high quality, fit for purpose multimedia product Reflect on feedback, suggesting future developments	Test a relational database. Evaluate a database against the specified user need.	

	specified business need	complex product	Assessment:		
Assessment:	Assessment:	Assessment:		Assessment:	Assessment:
SMSC/ British Values: Investigating moral values and ethical issues. Working in teams.	*SMSC/ British Values: Investigating moral values and ethical issues. Recognising different user including cultures, religions and societies.*	*SMSC/ British Values: Investigating moral values and ethical issues. Identify and explain how the use of technology can impact on society.*	*SMSC/ British Values: Recognise ethical issues surrounding the application of information technology beyond school.*	*SMSC/ British Values: Effects of ICT on society. Investigating moral values and ethical issues. Copyright Laws: DPA Computer Misuse Act. Respect. Explain the effects on society of gaming.*	*SMSC/ British Values:*

Enrichment/Extra Curriculum:
- *We run additional workshops to develop skills during the Computer Club and link to a number of businesses including the O2 and CISCO Challenge.*

Key Stage 4
11 GCSE

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit 3 **Programming project**	**Unit 3** • **Programming project** • **Computational logic** • **Data representation**	• **Translators and facilities of** • **languages**	**Revision** **Review topics**		**Course ends in May**
• Programming techniques • Analysis • Design • Development • Testing and evaluation and conclusions *SMSC/ British Values:*	Software: Publisher: creating booklets. *SMSC/ British Values:*	Software: *SMSC/ British Values:*	Software: *SMSC/ British Values:*	Legal issues. Data Protection Act. Computer Misuse Act. Health and Safety issues at work. Describe the main aspects of the Data Protection Act and any subsequent amendments, know that there is a requirement to register. Understand the Personal data guardianship code. Describe the purpose of the Computer Misuse Act. Explain measures which must be taken in order to protect against hacking. Describe a range of safety issues related to using computers.	

				SMSC/ British Values:	