Class of 2026/2027 Curriculum Map

BTEC DIT

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39

Post 16 Study — Progression to Level 3 BTEC qualifications or A Level Computer Science

Year 11

Component 3 Part A	Component 3 Part B	Component 3 Part C	Component 3 Part D	Exams & finish school
Modern Technologies: How current and modern technologies are used and have an impact on organisations and stakeholders.	Cyber Security: How the increased reliance of organisations on digital systems to hold data and perform vital functions presents a range of challenges and dangers.	Wider implications of digital systems: What the wider implications of digital systems and their use are and the procedures that organisations must follow in order to conform to legal requirements and professional guidelines.	Planning and communication in digital systems: How individuals in the digital sector plan solutions and communicate meaning and intention..	
AO.1/AO.2/A0.3/A0.4	*AO.1/AO.2/A0.3/A0.4*	*AO.1/AO.2/A0.3/A0.4*	*AO.1/AO.2/A0.3/A0.4*	

Year 10

Component 1 Part A	Component 1 Part B	Component 1 Part C	Component 2 Part A	Component 2 Part B	Component 2 Part C
Investigate user interface design for individuals and organisations	Use project planning techniques to plan and design a user interface	Develop and review a user interface	Investigate the role and impact of using data on individuals and organisations	Collecting, Presenting and Interpreting Data (use of spreadsheets to produce a dashboard including formulae, graphs, charts)	Draw conclusions and review data presentation methods
A.1/A.2/A.3/A.4	*B.1/B.2/B.3*	*C.1/C.2/C.3*	*A.1b/A.2/A.3b/A.4b/A.5/A.6/A.7*	*B.1b/B.2b*	*C.1b/C.2b*

Year 9

Functional Skills	Functional Skills	Functional Skills
Internet research, spreadsheets, email, presenting information, internet security	Internet research, spreadsheets, email, presenting information, internet security	Internet research, spreadsheets, email, presenting information, internet security
SS.1/SS.2/SS.3/SS.4/SS.5/SS.6/SS.7/SS.8/SS.9/SS.10& NC.1/NC.2/NC.5/NC.6	*SS.1/SS.2/SS.3/SS.4/SS.5/SS.6/SS.7/SS.8/SS.9/SS.10& NC.1/NC.2/NC.5/NC.6*	*SS.1/SS.2/SS.3/SS.4/SS.5/SS.6/SS.7/SS.8/SS.9/SS.10& NC.1/NC.2/NC.5/NC.6*

Year 8

My Digital World	Cyber Security	Microbits	Representations	Python Turtle	Introduction to HTML
What is the history of social media and how can it be used effectively	How are devices used as part of criminality?	What is a microbit and what can it be programmed to do	How does the media and advertising affect opinion?	What is python and how can it be used to create programs	How can HTML be used to create effective website design
NC.6/NC.9	*NC.9*	*NC.3*	*NC.7/NC.8*	*NC.1/NC.3*	*NC.3/NC.5/NC.8*

Year 7

Impact of Technology	Using Media	Modelling Data	Scratch	Binary	Back to the Future
What is a digital footprint and how do we communicate safely online	Use of online software to research and communicate effectively	What is data information and how can information be modelled effectively	What is scratch and how can it be used to create programs	What is binary and how is it used in modern technology?	Historical links including the evolution to the modern day technology we use
NC.6/NC.9	*NC.6/NC.7*	*NC.6/NC.7*	*NC.1/NC.2/NC.3*	*NC.4/NC.6*	*NC.5*

Pre-secondary

Key Stage 1: simple algorithms, create and debug simple programs, logical reasoning, use technology purposefully, recognise common uses, use technology safely and respectfully.

Key Stage 2: design, write and debug programs, use sequence, selection, and repetition in programs, use logical reasoning, understand computer networks, use search technologies effectively, select, use and combine a variety of software, use technology safely, respectfully and responsibly.

National Curriculum and Assessment Objectives

NC.1 design, use and evaluate computational abstractions
NC.2 understand several key algorithms
NC.3 use two or more programming languages
NC.4 understand simple Boolean logic
NC.5 understand the hardware and software components that make up computer systems
NC.6 understand how instructions are stored and executed within a computer system
NC.7 undertake creative projects that involve selecting, using, and combining multiple applications
NC.8 create, re-use, revise and re-purpose digital artefacts for a given audience
NC.9 understand a range of ways to use technology safely, respectfully, responsibly and securely

SS.1 Plan solutions to complex tasks
SS.2 Select, interact with and use ICT systems safely
SS.3 Manage information storage to enable efficient retrieval
SS.4 Use appropriate search techniques
SS.5 Select information from a variety of sources
SS.6 Enter, develop and refine information
SS.7 Use appropriate software to meet requirements
SS.8 Use communications software
SS.9 Combine and present information
SS.10 Evaluate the selection, use and effectiveness of ICT tools

A1 What is a user interface, **A2** Audience needs,
A3 Design principles **A4** Designing an efficient user interface,
B1 Project planning techniques **B2** Create a project plan, **B3** Create an initial design,
C1 Develop a user interface, **C2** Refining the user interface, **C3** Review
A1b Characteristics of data and information, **A2b** Representing information
A3b Ensuring data is suitable for processing, **A4b** Data collection
A5 Quality of information and impact, **A6** Sectors that use data modelling
A7 Threats to individuals, **B1b** Data processing methods, **B2b** Produce a dashboard
C1b Drawing conclusions based on data, **C2** How presentation affects understanding
AO.1 Demonstrate knowledge of facts, terms, processes and issues in relation to digital information technology
AO.2 Apply an understanding of facts, terms, processes and issues in relation to digital information technology
AO.3 Analyse, evaluate and make reasoned judgements about the use, factors and implications influencing digital information technology
AO.4 Make connections with the concepts, issues, terms and processes in digital information technology

Curriculum Principles

Balanced – Promotes intellectual, moral, spiritual, creative, emotional, and physical development as equally important.
Rigorous – Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline.

Coherent – Makes explicit connections and links between the different subjects/experiences encountered.
Progression Model – Focuses on progression by carefully sequencing knowledge; provides clarity about what getting better at a subject means (knowing and remember more)
Appropriate – Looks to avoid making unreasonable demands by matching level of challenge to a student's current level of maturity/knowledge.

Focussed – Seeks to keep the curriculum manageable by teaching the most important knowledge, identifies the big ideas or key concepts within a subject.
Relevant – Seeks to connect the valued outcomes of the curriculum to the students being taught it; provides opportunities for students to make informed choices.