



## NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019

### Year 5 ICT

Syllabus: <https://www.cambridgeinternational.org/Images/25106-cambridge-ict-starters-syllabus-english-.pdf>

ICT   Year 5	October Assessment	December Assessment	March Assessment	June Assessment	Age Related Expectation <small>By the end of the year every student will be able to ....</small>
	<p>1.Starting with TEXT</p> <p>Enter simple words, using keyboard or other input device</p> <p>Select and edit text</p> <p>Select basic icons (e.g. print, save or spellcheck) using the mouse or other pointing device</p> <p>Name, save and retrieve documents</p> <p>Use appropriate methods to check text is error free</p>	<p>5.Starting with SEARCHES</p> <p>Use buttons, menus and indexes to search for and navigate to information</p> <p>Use keywords to search for information</p> <p>Provide evidence of research undertaken</p> <p>Select appropriate keywords</p> <p>Select appropriate results</p>	<p>4.Starting with PROGRAMS</p> <p>Plan a short sequence of instructions (an algorithm) to achieve a specified objective</p> <p>Create a program as a sequence of instructions to achieve a specified objective</p> <p>Predict what the sprite will do when given a short program as a sequence of instructions</p> <p>Create a program that moves a sprite at least five times and turns it through angles of other than 90 or 180</p>	<p>2.Starting with IMAGES</p> <p>Use simple shapes and lines to create pictures or patterns</p> <p>Edit pictures, using visual effects</p> <p>Add details to an existing picture, using straight lines or geometric shapes</p> <p>Copy or delete a character or object</p> <p>Use 'save as' to store edited pictures</p>	<p><b><u>AO1 Knowledge with understanding</u></b></p> <p>Learners should learn to:</p> <ul style="list-style-type: none"> <li>• Use ICT hardware and software and develop knowledge of ICT – use a variety of ICT hardware and software (which may include various kinds of computers and keyboards, as well as TV, DVD, video devices, music players and mobile/cell phones) to carry out a variety of functions in a range of contexts – explore the use of computer systems and control technology in everyday life – examine and discuss their experiences of ICT, and look at the use of ICT in the outside world</li> <li>• Communicate using ICT – begin to assemble text and images to communicate ideas in different forms using words, tables, pictures and sound – create, redraft and present ideas using text manipulation, laying out text, checking for errors and correcting them – use a paint or graphics package to present ideas – recognise the need to communicate safely and responsibly</li> <li>• Handle information using ICT – explore and use a variety of methods to enter and store</li> </ul>



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			<p>degrees, to reach a specific target</p> <p>Correct (debug) a short program containing one error</p>		<p>information onto a computer – classify information using ICT – store, retrieve and process information that has been stored in a pre-prepared database or spreadsheet</p> <ul style="list-style-type: none"><li>• Program solutions to problems – understand that problems can be solved by working out a precise sequence of steps – recognise that computers are controlled by programs that are written by developers – create sequences of instructions (programs) to control a computer.</li></ul>
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## NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019

### Year 6 ICT

Syllabus: <https://www.cambridgeinternational.org/Images/25106-cambridge-ict-starters-syllabus-english-.pdf>

ICT   Year 6	October Assessment	December Assessment	March Assessment	June Assessment	Age Related Expectation <small>By the end of the year every student will be able to ....</small>
	<p>1.Starting with TEXT</p> <p>Enter simple words, using keyboard or other input device</p> <p>Select and edit text</p> <p>Select basic icons (e.g. print, save or spellcheck) using the mouse or other pointing device</p> <p>Name, save and retrieve documents</p> <p>Use appropriate methods to check text is error free</p>	<p>5.Starting with SEARCHES</p> <p>Use buttons, menus and indexes to search for and navigate to information</p> <p>Use keywords to search for information</p> <p>Provide evidence of research undertaken</p> <p>Select appropriate keywords</p> <p>Select appropriate results</p>	<p>4.Starting with PROGRAMS</p> <p>Plan a short sequence of instructions (an algorithm) to achieve a specified objective</p> <p>Create a program as a sequence of instructions to achieve a specified objective</p> <p>Predict what the sprite will do when given a short program as a sequence of instructions</p> <p>Create a program that moves a sprite at least five times and turns it through angles of other than 90 or 180</p>	<p>2.Starting with IMAGES</p> <p>Use simple shapes and lines to create pictures or patterns</p> <p>Edit pictures, using visual effects</p> <p>Add details to an existing picture, using straight lines or geometric shapes</p> <p>Copy or delete a character or object</p> <p>Use 'save as' to store edited pictures</p>	<p><b><u>AO1 Knowledge with understanding</u></b></p> <p>Learners should learn to:</p> <ul style="list-style-type: none"> <li>• Use ICT hardware and software and develop knowledge of ICT – use a variety of ICT hardware and software (which may include various kinds of computers and keyboards, as well as TV, DVD, video devices, music players and mobile/cell phones) to carry out a variety of functions in a range of contexts – explore the use of computer systems and control technology in everyday life – examine and discuss their experiences of ICT, and look at the use of ICT in the outside world</li> <li>• Communicate using ICT – begin to assemble text and images to communicate ideas in different forms using words, tables, pictures and sound – create, redraft and present ideas using text manipulation, laying out text, checking for errors and correcting them – use a paint or graphics package to present ideas – recognise the need to communicate safely and responsibly</li> <li>• Handle information using ICT – explore and use a variety of methods to enter and store</li> </ul>



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			degrees, to reach a specific target  Correct (debug) a short program containing one error		information onto a computer – classify information using ICT – store, retrieve and process information that has been stored in a pre-prepared database or spreadsheet <ul style="list-style-type: none"><li>• Program solutions to problems – understand that problems can be solved by working out a precise sequence of steps – recognise that computers are controlled by programs that are written by developers – create sequences of instructions (programs) to control a computer.</li></ul>
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## NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019

### Year 7 ICT

Syllabus: <https://www.cambridgeinternational.org/Images/25106-cambridge-ict-starters-syllabus-english-.pdf>

ICT   Year 7	October Assessment	December Assessment	March Assessment	June Assessment	Age Related Expectation <small>By the end of the year every student will be able to ....</small>
	<p>1.Exploring DOCUMENTS</p> <p>Create and edit a text document</p> <p>Edit text for a specific audience</p> <p>Add images or other objects to a document</p> <p>Refine and organise the layout of a document for a specific audience</p> <p>Evaluate a finished document</p>	<p>8.Exploring MULTIMEDIA</p> <p>Create a page of text, images and sounds which are activated by appropriately named and positioned buttons</p> <p>Use effective page design</p> <p>Organise screens and identify appropriate choices and links</p> <p>Create pages which offer the user options</p> <p>Demonstrate how the presentation meets the needs of</p>	<p>5.Exploring PROGRAMMING</p> <p>Plan an algorithm involving repetition to draw a simple shape or pattern</p> <p>Create a program using repetition to produce a simple shape or pattern</p> <p>Predict the output of a program that includes repetition</p> <p>Plan an algorithm to draw a complex shape or pattern, using decomposition</p> <p>Create a procedure and use it in a program to draw a</p>	<p>2.Exploring IMAGES</p> <p>Create repeating patterns, using stamps and/or copy tools</p> <p>Create pictures, using a variety of tools and effects</p> <p>Select appropriate objects, copy and resize them</p> <p>Save drafts showing the development of the design</p>	<p><b><u>AO1 Knowledge with understanding</u></b></p> <p>Learners should learn to:</p> <ul style="list-style-type: none"> <li>Use hardware and develop knowledge of ICT – use ICT to explore and solve problems in the context of work across a variety of subjects – use ICT to further their understanding of information that they have retrieved and processed – discuss their experience of using ICT and assess its value in their work – investigate parallels with the use of ICT in the wider world, consider the effects of such uses and compare them with other methods</li> <li>Communicate using ICT – use ICT hardware and software to communicate ideas and information in a variety of forms, incorporating text, graphs, pictures and sound, as appropriate, showing sensitivity to the needs of their audience in choice of layout, typeface or graphics, as well as considering the most appropriate use of such tools to safely and respectfully present their ideas or arguments – use hardware and software to organise, reorganise and analyse ideas and information</li> </ul>



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		the intended audience	complex shape or pattern		<ul style="list-style-type: none"><li>• Handle information using ICT – interrogate information that has been stored, developing the need to take care in framing questions when collecting, accessing or interrogating information – interpret, begin to analyse and check the plausibility of information held on ICT systems, and select the elements required for particular purposes – select suitable information and media responsibly, and classify and prepare information for processing with ICT, checking for accuracy</li><li>• Program solutions to problems – write programs using sequences of commands – use repetition and modularity (procedures) in programs.</li></ul>
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## NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019

### Year 8 ICT

Syllabus: <https://www.cambridgeinternational.org/Images/25106-cambridge-ict-starters-syllabus-english-.pdf>

ICT   Year 8	October Assessment	December Assessment	March Assessment	June Assessment	Age Related Expectation <small>By the end of the year every student will be able to ....</small>
	<p>6.Exploring THE INTERNET</p> <p>Use internet tools to find information</p> <p>Evaluate relevance and usefulness of material</p> <p>Store and retrieve information</p> <p>Copy and paste information from a website</p> <p>Save URLs and objects from a website</p> <p>Use extended search skills</p>	<p>3.Exploring SPREADSHEETS</p> <p>Enter labels and numbers into a spreadsheet</p> <p>Enter and copy simple formulas</p> <p>Create a graph</p> <p>Modify data</p> <p>Use a spreadsheet to answer a modelled scenario ('what if')</p>	<p>5.Exploring PROGRAMMING</p> <p>Plan an algorithm involving repetition to draw a simple shape or pattern</p> <p>Create a program using repetition to produce a simple shape or pattern</p> <p>Predict the output of a program that includes repetition</p> <p>Plan an algorithm to draw a complex shape or pattern, using decomposition</p> <p>Create a procedure and use it in a program to</p>	<p>2.Exploring IMAGES</p> <p>Create repeating patterns, using stamps and/or copy tools</p> <p>Create pictures, using a variety of tools and effects</p> <p>Select appropriate objects, copy and resize them</p> <p>Save drafts showing the development of the design</p>	<p><b><u>AO1 Knowledge with understanding</u></b></p> <p>Learners should learn to:</p> <ul style="list-style-type: none"> <li>• Use hardware and develop knowledge of ICT – use ICT to explore and solve problems in the context of work across a variety of subjects – use ICT to further their understanding of information that they have retrieved and processed – discuss their experience of using ICT and assess its value in their work – investigate parallels with the use of ICT in the wider world, consider the effects of such uses and compare them with other methods</li> <li>• Communicate using ICT – use ICT hardware and software to communicate ideas and information in a variety of forms, incorporating text, graphs, pictures and sound, as appropriate, showing sensitivity to the needs of their audience in choice of layout, typeface or graphics, as well as considering the most appropriate use of such tools to safely and respectfully present their ideas or arguments – use hardware and software to organise, reorganise and analyse ideas and information</li> </ul>



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			draw a complex shape or pattern		<ul style="list-style-type: none"><li>• Handle information using ICT – interrogate information that has been stored, developing the need to take care in framing questions when collecting, accessing or interrogating information – interpret, begin to analyse and check the plausibility of information held on ICT systems, and select the elements required for particular purposes – select suitable information and media responsibly, and classify and prepare information for processing with ICT, checking for accuracy</li><li>• Program solutions to problems – write programs using sequences of commands – use repetition and modularity (procedures) in programs.</li></ul>
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## NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019

### Year 9 ICT



Syllabus: <https://www.cambridgeinternational.org/Images/25106-cambridge-ict-starters-syllabus-english-.pdf>

ICT   Year 9	October Assessment	December Assessment	March Assessment	June Assessment	Age Related Expectation <small>By the end of the year every student will be able to ....</small>
	<p>6.WEB DESIGN for a purpose</p> <p>Create a series of connected web pages</p> <p>Include links</p> <p>Insert images</p> <p>Demonstrate user awareness</p> <p>Recognise HTML code</p>	<p>3.SPREADSHEETS for a purpose</p> <p>Design a spreadsheet with a specific purpose</p> <p>Create the spreadsheet</p> <p>Test the spreadsheet</p> <p>Modify the spreadsheet to make it suitable for its purpose</p> <p>Evaluate the spreadsheet</p>	<p>5.PROGRAMMING for a purpose</p> <p>Plan an interactive program using abstraction</p> <p>Create and test an interactive program using selection, input and output</p> <p>Predict the output of an interactive program that uses input and selection</p> <p>Create and formally test an interactive program using selection, input and output</p> <p>Correct (debug) a short interactive program</p>	<p>7.NETWORKS for a purpose</p> <p>Design a simple network</p> <p>Identify the purpose and components of a network</p> <p>Demonstrate understanding of management issues associated with networks</p> <p>Understand network security issues</p>	<p><b><u>AO1 Knowledge with understanding</u></b></p> <p>Learners should learn to:</p> <ul style="list-style-type: none"> <li>• Use hardware and develop knowledge of ICT – use ICT hardware and software autonomously – consider the purposes for which information is to be processed and communicated – use their knowledge and understanding of ICT to design information systems, and to evaluate and suggest improvements to existing systems – investigate problems by modelling, measuring and controlling, and by constructing ICT procedures – consider the limitations of ICT tools and information sources, and of the results they provide, and compare their effectiveness and efficiency with other methods of working – discuss some of the social, economic, ethical, moral and security issues raised by ICT</li> <li>• Communicate and handle information using ICT – use a range of ICT hardware and software efficiently to create good-quality presentations for particular audiences, integrating information from several sources – select appropriate ICT hardware and software</li> </ul>



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			containing more than one error		<p>to fulfil a specific purpose – be systematic and critical in their use of appropriate search methods to responsibly obtain accurate and relevant information from a range of sources – collect and edit quantitative and qualitative information for a particular purpose, and enter the data into a data-handling package for processing and analysis – interpret, analyse and display information, checking its accuracy and questioning its plausibility – consider the eSafety and ethical implications of sharing digital content with a wider audience</p> <ul style="list-style-type: none"><li>• Program solutions to problems – understand that big problems can be broken down into smaller problems and the importance of managing complexity through abstraction – plan, develop, test and modify sequences of instructions and procedures to control and respond to events – identify the rules that should govern an interactive program – use selection in programming so that the program produces output determined by the input.</li></ul>
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## NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019

### IGCSE ICT

Syllabus: <https://www.cambridgeinternational.org/Images/203280-2017-2019-syllabus.pdf>

ICT   Year 10	<b>October Assessment</b>	<b>December Assessment</b>	<b>March Assessment</b>	<b>June Assessment</b>	<b>Age Related Expectation</b> By the end of the year every student will be able to ....
	<p><b>1.Computer systems</b> 1.1 hardware and software 1.2 the main components of computer systems 1.3 operating systems 1.4 types of computer 1.5 impact of emerging technologies</p> <p><b>2.I/O devices</b> 2.1 input devices and their uses 2.2 direct data entry and associated devices</p>	<p><b>4.networks</b> 4.1 networks 4.2 network issues and communication</p> <p><b>5.The effect of using IT</b> 5.1 effects of IT on employment 5.2 effects of IT on working patterns within organisations 5.3 microprocessor-controlled devices in the home 5.4 potential health problems related to the prolonged use of IT equipment</p> <p><b>6.ICT applications</b> 6.1 communication applications 6.2 data handling applications</p>	<p><b>7.Systems life cycle</b> 7.1 analysis 7.2 design 7.3 development and testing 7.4 implementation 7.5 documentation 7.6 evaluation</p> <p><b>8.Safety &amp; security</b> 8.1 physical safety 8.2 e-safety 8.3 security of data</p> <p><b>9.Audience</b> 9.1 audience appreciation 9.2 legal, moral, ethical and cultural appreciation</p>	<p><b>10.Communication</b> 10.1 communicate with other ICT users using email 10.2 effective use of the internet</p> <p><b>11.File management</b> 11.1 manage files effectively 11.2 reduce file sizes for storage or transmission</p> <p><b>12.Images</b></p>	<p>The aims are to develop:</p> <ul style="list-style-type: none"> <li>• Knowledge of ICT including new and emerging technologies</li> <li>• Autonomous and discerning use of ICT</li> <li>• Skills to enhance work produced in a range of contexts</li> <li>• Skills to analyse, design, implement, test and evaluate ICT systems</li> <li>• Skills to consider the impact of current and new technologies on methods of working in the outside world and on social, economic, ethical and moral issues</li> <li>• ICT-based solutions to solve problems</li> <li>• The ability to recognise potential risks when using ICT, and use safe, secure and responsible practice.</li> </ul>



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	<p>2.3 output devices and their uses</p> <p><b>3.Storage devices &amp; media</b></p>	<p>6.3 measurement applications</p> <p>6.4 microprocessors in control applications</p> <p>6.5 modelling applications</p> <p>6.6 applications in manufacturing industries</p> <p>6.7 school management systems</p> <p>6.8 booking systems</p> <p>6.9 banking applications</p> <p>6.10 computers in medicine</p> <p>6.11 computers in libraries</p> <p>6.12 expert systems</p> <p>6.13 computers in the retail industry</p> <p>6.14 recognition systems</p> <p>6.15 monitoring and tracking systems</p> <p>Satellite systems</p>			
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## NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019

ICT   Year 11	<b>October Assessment</b>	<b>December Assessment</b>	<b>March Assessment</b>	<b>June Assessment</b>	<b>Age Related Expectation</b> <small>By the end of the year every student will be able to ....</small>
	<b>13.Layout</b>  <b>14.Styles</b>  <b>15.Proofing</b> 15.2 proofing techniques  <b>16.Graphs &amp; charts</b>  <b>17.Document production</b>	<b>18.Data manipulation</b> 18.1 create a database structure 18.2 manipulate data 18.3 present data  <b>19.Presentations</b>  <b>20.Data analysis</b> 20.1 create a data model 20.2Test the data model 20.3 manipulate data 20.4 present data  <b>21.Website authoring</b> 21.1 web development layers 21.2 create a web page 21.3 use stylesheets 21.4 test and publish a website	Exam Revision		The aims are to develop: <ul style="list-style-type: none"> <li>• Knowledge of ICT including new and emerging technologies</li> <li>• Autonomous and discerning use of ICT</li> <li>• Skills to enhance work produced in a range of contexts</li> <li>• Skills to analyse, design, implement, test and evaluate ICT systems</li> <li>• Skills to consider the impact of current and new technologies on methods of working in the outside world and on social, economic, ethical and moral issues</li> <li>• ICT-based solutions to solve problems</li> <li>• The ability to recognise potential risks when using ICT, and use safe, secure and responsible practice.</li> </ul>