



**Cross curricular intent:**

ICT has links across the entire curriculum at Oakfield Lodge school, students use laptops, PCs and other technology throughout their day. There are strong links to literacy and numeracy as well as science, art, humanities and sport. Students use skills learnt in other subjects to create and display work, log information and complete online learning tasks.

**ICT Curriculum Intent:**

Oakfield Lodge School promotes an environment in which students develop their knowledge of the elements of Humanities in a variety of ways. They will cover a block of lessons each half term with a focus on either Geography, RE or History. Each area will be covered over two half terms in the academic year.

Humanities plays an important role in our students education, providing them with knowledge of the world in which they live. By studying history they will gain a greater understanding of different cultures. The Humanities department at Oakfield Lodge aim to provide our students with the knowledge and skills needed to succeed in the modern world by learning about how history, geography and RE have shaped the environment.

## ICT Curriculum Overview

### Oakfield Lodge Curriculum Intent:

ICT has links across the entire curriculum at Oakfield Lodge school. There are strong links to literacy and numeracy throughout the course, along with science, , Food Tech, Art and PSHE. Humanities brings the past and modern world together and show students how people and events have shaped the future

### ICT Curriculum Intent:

Oakfield Lodge School promotes an environment in which students develop their ICT skills in a safe and responsible way.

Technology is now a major part of our students lives and has a massive impact on what they do during, outside and after education. The ICT department at Oakfield Lodge aim to provide our students with the knowledge and skills needed to succeed in the modern world and how to use technology to benefit their own futures.

#### Nurture Intent

##### By the end of year 8 students will:

Students will develop a knowledge of E-Safety, MS office software and production software via other lessons

They will complete tasks across the curriculum aimed at improving a variety of skills

Tasks include creating promotional materials, investigating history, gaming software and a topical projects – 2021 will be the Euros

Each computer based lesson will encompass a variety of software and include elements of e-safety

#### Year 9 Intent

##### By the end of year 9 students will:

Students will go on to develop a deeper fundamental understanding the types and uses of software

There will be a greater emphasis on the planning and evaluation of the projects, looking at target audiences and fit for purpose

Projects include – creating promotional materials, investigating the history, gaming software and a topical project – 2021 will be the Euros

Again, there will be an element of e safety in each project

Links to careers will be included in year 9

#### Year 10 Intent

##### By the end of year 10 students will:

Consolidate the knowledge taught at KS3 by completing tasks across other subjects. This may include researching and typing up recipes for Food Tech, creating presentation for speaking and listening exams, making posters in science, using MyMaths software and completing E-Safety units in PSHE

If it is deemed appropriate, year 10 students will complete the Level 1 Functional Skills exam

#### Year 11 Intent

##### By the end of year 11 students will:

As with year 10, year 11 students will consolidate the knowledge taught at KS3 by completing tasks across other subjects. This may include researching and typing up recipes for Food Tech, creating presentation for speaking and listening exams, making posters in science, using MyMaths software and completing E-Safety units in PSHE

If it is deemed appropriate, year 11 students will complete the Level 1 Functional Skills exam

Nurture	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nurture students will use a variety of software throughout the year, learning will be incorporated across the curriculum and assessed by the ICT teacher during Humanities lessons						
	<p><b><u>E-Safety</u></b></p> <p><b><u>Intent:</u></b></p> <p>Have an understanding of how to stay safe online</p> <p><b><u>Implementation:</u></b></p> <p>Identify at least five ways of staying safe online</p> <p>Identify who to report inappropriate online behaviour to</p> <p>Know the definition of cyberbullying</p> <p>Identify at least two things a person can do if they are being cyber bullied</p> <p>Know what is meant by spam</p> <p>Know how to protect personal details when using the internet</p> <p><b><u>Impact:</u></b></p> <p>Students will have a good level of digital literacy and will know how to use the internet safely and how to report any issues</p>	<p><b><u>Using the internet</u></b></p> <p><b><u>Intent:</u></b></p> <p>Know how to use the internet appropriately</p> <p><b><u>Implementation:</u></b></p> <p>Understand the meaning of bias and how it relates to searching and using information</p> <p>Be aware of copyright and the laws surrounding use and distribution of material found online</p> <p>Know how to use effective search terms to find relevant information</p> <p>Know how to select reliable websites</p> <p>Be aware of the meaning of different website endings such as .co.uk .org and .com</p> <p><b><u>Impact:</u></b></p> <p>Students will be able to use the internet to select relevant information and sources that support the work they are doing across the curriculum</p>	<p><b><u>Word Processing</u></b></p> <p><b><u>Intent:</u></b></p> <p>Know how and when to use word processing software to create relevant documents</p> <p><b><u>Implementation:</u></b></p> <p>Know how to open a new word processing document</p> <p>Be able to add text, images and other items to a word processing document</p> <p>Be aware of how to change the appearance of fonts</p> <p>Know how to insert pictures into a document</p> <p>Know how to save and re-open documents</p> <p>Be aware of the need for relevant file names</p> <p>Know how to use the spell check function to ensure documents are error free</p> <p><b><u>Impact:</u></b></p> <p>Students will be able to make and edit basic documents</p>	<p><b><u>Presentation Software</u></b></p> <p><b><u>Intent:</u></b></p> <p>Know how to use presentation software to create relevant documents</p> <p><b><u>Implementation:</u></b></p> <p>Know how to open a new presentation document</p> <p>Be able to add text, images and other items to a presentation document</p> <p>Be able to add transitions and animations to a presentation</p> <p>To know how to add a new slide</p> <p>To know how to edit an existing presentation</p> <p>Be aware of how to change the appearance of fonts</p> <p>Know how to insert pictures and videos into a document</p> <p>Know how to save and re-open documents</p> <p>Be aware of the need for relevant file names</p> <p>Know how to use the spell check function to ensure documents are error free</p> <p><b><u>Impact:</u></b></p> <p>Students will be able to create presentations that can be used to enhance the work they do in other lessons</p>	<p><b><u>Spreadsheet software</u></b></p> <p><b><u>Intent:</u></b></p> <p>Know how to use spreadsheet software to create business documents</p> <p><b><u>Implementation:</u></b></p> <p>Know how to open a new word spreadsheet document</p> <p>Be able to add text, and numbers to a spreadsheet</p> <p>Be aware of how to change the appearance of a spreadsheet</p> <p>Know how to insert pictures into a document</p> <p>Know how to save and re-open documents</p> <p>Be aware of the need for relevant file names</p> <p>Know that formulas can be used to make a spreadsheet easier to use</p> <p><b><u>Impact:</u></b></p> <p>Students will be aware that there is software available that can be used to log information</p>	<p><b><u>Video/music editing software</u></b></p> <p><b><u>Intent:</u></b></p> <p>To be able to identify and use software that is appropriate to fulfil a specific task</p> <p><b><u>Implementation:</u></b></p> <p>Know which software packages are best suited for different purposes</p> <p>Develop an understanding for how software can be used</p> <p>Have knowledge of how technology has advanced</p> <p><b><u>Impact:</u></b></p> <p>Students will gain knowledge and understanding of how technology has changed over the years and the impact it has had on the lives of people across the world</p>
<b><u>Oakfield Lodge links to PFA</u></b>	<ul style="list-style-type: none"> <li>Careers links to jobs in Technology</li> </ul>		<ul style="list-style-type: none"> <li>Music production events</li> </ul>		<ul style="list-style-type: none"> <li>Gaming/coding activities</li> </ul>	

YR 9	Autumn 1 E safety	Autumn 2 Holiday project	Spring 1 Food project	Spring 2 Gaming project	Summer 1 Music project	Summer 2 Thematic project
<p>Each project will encompass different ICT software and will enable students to develop their ICT skills across a range of different Thematic project for 2021 is the Euro Football Championships Thematic project for 2022 will be the Queens Jubilee</p>						
	<p><b><u>E-Safety</u></b></p> <p><b><u>Intent:</u></b></p> <p>Develop a greater understanding of how to stay safe online</p> <p><b><u>Implementation:</u></b></p> <p>Identify at least five ways of staying safe online Identify who to report inappropriate online behaviour to</p> <p>Know the definition of cyberbullying</p> <p>Identify things a person can do if they are being cyber bullied</p> <p>Know what is meant by spam and how to protect against</p> <p>Know how to protect personal details when using the internet</p> <p>Be aware of the dangers of giving out personal details online</p> <p><b><u>Impact:</u></b></p> <p>Students will have a good level of digital literacy and will know how to use the internet safely and how to report any issues</p>	<p><b><u>Using the internet</u></b></p> <p><b><u>Intent:</u></b></p> <p>To know how to use the internet appropriately and effectively</p> <p><b><u>Implementation:</u></b></p> <p>Understand the meaning of bias and how it relates to searching and using information</p> <p>Be aware of copyright and the laws surrounding use and distribution of material found online</p> <p>Understand the consequences of not following copyright laws</p> <p>Know how to use effective search terms to fine relevant information</p> <p>Know how to select reliable websites</p> <p>Be aware of the meaning of different website endings such as .co.uk .org and .com</p> <p><b><u>Impact:</u></b></p> <p>Students will be able to use the internet to select relevant information and sources that support the work they are doing across the curriculum</p>	<p><b><u>Word Processing</u></b></p> <p><b><u>Intent:</u></b></p> <p>Know how and when to use word processing software to create relevant documents</p> <p><b><u>Implementation:</u></b></p> <p>Know how to open a new word processing document</p> <p>Be able to add text, images and other items to a word processing document</p> <p>Be aware of how to change the appearance of fonts</p> <p>Know how to insert pictures into a document</p> <p>Know how to save and re-open documents</p> <p>Be aware of the need for relevant file names</p> <p>Know how to use the spell check function to ensure documents are error free</p> <p><b><u>Impact:</u></b></p> <p>Students will be able to make and edit basic documents</p>	<p><b><u>Presentation Software</u></b></p> <p><b><u>Intent:</u></b></p> <p>Know how to use presentation software to create relevant documents</p> <p><b><u>Implementation:</u></b></p> <p>Know how to open a new presentation document</p> <p>Be able to add text, images and other items to a presentation document</p> <p>Be able to add transitions and animations to a presentation</p> <p>To know how to add a new slide</p> <p>To know how to edit an existing presentation</p> <p>Be aware of how to change the appearance of fonts</p> <p>Know how to insert pictures and videos into a document</p> <p>Know how to save and re-open documents</p> <p>Be aware of the need for relevant file names</p> <p>Know how to use the spell check function to ensure documents are error free</p> <p><b><u>Impact:</u></b></p> <p>Students will be able to create presentations that can be used to enhance the work they do in other lessons</p>	<p><b><u>Spreadsheet software</u></b></p> <p><b><u>Intent:</u></b></p> <p>Know how to use spreadsheet software to create business documents</p> <p><b><u>Implementation:</u></b></p> <p>Know how to open a new word spreadsheet document</p> <p>Be able to add text, and numbers to a spreadsheet</p> <p>Be aware of how to change the appearance of a spreadsheet</p> <p>Know how to insert pictures into a document</p> <p>Know how to save and re-open documents</p> <p>Be aware of the need for relevant file names</p> <p>Know that formulas can be used to make a spreadsheet easier to use</p> <p><b><u>Impact:</u></b></p> <p>Students will be aware that there is software available that can be used to log information</p>	<p><b><u>Video/music editing software</u></b></p> <p><b><u>Intent</u></b></p> <p>To be able to identify and use software that is appropriate to fulfil a specific task</p> <p><b><u>Implementation:</u></b></p> <p>Know which software packages are best suited for different purposes</p> <p>Develop an understanding for how software can be used</p> <p>Have knowledge of how technology has advanced</p> <p><b><u>Impact:</u></b></p> <p>Students will gain knowledge and understanding of how technology has developed over the years, the origin of certain technology and the advantages and disadvantages of technological growth</p>
<b><u>PfA Links Year 9</u></b>	<ul style="list-style-type: none"> <li>• Careers links to jobs in Technology</li> <li>• Duke of York certificate</li> </ul>		<ul style="list-style-type: none"> <li>• Music production events</li> </ul>		<ul style="list-style-type: none"> <li>• Gaming/coding activities</li> </ul>	

YR10	Autumn 1 Baseline and skills builder	Autumn 2	Spring 1	Spring 2	Summer 1 Assessment practice	Summer 2 Assessment Level 1
Year 10 curriculum intent						
Students will complete a variety of tasks that will build up the skills required by the Level 1 Functional Skills qualification. Each task will cover a variety of elements that enable students to gain a good working knowledge of computer technology, software, hardware and safety.						
	<p><b><u>E safety</u></b></p> <p><b><u>Intent</u></b></p> <p><b><u>Students will continue to develop their digital literacy</u></b></p> <p><b><u>Implementation</u></b></p> <p>Identify a range of ways of staying safe online</p> <p>Identify who to report inappropriate online behaviour to</p> <p>demonstrate how to create, use and maintain secure passwords</p> <p>Be able to demonstrate how to minimise the risk of computer viruses</p> <p><b><u>Impact</u></b></p> <p>Students will develop a firm knowledge of how to stay safe online and what to do if any issues do arise</p>	<p><b><u>Using ICT</u></b></p> <p><b><u>Intent</u></b></p> <p>Students will interact with and use ICT systems to meet requirements of a straightforward task in a familiar context</p> <p><b><u>Implementation</u></b></p> <p>Be able to use ICT to plan and organise work</p> <p>Be able to select and use software applications to meet needs and solve straightforward problems</p> <p>Be able to select and use interface features effectively to meet needs</p> <p>Be able to adjust system settings as appropriate to individual needs</p> <p>Know how to work with files, folders and other media to access, organise, store, label and retrieve information</p> <p><b><u>Impact</u></b></p> <p>Students will be able to select the right software to solve a given problem. They will learn how and when to use specific software.</p>	<p><b><u>Finding and selecting information.</u></b></p> <p><b><u>Intent</u></b></p> <p>Students will use search techniques to select information from a variety of ICT sources for a straightforward task</p> <p><b><u>Implementation</u></b></p> <p>Know how to use search engines and create queries</p> <p>Recognise and take account relevance, bias and copyright when selecting and using information</p> <p><b><u>Impact</u></b></p> <p>Students will use the internet effectively and be able to use search engines to find relevant information across any subject</p>	<p><b><u>Developing and presenting information</u></b></p> <p><b><u>Intent</u></b></p> <p>Students will use appropriate software to meet requirements of straightforward data-handling task</p> <p><b><u>Implementation</u></b></p> <p>Be able to apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content</p> <p>Be able to process and display numerical data in a graphical format</p> <p>use field names and data types to organise information</p> <p>Be able to enter, search, sort and edit records</p> <p><b><u>Impact</u></b></p> <p>Students will learn how to create a range of documents that fit a given criteria. They will learn how to select the relevant software and edit to suit a purpose and audience</p>	<p><b><u>Communication of information</u></b></p> <p><b><u>Intent</u></b></p> <p>Students will be able to use communications software to meet requirements of a straightforward task</p> <p><b><u>Implementation</u></b></p> <p>Be able to combine information within a publication for a familiar audience and purpose</p> <p>Be able to read, send and receive electronic messages with attachments</p> <p>demonstrate understanding of the need to stay safe and to respect others when using ICT-based communication</p> <p>Be able to evaluate own use of ICT tools and make suggestions for improvements</p> <p><b><u>Impact</u></b></p> <p>Students will learn how to communicate via various uses of technology such as written publication, email and presentations effectively, taking into account purpose and target audience.</p>	
<b><u>PfA Links</u></b> <b><u>Year 10</u></b>						

YR 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y11 Curriculum Intent:</p> <p>Students will complete a variety of tasks that will build up the skills required by the Functional Skills Level 2 qualification. Each task will cover a variety of elements that enable students to gain a good working knowledge of computer technology, software, hardware and safety.</p>						
	<p><b><u>E safety</u></b></p> <p><b><u>Intent</u></b></p> <p>Students will develop their knowledge of E safety</p> <p><b><u>Implementation</u></b></p> <p>Understand the danger of computer viruses and how to minimise risk</p> <p>Identify a range of ways of staying safe online</p> <p>Identify who to report inappropriate online behaviour to</p> <p>demonstrate how to create, use and maintain secure passwords</p> <p>Be able to demonstrate how to minimise the risk of computer viruses</p> <p><b><u>Impact</u></b></p> <p>Students will be able to clearly identify risks of technology and how to prevent these risks. They will know how to act if an issue arises</p>	<p><b><u>Using ICT</u></b></p> <p><b><u>Intent</u></b></p> <p>Students will be able to plan solutions to complex tasks by analysing the necessary stages</p> <p><b><u>Implementation</u></b></p> <p>Be able to select and use software applications to meet needs and solve complex problems</p> <p>Be able to select and use a range of interface features and system facilities effectively to meet needs</p> <p>Be able to select and adjust system settings as appropriate to individual needs</p> <p>Know how to respond to ICT problems and take appropriate action</p> <p>Be able to manage files, folders and other media storage to enable efficient information retrieval</p> <p><b><u>Impact</u></b></p> <p>Students will develop a more in depth knowledge of how to use ICT effectively to solve a problem</p>	<p><b><u>Finding and selecting information.</u></b></p> <p><b><u>Intent</u></b></p> <p>Students will be able to search for information efficiently and select the most reliable and relevant sources</p> <p><b><u>Implementation</u></b></p> <p>Be able to use search engines, queries and AND/ NOT/OR, &gt;,=,&lt;=, contains, begins with</p> <p>Recognise and take account of copyright and other constraints on the use of information</p> <p>Be able to evaluate fitness for purpose of information</p> <p><b><u>Impact</u></b></p> <p>Know how to find relevant information and sources for a use in different subjects to enhance their learning</p>	<p><b><u>Developing and presenting information</u></b></p> <p><b><u>Intent</u></b></p> <p>Student will use appropriate software to meet the requirements of a complex data-handling task</p> <p><b><u>Implementation</u></b></p> <p>Students will know how to process and analyse numerical data</p> <p>Be able to display numerical data in appropriate graphical format</p> <p>Be able to use appropriate field names and data types to organise information</p> <p>Analyse and draw conclusions from a data set by searching, sorting and editing records</p> <p>Be able to combine and present information in ways that are fit for purpose and audience</p> <p><b><u>Impact</u></b></p> <p>Students will create documents that are relevant and suitable. They will use the skills to create documents in other subjects for revision purposes</p>	<p><b><u>Communication of information</u></b></p> <p><b><u>Intent</u></b></p> <p>Students will use communications software to meet requirements of a complex task</p> <p><b><u>Implementation</u></b></p> <p>Be able to organise electronic messages, attachments and contacts</p> <p>Use collaborative tools appropriately to ensure documents are clear</p> <p>Understand the need to stay safe and to respect others when using ICT-based communication</p> <p>Evaluate the use and effectiveness of ICT tools and facilities used to present information</p> <p><b><u>Impact</u></b></p> <p>Students will communicate clearly and effectively and select the correct software ensure the communication is relevant</p>	
<b><u>PfA Links</u></b> <b><u>Year 11</u></b>						

How do we support Wider Reading?	How do we close gaps?	How do we support disengaged or poor attending pupils?
<ul style="list-style-type: none"> <li>• All pupils read a range of texts that include (but are not restricted to):               <ul style="list-style-type: none"> <li>- Textbooks</li> <li>- Online sources and relevant news articles</li> <li>- Comprehension tasks</li> </ul> </li> <li>• Encouraging students to read the sources independently</li> <li>• Role play exercises for history topics</li> <li>• Reviewing each others work</li> <li>• Opportunities to direct the topics of reading within non-fiction units such as their own magazine to encourage reading (and writing) for pleasure</li> </ul>	<ul style="list-style-type: none"> <li>• Careful assessment of reading and writing levels on entry to the school</li> <li>• Differentiation in lessons</li> <li>• Scaled support structures for writing, building to independence</li> <li>• TA support within lessons</li> <li>• Lunchtime and after school support as needed</li> <li>• Communication home and strategies for parents to use to support their child outside of school hours</li> <li>• 1:1 as necessary, where staffing allows</li> <li>• Support packs for pupils to use at home as appropriate</li> <li>• Clear target setting to master basic, transferable skills</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiation in lessons</li> <li>• TA support within lessons</li> <li>• Communication home and strategies for parents to use to support their child outside of school hours</li> <li>• 1:1 as necessary, where staffing allows</li> <li>• Support packs for pupils to use at home as appropriate</li> <li>• Rewards scheme</li> </ul>