

Y12 OCR Cambridge Technical in IT – Curriculum Progression Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Dates	Wednesday, 1 September – Friday, 22 October 2021	Monday, 1 November – Wednesday, 22 December 2021	Wednesday, 5 January – Friday, 18 February 2022	Monday, 28 February – Friday, 8 April 2022	Monday, 25 April – Friday, 27 May	Monday, 6 June – Friday, 15 July 2022
Weeks	8	7	7	6	5	6
Lessons	20	17	17	15	12	17
Inset						
Unit Title	Unit 17: Internet of Everything	Unit 17: Internet of Everything	Unit 17: Internet of Everything	Unit 17: Internet of Everything	Unit 17: Internet of Everything	Unit 13 Social Media and Digital Marketing
Sequence	<p>LO1 Understand what is meant by the Internet of Everything (IOE)</p> <p>What is the Internet of Everything (IoE)?</p> <p>What makes up the Internet of Everything (IoE)?</p> <p>Global impacts of the Internet of Everything (IoE)</p> <p>Innovations made possible by the Internet of Everything (IoE)</p> <p>The four pillars of the Internet of Everything (IoE)</p>	<p>LO1 Understand what is meant by the Internet of Everything (IOE) Cont.</p> <p>The four pillars of the Internet of Everything (IoE)</p> <p>Negative impacts of IoE innovations on business</p> <p>Feasibility study</p>	<p>LO2 Be able to repurpose technologies to extend the scope of the IOE</p> <p>Potential development projects in city or neighbourhood contexts</p> <p>Potential development projects in body/health or home/garden contexts</p> <p>Potential development projects in industry or environment contexts</p> <p>Conduct a feasibility study on a potential development project</p>	<p>LO2 Be able to repurpose technologies to extend the scope of the IOE Cont.</p> <p>Conduct a feasibility study on a potential development project</p> <p>LO3 Be able to present concept ideas for repurposed developments</p> <p>How to present a concept proposal</p> <p>Stakeholder considerations</p> <p>Stakeholder feedback</p>	<p>LO3 Be able to present concept ideas for repurposed developments</p> <p>Prepare a business proposal</p> <p>Revising a business proposal</p> <p>Developing success criteria</p> <p>Review unit of work and complete tasks.</p>	<p>Complete final tasks relating to Unit 13 social media unit (shared).</p> <p>LO3 Measuring social media impact using tools</p> <p>Social media channels. Positive and negative marketing campaigns. What makes good content? Market segmentation in social media. Negative impact of social media on individuals and businesses.</p> <p>LO4 Develop the project</p> <p>Social marketing funnel. Features of a social media marketing campaign. Creating a social media proposal. Measuring social media impact using tools. Digital marketing metrics. Assessing the benefits of social media campaigns over traditional marketing. Adapting traditional business processes for social media.</p>

Key Building Blocks	<p>Understand what Internet of Everything is</p> <p>Developing knowledge of Internet of Everything e.g. global impacts, innovations and the 4pillars of IoE</p>	<p>Understand the negative impacts of IoE.</p> <p>Learn how to create a feasibility study for an IoE product.</p> <p>Review development project areas for IoE.</p>	<p>Review development project areas for IoE.</p> <p>Develop a feasibility study for your IoE product</p>	<p>Learn how to present a proposal</p> <p>Know how to use feedback from stakeholders to improve business proposal.</p>	<p>Know how to use feedback from stakeholders to improve business proposal.</p> <p>Revise and present final proposal.</p>	<p>Understand the laws governing data and social media.</p> <p>Know how to use tools of social media to measure the impact of an advertisement.</p>
Retrieval Practices	<ul style="list-style-type: none"> - Re-cap of skills, assignment and demonstrations using AB Tutor Computer Control to ensure understanding of task - Verbal feedback throughout - Refer to assignment and portfolio of evidence throughout the term - Computing clubs after school to support with understanding and recap of skills - Do Now activities (where appropriate) - Interleaved theme (scenario) 	<ul style="list-style-type: none"> - Re-cap of skills, assignment and demonstrations using AB Tutor Computer Control to ensure understanding of task - Verbal feedback throughout - Refer to assignment and portfolio of evidence throughout the term - Computing clubs after school to support with understanding and recap of skills - Do Now activities (where appropriate) - Interleaved theme (scenario) 	<ul style="list-style-type: none"> - Re-cap of skills, assignment and demonstrations using AB Tutor Computer Control to ensure understanding of task - Verbal feedback throughout - Refer to assignment and portfolio of evidence throughout the term - Computing clubs after school to support with understanding and recap of skills - Do Now activities (where appropriate) - Interleaved theme (scenario) 	<ul style="list-style-type: none"> - Re-cap of skills, assignment and demonstrations using AB Tutor Computer Control to ensure understanding of task - Verbal feedback throughout - Refer to assignment and portfolio of evidence throughout the term - Computing clubs after school to support with understanding and recap of skills - Do Now activities (where appropriate) - Interleaved theme (scenario) 	<ul style="list-style-type: none"> - Re-cap of skills, assignment and demonstrations using AB Tutor Computer Control to ensure understanding of task - Verbal feedback throughout - Refer to assignment and portfolio of evidence throughout the term - Computing clubs after school to support with understanding and recap of skills - Do Now activities (where appropriate) - Interleaved theme (scenario) 	<ul style="list-style-type: none"> - Re-cap of skills, assignment and demonstrations using AB Tutor Computer Control to ensure understanding of task - Verbal feedback throughout - Refer to assignment and portfolio of evidence throughout the term - Computing clubs after school to support with understanding and recap of skills - Do Now activities (where appropriate) - Interleaved theme (scenario)
Key Skills	<p>Language & Vocabulary</p> <p>Written communication</p>	<p>Language & Vocabulary</p> <p>Written communication</p>	<p>Language & Vocabulary</p> <p>Written communication</p>	<p>Language & Vocabulary</p> <p>Written communication</p>	<p>Language & Vocabulary</p> <p>Written communication</p>	<p>Language & Vocabulary</p> <p>Written communication</p>
Literacy	<p>Written & Oral communication</p> <p>Tier 2 & 3 vocab development</p> <p>Internet</p> <p>Innovations</p> <p>Applications</p> <p>Connected</p> <p>Wearables</p> <p>Bluetooth</p> <p>Security</p> <p>Development</p> <p>Feasibility</p>	<p>Written & Oral communication</p> <p>Tier 2 & 3 vocab development</p> <p>Internet</p> <p>Innovations</p> <p>Applications</p> <p>Connected</p> <p>Wearables</p> <p>Bluetooth</p> <p>Security</p> <p>Development</p> <p>Feasibility</p>	<p>Written & Oral communication</p> <p>Tier 2 & 3 vocab development</p> <p>Internet</p> <p>Innovations</p> <p>Applications</p> <p>Connected</p> <p>Wearables</p> <p>Bluetooth</p> <p>Security</p> <p>Development</p> <p>Feasibility</p>	<p>Written & Oral communication</p> <p>Tier 2 & 3 vocab development</p> <p>Internet</p> <p>Innovations</p> <p>Applications</p> <p>Connected</p> <p>Wearables</p> <p>Bluetooth</p> <p>Security</p> <p>Development</p> <p>Feasibility</p> <p>Proposal</p> <p>Stakeholder</p>	<p>Written & Oral communication</p> <p>Tier 2 & 3 vocab development</p> <p>Internet</p> <p>Innovations</p> <p>Applications</p> <p>Connected</p> <p>Wearables</p> <p>Bluetooth</p> <p>Security</p> <p>Development</p> <p>Feasibility</p> <p>Proposal</p> <p>Stakeholder</p>	<p>Written & Oral communication</p> <p>Tier 2 & 3 vocab development</p> <p>Legislation</p> <p>GDPR</p> <p>Computer Misuse Act</p> <p>Copyright Act</p> <p>Blog</p> <p>Clickbait</p> <p>Advertisement</p> <p>Impressions</p> <p>Handle</p> <p>Permalink</p> <p>Popup</p> <p>Retweet</p> <p>Meme</p> <p>Funnel</p> <p>Forums</p>
Numeracy	<p>File size (apps)</p> <p>Internet speeds</p> <p>data</p>	<p>File size (apps)</p> <p>Internet speeds</p> <p>data</p>	<p>File size (apps)</p> <p>Internet speeds</p> <p>data</p>	<p>File size (apps)</p> <p>Internet speeds</p> <p>data</p>	<p>File size (apps)</p> <p>Internet speeds</p> <p>data</p>	<p>Internet speeds</p> <p>Data</p> <p>Compression</p> <p>Image file size</p> <p>Video file size</p>

Formative Assessment	Verbal feedback throughout each lesson Re-cap of task and assignment using Computer Control monitoring software	Verbal feedback throughout each lesson Re-cap of task and assignment using	Verbal feedback throughout each lesson Re-cap of task and assignment using	Verbal feedback throughout each lesson Re-cap of task and assignment using	Verbal feedback throughout each lesson Re-cap of task and assignment using	Verbal feedback throughout each lesson Re-cap of task and assignment using Computer Control monitoring software
Summative Assessment	End of unit grading (portfolio of evidence)	End of unit grading (portfolio of evidence)	End of unit grading (portfolio of evidence)	End of unit grading (portfolio of evidence)	End of unit grading (portfolio of evidence)	End of unit grading (portfolio of evidence)
Spiritual	Developing knowledge and understanding of how IOE has changed the way people interact with technology in their daily lives (apps, smart products etc.)					
Moral	Learning about appropriate uses of smart products or apps, malicious use of software and the damage it can cause, and the safe and responsible use of IT.					
Social	Social issues that can affect users of IT, including the use and abuse of personal and private data.					
Cultural	Helping learners to appreciate that creative IT and the creation on smart products contributes to the development of our culture and to our highly technological future. How learners need to show cultural awareness of their audience when developing a smart product.					
Ethical	The ethical implications of the electronic storage (personal data) and transmission of personal information across devices. Accessibility to apps. How IT can affect the quality of life experienced by persons with disabilities and the responsibility to meet individuals' access requirements.					
Economic issues	Learning about making informed decisions about the choice, implementation, and use of IT depending upon cost and the efficient management of money and resources.					
Legislative issues	The main aspects of legislation relating to IT, copyright, design and patents act, the computer misuse act and data protection act (GDPR).					
British Values	Mutual respect, The Rule of Law	Mutual respect, The Rule of Law	Mutual respect, The Rule of Law	Mutual respect, The Rule of Law	Mutual respect, The Rule of Law	Mutual Respect, The Rule of Law
Gatsby 4	APP designer, IOE developer, Software testing, digital graphics designer	APP designer, IOE developer, Software testing, digital graphics designer	APP designer, IOE developer, Software testing, digital graphics designer	APP designer, IOE developer, Software testing, digital graphics designer	APP designer, IOE developer, Software testing, digital graphics designer	Social Media digital content creator. Digital marketing.