Long Term Plan Year 11 ICDL Level 1

British Computer Society
BCS Level 1 ICDL Award in IT User Skills - QAN Code 601/0633/5

**Update - VMo to cover HT3/4 Excel and BCR to cover HT1/2 PowerPoint during HT1-4 due to split class

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver (rename	Anticipated misconcep tions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
HT1	Presentation Software (K/502/46 21) Input and combine text and other information within presentation slides	Identify what types of information are required for the presentation Select and use different slide layouts as appropriate for different types of information Enter information into presentation slides so that it is ready for editing and formatting Store and retrieve presentation files effectively, in line with local guidelines and conventions where available	Correct understanding and use of command words Understanding and application of the assessment objectives Understanding and application of the markscheme Literacy Communication Self management Non-routine problem solving – expert thinking, metacognition, creativity Systems thinking – decision making and reasoning Critical thinking – analysing, synthesising and reasoning skills Evaluation Justification	"Information Technolo gy and the Web as I envisage it, we have not seen it yet. The future is still so much bigger than the past." Sir Tim Berners Lee – English compute r scientist and inventor of the World Wide Web.	Students will regularly believe that all the software tools will be the same and work the same in all of the three modules. This is not however the case and subtle differences exist within similar named tools as well as tool ribbons and menus being different in the PowerPoin t, Excel and Word software.	The level 1 ECDL course links directly from the skills learned during the KS3 course. The course uses the same software: PowerPoint, Excel and Word that have been used during topics in year 7, year 8 and year 9. The skills needed are at a more advanced level but the level 1 course skills will have been learned and will be a good starting point for the level 1 ECDL course.	The skills and qualifications learned from the ECDL modules will allow students to progress to further ECDL courses and also to other IT and Computing courses as they will have learned the skills to use the necessary software in those courses. The software is industry standard. The skills learned from the ECDL modules will allow students to progress into work roles and be	The higher attaining students will progress onto the higher level modules to extend their knowledge and skills. The modules available will be advanced PowerPoint , Excel and Word. Exams will be available for the higher attainers to undertake and will allow them to progress further in their chosen field of study or work in the	From an environmental standpoint students are encouraged to understand the ways that computer systems and parts can be recycled, reused and have extended lives. The understanding of environmental impacts is taught through lesson themes. Democracy is something students will learn about and will know how to treat others fairly and how to make things work for the whole class as well as the individual. Rule of Law is taught through lesson themes as well with school rules also being adhered to and considered at all times. Individual Liberty – It is important to have students understand their freedoms as well as knowing how these fit in with the school ethos. Students will know their rights as individuals and will know both what to expect and what is expected of them. Mutual respect for tolerance of those with different faiths and beliefs, and for those without faith is important Resilience is taught through the lessons when students are pushed	We encourage students to read newspapers and technology information We encourage students to watch the news Current technology affairs are incorporated into lessons When talking about technology, links are made to how students will use it in the future Make links to 'real life'	The skills learned from the ECDL modules will allow students to progress into work roles and be computer and software literate. This will allow them to enter most fields of work at a competent level as the software is industry standard and recognised and used the world over. Specialist careers in IT will include: Software Developer Systems Analyst Business Analyst

						computer and software literate. This will allow them to enter most fields of work at a competent level.	future.	to achieve their best, moving out of their perceived limits at times and getting the deserved rewards as a result. Ensuring that the students achieve as much as they can and are able to leave the academy as well rounded individuals that can face whatever challenges they find in the "outside world" of work, college or university.		IT Support Analyst Network Engineer Network Engineer IT Consultant Technical Sales Rep Project Manager
HT2 Presentat ion Software (K/502/46 21) Use presentati on software tools to structure, edit and format slides Prepare slides for presentati on to meet needs	Select and use an appropriate template to structure slide Select and use appropriate techniques to edit slides Identify what slide structure to use Select and use appropriate techniques to format slides Identify how to present slides to meet needs and communicate effectively Prepare slides for presentation Check presentation	Correct understanding and use of command words Understanding and application of the assessment objectives Understanding and application of the markscheme Literacy Communication Self management Non-routine problem solving – expert thinking, metacognition, creativity Systems thinking – decision making and reasoning Critical thinking – analysing, synthesising and reasoning skills Evaluation Justification	"Informat ion Technolo gy and the Web as I envisage it, we have not seen it yet. The future is still so much bigger than the past." Sir Tim Berners Lee – English compute r scientist and inventor of the World Wide Web.	Students will regularly believe that all the software tools will be the same and work the same in all of the three modules. This is not however the case and subtle differences exist within similar named tools as well as tool ribbons and menus being different in the PowerPoin t, Excel and Word software.	The level 1ECDL course links directly from the skills learned during the KS3 course. The course uses the same software: PowerPoint, Excel and Word that have been used during topics in year 7, year 8 and year 9. The skills needed are at a more advanced level but the level 1 course skills will have been learned and will be a good starting point for the level 1 ECDL course.	The skills and qualifications learned from the ECDL modules will allow students to progress to further ECDL courses and also to other IT and Computing courses as they will have learned the skills to use the necessary software in those courses. The software is industry standard. The skills learned from the ECDL modules will allow students to progress into work roles and be computer	The higher attaining students will progress onto the higher level modules to extend their knowledge and skills. The modules available will be advanced PowerPoint , Excel and Word. Exams will be available for the higher attainers to undertake and will allow them to progress further in their chosen field of study or work in the future.	From an environmental standpoint students are encouraged to understand the ways that computer systems and parts can be recycled, reused and have extended lives. The understanding of environmental impacts is taught through lesson themes. Democracy is something students will learn about and will know how to treat others fairly and how to make things work for the whole class as well as the individual. Rule of Law is taught through lesson themes as well with school rules also being adhered to and considered at all times. Individual Liberty – It is important to have students understand their freedoms as well as knowing how these fit in with the school ethos. Students will know their rights as individuals and will know both what to expect and what is expected of them. Mutual respect for tolerance of those with different faiths and beliefs, and for those without faith is important Resilience is taught through the lessons when students are pushed to achieve their best, moving out of	We encourage students to read newspapers and technology information We encourage students to watch the news Current technology affairs are incorporated into lessons When talking about technology, links are made to how students will use it in the future Make links to 'real life'	The skills learned from the ECDL modules will allow students to progress into work roles and be computer and software literate. This will allow them to enter most fields of work at a competent level as the software is industry standard and recognised and used the world over. Specialist careers in IT will include: Software Developer Systems Analyst Business Analyst

		meets needs, using IT tools and making corrections as necessary					and software literate. This will allow them to enter most fields of work at a competent level.		their perceived limits at times and getting the deserved rewards as a result. Ensuring that the students achieve as much as they can and are able to leave the academy as well rounded individuals that can face whatever challenges they find in the "outside world" of work, college or university.		IT Support Analyst Network Engineer Network Engineer IT Consultant Technical Sales Rep Project Manager
U Sp ee ea o n a	Use a spreadsh eet to enter, edit and organise numerical and other data	Identify what numerical and other information is needed and how the spreadsheet should be structured to meet needs Enter and edit numerical and other data accurately Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available	Correct understanding and use of command words Understanding and application of the assessment objectives Understanding and application of the markscheme Application of understanding to business issues Literacy Communication Self management Non-routine problem solving – expert thinking, metacognition, creativity Systems thinking – decision making and reasoning Critical thinking – analysing, synthesising and reasoning skills Evaluation Justification	"Informat ion Technolo gy and the Web as I envisage it, we have not seen it yet. The future is still so much bigger than the past." Sir Tim Berners Lee – English compute r scientist and inventor of the World Wide Web.	Students will regularly believe that all the software tools will be the same and work the same in all of the three modules. This is not however the case and subtle differences exist within similar named tools as well as tool ribbons and menus being different in the PowerPoin t, Excel and Word software.	The level 1ECDL course links directly from the skills learned during the KS3 course. The course uses the same software: PowerPoint, Excel and Word that have been used during topics in year 7, year 8 and year 9. The skills needed are at a more advanced level but the level 1 course skills will have been learned and will be a good starting point for the level 1 ECDL course.	The skills and qualifications learned from the ECDL modules will allow students to progress to further ECDL courses and also to other IT and Computing courses as they will have learned the skills to use the necessary software in those courses. The software is industry standard. The skills learned from the ECDL modules will allow students to progress into work roles and be computer and software	The higher attaining students will progress onto the higher level modules to extend their knowledge and skills. The modules available will be advanced PowerPoint , Excel and Word. Exams will be available for the higher attainers to undertake and will allow them to progress further in their chosen field of study or work in the future.	From an environmental standpoint students are encouraged to understand the ways that computer systems and parts can be recycled, reused and have extended lives. The understanding of environmental impacts is taught through lesson themes. Democracy is something students will learn about and will know how to treat others fairly and how to make things work for the whole class as well as the individual. Rule of Law is taught through lesson themes as well with school rules also being adhered to and considered at all times. Individual Liberty – It is important to have students understand their freedoms as well as knowing how these fit in with the school ethos. Students will know their rights as individuals and will know both what to expect and what is expected of them. Mutual respect for tolerance of those with different faiths and beliefs, and for those without faith is important Resilience is taught through the lessons when students are pushed to achieve their best, moving out of their perceived limits at times and	We encourage students to read newspapers and technology information We encourage students to watch the news Current technology affairs are incorporated into lessons When talking about technology, links are made to how students will use it in the future Make links to 'real life'	The skills learned from the ECDL modules will allow students to progress into work roles and be computer and software literate. This will allow them to enter most fields of work at a competent level as the software is industry standard and recognised and used the world over. Specialist careers in IT will include: Software Developer Systems Analyst Business Analyst IT Support

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							literate. This will allow them to enter		getting the deserved rewards as a result.		Analyst Network
							most fields of work at a		Ensuring that the students achieve as much as they can and are able to		Engineer
							competent level.		leave the academy as well rounded individuals that can face whatever challenges they find in the "outside"		Network Engineer
									world" of work, college or university.		IT Consultant
											Technical Sales Rep
											Project Manager
HT4				"Informat	Students	The level	The skills	The higher	From an environmental standpoint	We encourage	The skills
'''*	Spreadsh		Correct understanding and	ion	will	1ECDL	and	attaining	students are encouraged to	students to	learned from
	eet Software		use of command words	Technolo gy and	regularly believe	course links directly from	qualifications learned from	students will	understand the ways that computer systems and parts can be recycled,	read newspapers	the ECDL modules will
	(A/502/46		Understanding and	the Web	that all the	the skills	the ECDL	progress	reused and have extended lives. The	and	allow students
	24)		application of the assessment objectives	as I envisage	software tools will	learned during the	modules will allow	onto the higher level	understanding of environmental impacts is taught through lesson	technology information	to progress into work roles
	Use	Identify how to	,	it, we	be the	KS3 course.	students to	modules to	themes.		and be
	appropria te	summarise and display the	Understanding and application of the	have not seen it	same and work the	The course	progress to further ECDL	extend their knowledge	Democracy is something students	We encourage	computer and software
	formulas	required	markscheme	yet. The	same in all	uses the	courses and	and skills.	will learn about and will know how to	students to	literate.
	and tools	information	Amuliantian of	future is	of the	same	also to other	The	treat others fairly and how to make	watch the	This will allow
	to summaris	Use functions	Application of understanding to business	still so much	three modules.	software: PowerPoint.	IT and Computing	The modules	things work for the whole class as well as the individual.	news	This will allow them to enter
	e and	and formulas to	issues	bigger		Excel and	courses as	available		Current	most fields of
	display spreadsh	meet calculation requirements	Application of quantitative	than the past."	This is not however	Word that have been	they will have learned the	will be advanced	Rule of Law is taught through lesson themes as well with school rules also	technology affairs are	work at a competent
	eet	requirements	skills	past.	the case	used during	skills to use	PowerPoint	being adhered to and considered at	incorporated	level as the
	informatio	Use spreadsheet		Sir Tim	and subtle	topics in year	the	, Excel and	all times.	into lessons	software is
	n	tools and techniques to	Interpretation and use of information from graphs	Berners Lee –	differences exist within	7, year 8 and year 9.	necessary software in	Word.	Individual Liberty – It is important to	When talking	industry standard and
		summarise and	and charts	English	similar	year o.	those	Exams will	have students understand their	about	recognised
		display	1:4	compute	named	The skills	courses. The	be	freedoms as well as knowing how	technology,	and used the
		information	Literacy	r scientist	tools as well as tool	needed are at a more	software is industry	available for the	these fit in with the school ethos. Students will know their rights as	links are made to how	world over.
			Communication	and	ribbons	advanced	standard.	higher	individuals and will know both what	students will	Specialist
	Select		Self management	inventor of the	and menus being	level but the level 1		attainers to undertake	to expect and what is expected of them.	use it in the future	careers in IT will include:
	and use		- Con management	World	different in	course skills	The skills	and will		, atai c	wiii irioidde.
	appropria	Select and use	Non-routine problem	Wide	the	will have	learned from	allow them		Make links to	Software
	te tools and	appropriate tools and techniques	solving – expert thinking, metacognition, creativity	Web.	PowerPoin t, Excel	been learned and will be a	the ECDL modules will	to progress further in	Mutual respect for tolerance of those	'real life'	Developer
	technique	to format			and Word	good starting	allow	their	with different faiths and beliefs, and		Systems
	s to present	spreadsheet cells, rows and	Systems thinking – decision making and		software.	point for the level 1 ECDL	students to progress into	chosen field of	for those without faith is important		Analyst
	spreadsh	columns	reasoning			course.	work roles	study or	Resilience is taught through the		Business
	eet						and be	work in the	lessons when students are pushed		Analyst
	informatio n	Identify which chart or graph	Critical thinking – analysing, synthesising				computer and software	future.	to achieve their best, moving out of their perceived limits at times and		IT Support
	effectivel	type to use to	and reasoning skills				literate. This		getting the deserved rewards as a		Analyst
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у	display information Select and use appropriate tools and techniques to generate, develop and format charts and graphs Check information meets needs, using spreadsheet tools and making corrections as necessary, which chart or graph type to use to display information	Evaluation Justification				will allow them to enter most fields of work at a competent level.		result. Ensuring that the students achieve as much as they can and are able to leave the academy as well rounded individuals that can face whatever challenges they find in the "outside world" of work, college or university.		Network Engineer Network Engineer IT Consultant Technical Sales Rep Project Manager
HT5 Word Processin g Software (L/502/46 27) Enter, edit and combine text and other informatio n accuratel y within word processin g document	Identify what types of information are needed in documents Identify what templates are available and when to use them Use keyboard or other input method to enter or insert text and other information Combine information of different types or from different sources into a document Enter information into existing tables, forms and templates	Correct understanding and use of command words Understanding and application of the assessment objectives Understanding and application of the markscheme Application of understanding to business issues Self management Non-routine problem solving – expert thinking, metacognition, creativity Systems thinking – decision making and reasoning Critical thinking – analysing, synthesising and reasoning skills Evaluation Justification	"Informat ion Technolo gy and the Web as I envisage it, we have not seen it yet. The future is still so much bigger than the past." Sir Tim Berners Lee – English compute r scientist and inventor of the World Wide Web.	Students will regularly believe that all the software tools will be the same and work the same in all of the three modules. This is not however the case and subtle differences exist within similar named tools as well as tool ribbons and menus being different in the PowerPoin t, Excel and Word	The level 1ECDL course links directly from the skills learned during the KS3 course. The course uses the same software: PowerPoint, Excel and Word that have been used during topics in year 7, year 8 and year 9. The skills needed are at a more advanced level but the level 1 course skills will have been learned and will be a good starting	The skills and qualifications learned from the ECDL modules will allow students to progress to further ECDL courses and also to other IT and Computing courses as they will have learned the skills to use the necessary software in those courses. The software is industry standard. The skills learned from the ECDL modules will allow	The higher attaining students will progress onto the higher level modules to extend their knowledge and skills. The modules available will be advanced PowerPoint , Excel and Word. Exams will be available for the higher attainers to undertake and will allow them to progress further in their	From an environmental standpoint students are encouraged to understand the ways that computer systems and parts can be recycled, reused and have extended lives. The understanding of environmental impacts is taught through lesson themes. Democracy is something students will learn about and will know how to treat others fairly and how to make things work for the whole class as well as the individual. Rule of Law is taught through lesson themes as well with school rules also being adhered to and considered at all times. Individual Liberty – It is important to have students understand their freedoms as well as knowing how these fit in with the school ethos. Students will know their rights as individuals and will know both what to expect and what is expected of them. Mutual respect for tolerance of those with different faiths and beliefs, and	We encourage students to read newspapers and technology information We encourage students to watch the news Current technology affairs are incorporated into lessons When talking about technology, links are made to how students will use it in the future Make links to 'real life'	The skills learned from the ECDL modules will allow students to progress into work roles and be computer and software literate. This will allow them to enter most fields of work at a competent level as the software is industry standard and recognised and used the world over. Specialist careers in IT will include: Software Developer Systems

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		Use editing tools to amend document			software.	point for the level 1 ECDL course.	students to progress into work roles	chosen field of study or	for those without faith is important Resilience is taught through the		Analyst Business
		content				oouise.	and be computer	work in the future.	lessons when students are pushed to achieve their best, moving out of		Analyst
		Store and retrieve					and software literate. This		their perceived limits at times and getting the deserved rewards as a		IT Support Analyst
		document files effectively, in line with local					will allow them to enter most fields of		result. Ensuring that the students achieve		Network Engineer
		guidelines and conventions					work at a competent		as much as they can and are able to leave the academy as well rounded		Network
		where available					level.		individuals that can face whatever challenges they find in the "outside world" of work, college or university.		Engineer IT Consultant
									world of work, college of university.		Technical
											Sales Rep
											Project Manager
НТ6	Word Processin		Correct understanding and use of command words	"Informat ion Technolo	Students will regularly	The level 1ECDL course links	The skills and qualifications		From an environmental standpoint students are encouraged to understand the ways that computer	We encourage students to read	The skills learned from the ECDL
	g Software (L/502/46		Understanding and application of the	gy and the Web	believe that all the	directly from the skills	learned from		systems and parts can be recycled, reused and have extended lives. The	newspapers and	modules will allow students
	27)	0	assessment objectives	as I envisage	software tools will	learned during the	modules will allow		understanding of environmental impacts is taught through lesson	technology information	to progress into work roles
	Structure information within	Create and modify tables to organise tabular	Understanding and application of the markscheme	it, we have not seen it	be the same and work the	KS3 course. The course	students to progress to further ECDL		themes. Democracy is something students	We encourage	and be computer and software
	word processin	or numeric information	Application of	yet. The future is	same in all of the	uses the same	courses and also to other		will learn about and will know how to treat others fairly and how to make	students to watch the	literate.
	g document s	Select and apply	understanding to business issues	still so much	three modules.	software: PowerPoint, Excel and	IT and Computing courses as		things work for the whole class as well as the individual.	news Current	This will allow them to enter most fields of
	5	heading styles to text	Self management	bigger than the past."	This is not however	Word that have been	they will have learned the		Rule of Law is taught through lesson themes as well with school rules also	technology affairs are	work at a competent
			Non-routine problem	Sir Tim	the case and subtle	used during topics in year	skills to use the		being adhered to and considered at all times.	incorporated into lessons	level as the software is
	Use word processin	Identify what formatting to use	solving – expert thinking, metacognition, creativity	Berners Lee – English	differences exist within similar	7, year 8 and year 9.	necessary software in those		Individual Liberty – It is important to have students understand their	When talking about	industry standard and recognised
	g software	to enhance presentation of	Systems thinking – decision making and	compute r	named tools as	The skills needed are	courses. The software is		freedoms as well as knowing how these fit in with the school ethos.	technology, links are made	and used the world over.
	tools to format and	the document Select and use	reasoning Critical thinking –	scientist and inventor	well as tool ribbons and menus	at a more advanced level but the	industry standard.		Students will know their rights as individuals and will know both what to expect and what is expected of	to how students will use it in the	Specialist careers in IT
	present document	appropriate techniques to	analysing, synthesising and reasoning skills	of the World	being different in	level 1 course skills	The skills		them.	future	will include:
	S	format characters and paragraphs	Evaluation	Wide Web.	the PowerPoin t, Excel	will have been learned and will be a	learned from the ECDL modules will		Mutual respect for tolerance of those	Make links to 'real life'	Software Developer
		Select and use appropriate page	Justification		and Word software.	good starting point for the	allow students to		with different faiths and beliefs, and for those without faith is important		Systems Analyst

Skills developed throughout the programme

Cognitive skills

- Non-routine problem solving expert thinking, metacognition, creativity.
- Systems thinking decision making and reasoning.
- Critical thinking definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- ICT literacy access, manage, integrate, evaluate, construct and communicate.

Interpersonal skills

- Communication active listening, oral communication, written communication, assertive communication and non-verbal communication.
- Relationship-building skills teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- Collaborative problem solving establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- Adaptability ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- Self-management and self-development ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.