Curriculum Intent for KS4 Digital Information Technology (DIT)

Course Overview

The BTEC Tech Award in Digital Information Technology equips students with the practical digital skills, knowledge, and understanding required to succeed in an increasingly technology-driven world. The course focuses on the purposeful use of digital systems, enabling students to design, plan, create, and evaluate digital solutions in realistic vocational contexts.

Students develop confidence in user interface design, data handling, cyber security, and effective digital working practices, while also gaining insight into how organisations use technology to operate efficiently and make informed decisions. The curriculum balances technical competence with creativity, analysis, and evaluation, preparing learners for further study, apprenticeships, and employment within the digital sector.

Intent Statement

The Key Stage 4 Digital Information Technology curriculum is designed to ensure that all students:

Develop Practical Digital Design and Project Management Skills	Students learn how to plan, design, and evaluate digital products for identified users. Through user interface design and project planning techniques, learners develop the ability to meet client requirements, apply accessibility considerations, and justify design decisions.
Build Secure Understanding of Data and Information Use	The curriculum develops students' ability to collect, manipulate, present, and interpret data effectively. Learners explore how data is used by organisations to support decision-making, identifying trends, patterns, and anomalies through professional digital tools.
Understand Digital Systems in Organisational Contexts	Students examine how modern organisations use digital technologies, including networks, cloud computing, cyber security measures, and communication systems. This enables learners to understand the benefits, risks, and wider implications of digital working practices.
Apply Knowledge in Realistic Vocational Scenarios	The course emphasises applied learning through structured tasks and projects that reflect real-world digital roles. Students develop transferable skills such as planning, evaluation, communication, and independent working.
Develop Responsible and Ethical Digital Practices	Students consider the ethical, legal, and social implications of digital technologies, including data protection, cyber security threats, and acceptable use. This supports responsible digital citizenship and informed decision-making.

Cross-Curricular Skills and Values

Throughout the BTEC Digital Information Technology course, the curriculum develops a range of transferable skills and values.

Link to British Values
Students explore the rule of law through data protection, cyber security, and acceptable use policies; individual liberty through creative digital design; and mutual respect through accessibility-aware design and responsible digital behaviour in professional contexts.
Critical Thinking and Problem-Solving
Learners analyse client requirements, evaluate digital solutions, interpret data, and justify decisions using evidence and structured reasoning.
Communication and Collaboration
Students communicate ideas through project proposals, dashboards, presentations, and evaluations, developing professional communication skills relevant to digital workplaces.
Digital Literacy
The curriculum strengthens students' ability to use a range of digital tools confidently and effectively, including spreadsheets, presentation software, dashboards, and collaborative platforms.
Ethical Awareness and Sustainability
Students consider ethical issues such as data privacy, cyber security threats, and the environmental impact of digital systems, encouraging responsible and sustainable use of technology.

Pathways and Progression

The BTEC Tech Award in Digital Information Technology provides clear progression routes into Level 3 qualifications in IT, Computing, Business, and Digital Media, as well as apprenticeships and employment within the digital sector. The skills developed support future careers in areas such as user interface design, data analysis, IT support, software development, project management, and digital administration.

Conclusion

The Key Stage 4 Digital Information Technology curriculum offers a coherent, applied, and ambitious learning journey that equips students with the digital skills, knowledge, and values required for further study and the modern workplace. Through practical application, critical evaluation, and vocational relevance, students are prepared to become confident, capable, and responsible users of digital technology.

KS4 Digital Information Technology Scheme of Learning

	Year 10	Year 11
Autumn Term	**Topic: Component 1:** • Exploring User Interface Design Principles and Project Planning Techniques Content covered, including knowledge and skills: **Task 1a: Project proposal** • Target Audience • Success Criteria • Accessibility Needs • Design Principles **Task 1b: Planning timescales** • Gantt Charts • Identifying Tasks and Subtasks • Identifying Milestones and Dependencies **Task 2: Interface designs** • Identifying and Explaining the use of Design Principles and Accessibility Features **Task 3: Prototype user interface** • Creating a working prototype UI in PowerPoint **Task 4: Review user interface** • Evaluating the use of Design Principles, Accessibility Features, Ease of Use and User Requirements in UI. • Explaining improvements to UI to better meet user requirements.	**Topic: Component 3**: • Effective Digital Working Practices Content covered, including knowledge and skills: **A** - Modern Technologies **B** - Cyber Security **C** - The wider implications of digital systems **D** - Planning & communication in digital systems **Links to prior learning:** • Networks • Ethics • Computer Security • Algorithms **Career opportunities:** • Hardware Engineer • Software Developer • IT Technician • Network Manager • Web Designer • HR Manager • - Systems Administrator

Spring Term	**Topic: Component 2:** • Collecting, Presenting and Interpreting Data • Content covered, including knowledge and skills: **Task 1: Data Collection Methods** • Data Collection Methods • Data Reliability • Quality of Data • Improving Data Collection Methods • Threats to Data for Individuals **Task 2a/Task 2b: Data Manipulation Methods** • Using Spreadsheet Formulas and Functions
Summer Term	• Using Data Manipulation Methods **Task 2c: Create a Dashboard** • Showing summaries of data using a range of presentation methods and features **Task 3a: Effectiveness of a dashboard** • Finding trends, patterns and errors in a given dashboard. **Task 3b: How presentation affects understanding** • Justification of presentation features used to display summaries and information.

Intended Outcomes by Phase – KS4 BTEC Digital Information Technology

By the End of Year 10 Autumn Term

- Students can plan and design a user interface for a defined client, showing understanding of target audience, accessibility needs, design principles, and project planning techniques, including timescales and dependencies.

By the End of Year 10 Spring Term

- Students can create and evaluate a functional prototype user interface, justifying design choices and suggesting improvements to better meet user and accessibility requirements.

By the End of Year 10 Summer Term

- Students can explain how organisations use digital technologies, identify cyber security risks, and understand the wider implications of digital working practices.

By the End of Year 11 Autumn Term

- Students can collect, manipulate, and present data using spreadsheets, assessing data quality and creating dashboards to support decision-making.

By Qualification Completion

- Students can independently apply digital skills in vocational contexts, evaluating digital solutions, interpreting data, and demonstrating secure digital literacy and ethical awareness.