



THE Lodge AP

— At Sandbach House —

Year 9 Digital Skills Curriculum Sequence

Intent

The intent of the Pearson Digital Skills curriculum is to equip learners with the knowledge, confidence, and practical skills required to use digital technology safely, effectively, and professionally in education, employment, and everyday life. The curriculum develops learners' ability to communicate appropriately online, manage information securely, and produce accurate digital work, while embedding literacy, employability, and responsible digital behaviour throughout. Through a carefully sequenced programme, learners progress from foundational digital competence to independent and confident application, enabling successful progression to further study, vocational pathways, and the modern workplace.

Year 9 Curriculum Sequence

Autumn HT1	Autumn HT2	Spring HT1	Spring HT2	Summer HT1	Summer HT2
Digital Confidence	Online Communication	Applying Digital Skills	Digital Collaboration	Real-World Readiness	Review, Assessment & Progression
<p>Intent: The intent of the Autumn term is to build learners' confidence and competence in using digital technology safely and effectively. Learners develop foundational digital skills, including secure access, online safety, and responsible behaviour, alongside clear and appropriate online communication. This term establishes essential knowledge of digital risks, expectations, and professional conduct, ensuring learners can engage confidently with digital platforms in education and everyday contexts.</p>		<p>Intent: The intent of the Spring term is to enable learners to apply their digital skills independently and collaboratively. Learners develop productivity skills through the creation, organisation, and editing of digital documents, while also learning how to work effectively with others online. Emphasis is placed on communication, teamwork, and accuracy, supporting learners in producing purposeful work and responding constructively in shared digital environments.</p>		<p>Intent: The intent within the summer term is to prepare learners for progression into further education, employment, or training by applying digital skills in real-world contexts. Learners focus on professional online communication, digital employability skills, and independent task completion. The term consolidates learning through assessment and reflection, building learners' confidence, resilience, and readiness to use digital skills effectively beyond the classroom.</p>	
<p>Intended Skills and Outcomes: The below 'I can' statements clarify what students will be able to do by the end of the unit.</p> <ul style="list-style-type: none"> I can open and close apps or programs I need I can save and find my work in the right place I can try new digital tools confidently I can follow simple instructions to complete a digital task I can solve simple problems if something doesn't work I can send a message or email to someone. I can use search engines and digital tools to find relevant industry information. I can identify reliable and unreliable online sources. I can select useful information and ignore irrelevant details. I can write emails, messages, or reports suitable for a workplace audience. I can use appropriate tone and level of formality. 		<p>Intended Skills and Outcomes: The below 'I can' statements clarify what students will be able to do by the end of the unit.</p> <ul style="list-style-type: none"> I can find information about an industry using digital tools. I can explain what I have found in my own words. I can identify key information. I can identify appropriate responses. I can suggest better ways to communicate. I can explain how language choices affect meaning. I can review my work and suggest improvements. I can use the correct tone for my audience. I can structure emails, letters or reports clearly. I can present information to an audience. 		<p>Intended Skills and Outcomes: The below 'I can' statements clarify what students will be able to do by the end of the unit.</p> <ul style="list-style-type: none"> I can search online for information about different industries. I can choose useful and trustworthy sources. I can explain information in my own words. I can identify the purpose of communication. I can explain how audience affects communication choices. I can suggest effective responses in different situations. I can recognise persuasive or informative language. I can describe tone and its impact. I can use an appropriate tone. I can present information clearly to others. I can listen and respond appropriately. I can answer questions to validate my choices on presentations. 	
<p>Feeds From: We recognise that for most students, being online and gaming is already a significant part of their daily lives. The Year 9 Digital Skills sequence builds on this familiarity, developing safe, confident, and effective use of technology. It lays the foundation for future study in Esports, KS4 digital learning, and broader vocational or independent pathways, equipping learners with essential skills for education, work, and everyday digital life.</p> <p>Feeds into: Progression onto a study of Esports at KS4 by giving learners the confidence to use technology safely, creatively, and professionally essential for gameplay, streaming, event management, and content creation. It supports progression onto Level 2 and Level 3 Esports or related courses, strengthens communication, teamwork, and employability skills, and helps learners understand digital tools and platforms used in the industry.</p> <p>For learners who do not progress to Esports, these skills still provide significant benefits: they enhance everyday digital literacy, support independent living, and prepare learners for further education, vocational pathways, and employment in a wide range of fields where safe and effective technology use is essential.</p>					