ICT and Computing

	HT1	HT2	HT3	HT4	HT5	HT6
7	**E-Safety Part 1** *Know how to stay safe online, including social media and emails, website reliability and cyberbullying.*	**Presentation Skills** *Using the web to search effectively to find reliable information.*	**Spreadsheets** *Using formulas and functions to cost business and answer 'what if' scenarios.*	**Word Processing** *Creating, editing, and formatting an article suitable for audience and purpose.*	**Scratch Part 1** *Designing a game suitable for audience and purpose.*	**Scratch Part 2** *Learning key programming constructs to build and code the designed game*
8	**Components and Uses of IT Systems** *Understanding a standalone computer. What is inside, and how does it work.*	**Creating Graphics** *Design and create an interactive banner for specific audience and purpose*	**Networking** *Looking at why we would want to connect a standalone computer to others to create a network.*	**Corporate Identity** *What is a business's identity and how can we create one?*	**Video Editing** *Thinking about what an advert contains, then creating and editing one suitable for audience and purpose.*	**Introduction to Microbits** *Building on the block programming learnt in scratch, now moving between blocks and high-level programming languages*
9	**High Level programming** *Taking the programming constructs learnt in block programming and now implementing within Python.*	**Interactive Graphics and Audio Part 1** *Plan and design an interactive banner for an advertisement*	**Interactive Graphics and Audio Part 2** *Record and import audio within the interactive banner.*	**Creating a website Part 1** *Researching what makes a coherent website and then designing one suitable for specific audience and purpose.*	**Creating a website Part 2** *Creating website using software with cascading sheets or possibility to use HTML coding (high level programming language)*	**Data Representation** *Converting real world data into binary form so a computer can read it through its switches.*
10	**R094 – Creating a visual identity Task 1** *Analysing visual identities, considering their features and purposes.*	**R094 – Creating a visual identity Task 1** *Pre-production planning documents, for visual identity alongside written justifications for choices made.* **R093 Creative Imedia in the Media Industry** *LO1 – The media industry*	**R094 – Creating a visual identity Task 2** *Creating graphic on visual identity* **R093 Creative Imedia in the Media Industry** *LO2 – Factors influencing product design*	**R094 – Creating a visual identity Task 2** *Creating graphic on visual identity* **R093 Creative Imedia in the Media Industry** *LO3 – Pre-Production Planning*	**RO97 - Interactive Digital Media Task 1** *Interpreting a client brief* **R093 Creative Imedia in the Media Industry** *LO3 – Pre-Production Planning*	**RO97 – Interactive Digital Media Task 1** *Pre-production planning documents* **R093 Creative Imedia in the Media Industry** *LO4 – Distribution considerations*

11	**<u>R094 – Creating a visual identity Task 1</u>** *Analysing visual identities, considering their features and purposes.*	**<u>R094 – Creating a visual identity Task 1</u>** *Pre-production planning documents, for visual identity alongside written justifications for choices made.* **<u>R093 Creative Imedia in the Media Industry</u>** *LO1 – The media industry*	**<u>R094 – Creating a visual identity Task 2</u>** *Creating graphic on visual identity* **<u>R093 Creative Imedia in the Media Industry</u>** *LO2 – Factors influencing product design*	**<u>R094 – Creating a visual identity Task 2</u>** *Creating graphic on visual identity* **<u>R093 Creative Imedia in the Media Industry</u>** *LO3 – Pre-Production Planning*	**<u>RO97 - Interactive Digital Media Task 1</u>** *Interpreting a client brief* **<u>R093 Creative Imedia in the Media Industry</u>** *LO4 – Distribution considerations*	Study leave / revision / GCSE

Within our curriculum we want to ensure students are digitally literate, able to use and express themselves and develop their ideas through information communication technology with real world experiences at a level suitable for future workplaces. We want active participants in a digital world and future developers and programmers. ICT, Imedia and Computing are fluid and continually developing and changing. It is important for us and our students to keep up with developments in the real world.

We create an environment where every student is expected to learn at high levels. They are expected to work hard, retain the knowledge from previous lessons, and be able to build on that further or use that knowledge or skill within a future unit of work. This might be their ability to problem solve and being able to break a problem down into manageable chunks, it might be having to be creative and manipulating graphics within different software and then embedding them within another different software. Taking the best bits of each software and using them together to create something amazing. The Key Stage 2 curriculum has been carefully reviewed to ensure that we continue to build on the foundations already laid and we continue to teach the students how to use technology safely and appropriately both inside and outside of school.

In Imedia, we analyse and evaluate digital graphics as part of a visual identity understanding both their purposes and attributes. Students then create their own visual identities building up logos, colours, typographies, layouts, and elements whilst ensuring suitability for audience and purpose. From there they then look at where digital graphics might be used and what interactive multimedia products can be used for different purposes and audiences. They now consider the hardware and software needed to host these multimedia products and how they may need to alter the properties of digital graphics to ensure suitability.

A diverse curriculum is offered within the faculty of Computer Science, ICT. Our aim and hope are to build up skills and competency on understanding computers and using them that pupils are able to actively participate in a continually evolving and fluid world.