R		Vision and Intent AI St Marys Catholic College we empower our students to be respon are competent users and creators of digital technology. We strive to fuel their passion for computer science. Through a carefully structu is to prepare our students for the challenges and opportunities pre world.	sible digital citizens who inspire their curiosity, red curriculum, our aim sented by the digital									
	Overview and Purpose	Week 1 Week 2 Week 3 Week 4 Week 5 Week 5 Week 5 Week 7 Week 7<		Wards 12 Week 13 Week 14 Week 15 Week 15 Week 16 Week 17 Week 19 Week 24 Spanning Spann			Week 22 Week 23 Week 24 Week 25 Week 26 Week 27 Week 23 Cell Information and Estimation Functions Formatting Modeling Graphs and ohster 4 Assessment Workeyer H		Week 29 Week 30 Week 31 Week 32 Week 33 Week 33 Week 34 Week 33 Assimution and ecoropoints Selection Bargition Selection Second Function Second Function Second Function Meek 33 Week 33 Week 34 Week 33	Week 36 Week 37 Week 38 SMCC SMCC End of year assessment		
Year 7	Outcomes	UoW1 - Digital Literacy Pupils will be able to : I dentify issues surrounding. Esafety (cyberbullying and sharing data online Use advanced features of presentation software Use advanced features of presentation software	UoW2 - Computation Pupils will be able to : Explain the four methods of computational Solve problems using computational think Evaluate the affectiveness of dorithms	n al thinking Il thinking ing methods	UoW3 Pupils will be able to : • plan a programming project (usin • Construct a functioning compute • Line dehunging matharis to soot	- Small basic ng pseudo code or flowcharts) er program (in a text based longuage) ord correct arrors in orde	Pupils will be able to : • apply and understan • Understand and use MIN. WEPPAGE ED	4 - Spreadsheet modelling d a range of farmatting techniques the following functions (Counta, Countif, SUM, MAX,	UoWS - App development Pupils will be able to : - Decompose problems into logical steps - Create a functional app that meets given success criteria - Add additional individual features to their app			
	Oue duratives in each with processing survival Centralized or with processing survival Centralized or entropy and the entropy and		Bacc Preventing Advaced		Min, AVERAGE II) Be able to collate and display data Mathies Insee Turino tett. Moniestee		Move Batzer, Animation Complex modeling and Organic Lights, comers to uncertain the complex to their dopp	Endotyeer SMCC SMCC Experience Experience	Wheel is Global a Torond as living of Data of Data ensions			
Year 8	Outcomes	Pupils will be oble to: Ask logical questions using a range of techniques Create and refine algorithms	UoW2 - Introduction Aupils will be able to : Create and run programs containing a range Identify and correct code constructs	of statements	UoW3 - Spre Pupils will be able to : • Identify and identify the main che • Apply formulas and functions to :	adsheet Modelling practeristics of spreadsheets spreadsheets (to corry out calculations)	Pupils will be able to : • Explore the potential • Evaluate the impacts	4 - Al and Machine learning of Ai (and give their own opinions) of Ai and machine learning	UoWS - Animation Use modelling tools effectively (to create and combine shapes) - Edit and manipulate materials and objects - Edit and manipulate materials - Edit and materials - Edit and manipulate materials - Edit and		Pupiti will know: + how to use data to investigate problems + how to use data to investigate problems + how data is used locally and gloabally Pupiti will be oble to:	
	Overview and Purpose	Demonstrate the Use of computational thinking in the real works Elements of a Defension of the Brazy Systems of the Real Systems Knowledge The CPU Brazy Systems System S	Use selection and iteration Sequence - Print Inputs, I	Iteration - Knowledge Assessment modew	Organise data through a range of filtering, sorting, graphs) Keyvalues, binary/denary Keyvalues, binary/denary conversions	of techniques and methods (formatting,	Understand how bia: Introduction to databases databases	s can impact Ai	Create effective animations (using keyframes on multiple objects) Rende ten	SMCC SMCC End of year assessment	 visualise data to identify patterns and trends work through the investigative cycle to solve a problem 	
Year 9	Outcomes	UoW1 - Understanding computers Pupils will be able to:	UoW2 - Introduction Pupils will be able to : Plan a Python program using computation Create a functional program that meets g	al thinking methods	UoW3 - Dat Pupils will be able to : • Identify the prupose and importa • Convert between number system • Perform cold without on the brown	ta Representation ance of binary within computer systems s umbers	Pupils will be able to : •Identify the purpose an • Competently use the fe • format a database effe	UoW4 - Databases Id features of a database ratures and functions of a database stituety	UoW5 - Theme park advert Pupils will be able to : - Plan a multimedia advert - Create media content { logo, multimedia video and voiceover sound file for the advert]			
К	s4	Keek 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7	Week 8 Week 9 Week 10 Week 11	Week 12 Week 13 Week 14	Week 15 Week 16 Week 17 V	Week 15 Week 19 Week 20 Week 21	Week 22 Week 23	Week 24 Week 25 Week 26 Week 27 Week 28	Construct a medifia advert Week 30 Week 31 Week 32 Week 33 Week 34 Week 34 Week 30 Week 31 Week 32 Process	Week 36 Week 37 Week 38 Mack Exam SMCC SMCC		
	Overview and Purpose	Functionaria of Selection and Tarte Register Ture Ungene Works Register Ture Ungene Works Register Ture Ungene Program in	eo dimensional Using and Programing Writing & Sate Deching Sites Dechingues Beading Files bython	Accessment Developing Apportance using Developing Apportance using Developing Point out of the Apportance using Point out of the Apport out	Developing sporthing using Trans tables and Apporthing using standbooods Trans and Apporthing using Trans standbooods Trans Apport	erational Southing So	Truth Tables Assessment	Data types and Sequence and Bereation Arrays and lates Subgrogueses Pupil's will know:	Prozensor Benergia Valation Files Assessment entroin programming programming responses, resiston resiston	& VRI0 GCSE Experience Experience	-	
	Outcomes	The need for and be able to write programs that implement validation (longth check, preserve of the The difference between and be able to write programs that make appropriate use of global and la public will be able to write programs that make appropriate use of sequencing, selection, repetition, iteration and single write programs that make appropriate use of sequencing.	ack, range check, pattern check) ical variables le entry/exit points from code blacks and subprogram	Pupis will know What decomposition and Why program structure i Why program structure i When to use a variable o Three types of errors; syn Dunis will be oble to	d abstraction is. s important ind when to use a constants when programmi itax, logic and runtime.	ing		The need for and be able to write programs that implement valid The difference between and be able to write programs that make Pupils will be able to Write programs that make appropriate use of sequencing, select Write programs that make appropriate use of armitrue data true	Sation length check, presence check, range check, pattern check) e appropriate use of global and local variables tion, repetition, iteration and single entrylexit points from code blocks and subprograms			
GCSE Comp So Year 10		 Withe programs that make appropriate use of variables and constants Withe programs that analysis thrings Withe programs that accept and respond appropriately to user input Withe programs that seek and write to common separated value test files Withe programs that use anthmetic operators (addition, subtraction, division, multiplication, module 	dus, integer division, exponentiation)	Use an algorithm to plan Write a working python p Write a program using v Write a program using v Use error reporting to fir	a program regram in the correct structure riddes and constants that accepts an input id errors and correct them	and has an output		 Write programs that make oppropriate use of variables and coins Write programs that manipulate strings Write programs that accept and respond appropriately to user in Write programs that receive from and write to comma suparated val Write programs that use arithmetic operators (addition, subtract) 	stonts input Jane text files Jane, division, multiplication, modulus, integer division, exponentiation)			
Practical an theory to wor alongside ea- other	Overview and Purpose	Description Description Record of the second of the secon	Congression Assessment Environment Ethical issues Pupils will know.	and impact	System Gausside cycle Systems Uni Architecture Seecule cycle Systems Uni Pupila will know:	in anteropy Programming Associated	LANS and WAYS	Wind and Protocold and Perform Security Research	Revision Revisio Revisio Revisio Revisio Revisio Revisio Revisio Revisio Re	CS Review Experience Experience	-	
		How data is represented by computers Otherance batewan different number systems "methods to calculate negative binary numbers "methods to calculate negative binary numbers "methods to calculate negative binary numbers partial will be able to: Convert batewane divergent number systems Convert batewane divergent data	the impact of digital devic the ethical and legal issue machine learning, rabotics the threats pased to digit Pupits will be oble to: assess the impact of envin	is on the environment surrounding personal data, Al, and protection of intelectual property I systems and how to keep them safe immental issues	the von Neuman computer process the role of main memory the purpose of secondary storage why emadded systems are used Pupits will be able to: explain the von Neuman concept		Why computers are connect Different types of networks () How the internet is structure How the characteristics of w That network speeds are me expressions involving file size	ed in a network AN, WAN d IP addressing, routers) ired and wireless connectivity impact on performance (speed, range saured in bits per second (kibbit, megabit, gigabit) and be able to a , fornamission rate and time	e, co			
	Outcomes	Convert between bring and headbeling number systems Convert between bring and headbeling number systems Convert between bring and headbeling number system Convert between bring and	including privacy, ownership + evaluate the ethical and la learning and rabatics inclusion bias and legal liability weakuate the eithical and le property protection including	consert, misuse and data protection pal issues surrounding Al, machine ing accountability, safety, algorithmic yal issues surrounding intelectual g copyright, patents, trademarks and	 explain the playbar of ken, cro, cock an explain how data is stored on different dev 	iceal ^o	protocols (POP3, SMTP; IMAP How the 4-layer (application The characteristics of network The importance of network s	nan k portuctua (calimi nev terk , icory), in ry na real vy ana enan I ransport, internet, link) (Cryf) Prodel handles data transmission or rk topologies (bus, stor, mesh) ecurity, ways of identifying nétwork vulnerabilities (penetration testi	27 27			
	Overview and Purpose	Developing Developing Developing Apportune Tocs table uning Developing Apportune Tocs tables uning uning subschool over format ausdecoole overforms ausdecoo	brancing a decision different threats to a decision different threats to porting spritters algorithms Truth Tobles Assessment of	dialtal sustance such as Traines and Isto types peoples Sequence and peoples People Section	Arroys and lists Subprograms pretting Vali	Proctical programming sporting and assessment sporting and and a sporting and a s	Practical Practical programming programming experience/ revision	Practical programming programming programming experience/ experience/ experience/ experience/ experience/ experience/ experience/ experience/				
		Computational Thinking		Inderstand the function of and be able le able to write programs that make ap le able to write programs that make ap a able to write programs that make ap	a to identify the structural components of pro propriate use of sequencing, selection, repet propriate use of prinibile data types propriate use of variables and constants	Programming in python grams ition, iteration and single entry/exit points from code bit	locks and subprograms					
GCSE	Outcomes	Pupils will know: - What decomposition and abstraction is. - Why programs structure is important - When to use a variable and when to use a constants when programming - Three types of energy, systex, logic and runtime.		le able to write programs that manipul is able to write programs that accept a le able to write programs that read fro inderstand the need for and be able to a able to write programs that use crift is able to write programs that use read to able to write programs that use local	ate strings and respand appropriately to user input in and write to comma separated value text fi write programs that implement validation (je metic operators (addition, subtraction, divisi ional operators (equal to, less than, greater t ad amenter (MD). CB MOT	ies ingth check, presence check, range check, pattern check on, multiplication, modulus, integer division, exponentia han, not equal to, less than or equal to, geneter than ar	tk) ation] r equal to)					
Comp So Year11 2 topics	i	Pupilis will be oble to: - Use an algorithm to plan a program - Willies a working system program in the correct structure - Willies a working willing working and constants that accepts an input and has an output - Use error reporting to find errors and correct them		e dob to write program that use pre- e able to write program that use pre- te able to write functions that may or n Inderstand the difference between and	ca operators percession, correctly and user-devised sub existing (built-in, library) and user-devised sub ray not take parameters but must return value of be able to write programs that make approp	bprograms es, and procedures that may or may not take parameter priate use of global and local variables	ers but do not return values		Exams and study	' leave		
per UoW practica and theo	Overview and Purpose	Lette and tetrine and the veterent and the and on the second seco		REVIS	ON & Exam Prep. Past Pa	per questions and practical ex	xam prep					
		Understand different hypes of networks (LAV, WAN) Understand how the infrart is structured (P addressing, routers) Understand how the characteristics of wired and wirelexis connectivity impact on performance (se Understand that when is speed or are measured in bits per second ficibit, megabit, gigabit) and te expression involving file size, transmission rate and time Understand that use of ordy maked for meaker's protocola (Ehernet, Wi-FL, TCP/R, HTTP, HTTPS, FTP)										
	Outcomes	Londerstand how the A-Loyer (poplication, transport, internet, link) TCP/IP madel handles data tran Understand characteristics of interesk topologies (pus, stor, reak). Understand the importance of network security, ways of identifying network vulnerabilities (penel										
	Overview and Purpose	Identify success Compare Faile on the control out the control out the control out of developed to the control out to the control out to the control out to the control out of the control out of developed to the control out to the control	Sentify success import sids and riterios for the formaziesting Add formulas. Circate graphs of preciditives. gareaditives. and functions and charts in	nate user Testing and evaluation	Identify success orbinis for dobbae criteria for dobbae	are interface. Corry out testing and meeting. Evaluation and requirements of triod. enclosurements	Identify success criteria for line with the cutricided letter requirment brief	Crede and submitted letter submitted let	Sourt Unit 1 (Et in Socieng) 11 Functionality of different National divisors 113 Functionality of different software	SMCC SMCC Experience SMCC		
WJEC IT 10		Unit 2: IC T IN CONTEXT P Uplis will know. P How to be and design on image in response to the client brief How to be reade and molify on image using appropriate todis and techniques. How to be reade and molify on image using appropriate the final image in a format that is fit for p Denis will be offen to reade operatively and application the final image in a format that is fit for p	upits will know How to plan and design a spreadsheet in respons How to create and format a spreadsheet accordin How to make use of appropriate data formatting How to use anonconcide formality and facilitate	e to the client brief. g to your planning and design and add suitable validation rules meet the nutrowers can in the brief	Pupils will know "How to plan and design a database in resp How to create and modify a database acco How to interrogate a database. How to mate a user interfore for a database.	conse to the client brief. Infing to your planning and design. Yee	Pupils will know How to plan and design How to create an effect How to appropriately s How to mence and with	n an automoted document I vely structured data source withe final documents			-	
	Outcomes	Use graphic design software confidently		maia decisión. Hosto to El son de valore de dottoras. Hosto el son de la construitación de l			Pupils will be able to: Create a valid letter wh Confidently check this :	ich links to the design brief so it is well structured and f				
	Overview		Larry out relevant teacing the minaned spredownee	t.		int Busine 19 Amazonave Boot 1	Cultured, personal and personal and	1100000000				
	and Purpose	and Tensor and the second seco	up a provinter instruct licenses it updats will know how to Understand why data must be fit for purpose Understand how input data is checked for errors	theory devices prethods 112 Assessment	Pupits will know how to -Understand risks to information held on co -Understand the impact of data loss, their of	anten joritecten Security assists (suestions)	Pupils will know how to -Understand how maral and -Understand how legal issue	Exact Section Bedden and Section 2012 (Section 2012) (
WJEC IT 1	Outcomes	Understand Services provide by II	Understand how data transfers over different types of Understand the Different types of connectivity upss will be able to: Identify the difference between data and information of Explain the advantages and disadvantages of using to Explain data capture methods Clearly identify and recommend suitable network prot.	network and explain the process chirology for storing data cools and topologies	 Understand the methods used to protect in Pupits will be able to: Explain security concerns and analyse risk in detail clearly apply legals laws (DPA, CMA) 	ntarmation of data held on computers () to protection of data	Understand the cultural, pe- Understand how a digital fo Pupils will be able to: Suggest methods for impro- Describe the cultural impac	rsonds and einsronimints impact of IC I obprint con impact computer users ving digital footprints t of the advancement of technology	Exams and study	/ leave		
к	s5											
	Overview and Purpose	Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7	Week 8 Week 9 Week 10 Week 11	Week 12 Week 13 Week 14	Week 15 Week 16 Week 17 V	Week 18 Week 19 Week 20 Week 21	Week 22 Week 23	Week 24 Week 25 Week 26 Week 27 Week 28	Week 29 Week 30 Week 31 Week 32 Week 33 Week 34 Week 35	Week 36 Week 37 Week 38	Crime Could b	Class- Referance Record Record
		popose animova menorali podezno menori podezna podezna na podezna na podezna pode za podezna	non somer Add pages and Add searces Bontoso	protizio enconstrati improvementa	and population Create relationing relation com population Create relation com Unit 10: Database Developme Pupits will know. • how data can be organised into related to	ple and the point of the point	Pupils will know: + how to create a test plan	User AuSence and Boeniol Programments EXD Toble designs AuSence and Boeniol Sections	Exam resit preparation (if necessary)		Ortine services Ortine services Ortine services Pupils will know Physics of the services are used in personal and b	Date reference The WWW InTLE CRL Cruit Date Reference processing processi
Year 12 Level 2	Outcomes	 These to tak child refute decipate to ensure they must they must the media of a given oudlence Point and the decipate of the must they must they must the media of a given oudlence Point and the decipate of the decipate of the must decipate of the decipate Point and provide out of the decipate of the decipate of the decipate of the decipate Point and provide out of the decipate of the decipate of the decipate Point and provide out of the decipate of		Town to set up wolf-difficient to ensure accurationals of data Town to set up wolf-difficient to inform the set of the material of the set of the			• the importance of different types of text data • how to set up design documentation Pupits will be oble to: • text of adobases to ensure it is fit for purpose • construct design documentation including an ERD and table designs				 the impact of online documents to business how online communication is used why computing dotted are now ubiquitous Pupils will be able to: assess the impacts of online services and docu evaluate the impacts of online communication 	 how email is used Puplia will be able to an estored and displayed explain how webpages are stored and transmitted explain how data is stored and transmitted method
	Overview and Purpose	Control Annual Control	ne WWW HTML LIRLs Emol D	Client-side and server-side processing modes	Exam Revisio <u>n and exam booking</u> Unit 1: The Online World	Coursew	vork additional cate	ch up sessions	Exam resit preparation (if necessary)			
	Outcomes	Pupils will know: P thew online services are used in personal and business situations • The impact of anism documents to business • The impacting documents are business • The online communication is used in the situations • The online communication is used in the situations • Seases the impacts of anism environs and documents on business and personal situations • Seases the impacts of anism environs and documents on business and personal situations	upits will know. how dota is stored and transered over the Internet how email is used upits will be able to: explain how webpages are stored and displayed explain how data is stored and transmitted									
	Overview and Purpose	evaluate the impacts of online communication methods Sudaus evenas and solving even Sudaus evenas and solving even				Sacial media						
Year 12 Level 3 Single IT		Induces an encount of the full time The basis District of the statution District of the statution <thdistrict of="" statution<="" th="" the=""> District</thdistrict>	upits will know: how to examine a scienario and develop on effective d	Isign solution	Foct With School and S	ng Social Media in Business	y posz mesu lefning pisns	LAR - Assessment Bendoon Later - Hors and Later - Hors and Later - Assessment Bendoon - Assessment - Bendoon - Hors - Hors to set up social media accounts and profiles	Coursework checks - Remarks and work experience	nda inc. polici polici polarisch check Capariance Capariance	-	
	Outcomes	 Fine to autominit a Scientral and evenues or an encircle deally solution Fine to stat a dealbase solution to an evenue it and is according to automic the original concelly Fine to automic and the database solution Pupils will be able to: dealign, create, test and evaluate a relational database system to manage information 	have to task a barbabas solution to employ in which con- how to assess the effectiveness of the database solutio upits will be able to: design, create, test and evaluate a relational databas	ectry n system to manage information	 Interview of the planting products and se plants will be able Explore the imp products and se Develop a plant 	as social motion websites and the next basicities with the occesses involved in social media comparigns to to social media on the ways in which businesses pro rvices to use social media in a business to meet requirements to use social media in a business to meet requirements to use social media in a business to meet requirements to use social media in a business to meet requirements to use social media in a business to meet requirements to use social media and the social media social social social media and the social media social medi	romote their	their of crudies of publish constants their of crudies of publish constants their of the constant of the crudies			-	
	Overview and Purpose	Data severe, the Pressence, methods and an ended computer strains in its Taylow. Bestyleness instruments and an ended of the severe strains and the severe str	onnectivity and Networks and Insues releasing to transmission of Contine systems, Online community	Revision of part topics and pages.	Learning aim & Understand the principles of website develo	prient Learning dim & Design a website to meet	et client requirements	Learning sint C Develop a wetsite to meet client requirements	Revision for any resits			
		Unit 1: Information Technology Systems Apple will know P P P P P P P P P P	upits will know: the concepts process and implications of transferring implications for individuals and organisations of usin	g data within and between IT systems g online IT systems	Unit 6: website introduction Pupils will know: The principles of website development How to design a website to meet client	requirements	Pupils will know: • Develop a website to m Pupils will be able to:	eet client requirements				
Year 13	Outcomes	 explain features and uses of digital devices in IT systems to meet the needs of individuals and organisations explain features and uses of peripheral devices and media in IT systems to meet the needs of individuals and organisations explain concepts and implications of the use of and relationships between, hordware and software that form targe- and small-scale in systems and their impact on individuals and organisations 	upis will be able to: assess the methods used and impacts of methods of explain the concepts and implications for individuals explain the who features and processes of data trans explain the features; impact and implications of the u- explain the features of online communities and the im	connection and organisations of connecting devic mission affect the use and performance is of online IT systems to store data an plications of their widespread use for c	Pupils will be able to: - Compare the principles of website desi the intended audience and intended purpo - Analyse how the principles of website e websites that meet client requirements. - Evaluate how the principles of website	ign used in two websites, including their suitability for sea. Belaign are used to produce creative, high performance design are used to produce creative, high performance	Produce a website for a Test the website for fun Review the extent to wh Optimise a website to n Demonstrate individual	in intended audience and purpose. ctionality, composibility and usability. ich the website meets Client requirements. nest Client requirements. Iresponsibility, creativity and effective self-management in the desig	ia			
Single IT		 explain how emerging technologies can be used by individuals and organisations. explain how the features of an IT system can affect its performance and/or the performance of a IT system 			 Websites that meet coent requirements Produce designs for a website that me Review the website design proposals w Justify the design decisions, explaining purposa. Evaluate the design and optimised web 	et client requirements this others to identify and inform improvements. g how they will meet the user's needs and be fit for bsite against client requirements						
	Overview and Purpose	the production of guidence in pretering users	mine Services Impact on angonizations Is	sing and manipulating data. Assessment	Theods to data, information and systems Prot	ecting data Assessment	Issues revision and past paper Contracts	Impact of IT systems revision and Protecting data and information revision and part approximations testsument	Sata 1 - Revision and assist popers			
	Outcomes	Duption will show: - how the implications, for individuals, organisations and wider society, of moral and ethical tack- using information technology - how the legal susce relating to the use of IT systems and the implications for individuals, organ and wider society patient will be able to 	upits will know: how the features of online services are used to meet th the impact that IT systems have on individuals the uses, processes and implications for individuals a rad information in digital form walks will be able to:	te needs of individuals and organisation and organisations of accessing and using and their interview.	Pupils will know • the issues and implications of storing and Pupils will be able to: • explain implications of accidental and mal and used by, IT systems • explain the features, uses and implications individual and	transmitting information in digital form. licious threats to the security and integrity of data, held a of systems and procedures used to protect the data of	Pupits will know topics covered in each sect style of exam questions d command words used in qu Pupits will be able to: f breakdown scenario based able of the sectors of t	ion of the exam sections examplestations to example the maintainen				
	Overview and Purpase	Prot attachments windows and statements and a statements windows windows and a statement of a system o	terzion- Loops Loops Loops Loops Loops Loops Loops Loops Loops Loops Loops	anment - Practical programming projection in the run alongside from programming projection of the run alongside from programming and the run is a set of the run alongside from programming and the run is a set of the run along and the run is a set of the run along and the run is a set of the run along and the run alon			press and an out of the Granders		·]	
Year 12 Level 3 Double IT		Notice Units of the sector of th						r to employment as a software developer.		-		
	Outcomes	Buplis will be oble to Write programs that make appropriate use of sequencing, selection, repetition, iteration and single code blocks and subprograms Write programs that make appropriate use of primitive data types Write programs that make appropriate use of variables and constants Write programs that mainplades thring Descriptions of the second second second second second second thring and the second second second second second second second second thring and the second second second second second second second second second second second	e entry/exit points from - hitiote the project using or - hitiote the project by resec - Close the project by reflecti	I least one project management metho ching a problem and using your creat cution, and monitoring and control sh ig on the success of the project outcor	sdology and complete the five main stages of ve skills to generate a range of solutions, un ges of the project, either through simulation me and your personal performance.	a project. Sertaking a feasibility study to select an appropriate sol or by undertaking a major project as part of your BTEC	olution and autline the requirem C course, which could involve th	vents of the project. e integration of several units.				
	Overview and Purpose	There are a second and a second	offsare and crubers cuurby Resources Management Management Palcies Palcies	orensic Britliont nolysis Mock Exam 2 Revision	Diam Types of Can Mobile opplication opp	ask of bla Bicotiona Mobile Device Mobile opplication programming	Assignment 1	Assignment 2 Assignment 3 Bemark/Correc	Revision for any resits			
Year 13 Level 3 Double IT		Unit II - Cyber security and incident management Students will be able to: - Demonstrate sensedge and understanding of sechnical language, security theads, system vulner - Apply introvision evidence data and information to biotechity accordy broads and manage security - Apply intervision evidence data and information to biotechity accordy broads and manage security	abilities and security protection methods, and implica- tion methods and implications in order to risk assess y incidents	tions resulting from successful threats systems and select appropriate tools t	Unit 7 - N Pupils will know What a Mobile A -The context of W	Aplication is/does hich we use mobile applications o integration works						
	Outcomes	 Be able to plan a secure computer network and manage security incidents with appropriate justifications are secured on the perspective justification of the perspective security incidents with appropriate justification of the perspective security incidents and the perspective security incidents are secured as a secure computer network and manage security incidents. 	ication		Apple will be addet to effective and an apple that added and and an addet and addet and addet and addet be addet addet deriver the seterit to which the mobile apple hasts the clerified regularizers							

L	ead Staff U	Jnit No. L	Jnit of Work	Unit Summary	National Curriculum Coverage	Arbor Assessment Statements	Key Skills	Key Words	Assessment	Lessons	Homework	Knowledge Organisers	Careers Link
ĸ	(B) 1		Jsing Technology Sately	had some experience of using the internet, whether this is at home or in primary school. Although most students will have online experience we do not want to assume this is always the case, we would like to use	"Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content,	 Identify issues surrounding cyberbullying and sharing data online 	Word processing Presentation skills Oracy	Health Safety Wellbeing	network? 2.How can you organise your documents on the school network?	Digital Literacy	Quizlet Key words	https://docs.google. com/presentation/d/1kn ItvzAtdi_fJBe1yg97hHCJ	1 youtube. com/watch?
				this unit as an introduction to computers for users at any level. Students will begin to think more critically about their digital footprint	contact and conduct and know how to report concerns."	Use advanced features of procentation software		Cyberbullying Trolling Recenct	3. Explain why it is important to organise your documents.	Cyberbullying Presentation 1		nP52bEShSBNuKpOsZq4 /edit?usp=sharing	v=9lalQIY25lw
				and consequences to their online presence. We will use this unit as an opportunity to discuss and debate some issues in the online world, such as digital footprint, data collection from companies online,		Use advanced features of word		Responsible Security	 Define what is cyberbulying? Outline the impacts of cyberbullying? Explain what you can do if you think someone is being bullied online 	Cyberbullying Presentation 1	Google Form - Using	4	
				targeted advertisements and the right to privacy. Students should be able to develop their own ideas and opinions and use various computer applications to present these ideas as a starting point in becoming		processing software		Secure Protect	1.What is a digital footprint? 2.Outline what information we post online?	Sharing information Online 1	lechnology Safely		
				engaged citizens when it comes to online rights. Students will use Google slides to create a presentation and Google				Identity Privacy Inappropriate	3.Explain the consequences of sharing personal information online?	Sharing information online 1			
				docs to create a word processed letter.				Report Illegal		Sharing information Online 2	Revision - knowledge organiser	1	
								Internet		Part 1 - My Digital Footprint			
										Part 2 - Google Form Assessment			
										Extension			
v	/DO 2	2 0	Computational Thinking and Problem Solving	This unit introduces students to the world of computational thinking and logic. With the help of many unplugged activities,	3.1 - "Design, use and evaluate computational abstractions that model the state and behaviour	 Explain the four methods of computational thinking 	Computational Thinking Algorithmic thinking - developing a set	Abstraction Decomposition	1. What is computational thinking? 2. Define decomposition	Introduction to Computational Thinking	Quizlet Key words		https://www. youtube.
				students get to understand the power of problem solving and the different methods that Computer Scientists use to tackle problems.	of real-world problems and physical systems"	 Solve problems using computational thinking methods 	of instructions or sequence of steps to solve a problem; Evaluation - ensuring a solution is fit-	Algorithms Pattern Recognition Instructions	3. Define abstraction 4. Define pattern recognition 5. Define algorithm	Using Computational Thinking			com/watch2 v=SVVB5RQfYxk
						Evaluate the effectiveness of	for-purpose; Decomposition - breaking a problem	Problem Solving Step by Step	 6. What makes an algorithm effective? 7. Is the algorithm below effective? 	Using Computational Thinking	Introduction to	https://drive.google.	
						algorithms	down into its component parts; Abstraction - hiding detail or removing	Evaluate Dry run Elouwebart	 Explain why. Is the algorithm below effective? Evaluation why. 	oung comparational miniming	Computational Thinking	com/file/d/1rb5LTXDkRr T8x_UGISdCwrlLtMKFf93	à
							important detail required to solve a problem;	Terminator	10. Explain why.	Problem Solving		In the interaction of the	
							Generalisation - finding a general approach to a set of problems.	Output Decision		Evaluating Algorithms	Revision - knowledge	4	
										Part 1 - Revision flash cards	organiser		
										Part 2 - Google Form Assessment			
										Academic Review Extension			
s	iLE 3	5 F	Programming in Small Basic	Programming in Small Basic is a unit that is designed to	31	Use pseudocode or a flowchart to plan a programming project	Computational thinking	Algorithms	What is an Algorithm? What is pseudocode or a flowchart used for? What is pseudocode or a flowchart used for?	Algorithms	Quizlet Key words	Pending	https://www.
				will recall key themes from the computational thinking unit such as decomposition, abstraction and algorithms allowing	3.2	Construct a functioning	Problem-solving Analytical skills	Language Syntax	What tanggage is parabologic written in What does this line of code do? (+ pic testwindowariteline) What does this line of code do? (+ pic testwindow.Read() What is the written bits in this antenna of code? (- rol	Planning		Add Link here	com/watch? v=OvyTEx1wyO
				students to gain practical real world experience of these skills.		computer program in a text based language	Creativity Literacy(Curriculum crossover)	Environment Abstraction	What is the variable in this extract or coder (+ %c) Spot the error in this image + pic (Missing punctuation) Spot the error in this image + pic (Misspet word)				¥
				and associated IDE. Microsoft's simplified variant of BASIC, it is designed to help students	33	 Use debugging methods to spot and correct errors in code 		Interpreter IDE	 Spot the error in this image + pic (incorrect variable name) 	Variables and print statements			
				who have learnt visual programming languages such as Scratch, learn text-based programming. The software is intuiting and user text prodictions to guide students when	3.4			Error Logic		Selection - If statements			
				programming.						Scoring Function	Revision - knowledge	4	
				The main aim of this unit is to provide a smooth transition from KS2 block based programming and also prepare students for							organiser		
				turther transition to Python Programming as they progress through our KS3 Computing curriculum.						Part 1 - Part 2 - Google Form Assessment			
										Learning Review Extension			
JL	LY 4	1 5	preadsheet Skills	This unit is used as a recall unit, but building on skills pupils	3.1	Understand and use effectively:	Problem solving	Spreadsheet	1.What is a cell reference?	Cell references and formulas	Quizlet Key words	Pending	
				have learned previously, whilst completing the 'Spreadsheet Modelling' unit in year 7.		cell references, formatting, basic formulas	Creativity Understanding spreadsheet software	Column Row Coll reference	3.What will the following formula do? =a4*(b6+b9) 4.What does the IF function do? 5.Which of the following IF functions is correct?	Functions		Add Link here	
				functions, IF statements. Along with analysing graphs and charts and finally creating their own spreadsheet for a given	154	Understand and use the following functions (Counta,	Formatting Analysing data	Cell reterence Absolute cell reference Calculate	6.List two of the mistakes in the following function Count(A3:A8) 7.What is modelling?	Functions		1	
				Pupils will be given a variety of activities that they will be able	3.7	Countif, SUM, MAX, MIN, AVERAGE,IF).	Modelling data Cross curricular links to Maths	Function SUM MIN	e what is a line graph best used to represent? 9.Why do we use graphs and charts?	Formatting	Google forms	1	
				pupils to understand knowledge and also to clear up misconceptions.		Be able to analyse data effectively through modelling		AVERAGE IF Function		Modelling	knowledge test		
				This unit, which follows on from the unit in year 7 should equip pupils with skills to confidently use spreadsheets for a desired		using goal seek. Create suitable graphs and charts and show an		COUNTA COUNTIF Format (e.g. currency, borders)					
				KS4.		understanding of when best to use each type (e.g. line, bar, pie, scatter).		Graph Data		Graphs and charts	Revision - knowledge organiser		
								Goal Seek		Part 1 - Part 2 - Google Form Assessment			
										Academic Review			
										Extension			
S	ile 5	5 <i>1</i>	App Development in App Lab	Students design their first app while learning both fundamental programming concepts and collaborative software development processors. Students develop a simple game app.	3.1	Decompose the problem into several sensible steps	Computational thinking Programming Problem colving	Block-based Javascript	 What is decomposition? Why do we decompose a problem before we begin to code? What is the difference between decomposition and abstraction? 	Abstraction and decomposition	Quizlet Key words	Pending Add Link baro	https://www. youtube.
				Throughout the unit, they learn how to use Code.org's programming environment, App Lab, to design user interfaces	3.2	 Create a functional app that meets given success criteria 	Analytical skills Creativity	Program Language	 Choose the outcome of this code. (picture) Choose the outcome of this code. (picture) Find the error in this picture. (picture) 	Variables		Add Llik Here	v=xtMM_DcN4 YQ
				and write simple event-driven programs. Along the way, students learn practices like debugging, pair programming, and	3.3	Extend app to include		Syntax Environment	7. What is a variable used for? 8. What is selection used for? 0. What is interation used for?	Selection	_	4	
				collecting and responding to reedback, which they will be able to use throughout the course as they build ever more complex projects.		variables, selection or iteration		Abstraction Decomposition Error					
				This unit will allow students to see how programming similar	3.8			Logic		Iteration			
				functions used in small basic can be used in block based programming or javascript. This will present an opportunity to show students that the structure of programming languages						Scoring Function	Revision - knowledge		
				remains consistent even when the language or syntax may change.						Part 1 -	organiser		
										Part 2 - Google Form Assessment			
										Learning Review Extension			
v	/DO 6	5 0	Computational Thinking and Logic	This unit introduces students to the world of computational thinking and logic. With the belo of many unplugged activities	•Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems	Ask logical questions and use Boolean expressions to solve	Computational Thinking	Logical thinking	1. Which of the following is not a Boolean operator 2. Which of the following best describes a Venn	Logical Thinking	Quizlet Key words	https://drive.google.	https://www.
				students get to understand the power of problem solving and the different methods that Computer Scientists use to tackle	 On the protocol of the protocol occurs of the protocol of the pro	problems	of instructions or sequence of steps to solve a problem;	Boolean operators AND	diagram? 3. Which of the following best describes a truth table? 4. Which of the following are NOT used to represent the involve or outputs in circuits?	Logic Gates			com/watch? v=SVVB5ROfYxk
				problems. All activities that can be carried out by computer have a paper alternative.	algorithms for the same problem • Use two or more programming languages, at least one of which is textual, to solve a mainted of the structure of the structu	Create and refine algorithms	Decomposition - breaking a problem down into its component parts;	OR NOT	5. What logic gate is represented by the following symbol? 6. What logic gate is represented by the following			usp=sharing	
				This unit includes many novel activities to introduce key topics. For example, logical deductions and logical puzzles are used to	lists, tables or arrays]; design and develop modular programs that use procedures or functions	and decomposition in the real world	complexity without losing the important detail required to solve a	AND gate OR gate	symbol? 7. What logic gate is represented by the following symbol?	Algorithmic Thinking 1	Computational Thinking and Logic]	
				show logical thinking, water pipes are used to introduce logic gates, network topology is used to show how mazes can be	•Understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be		problem; Understanding logic gates and Boolean	NOT gate Algorithm	 What is the term given to a set of instructions that achieve a specific goal? To reduce the number of instructions that are needed in a constraint we call. 	Algorithmic Thinking 2			
				decomposition.	able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]		expressions Create pixel art and Binary trees	Venn diagram Truth table	10. What does lossy compression mean? 11. What does lossless compression mean? 12. What does the following describe? is where	Abstraction	Revision - knowledge	4	
								Loop Nested loop	we hide or remove details that aren't important to the problem. 13. Which of the following best describes		organiser		
								Instructions Binary tree Abstraction	14. What is the name of each tiny coloured square that makes up a big image? 15. In order to send a packet of data through a network.	Part 1 - Decomposition Part 2 - Google Form Assessment			
								Network Decomposition	what information is crucial as part of the packet? 16. When packets are sent through a network, the data they contain needs to be put back into order. What is	Learning Review			
S	iLE 7	, t	Programming in Python	Python is a simple, versatile and complete programming language. It is a high-level	3.1	Understand how to create and	Computational thinking	Pixels ASCII Algorithms	https://docs.google.	Sequence - Print statements and variables	Quizlet Key words	https://docs.google.	https://www.
				programming language that has a syntax that is very similar to the english language. This makes it easier to read and understand the code. The language is simplified compared to other text-based languages, this means you can do more with less lines of roads. An unbrok interpret reads the code language has hull be the can make encoded the code of the canonic encoded the ca		run a program that contains a print statement and correctly use	Programming Problem-solving	Program Language	com/forms/d/19gQpu2JP6LSp7BVJmhOT Re6KsXhZqGdbvNXfYAh23fI/		https://quizlet. com/_bv9umf?	com/presentation/d/100 Zbey/MRPYi3Dl0oOgt950	2 <u>voutube.</u> 2 <u>com/watch?</u>
				and handling a less complicated process for students. In this module we will begin to teach the Python fundamentals to allow students to	3.2	data types such as str, int and float.	Analytical skills Creativity Literacy(Curriculum crossover)	Environment Abstraction		Inputs, variables and error handling		/edit#slide=id.p	. <u>v=nkiu9yen5nc</u>
				become great programmers. The pedagogy we will use in this unit will be PRIMM.	33	 Identify and correct code that contains any of the 3 types of 		Decomposition Interpreter		Basic maths	Such er will meet to duplicate tabloct to give to close and provide italiates with task https://create.kahoet.in/hamm/introduction to-publick.hammen.https://wwww.hammen.https://wwwww.hammen.https://www.hammen.https://wwww.hammen.https://wwww		
				P - Predict, look at some code and predict what it does R - Run, run the code and see if the prediction was correct I - Investigate, explain what has happened when the code ran	3.4	 Understand and use selection 		IDE Error Logic		Selection - If statements	453e-s3ce-77x60283543e		
				M - Modify, change a part of the code to do something else M - Make, make your own program with the learned concepts		and iteration in a program.		Data Types Iteration		Manaking 1	Description	4	
				approach recognises that starting with existing code and being able to explain what it does gives novice programmers the confidence to write their own programs.				IF ELIF		neration - LOODS	organiser		
								ELSE FOR WHILE		Part 1 - Part 2 - Google Form Assessment		1	
								Indentation Shell		Learning Review Extension		1	
14	LY		preadsheet Modelling	Spreadsheets are an important skill that are required by mony	3.1	Identify and understand the	Understanding spreadsheet software	Spreadsheet	1. What is a spreadsheet?	Understanding spreadsheets and basic	Quizlet Key words	Pending	+
31	ő			careers to record, manipulate, analyse and calculate data. Pupils in year 7 will understand how to create, enter and	[main characteristics of spreadsheets, entering date and	Implementing formulas and function Formatting	Formula Column Row	2. What could a shopkeeper use a spreadsheet for?	formatting		Add Link here	
				format data. They will add their own formulas to solve and model different real world problems. Pupils will use sorting and filtering to organise and solort crossife data. Fig. 9, 10, 10, 10, 10, 10, 10, 10, 10, 10, 10	3.4	Applying formatting skills	Analysing data Modelling data Cross curricular links to Math	Cell reference Absolute cell reference	3. What is the following formatting symbol for? 4. How could the following or a start	Formulas and spreadsheet terminology		1	
				learn how to visually present data by selecting suitable and appropriate graphs and charts.	3.2	to spreadsheets to carry out calculations	Links with careers	Conditional Formatting Calculations	be formatted to improve it? 5. Which formula would be used to work	Applying functions to calculate date	Google forms		
				This unit offers pupils many practical based opportunities, whilst embedding essential theory and understanding of the		Organise data through sorting		Analysing Function	out? 6. What is a function?	The difference between data and is for with	knowledge test		
				spreadsheets are beneficial in the outside world.		anu intering, whilst choosing appropriate graphs and charts to present data.		MIN MAX AVERAGE	 v. wnat is the COUNTA function used for? 8. How pupils names on a register be 	Presenting data using graphs and charts		1	
								COUNTA COUNTIF	best sorted? 9. What is filtering?	Applying knowledge and skills to create a	Revision - knowledge organiser]	
								Sort Filter		spreadsheet from scratch Assessment			
								Graph		Academic Review		1	
										Extension			
v	/DO 9	·	N and Machine Learning	This unit gives students a first insight into the fascinating world of Artificial Intelligence and Machine Learning. Pupils begin by considering where this world for the state of the stat		Discuss the strengths and weaknesses of machine learning					Quizlet Key words	Pending	
				solving a maze to those more advanced, such as self-driving cars. Students will then look at how machine learning and deep		 Understand how bias can be introduced into AI algorithms 						AUU LINK NERE	
				learning are used in image recognition. This is a fast moving area of development, so the Ethics of AI is considered. The		and machine learning						4	
				such as a simple image recognition system, a virtual assistant and a sentiment analysis system for film rations									
												1	
											Revision - knowledge	1	
										Part 1 -	- Bounsel		
										Part 2 - Google Form Assessment		1	
										Academic Review Extension		1	
-		0 4	Animation in Blender	Animation is the art of making inanimate objects appear to move. In this module we introduce students to Animation and	3.8	Use modelling tools to create and combine shapes		Animate Green screen			Quizlet Key words	Pending	https://www. youtube.
3	iLE 10			how to create it. The students will be given information on		Add multiple colours and		Mesh	1		-	Add Link here	com/watch? v=R6PZ2m3IEN
3	iLE 10			different kinds of animation and the techniques used to create		materials to chinet		Move					I BAS MET ALL ALL ALL ALL ALL ALL ALL ALL ALL AL
3	SLE 10			different kinds of animation and the techniques used to create animated movies. They will learn why animation is an effective tool to convey meaning and expression to inanimate objects and about the time and techniques used to create their		Add matchic colour and materials to objects Create animations using		Move Scale Rotate			_		<u>pgd-</u> JzMyr_xrlE1R1Z
5	iLE 1			different kinds of animation and the techniques used to create animated movies. They will learn why animation is an effective tool to convey meaning and expression to inanimate objects and about the time and techniques used to create their favourite movies.		A reate animations using keyframes on multiple objects		Move Scale Rotate Grid Material					<u>pgd-</u> JzMyr_xrIE1R1Z jDLpa6GljY&ind ex=8
5	ile 1			different kinds of animation and the techniques used to create animated movies. They will learn why animation is an effective tool to convey meaning and expression to inanimate objects and about the time and techniques used to create their favourine movies. Blender is a free and open-source 30 computer graphics software tools used for creating animated films, visual effects, rt, 30-printed models, motion erablic: interaction 30.		materials to objects Create animations using keyframes on multiple objects		Move Scale Rotate Grid Material Colour Scene Render					M&list=PLpvg/ pgd- JzMyr xrlE1R1Z jDLpa6GljY&ind ex=8
	iLE 1			different kinds of animation and the techniques used to create animated movies. They will learn why animation is an effective tool to convey meaning and expression to inanimate objects and about the time and techniques used to create their favourite movies. Blender is a free and open-source 30 computer graphics software tools used for creating animated films, visual effects, art, 3D-printed models, motion graphics, interactive 30 applications, virtual reality, and, formerly, video games. Animation is a really interesting topic that has a creative link to		Create animations using keyframes on multiple objects		Move Scale Rotate Grid Material Colour Scene Render			Revision - knowledge		M&list=PLDVg/ pgd- jzMyr xrlE1R1Z jDLpa6GljY&ind ex=8

Le	ad Staff	Unit No.	Unit of Work	Unit Summary	National Curriculum Coverage	Arbor Assessment Statements	Key Skills	Key Words	Assessment	Lessons	Homework	Knowledge Organisers	Careers Link
				students.						Part 1 - Part 2 - Google Form Assessment Academic Review Extension			
											0.11.14	0	
	50	11	Understanding Computers	computer architecture and use of binary. Pupils will revise		Explain the role of hardware and software in computer		Process		Liements of a Computer	Quiziet Key words	Pending	
				learning and continue to look at the Input-Process-Output sequence and the Fetch-Decode-Execute cycle through		Understand the role of the CPU		Device Hardware		The CPU		Add Link here	
				practical activities. Pupils will then look at some simple binary to decimal conversion and vice versa, and learn how text		in the running of a computer		Software					
				characters are represented using the ASCII code. This will be followed by some simple binary addition. Punils will look more		Understand the role of binary		Decode		Understanding Binary	Google Form - Understanding		
				in depth at how storage devices store or represent data using binary patterns. A final lesson covers the history and		in cmputer systems and how to convert between binary and		Binary Conversion		Operating Systems	Computers		
				development of communication and technology, and some of its applications.		denary		Memory RAM					
								ROM Binary		Convergence and new technologies	Revision - knowledge organiser	1	
								Denary ASCII		Part 1 - Revision			
								Operating System Application software		Part 2 - Google Form Assessment			
								Utility Software		Academic Review Extension			
SI	E	12	Python Programming Project			Plan a python program using		Algorithms			Quizlet Key words	Pending	https://www.
						computational thinking methods		Program Language				Add Link here	voutube. com/watch?
						 Create a functional program that meets given success criteria, 		Syntax Environment					v=YPE2dO5sII0
						uses subprograms, and runs without errors		Abstraction Decomposition					
						Extend program to include		Interpreter IDE					
						selection and iteration		Error Logic					
								Iteration Selection			Povicion knowledge		
								IF			organiser		
								ELSE FOR		Part 1 - Part 2 - Google Form Assessment			
								WHILE		Acadomic Paviow			
										Extension			
v	00	13	Data Representation and Logic	Throughout this unit students will understand how computers represent and manipulate positive numbers and be able to	3.4 Understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and	• To be able to convert beween denary and binary and vice versa	Basic Maths skills - addition, subtraction, multipication and division	Binary Denary/Decimal	https://docs.google. com/forms/d/11j_xgfVzDIU7dogn-	Key values, binary/denary conversions	Kahoot! Key words	https://drive.google. com/file/d/13cz2euoW	https://drive. google.
				convert between denary, binary and denary.	be able to carry out simple operations on binary numbers [tor example, binary addition, and conversion between binary and decimal]	To be able to convert between denary and becaderimal	between number systems	Addition	esponses	Hexadeciamal/denary conversions		W3g012G2OnKy0Sd011c Xkyxd/view? uspusbare_link	9XZViCcUF0XF1 eCz6qVm0akdz
						 To be able to add binary 		Subtraction Multiplication					k5Tdo/view? usp=share_link
						numbers		Bit Nibble		Binary/hexadecimal conversions	Google Form Homework		
								Byte Kilobyte Megabyte Gigabyte		Binary Addition			
								Terabyte Petabyte		Assessment	Revision - knowledge organiser		
										Academic Review Extension			
к	31	14	Database Development	This unit covers essential theory of databases in order to prepare pupils for GCSEs in either Computing or ICT. Supporting the basic theory, this unit has a practical focus,		•To be able to set up a database table		Flat-file database relational database table		Introduction to databases	Quizlet Key words	Pending Add Link here	
				covering the creation and use of a single-table database and/or a simple relational database involving two tables in a one- to-		To be able to query data		column record		Creating a database table			
				The first lesson is designed to engage pupils in the concept of		reports		query		Queries			
				databases using a number of "Unsolved Crimes" and a database of suspects, from which pupils must use queries to				criterion criteria					
				find the culprit for each of the cases they have been allocated.				primary key linked tables		Input forms			
				relational database of their own, using suitable field types and adding in appropriate validations. They will create an input						Creating a report	Revision - knowledge organiser		
				form, queries, a report and a front end menu for their own application.						Part 1 -			
										Part 2 - Google Form Assessment			
										Academic Review Extension			
JL	Y	15	Theme Park Advert	This unit allows pupils to practically implement an interactive advert using a range of relevant industry standard software (Graphic design, Video editing, Audio editing). Pupils will	3.7	 Use multiple planning techniques for a multimedia advert 	Planning and design Logo Theory Storyboard design	Scenario Requirements Criteria	 What could we plan for when aiming a multimedia product towards a young target audience (5 -10 year olds)? 	Understanding and planning from a brief	Quizlet Key words	Pending Add Link here	
				methodically plan each stage of the advert, highlighting and relating the audience and purpose to their choice of assets and design choices. Career links throughout the unit chould increase	38	Create a logo, multimedia video and voiceover cound file	Editing using graphic design software Editing using video creation software Editing using Audio creation software	Graphics Video Audio	 What features would you include in a storyboard? Look at the design brief above. What 	Logo theory and creation			
				pupils, whilst also allowing them an insight into how these skills can be transferable in the outside world. A strong theory		for the advert	Presentation planning and pitching Computational thinking	Editing software	are the main requirements? 4. Which of the following make	Media planning through storyboards	Google forms	1	
				element runs through the unit with pupils understanding design choices and the effect practical choices makes on the		 Successfully use a range of editing techniques in multiple 		Colour theory Suitability	successful logo criteria? 5. What is narration called within an		knowledge test		
				outcome of a media product The first lesson in this usun it involves pupils working from a given design brief. Pupils will build knowledge to develop a logical plan for the advert frowgb storybastrds, and scripts, exploring media processes. The latter lessons will be practical lessons, where the pupils can use their creativity to produce a media	outcome of a media product softward of the sof	software packages and combine the finished elements into the multimedia product		Voiceover Soundtrack Advert Element Tweak	 What could we add to a video to provide information to the audience? Which editing technique would you use to shorten the length of a video clip: Which of the following is a suitable filk 	Video creation and editing			
										Voiceover creation using audio editing software	Revision - knowledge organiser		
				product in line with the brief.				Planning	type for storing audio files? 9. Which is an appropriate file type for saving a video file	Part 1 - Part 2 - Google Form Assessment			
										Academic Review Extension			



