

## High level plan: Computing & Business studies

Subject: Computing

Subject Lead: Ms Louise Jones

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Teachers: Louise Jones & Richard Perrens

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>YEAR 7 Computing</b>	E-safety Digital Literacy- Skill Building - Ms Word	Digital Literacy- Skill Building - Ms Word Ms PowerPoint	Digital Literacy- Skill Building - Ms PowerPoint	Digital Literacy - Skill Building - Ms Excel	Digital Literacy - Skill Building - Ms Publisher	Digital Literacy - Skill Building - Touch Typing
<b>Assessment</b>	Success Criteria Yacapaca quizzing and revision	Success Criteria Yacapaca quizzing and revision	Success Criteria Yacapaca quizzing and revision	Success Criteria Yacapaca quizzing and revision	Success Criteria Yacapaca quizzing and revision	Success Criteria Yacapaca quizzing and revision
<b>Knowledge</b>	Understand the importance of e-safety  Using basic skills in the four main office applications	Using basic skills in the four main office applications	Using basic skills in the four main office applications	Using basic skills in the four main office applications	Using basic skills in the four main office applications	Using the basics of touch typing
<b>Skills</b>	Understand the importance of e-safety  Creating a timetable Formatting styles Word formatting	Creating a memo Writing a business letter Writing an evaluation Reordering slides Creating a presentation	Adding animation and transitions Animation frames in PowerPoint Creasing an interactive Quiz	Multiplication table Calculating Data Survey Results Creating Graphs Creating a Quiz	Creating a poster Creating a brochure Creating a calendar	Typing Club online will guide students through individual keys, number and punctuation and all the way to goal of 75 wpm

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>YEAR 8 Computing</b>	E Safety & Cyberbullying	Understanding Computers PC Basics	Understanding Computers PC Basics	Enterprise Project Business and Enterprise, Advertising and Marketing, Planning, Communication and Evaluation Curriculum Links to Business and Enterprise	Enterprise Project Business and Enterprise, Advertising and Marketing, Planning, Communication and Evaluation Curriculum Links to Business and Enterprise	Kodu Game Lab - fundamentals of games programming
<b>Assessment</b>	Success Criteria Yacapaca quizzing and revision	Success Criteria Yacapaca quizzing and revision	Success Criteria Yacapaca quizzing and revision	Success Criteria Yacapaca quizzing and revision	Success Criteria Yacapaca quizzing and revision	Success Criteria Yacapaca quizzing and revision
<b>Knowledge</b>	Understand how to stay safe online, the dangers of the internet and how to deal with and report cyberbullying	Understand how computers work	Understand how computers work	Understand what is meant by business and enterprise	Understand what is meant by business and enterprise	Develop a range of key skills which include drawing and sculpting a world, adding character and objects. The use of When and Do instructions to control characters and objects including the use of paths and pages.

<b>Skills</b>	Demonstrate they know how to be safe, secure, smart and in control through a series of independent tasks	Identify and explain input and output devices. Understand how different parts of the computer work. Understand how to stay safe when using a computer. Develop a basic understanding of how to decode binary numbers.	Demonstrate a basic understanding of how to set up a wireless network at home. Develop a basic understanding of how computer networks work and understand the difference between a LAN and a WAN	Demonstrate knowledge by creating index cards, tickets and using appropriate advertising methods	Identify the importance of tickets for events. Identify common features of a letter. Demonstrate knowledge by creating a good professional presentation based on the scenario	Once learners have built their skills they are required to design, create, test and evaluate their own game
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>YEAR 9 Computing</b>	Creating Computer Graphics	Creating Computer Graphics	Take a Break	Take a Break	Understanding Computers	Code Combat
<b>Assessment</b>	Success Criteria Yacapaca quizzing and revision	Success Criteria Yacapaca quizzing and revision	Success Criteria Yacapaca quizzing and revision	Success Criteria Yacapaca quizzing and revision	Success Criteria Yacapaca quizzing and revision	Success Criteria Yacapaca quizzing and revision
<b>Knowledge</b>	Understand how to collect and describe a range of existing graphics/images for use in web pages. How to plan the production of a range of graphic images for a client, to	Understand Design criteria, purpose and message, house style, layout	Understand how to plan and develop a project Handling data sequencing instructions and modelling	Handling data sequencing instructions and modelling Finding using and communicating information	Understand basic computing theory and how computers work. Understand how reliable computers are and what are the consequences if computers fail.	Understand the basic concepts of python To Understand How to Use Real Lines of Syntax to Solve Puzzles

	be used on their website.				Understand the need for and purpose of secondary storage	
<b>Skills</b>	Research Existing website, web banners, adverts and navigation buttons. Create sketches, mind maps, storyboards and identify house style	Create a set of navigation buttons. Create an advertising banner. Present evidence	Use formulas and functions to work out costs	Use a search engine to find out the costs of each item by using some advanced searching techniques (for example keywords, "quotes" + and – signs)	Explain processors and how they work. Understand the two types of memory and why they are needed.  Understand the difference between application software and utility.	Use functions, methods, modules

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Teachers: Richard Perrens

### LONG TERM PLAN - Computing, iMedia & Business Studies

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>YEAR 11 iMedia</b>	R084 Storytelling with a comic strip	R087 Creating interactive multimedia products	R087 Creating interactive multimedia products	R087 Creating interactive multimedia products	R081 Pre-Production Skills Understand the purpose and content of pre-production	

<b>Assessment</b>	OCR Set Assignment - R084 L03 & 4	OCR Set Assignment R087 L01 & 2	OCR Set Assignment R087 L03 & 4	OCR Set Assignment R087 L01, 2, 3, &4	OCR Set Assignment R081 L01, 2, 3, &4	
<b>Knowledge</b>	<p>L03 Be able to produce a multipage comic strip</p> <p>L04 Be able to review a multipage comic strip</p>	<p>L01 Understand the uses and properties of interactive multimedia</p> <p>L02 Be able to plan interactive multimedia products</p>	<p>L03 Be able to create interactive multimedia products</p> <p>L04 Be able to review interactive multimedia products</p>	<p>L01 Understand the uses and properties of interactive multimedia</p> <p>L02 Be able to plan interactive multimedia products</p> <p>L03 Be able to create interactive multimedia products</p> <p>L04 Be able to review interactive multimedia products</p>	<p>L01 Understand the purpose and content of pre - productions skills</p> <p>L02 Be able to plan pre-production</p> <p>L03 Be able to produce pre-production documents</p> <p>L04 Be able to review pre-production documents</p>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Sourcing and storing</li> <li>• Producing</li> <li>• Creating</li> <li>• Reviewing</li> <li>• Identifying</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding</li> <li>• Producing</li> <li>• Identifying</li> <li>• Planning</li> <li>• Interpreting</li> <li>• Creating</li> <li>• Sourcing</li> <li>• Storing</li> <li>• Constructing</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding</li> <li>• Producing</li> <li>• Identifying</li> <li>• Planning</li> <li>• Interpreting</li> <li>• Creating</li> <li>• Sourcing</li> <li>• Storing</li> <li>• Constructing</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding</li> <li>• Producing</li> <li>• Identifying</li> <li>• Planning</li> <li>• Interpreting</li> <li>• Creating</li> <li>• Sourcing</li> <li>• Storing</li> <li>• Constructing</li> </ul>	<ul style="list-style-type: none"> <li>• Creating</li> <li>• Planning</li> <li>• Categorising</li> <li>• Researching</li> <li>• Analysing</li> <li>• Reviewing</li> <li>• identifying</li> </ul>	

	AUTUMN 1/2	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>YEAR 10 iMedia</b>	R081 Pre-Production Skills Understand the purpose and content of pre-production	R081 Pre-Production Skills Understand the purpose and content of pre-production	R082 Creating Digital Graphics	R082 Creating Digital Graphics	R082 Creating Digital Graphics	R084 Storytelling with a comic strip
<b>Assessment</b>	OCR Exam papers, yacapaca revision and quizzes	OCR Exam papers, yacapaca revision and quizzes	OCR Set Assignment - R082 L01 & 2	OCR Set Assignment - R082 L03 & 4	OCR Set Assignment - R082 L01, 2, 3 & 4	OCR Set Assignment - R084 L01 & 2  yacapaca revision and quizzes
<b>Knowledge</b>	L01 Understand the purpose and content of pre - productions skills  L02 Be able to plan pre-production	L03 Be able to produce pre-production documents  L04 Be able to review pre-production documents	L01 Understand the purpose and properties of digital graphics  L02 Be able to plan the creation of a digital graphic	L03 Be able to create a digital graphic  Lo4 Be able to review a digital graphic	L01 Understand the purpose and properties of digital graphics  L02 Be able to plan the creation of a digital graphic  L03 Be able to create a digital graphic  Lo4 Be able to review a digital graphic	L01 Understand comic strips and their creation  L02 Be able to plan a multipage comic strip

<b>Skills</b>	<ul style="list-style-type: none"> <li>• Creating</li> <li>• Planning</li> <li>• Categorising</li> <li>• Researching</li> <li>• Analysing</li> <li>• Reviewing</li> <li>• identifying</li> </ul>	<ul style="list-style-type: none"> <li>• Creating</li> <li>• Planning</li> <li>• Categorising</li> <li>• Researching</li> <li>• Analysing</li> <li>• Reviewing</li> <li>• identifying</li> </ul>	<ul style="list-style-type: none"> <li>• Researching</li> <li>• Interpreting</li> <li>• Identifying</li> <li>• Producing</li> <li>• Creating</li> </ul>	<ul style="list-style-type: none"> <li>• Sourcing</li> <li>• Creating</li> <li>• Reviewing</li> <li>• Identifying</li> </ul>	<ul style="list-style-type: none"> <li>• Researching</li> <li>• Interpreting</li> <li>• Identifying</li> <li>• Producing</li> <li>• Creating</li> <li>• Sourcing</li> <li>• Creating</li> <li>• Reviewing</li> <li>• Identifying</li> </ul>	<ul style="list-style-type: none"> <li>• Investigating</li> <li>• Demonstrating</li> <li>• Describing</li> <li>• Planning</li> <li>• Creating</li> <li>• Identifying</li> </ul>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>YEAR 11 Enterprise &amp; Marketing</b>	Unit R066 Market and pitch a business proposal	Unit R066 Market and pitch a business proposal	Unit R066 Market and pitch a business proposal	Unit R066 Market and pitch a business proposal	Unit R066 Market and pitch a business proposal	
<b>Assessment</b>	Mark R066 Task 1 yacapaca revision and quizzes	Mock for R06 4 resit R064 resit revision Resubmit R065 R064 resits if needed Assess formal pitches yacapaca revision and quizzes	Resubmit R065 R064 resits if needed Assess formal pitches Mark R066 Task 2 Mark R066 Task 3 yacapaca revision and quizzes	Mark R066 Task 2 Mark R066 Task 3 yacapaca revision and quizzes	Submit R066 marks yacapaca revision and quizzes	

<p><b>Knowledge</b></p>	<p>Students will understand the contents &amp; importance of business plan. In addition, students will be taught the threshold concept of “branding” in order to prepare them for the start of the second coursework project R066.</p> <p><b>Unit R066 Market and pitch a business proposal</b></p> <p><b>Learning Outcome 2 Be able to pitch a proposal for a proposal</b></p> <p>Task 1b - Promotion objectives</p> <p>Task 1b - Select promotion</p> <p>Task 1b - Discuss promotion methods</p> <p>Task 1b - Create/discuss examples Task 1 full completion</p>	<p>the purpose &amp; activities of each functional area. This topic is taught here because this would complete the learning for theory unit R064 which will have a mock exam in December and an external exam in January. In addition, students will be taught the threshold concepts of “promotions”.</p> <p><b>Unit R066 Market and pitch a business proposal</b></p> <p><b>Learning Outcome 3: Be able to pitch a proposal to an audience</b></p> <p>Task 2 - Pitch factors</p> <p>Task - Plan pitch structure</p> <p>Task - Structure diagram</p> <p>Task 2 - Pitch script</p> <p>Task 2 - Pitch Visual Aid(s)</p>	<p>Students will sit the second attempt of the R064 theory paper in January. Following this they will acquire the threshold concepts of what goes into a business pitch, including supporting materials.</p> <p><b>Unit R066 Market and pitch a business proposal</b></p> <p><b>Learning Outcome 4: Be able to review the strengths and weaknesses of a proposal and pitch</b></p> <p>Task 2a - Pitch Visual Aid(s)</p> <p>Task 2b - Practice pitches</p> <p>Task 2b - Pitch improvement</p> <p>Task 2b - What improved? Why?</p> <p>Task 2b - Practice pitches report</p> <p>Task 2 full completion</p>	<p>No new threshold concepts are covered during this half term. The focus has switched firmly onto consolidation</p> <p><b>Unit R066 Market and pitch a business proposal</b></p> <p><b>Learning Outcome 4: Be able to review the strengths and weaknesses of a proposal and pitch</b></p> <p>Task 3 - Formal pitch reflection</p>	<p>No new threshold concepts are covered during this half term. The focus has switched firmly onto consolidation.</p> <p><b>Unit R066 Market and pitch a business proposal</b></p> <p><b>Learning Outcome 4: Be able to review the strengths and weaknesses of a proposal and pitch</b></p> <p>Task - Pitch review</p> <p>. Task - Business proposal review</p> <p>R066 improvements / missing work</p>	
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		Task 2 - Pitch Visual Aid(s) Task 2 - Audience questions				
<b>Skills</b>	Once the key threshold concepts are established, students can begin to develop the analytical and creative skills to develop a fully justify a branding plan for the business enterprise they planned in Y10.	Once the key threshold concept is established, students can begin to develop the analytical and creative skills to develop a fully justify a promotional plan for the business enterprise they planned in Y10. Exam technique will be further developed in light of Y11 mock exams and the first sitting of R064 theory module.	Students acquire the subject skills of tailoring their work towards a specific audience and to achieve a specific purpose. They learn to pre-empt objections and respond to cues from the audience. They evaluate the strengths and weaknesses of their pitch and learn to give helpful, constructive feedback to others.	Students refine their pitch prior to presenting to an unfamiliar, formal audience. They become able improve their verbal communication skills, non-verbal skills, develop their persuasiveness, improve their use of ICT in the production of their visual aids, improve their time management and their ability to react to questions from the audience	No new subject skills are introduced during this half term but students will practise and refine their understanding and ability to write fluently under pressure.	
	<i>AUTUMN 1</i>	<i>AUTUMN 2</i>	<i>SPRING 1</i>	<i>SPRING 2</i>	<i>SUMMER 1</i>	<i>SUMMER 2</i>

<b>YEAR 10 Enterprise &amp; Marketing</b>	R064 Enterprise and marketing concepts & R065 Design a business proposal	R064 Enterprise and marketing concepts & R065 Design a business proposal	R064 Enterprise and marketing concepts & R065 Design a business proposal	R064 Enterprise and marketing concepts & R065 Design a business proposal	R064 Enterprise and marketing concepts & R065 Design a business proposal	Unit R066: Market and pitch a business proposal
<b>Assessment</b>	LOI exam questions <i>yacapaca revision and quizzes</i>  <i>R065 Task 1</i>	Mark R065 Task 3 <i>yacapaca revision and quizzes</i>  LO2 - SAMPLE ASSESSMENT.docx · version 1	Mark R065 Task 5 <i>yacapaca revision and quizzes</i>  <i>R064 L02 &amp; L03 Assessment</i>	Full mock exam <i>yacapaca revision and quizzes</i>  <i>R064 L04 Assessment</i>	Full mock exam  Real exam (late May)  Submit R065 if done <i>yacapaca revision and quizzes</i>	
<b>Knowledge</b>	The key concepts at the start of this course are “what is a customer” and the concept that customers can be grouped by different characteristics (“market segmentation”) and these are therefore taught early in the first term.  <b>LO1 Understand how to target a market</b>	Having established in the previous term how different types of customer have different needs, this term logically focusses on ways to identify what these needs may be. The key threshold concepts are therefore primary & secondary research, sampling and customer feedback techniques which are relevant to new business start ups	Key Threshold Concepts: Spring Term 1 Students will be preparing for mid-year exams now and will learn three examined concepts which are not used in the coursework tasks. The reason they are covered now is to allow for them to be further revisited prior to the end of year exams. These concepts are: product life cycles, extension strategies and product differentiation. RO65 coursework task 3 call for students to	During this half term, students will learn about the impact of external factors on product development: technological developments, economic developments and legal issues. This topic is taught now to allow for it to be revisited prior to the end of year exams. Given that students produced designs last term, it is logical that they now understand the techniques for reviewing designs.	Students learn about the characteristics of different types of cost and how revenue is calculated as these are threshold concepts to the understanding of profitability and break even analysis. In addition, students consider a variety of pricing strategies and their appropriateness  <b>Unit R065 Design a business proposal</b>	This half term is punctuated by the end of year exams and only two new concepts are introduced: appropriate forms of business ownership and sources of capital for business start-ups.  <b>Unit R066: Market and pitch a business proposal</b>  <b>Learning Outcome 1: Be able to develop a brand identity and promotional plan to target a customer profile</b>

	<p>Understanding customer needs a market</p> <p>Market segmentation</p> <p>Primary market research</p> <p>Secondary market research</p> <p><b>R065 L01 Be able to identify the customer profile for a business challenge</b></p> <p>Task I - Market Segmentation</p> <p>Task I - Customer Profile</p>	<p><b>R064 L02 Understand what makes a product or service financially viable</b></p> <p>Cost of producing the product or service</p> <p>2.2 Revenue generated by sales of the product or service</p> <p>2.3 Use of break-even as an aid to decision making</p> <p>2.4 Profit level</p> <p>3.1 The product lifecycle</p> <p>3.2 Extension strategies</p> <p>How to create product differentiation</p> <p>3.4 The impact of external factors on product development</p> <p><b>R065 L01 Be able to identify the customer profile for a business challenge</b></p>	<p>produce designs for the product they will be marketing so creative techniques (mood boards, SCAMPER model) is covered in this half term.</p> <p><b>R064 Learning Outcome 3: Understand product development</b></p> <p>3.1 The product lifecycle</p> <p>3.2 Extension strategies</p> <p>How to create product differentiation</p> <p>3.4 The impact of external factors on product development</p> <p><b>Unit R065 Design a business proposal</b></p> <p><b>Learning Outcome 3: Be able to develop a design proposal for a business challenge</b></p> <p>R065 task 4 Feedback</p>	<p><b>Unit R064 Enterprise and marketing concepts</b></p> <p><b>Learning Outcome 4: Understand how to attract and retain customer</b></p> <p>4.1 Factors to consider when pricing a product to attract and retain customers</p> <p>Types of pricing strategies and the appropriateness of each</p> <p>4.3 Types of advertising methods used to attract and retain customers and the appropriateness</p> <p>4.4 Sales promotion techniques used to attract and retain customers and the appropriateness</p> <p>4.5 How customer service is used to attract and retain customers</p>	<p><b>Learning Outcome 4: Be able to review whether a business proposal is viable</b></p> <p><b>Unit R064 Enterprise and marketing concepts</b></p> <p><b>Learning Outcome 4: Understand how to attract and retain customer</b></p> <p><b>Learning Outcome 5: Understand factors for consideration when starting up a business</b></p> <p><b>Learning Outcome 6 Understand different functional activities needed to support a business start-up</b></p> <p>5.1 Appropriate forms of ownership for business start-ups</p> <p>5.2 Source(s) of capital for business start-ups</p>	<p>Task Ia - What's branding?</p> <p>Task Ia - Create hat brand</p> <p>Task Ia - Create hat brand</p> <p>Task Ia - Discuss branding methods</p>
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		<p><b>Unit R065 Design a business proposal</b></p> <p><b>Learning Outcome 2: Be able to complete market research to aid decisions relating to a business challenge</b></p> <p>Task 2 – What is Sampling? Part 2 -4</p> <p>Task 3 - Initial Hat Designs</p> <p>Task 4 Feedback</p> <p>Break even lesson Task 5</p>	<p>Break even lesson Task 5</p> <p>Task Part 2 Pricing Strategies</p> <p>R065 task 5 part 4 Risk Assessment</p>	<p>R065 summary Sheet</p>	<p>5.3 The importance of a business plan</p> <p>6.1 The purpose of each of the main functional activities that may be needed in a new business</p> <p>6.2 The main activities of each functional area</p> <p>R065 summary Sheet</p>	
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<p><b>Skills</b></p>	<p>Once the key threshold concepts are established, students can begin to develop the analytical and evaluative skills to be able to describe how market segmentation is used to “target” customers and the value of segmentation to businesses. Students will develop the skill of being able to identify real examples of market segmentation.</p>	<p><i>Students will need to develop the skills required to carry out primary market research, to analyse the results, to draw conclusions and to present the final results professionally. Students should also be able to evaluate why market research is important and analyse advantages and disadvantages of each method.</i></p>	<p>Students will develop the skill to able to analyse and justify when each could be used most appropriately (R064 theory) Students will develop the subject skill of being able to create a new design proposal which has been informed by the market research analysis they completed in the previous term</p>	<p>Students will demonstrate the skills of analysis and evaluation using both self-assessment and peer assessment to review their initial design proposals in relation to their previously completed market research and previously identified customer profile.</p>	<p><i>Students will demonstrate judgement when analysing the appropriateness of different pricing strategies for different situations, will forecast likely sales and likely costs based on the market research previously completed. Students will complete break even analysis and draw appropriate conclusions.</i></p>	<p>Students will develop good examination techniques during this half term. They will become familiar with the layout, content and assessment of the R064 theory paper. They will understand the difference between good and average answers and they will practise long answer questions under timed conditions.</p>
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