Curriculum Intent - Computing & Business Studies

Knowledge Rich	Focus on Mastery	Emphasis on long term memory and recall	Inclusion

The aim of our curriculum is to provide students with the inspiration to develop a wide range of fundamental skills, knowledge and understanding that will ensure that they are computer literate and equipped with the necessary skills for their lives in the 21st Century; appreciate the importance of computer technology in the modern world, its significance, power and influence.

We hope to **provide students with the essential knowledge that will enable them to participate effectively and safely in the digital world** beyond our school and prepare them for an ever changing digital environment in the 21st Century; to become more confident in their abilities and more independent and develop key life skills such as problem-solving, logical thinking and self-evaluation which will enable them to effectively live their future lives as workers, consumers and members of an increasingly digital world.

Our curriculum will provide students with opportunities to be exposed to a thorough and robust IT curriculum. Enabling them to understand computer networks, including the internet, and the opportunities they offer for communication and collaboration; to use search technologies effectively, learning to appreciate how results are selected and ranked. To select, use and combine a variety of software (including internet services) to create a range of programs, systems and content that accomplish given goals; learn how to use technology safely, respectfully and responsibly so they can recognise acceptable and unacceptable behaviour, and identify a range of ways to report concerns about content and contact.

The Computing curriculum has been designed to cover the three main areas:

- Digital Literacy
- Computer Science
- Information Technology

All three aspects are sequenced to allow students to revisit and build on their skills, expanding their knowledge, vocabulary and skills over the three years of ks3 study. A strong emphasis is placed on digital literacy and information technology. The computer science elements we focus on are basic computational abstractions that model the state of behaviour of real-world problems and physical systems. The use of Boolean logic, how numbers can be represented in binary and, and be able to carry out simple operations on binary numbers e.g. binary addition, and conversion between binary and decimal. Hardware and software components that make up computer systems, and how they communicate with one another and with other systems. Students are provided with opportunities to study 2 basic programming languages. Students are supported and encouraged to learn new skills, be inquisitive, and most importantly create new and original work. We encourage critical analysis of own, peers and professional work embedding and extending the knowledge learnt throughout KS3.

In Year 7 students begin the foundation of their study focusing on the **E-Safety Project**, learning how to use technology safely, respectfully and responsibly so they can recognise acceptable and unacceptable behaviour and identify a range of ways to report concerns about content and contact. To enable students to become digitally literate, they are then introduced to the core applications of Ms Office via the **Skill Building Project.** During the summer term our yr7 focus is on **touch-typing,** using Typing Club online that will guide students through individual keys, number and punctuation and all the way to goal of 75 wpm. This allows for a competitive element with parents and staff joining in. These fundamentals then underpin all further skills and knowledge in later years. It is important that students master the basics of Word, PowerPoint, Excel and Publisher and the opportunities they offer for communication and collaboration; to use search technologies effectively, learning to appreciate how results are selected and ranked. To select, use and combine a variety of software (including internet services) to create a range of programs, systems and content that accomplish given goals before being introduced to other elements. It is important because these skills not only form the foundation for further computing study but the foundation for most schoolwork.

Moving into Year 8, students will immediately build upon their digital literacy skills, exploring more complex elements of Word, PowerPoint, Excel and Publisher previously taught in yr7 and apply them when working on the creative **Enterprise Project,** exploring Business and Enterprise, Advertising and Marketing, Planning, Communication and Evaluation. This creative project involves retrieving prior knowledge and developing new schema by selecting, using, and combining multiple applications to achieve challenging goals. Our **Understanding Computers and PC Basics Project** enables an understanding of computer hardware and how it works, computer networks, including the internet, and the opportunities they offer for communication and collaboration; to use search technologies effectively, learning to appreciate how results are selected and ranked. This builds on the previous Enterprise Project enabling pupils to select, use and combine a variety of software (including internet services). The **Pc Basics Project** provides the support and guidance for pupils regardless of ability or background to access an understanding of computers. During the summer term we focus on **E Safety & Cyberbullying Project**, revisiting the E-Safety project taught in yr7. The scheme is designed to provide a range of ways to use technology safely, respectfully, responsibly and securely: including protecting their online identity and privacy; recognising inappropriate content; contact and conduct; and knowing how to report concerns. Moving onto our **Kodu Game Lab Project** introducing the fundamentals of games programming. Kodu lets students create games on the PC and Xbox via a simple visual programming language. Kodu is used to teach creativity, problem solving, storytelling, as well as programming. Allowing pupils to develop a range of key skills which include drawing and sculpting a world, adding characters and objects. The use of When and Do instructions to control characters and objects including the use of paths and pages. Once learners have built their skills they are required to design, create, test and evaluate their own game. Digital literacy skills from the Enterprise Project will provide a platform for the design, creation and testing.

In year 9, students complete their KS3 computing education with the focus on more complex versions of existing projects. We begin in the Autumn Term with our **Creating Computer Graphics Project,** which is a creative project enabling students to understand how to collect, describe, and plan the production of a range of graphic images for a client, to be used on their website. This builds on the digital literacy skills from the yr8 Enterprise Project. Spring Term moves onto the **Take A Break Project,** this is a more complex version of the yr8 Enterprise Project where pupils learn how to plan and develop a project, handle data, sequencing instructions and modelling and find, use and communicate information. Summer Term 1 we revisit our Understanding Computers Project covering more complex knowledge of basic computing theory and how computers work, how reliable computers are and what are the consequences if computers fail and the need for and purpose of secondary storage. Summer Term 2 see us move onto our second programming language in our **Code Combat Project** which makes coding fun and teaches real-world skills. Students type real Python and Java Script while playing games that encourage trial and error, critical thinking, and creativity. Students then apply the coding skills they learned by developing their own games and websites in project-based courses. Built in assessment combined with personal instruction ensure students understand core concepts with formative and summative assessment.

By the end of KS3, students should be able to use technology safely, respectfully and responsibly so they can recognise acceptable and unacceptable behaviour and identify a range of ways to report concerns about content and contact. Be confident users of the core applications of Ms Office and by being responsible, competent, confident and creative users of information and communication technology can participate effectively and safely in the digital world beyond our school. To be equipped with transferable skills and knowledge e.g. realise that results from a science experiment could be used to create graphs and charts in Excel, digital images in art could be manipulated, In English they could create a comic strip to tell a story. Not only do we want them to make the connection, we want to ensure they are equipped with the knowledge to carry out the skill.

The key curriculum principles that underpin our content and sequencing choices -

- Strong emphasis on challenging **substantive knowledge** (in order to think well, students need to KNOW a lot of IT content) – e.g. they need to know how to use the core applications of MS Office in a confident manner. How to use technology safely, how computers work, how to combine applications for a given goal, the knowledge needs to be rich in order to develop the skill.

- Substantive content is carefully **sequenced to build upon what came before**, serving long-term schema development by ensuring ideas/content are **connected**. In yr7, the PowerPoint Project in skill Building, asks pupils to create their own digital images using the auto shapes feature, timing and transitions are added to create animation frames. In yr8 we build on this, with students using more complex auto shapes and features to create logos and banners in the Enterprise Project. This provides the foundation/scaffold in the yr9 Creating Digital Images Project, where students create logos, web banners and a template for a website using auto shapes. The foundation/scaffold, knowledge and skills are now set for KS4 R082 Project if choosing Creative iMedia. There is a strong emphasis on **vertical progression within 'subjects'** e.g. content is sequenced so that students between year 7 and 11 get better at using the core applications of Microsoft office, which is a foundation/scaffold for both Enterprise and Creative iMedia at KS4.

- The most important content (core knowledge) is **revisited and reviewed periodically** to ensure retention in long-term memory, lessons build on previous knowledge and examples are modelled in teacher explanations e.g. when creating a table in a database, we would refer back to creating tables in word, then explain that a database is the same information, but has been created using access and this enables us to search for a particular part of information (record) and also allows for more complex tables and searches.

- Students are taught **IT disciplinary knowledge** explicitly. E.g. the knowledge of how to save a file (the process, the file type). This is taught during the foundation lessons in yr7 and revisited during do now and exit ticket activities on a regular basis during KS3 and 4

- **The knowledge that goes into the curriculum has been carefully thought out to ensure that students cover all 3 strands**, so they know how to use the tools available but also to have an element of digital literacy, an awareness of audience and good design principles. Providing experiences of a range of different applications and software, initially the teacher will select the programs students use but over time students are able to make decisions themselves. Ensuring students know how to store and organise their files so that they can easily be found again. Giving them an understanding of the devices, they can use including hard drive, USB sticks, school network server, and the cloud storage on the internet. It enables them to use technology safely. Reinforces their understanding that technology is everywhere, enables them to identify the technology they encounter and have a basic understanding of how it works. This links to projects on programming and algorithms and provides students with an understanding of what algorithms are, this is the basis of what they need to know in order to write computer programs. Reinforcing the fact that each programming language has its own vocabulary and grammar, but they all follow the same type of logic. Providing them with the knowledge and skills they need to keep their personal information private and treat other people with respect. To know if something goes wrong or they see something they don't like they know what to do and where to go for help.

- **The content choice is most 'powerful' compared to other content choices** that we could have made because it is based on the needs and interests of the students it serves and society. The national curriculum has been taken into consideration; however, the content also ensures they are ready for life in the wider digital world. It is organised in a coherent way, ensuring it builds from year to year. It is cumulative, constructing firm foundations in yr7 from which students can build conceptual understanding and skills over time. It is coherent and ensures that teaching does not jump from topic to topic but enables students to develop knowledge and a love of learning. We have focused on what content should be taught, in what order, whilst reflecting upon what students remember and how they remember it.

- **Ongoing assessment is used to check pupils' understanding of the main curriculum elements**. Any gaps and misconceptions are then responded appropriately through re teaching. The information captured from assessment will be used not only for identifying gaps in pupils' knowledge, skills and depth of understanding, but also to inform and improve on future curriculum design.

By the end of ks4 we expect pupils will be at a level suitable for the future workplace and as active participants in a 21st century digital world.

We purposely offer courses in KS4 that cater for both Level 1and 2 learners in **Cambridge National in Creative iMedia** and **Cambridge National in Enterprise,** so that we can accommodate the needs and interests of all students.

Cambridge National in Creative iMedia equips students with the wide range of knowledge and skills needed to work in the **creative** digital **media** sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products.

Cambridge National in Enterprise and Marketing gives students the practical skills and applied knowledge they'll need in **business**. Practical elements build on theoretical knowledge so that students can put their learning into practice while also developing valuable transferable skills.

The impact of our curriculum will be evidenced in our students' enthusiasm for the subject, our students' work and their progress as evidenced in their written and oral work; the progress and attainment of students in external exams.

Above all, as a result of our curriculum, our students will be digitally literate and able to join the rest of the world on a variety of digital platforms. They will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly - safely. Our biggest impact will be evidenced in the fact our learners understand the consequences of using the internet and that they are also aware of how to keep themselves safe online.

LONG TERM PLAN - Computing, iMedia & Business Studies						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 11 iMedia	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	
Assessment	OCR Set Assignment – R084 LO3 & 4	OCR Set Assignment R087 LO1 & 2	OCR Set Assignment R087 LO3 & 4	OCR Set Assignment R087 LO1, 2, 3, &4	OCR Set Assignment R081 LO1, 2, 3, &4	
Knowledge	LO3 Be able to produce a multipage comic strip LO4 Be able to review a multipage comic strip	LO1 Understand the uses and properties of interactive multimedia LO2 Be able to plan interactive multimedia products	LO3 Be able to create interactive multimedia products LO4 Be able to review interactive multimedia products	LO1 Understand the uses and properties of interactive multimedia LO2 Be able to plan interactive multimedia products LO3 Be able to create interactive multimedia products LO4 Be able to review interactive multimedia products	LO1 Understand the purpose and content of pre -productions skills LO2 Be able to plan pre-production LO3 Be able to produce pre- production documents LO4 Be able to review pre-production documents	

Skills	• Sourcing and storing • Producing • Creating • Reviewing • Identifying	• Understanding • Producing • Identifying • Planning • Interpreting • Creating • Sourcing • Storing • Constructing	• Understanding • Producing • Identifying • Planning • Interpreting • Creating • Sourcing • Storing • Constructing	• Understanding • Producing • Identifying • Planning • Interpreting • Creating • Sourcing • Storing • Constructing	• Creating • Planning • Categorising • Researching • Analysing • Reviewing • identifying	

	AUTUMN 1/2	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 10 iMedia	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
Assessment	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
Knowledge	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

Skills						
	• Creating • Planning • Categorising • Researching • Analysing • Reviewing • identifying	• Creating • Planning • Categorising • Researching • Analysing • Reviewing • identifying	• Researching • Interpreting • Identifying • Producing • Creating	• Sourcing • Creating • Reviewing • Identifying	• Researching • Interpreting • Identifying • Producing • Creating • Sourcing • Creating • Reviewing • Identifying	• Investigating • Demonstrating • Describing • Planning • Creating • Identifying

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 11 Enterprise & Marketing	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	
Assessment	Mark R066 Task I 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	
Knowledge	Students will understand the contents & 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. **Unit R066 Market and pitch a business proposal** **Learning Outcome 2 Be able to pitch a proposal for a proposal** Task 1b - Promotion objectives Task 1b - Select promotion	the purpose & 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". **Unit R066 Market and pitch a business proposal** **Learning Outcome 3: Be able to pitch a proposal to an audience** Task 2 - Pitch factors	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. **Unit R066 Market and pitch a business proposal** **Learning Outcome 4: Be able to review the strengths and weaknesses of a proposal and pitch** Task 2a - Pitch Visual Aid(s) Task 2b - Practice pitches	No new threshold concepts are covered during this half term. The focus has switched firmly onto consolidation **Unit R066 Market and pitch a business proposal** **Learning Outcome 4: Be able to review the strengths and weaknesses of a proposal and pitch** Task 3 - Formal pitch Task 3 - Formal pitch reflection	No new threshold concepts are covered during this half term. The focus has switched firmly onto consolidation. **Unit R066 Market and pitch a business proposal** **Learning Outcome 4: Be able to review the strengths and weaknesses of a proposal and pitch** Task - Pitch review . Task - Business proposal review	

	Task 1b – Discuss promotion methods Task 1b – Create/discuss examples Task 1 full completion	Task – Plan pitch structure Task – Structure diagram Task 2 – Pitch script Task 2 – Pitch Visual Aid(s) Task 2 – Pitch Visual Aid(s) Task 2 – Audience questions	Task 2b – Pitch improvement Task 2b – What improved? Why? Task 2b – Practice pitches report Task 2 full completion		R066 improvements / missing work	
Skills	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.	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 10 Enterprise & Marketing	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
Assessment	LO1 exam questions *yacapaca revision and quizzes* *R065 Task 1*	Mark R065 Task 3 *yacapaca revision and quizzes* LO2 - SAMPLE ASSESSMENT.docx · version 1	Mark R065 Task 5 *yacapaca revision and quizzes* *R064 LO2 & LO3 Assessment*	Full mock exam *yacapaca revision and quizzes* *R064 LO4 Assessment*	Full mock exam Real exam (late May) Submit R065 if done *yacapaca revision and quizzes*	
Knowledge	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. **LO1 Understand how to target a market** Understanding customer needs a market Market segmentation Primary market research Secondary market research **R065 LO1 Be able to identify the customer profile for a business challenge** Task 1 - Market Segmentation Task 1 - Customer Profile	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 **R064 LO2 Understand what makes a product or service financially viable** Cost of producing the product or service 2.2 Revenue generated by sales of the product or service 2.3 Use of break-even as an aid to decision making 2.4 Profit level 3.1 The product lifecycle 3.2 Extension strategies How to create product differentiation 3.4 The impact of external factors on product development	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. R065 coursework task 3 call for students to produce designs for the product they will be marketing so creative techniques (mood boards, SCAMPER model) is covered in this half term. **R064 Learning Outcome 3: Understand product development** 3.1 The product lifecycle 3.2 Extension strategies How to create product differentiation	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. **Unit R064 Enterprise and marketing concepts Learning Outcome 4: Understand how to attract and retain customer** 4.1 Factors to consider when pricing a product to attract and retain customers Types of pricing strategies and the appropriateness of each 4.3 Types of advertising methods used to attract and retain customers and the appropriateness 4.4 Sales promotion techniques used to attract and	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 **Unit R065 Design a business proposal** **Learning Outcome 4: Be able to review whether a business proposal is viable** **Unit R064 Enterprise and marketing concepts Learning Outcome 4: Understand how to attract and retain customer** **Learning Outcome 5: Understand factors for consideration when starting up a business**	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. ***Unit R066: Market and pitch a business proposal*** ***Learning Outcome 1: Be able to develop a brand identity and promotional plan to target a customer profile*** Task 1a - What's branding? Task 1a - Create hat brand Task 1a - Create hat brand Task 1a - Discuss branding methods

		RO65 LO1 Be able to identify the customer profile for a business challenge **Unit RO65 Design a business proposal Learning Outcome 2: Be able to complete market research to aid decisions relating to a business challenge** Task 2 – What is Sampling? Part 2 -4 Task 3 - Initial Hat Designs Task 4 Feedback Break even lesson Task 5	3.4 The impact of external factors on product development **Unit RO65 Design a business proposal Learning Outcome 3: Be able to develop a design proposal for a business challenge** RO65 task 4 Feedback Break even lesson Task 5 Task Part 2 Pricing Strategies RO65 task 5 part 4 Risk Assessment	retain customers and the appropriateness 4.5 How customer service is used to attract and retain customers RO65 summary Sheet	**Learning Outcome 6 Understand different functional activities needed to support a business start-up** 5.1 Appropriate forms of ownership for business start-ups 5.2 Source(s) of capital for business start-ups 5.3 The importance of a business plan 6.1 The purpose of each of the main functional activities that may be needed in a new business 6.2 The main activities of each functional area RO65 summary Sheet	
Skills .	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.	*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.*	Students will develop the skill to able to analyse and justify when each could be used most appropriately (RO64 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	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.	*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.*	Students will develop good examination techniques during this half term. They will become familiar with the layout, content and assessment of the RO64 theory paper. They will understand the difference between good and average answers and they will practise long answer questions under timed conditions.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 9 Computing	Creating Computer Graphics	Creating Computer Graphics	Take a Break	Take a Break	Understanding Computers	Code Combat
Assessment	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
Knowledge	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 be used on their website.	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 need for and purpose of secondary storage	Understand the basic concepts of python To Understand How to Use Real Lines of Syntax to Solve Puzzles
Skills	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

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 8 Computing	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
Assessment	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
Knowledge	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.
Skills	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

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 7 Computing	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
Assessment	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
Knowledge	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
Skills	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