Rutlish School

CURRICULUM MAP

Subject	iMedia (ICT)
Head of Department	G Flatley

SCHOOL INTENT

Rutlish School Vision: Rutlish School is committed in providing **the highest quality education and opportunities** for students.

Through all we do, we prepare students for opportunities, responsibilities and experiences later in life. We aim to inspire, enable and facilitate lifelong learners able to build on their individual strengths and capabilities, who achieve their ambitions. We seek to support our students becoming **healthy, happy, successful** *modern people young adults; knowledgeable, kind, aware, confident, capable and skilful members of society. (Curriculum Intent)*

Rutlish School Mission Statement: "Modeste, Strenue, Sancte: Be modest, be thorough, pursue righteousness"
We want students to:
succeed *(we strive to provide pathways to support their success)*
embrace challenge, *build resilience, overcome setbacks and become increasingly independent in pursuit of their goals*
be aware of their responsibilities *and feel confident to participate and contribute to society. (Curriculum Intent)*

DEPARTMENT INTENT

The aim of ICT at Rutlish is to provide a high-quality computing education which equips students to use computational thinking and to creatively understand and change the world. We study ICT to help us think in a more logical way and become better at making decisions and solving problems in a world that is rapidly changing and demanding technological expertise. The curriculum will teach students key knowledge about how computers and computer systems work, and how they are designed and programmed.

KEY STAGE 3 RATIONALE/ INTENT

The KS3 curriculum has been designed to ensure learners have sufficient knowledge to stay safe online and use computers safely in life. The KS3 curriculum also provides a focus on developing resilient learners who are able to learn from mistakes and effectively solve problems. The topics at KS3 give a basis of knowledge, skills and understanding to allow students to progress onto either i-Media or Computer Science at KS4 and will provide exposure to those subjects so that students can make an informed decision on their GCSE choices.

KEY STAGE 4 RATIONALE/ INTENT

At KS4 students build on the skills they have learned in KS3. The curriculum develops the student's ability to become a more resilient learner that is focused on logical thinking, decomposition and abstraction of problems to ultimately become advanced at solving computational problems. Students also continue to develop skills in digital literacy where they use computer systems to create and evaluate digital products for specific audiences and purposes.

KEY STAGE 5 RATIONALE/ INTENT

The KS 5 program of study develops the ability of students to become independent learners and to use research to extend their knowledge beyond the scope of the specification. Computer Science at KS 5 provides students with the challenge of programming a computer game that embeds complexities, creativity and allows students to problem solve and follow a test driven development process. The curriculum enables students to become critical thinkers that are able to apply and evaluate their knowledge to different scenarios. The curriculum enables students to become critical thinkers that are able to apply and evaluate their knowledge to different scenarios.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	UNIT OF WORK:	**UNIT OF WORK:**	**UNIT OF WORK:**	**UNIT OF WORK:**		
KNOWLEDGE	R081- Pre-Production Techniques – Externally Assessed Exam Pre-production skills LO1 • Mood board • Mind map • diagrams • Storyboard • Scripts LO2: Primary and secondary research • Hardware • Software • Laws and legislations • Visualisation diagram	R081- Pre-Production Techniques – Externally Assessed Exam Pre-production skills L03 • File types and formats • Lossy and lossless files • Health and safety • Naming convention • Client Requirements • Work plan L04 • How to write 6-12 marker essays	R082 – Creating Digital Graphics LO1: Investigating digital graphics: • Why digital graphics are used • The purpose of digital graphics • File types and file formats LO2: To be able to plan the creation of digital graphics: • Interpret client requirements for a digital graphic based on a specific brief (e.g. by client discussion, reviewing a written brief, or specification) • Understand target audience requirements for a digital graphic • Work plan • Visualisation diagram • Mind Map •Produce a plan of assets + resources	R082 – Creating Digital Graphics REVISION FOR END OF YEAR EXAMS SLIGHTLY EARLIER DUE TO C19	LO3: Be able to create and save a digital graphic: • Source and store graphics for the assigned project • Developing Photoshop skills in preparation for the final project • Producing the final graphics in Adobe Photoshop LO4: Be able to review digital graphics • Produces a review of the finished graphic • Review identifies areas for improvement	
KEY SKILLS	Learner understands the purpose, use and content for the following:- • Mind map • Visualisation • Storyboard • Script Identification of hardware and software used in Creative industries Health & Safety Legal Issues Copyright Use of assets Trademarks Data Protection Defamation Certification and Classification Use of copyrighted material and intellectual property Planning Timescales Work plans Sources of Information Primary & Secondary Client Brief Description and Purpose Understanding of information you need from a client Target audience	Creation of : Mood board Mind Map Visualisation Diagram Storyboard - Understanding of limitations and properties of : Still images Audio Video Animation -Understanding naming conventions and file formats -Produce final product relating to client brief	-To be able to identify a range of digital types of graphic and file types -To understand the purpose of digital graphics -Explain the significance of audience and purpose in relation to graphic design -Understand and interpret a client brief to produce a suitable artefact Identify needs of target audience -Use skills from other parts of the specification: e.g. visualisation diagrams; mind maps etc. -To understand legal implications of using the IP of someone else.	-	-Source and edit a range of assets for inclusion in digital graphic -Use standard photo editing tools to enhance product -Save and export digital graphic in suitable file types -Observe good file management practices -Produce an evaluation of the product which details what worked and what did not and how the product could be improved going forward.	
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	Mindmaps are used throughout KS3 Storyboarding is used in Year 7 on E Safety Topic Visualisation Diagrams should be woven into KS3 Photopea and Webplus SoW	-In Year 7 students learn how to build a basic website using Serif webplus and they peer assess each other's work thereby learning how to critically evaluate what they have done and to consider successes and points for development.			File Management taught throughout Years 7, 8 and 9 Photo editing tools taught in Year 8 and these are	

	Hardware and Software is taught in Years 7 and 8 in HCW SoW. Law and Legislation should be woven into copyright specific lessons in KS3	-In Year 8 students learn how to use Photopea – a photo-editing software and they learn to edit different types of graphics using the software and how to save them as different file types. -In Year 9 students build a website for an animal rescue charity and learn to evaluate the editorial content and design of the website thereby acquiring skills which are relevant to those required for I-Media as they need to discuss the audience of purpose of the website. They build upon the skills learned in Year 7 to produce a more sophisticated evaluation. -Throughout Years 7, 8 and 9 students are taught about copyright and the importance of giving credit for the work of another person			consolidated further on the I-Media course The names for different file extensions taught throughout Years 7, 8 and 9 Evaluation skills taught In Years 7 and 9 in the Webplus topic.	
LINKS TO THE WORLD i.e. links to careers; equality: gender, class, ethnicity, etc.; different subjects	Cross Curricular DT; Art; Media; **Wider Life of School** Project Management skills which can be used at school and in industry **Careers in Industry** Project Management Graphic Design Publishing / Editorial Roles	Cross Curricular DT; Art; Media; **Wider Life of School** Project Management skills which can be used at school and in industry **Careers in Industry** Project Management Graphic Design Publishing / Editorial Roles	Cross Curricular DT; Art; Media; **Wider Life of School** Project Management skills which can be used at school and in industry **Careers in Industry** Project Management		Cross Curricular DT; Art; Media; **Wider Life of School** Project Management skills which can be used at school and in industry **Careers in Industry** Project Management	
ASSESSMENTS Summative and Formative as applicable	<u>Formative (Prior to assignment issue)</u> -Copyright & TM – teacher assessed piece of work with formative feedback to help develop skills required for assignment -Data Protection – teacher assessed piece of work with formative feedback to help develop skills required for assignment -Mind Mapping – Practice tasks in class with teacher assessment -Visualisation Drawing – Practice tasks in class with teacher assessment -Script Writing and Filming Practical session – teacher assessment <u>Summative Assessment</u> External Exam Plus "Walking Talking Mocks" done in class using previous exam papers.	<u>Summative Assessment</u> External Exam Plus "Walking Talking Mocks" done in class using previous exam papers.	<u>Formative (Prior to assignment issue)</u> "Far Port" Practice Assignment – Teacher formative feedback throughout • Identify Client's and Audience Needs • Produce a visualisation for artwork • Use a GANTT chart to explain how the work will be phased throughout the project • Describe the assets and resources needed to complete the project <u>Summative Assessment</u> – Coursework – 2 attempts permitted		<u>Summative Assessment</u> – Coursework – 2 attempts permitted	
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SPECIALIST VOCABULARY	Client Brief Target Audience Mind Maps Privacy Defamation Trademark Certification Classification Intellectual Property Visualisation Diagrams Work Plans / GANTT charts	Client Brief Target Audience Mind Maps Privacy Defamation Trademark Certification Classification Intellectual Property Visualisation Diagrams Work Plans / GANTT charts	Client Brief Target Audience(s) File Extensions TIFF JPG BMP PDF PSD		Client Brief Target Audience(s) File Extensions TIFF JPG BMP PDF PSD PSD	

QUALITY FIRST TEACHING	✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions

YEAR 11

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