

**CURRICULUM MAP**

Subject	iMedia (ICT)
Head of Department	L Slabber

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)

Rutlish School: Curriculum Intent

Rutlish School provides a meaningful, broad and balanced curriculum, which is accessible to all, as well as supports and challenges all students.

The School aims to:

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point;
- ensure all students can successfully access the curriculum offer, making any reasonable adjustments required where particular needs are identified;
- ensure that the curriculum is accessible to all abilities and that planning and teaching aim to support, stretch and challenge all learners across a full range of abilities;
- provide a curriculum that is sequenced to build skills and knowledge throughout students' time at Rutlish School, to equip them for their next steps in education, and careers and in life;
- provide a curriculum that promotes a deeper and wider understanding of the world outside of the classroom;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allow students to form informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- provide opportunities for students to personalise and apply learning in other contexts, including personal and cross-curricular;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers;
- provide opportunity to encourage students' curiosity, creativity, self-expression, resilience, and confidence;
- develop staff to deliver skills beyond their own subject specialism and incorporate cross curricular initiatives, in particular Literacy, Reading, Numeracy, ICT and Enterprise;
- ensure that our curriculum offer support for different educational and career pathways, including EBACC and vocational;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

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.



YEAR 10

YEAR 10		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:
	<p>R082 – Creating Digital Graphics LO1 : Investigating digital graphics</p> <ul style="list-style-type: none"> • Why digital graphics are used • The purpose of digital graphics • File types and file formats <p>LO2: To be able to plan the creation of digital graphics:</p> <ul style="list-style-type: none"> • Interpret client requirements for a digital graphic based on 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 and resources requirement 	<p>R082 – Creating Digital Graphics</p> <p>LO3: Be able to create and save a digital graphic</p> <ul style="list-style-type: none"> • Source and store graphics for the assigned project • Developing Photoshop skills in preparation for the final project • Producing the final graphics in Adobe Photoshop <p>LO4: Be able to review digital graphics</p> <ul style="list-style-type: none"> • Produces a review of the finished graphic • Review identifies areas for improvement 	<p>R081- Pre-Production Techniques – Externally Assessed Exam Pre-production skills</p> <p>LO1</p> <ul style="list-style-type: none"> • Mood board • Mind map • diagrams • Storyboard • Scripts <p>LO2: Primary and secondary research</p> <ul style="list-style-type: none"> • Hardware • Software • Laws and legislations • Visualisation diagram 	<p>R081- Pre-Production Techniques – Externally Assessed Exam Pre-production skills</p> <p>LO3</p> <ul style="list-style-type: none"> • File types and formats • Lossy and lossless files • Health and safety • Naming convention • Client Requirements • Work plan <p>LO4</p> <ul style="list-style-type: none"> • How to write 6-12 marker essays 	<p>R081 R082</p> <p>Contingency Completion / Reassessment of coursework Exam Revision Exams</p>	<p>R085 LO1</p> <ul style="list-style-type: none"> • Describe the components of different websites which are common to all • Examine the purpose of different websites for different purposes: - NGOs Commercial Educational • Compare and Contrast the different devices used to access the internet • Compare and contrast the different methods of internet connection available. 	
KEY SKILLS	<p>-To be able to identify a range of digital types of graphic and file types</p> <p>-To understand the purpose of digital graphics</p> <p>-Explain the significance of audience and purpose in relation to graphic design</p> <p>-Understand and interpret a client brief to produce a suitable artefact</p> <p>-Identify needs of target audience</p> <p>-Use skills from other parts of the specification: e.g. visualisation diagrams; mind maps etc.</p> <p>-To understand legal implications of using the IP of someone else.</p>	<p>-Source and edit a range of assets for inclusion in digital graphic</p> <p>-Use standard photo editing tools to enhance product</p> <p>-Save and export digital graphic in suitable file types</p> <p>-Observe good file management practices</p> <p>-Produce an evaluation of the product which details what worked and what did not and how the product could be improved going forward.</p>	<p>Creation of : Mood board Mind Map Visualisation Diagram Storyboard</p> <p>Understanding of limitations and properties of : Still images Audio Video Animation</p> <p>Understanding naming conventions and file formats</p> <p>Produce final product relating to client brief.</p>	<p>Learner understands the purpose, use and content for the following:</p> <ul style="list-style-type: none"> • Mind map • Visualisation • Storyboard • Script <p>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</p>		<p>-use techniques to source, select and store information</p> <p>-recall some information regarding the effective use of creative media</p> <p>-understand the purposes and uses of creative media</p> <p>-understand and use some creative media terminology correctly</p> <p>-demonstrate some research and evaluative skills</p>	



<p>HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?</p>	<p>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</p> <p>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.</p> <p>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 that 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.</p> <p>Throughout Years 7, 8 and 9 students are taught about copyright and the importance of giving credit for the work of another person</p>	<p>File Management taught throughout Years 7, 8 and 9</p> <p>Photo editing tools taught in Year 8 and these are consolidated further on the I-Media course</p> <p>The names for different file extensions taught throughout Years 7, 8 and 9</p> <p>Evaluation skills taught In Years 7 and 9 in the Webplus topic.</p>	<p>Mindmaps are used throughout KS3</p> <p>Storyboarding is used in Year 7 on E Safety Topic</p> <p>Visualisation Diagrams should be woven into KS3 Photopea and Webplus SoW.</p> <p>Hardware and Software is taught in Years 7 and 8 in HCW SoW</p> <p>Law and Legislation should be woven into copyright specific lessons in KS3.</p>			<p>Throughout KS3 boys have learned to use web authoring software (serif) and have been given a brief for a target audience to create a product. i.e an Animal Rescue Shelter.</p> <p>They are familiar with creative media terminology already</p> <p>They know what makes a website good and bad although this concept can be developed further.</p> <p>Throughout KS3 they are taught the different components of a website although they have done less on examining the purpose of different websites. This concept is explored further at KS4.</p> <p>In year 8 they do an internet research task in the Networks module so they learn how to source and reference information.</p>
<p>LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc., different subjects</p>	<p>Cross Curricular Art; Media; DT; Business; English; Humanities; Languages</p> <p>Wider Life of School School ambassadors / marketers for school productions</p> <p>Aide Memoir A useful revision tool – good for mood-boarding; storyboarding etc</p> <p>Careers in Industry The Creative Industry pre-Covid was worth 15% of UK GDP and was particularly prevalent in London and SE England . The software is industry standard and the need for graphic design spans many different industries.</p>	<p>Cross Curricular Art; Media; DT; Business; English; Humanities; Languages</p> <p>Wider Life of School School ambassadors / marketers for school productions</p> <p>Aide Memoir A useful revision tool – good for mood-boarding; storyboarding etc</p> <p>Careers in Industry The Creative Industry pre-Covid was worth 15% of UK GDP and was particularly prevalent in London and SE England . The software is industry standard and the need for graphic design spans many different industries.</p>	<p>Cross Curricular DT; Art; Media;</p> <p>Wider Life of School Project Management skills which can be used at school and in industry</p> <p>Careers in Industry Project Management Graphic Design Publishing / Editorial Roles</p>	<p>Cross Curricular DT; Art; Media;</p> <p>Wider Life of School Project Management skills which can be used at school and in industry</p> <p>Careers in Industry Project Management Graphic Design Publishing / Editorial Roles</p>		<p>Cross Curricular Across everything Showcase work Display Projects Communicate with target audience</p> <p>Wider Life of School Marketing material for school Marketing material for projects</p> <p>Careers in Industry Software engineering Picture Research Editorial Web Development</p>



<p style="text-align: center;">ASSESSMENTS Summative and Formative as applicable</p>	<p>Formative (Prior to assignment issue) "Far Port" Practice Assignment – Teacher formative feedback throughout</p> <ul style="list-style-type: none"> 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 <p>Summative Assessment – Coursework – 2 attempts permitted Summative Assessment – Coursework – 2 attempts permitted</p>	<p>Summative Assessment – Coursework – 2 attempts permitted</p>	<p>Formative (Prior to assignment issue) Copyright & TM – teacher assessed piece of work with formative feedback to help develop skills required for assignment</p> <p>Data Protection – teacher assessed piece of work with formative feedback to help develop skills required for assignment</p> <p>Mind Mapping – Practice tasks in class with teacher assessment</p> <p>Visualisation Drawing – Practice tasks in class with teacher assessment</p> <p>Script Writing and Filming Practical session – teacher assessment</p> <p>Summative Assessment External Exam Plus "Walking Talking Mocks" done in class using previous exam papers.</p>	<p>Summative Assessment External Exam Plus "Walking Talking Mocks" done in class using previous exam papers.</p>		<p>Summative Assessment Completion of LO1</p>
<p style="text-align: center;">FEEDBACK SUPPORTS LEARNING</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p> <p>✓</p>
<p style="text-align: center;">SPECIALIST VOCABULARY</p>	<p>Client Brief Target Audience(s) File Extensions TIFF JPG BMP PDF PSD</p>	<p>Client Brief Target Audience(s) File Extensions TIFF JPG BMP PDF PSD</p>	<p>Client Brief Target Audience Visualisation Diagrams Mind Maps Work Plans / GANTT charts Defamation Certification Classification Trademark Intellectual Property Privacy</p>	<p>Client Brief Target Audience Visualisation Diagrams Mind Maps Work Plans / GANTT charts Defamation Certification Classification Trademark Intellectual Property Privacy</p>		<p>Primary Source Secondary Source Public Domain Navigation Bar Headers & Footers Scroll Bar Icons Picture Gallery</p>
<p style="text-align: center;">QUALITY FIRST TEACHING</p>	<ul style="list-style-type: none"> ✓ 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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK: R081- Pre-Production Techniques – Externally Assessed Exam Pre-production skills L01 <ul style="list-style-type: none"> Mood board Mind map diagrams Storyboard Scripts L02: Primary and secondary research <ul style="list-style-type: none"> Hardware Software Laws and legislations Visualisation diagram 	UNIT OF WORK: R081- Pre-Production Techniques – Externally Assessed Exam Pre-production skills L03 <ul style="list-style-type: none"> File types and formats Lossy and lossless files Health and safety Naming convention Client Requirements Work plan L04 <ul style="list-style-type: none"> How to write 6-12 marker essays 	UNIT OF WORK: R082 – Creating Digital Graphics LO1: Investigating digital graphics: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 	UNIT OF WORK: R082 – Creating Digital Graphics LO3: Be able to create and save a digital graphic: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Produces a review of the finished graphic Review identifies areas for improvement 	REVISION – EXAMS Coursework Completed	
	KEY SKILLS	Learner understands the purpose, use and content for the following:- <ul style="list-style-type: none"> 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.	
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	Law and Legislation should be woven into copyright specific lessons in KS3	-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				
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