CURRICULUM MAP

Subject	iMedia (ICT)
Head of Department	Ms S Salad

SCHOOL 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. Through all we do, we prepare students for opportunities, responsibilities and experiences later in life for them to be aware of their responsibilities and feel confident to participate and contribute to society. We aim to inspire, enable and facilitate lifelong learners that build on their individual strengths and capabilities and achieve their ambitions. We seek to support our students in becoming healthy, happy, successful modern people young adults, who are knowledgeable, kind, aware, confident, capable and skilful members of society.

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; all students can access the curriculum offer, with planning and teaching that support, stretch and challenge all learners across a full range of abilities, and making any reasonable adjustments required where particular needs are identified;
- provide a curriculum that is sequenced to build skills and knowledge throughout students' time at Rutlish School, to promote a deeper understanding of the world outside the classroom and equip them for their next steps in education, careers and in life;
- ensure that our curriculum offer support different educational and career pathways, including EBACC and vocational;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allows students to formulate informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- enrich the curriculum and provide opportunities for students to build cultural capital, enhance a wide range of skills and knowledge beyond requirements of the national curriculum, and personalise and apply learning in other contexts;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers and encourage students' curiosity, creativity, self-expression, resilience, and confidence;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access he 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 KS5 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 KS5 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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	UNIT OF WORK:	**UNIT OF WORK:**	**UNIT OF WORK:**	**UNIT OF WORK:**	**UNIT OF WORK:**	**UNIT OF WORK:**
KNOWLEDGE	**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 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	**R082 – Creating Digital Graphics** **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	**R081- Pre-Production Techniques – Externally Assessed Exam Pre-production skills** **L01** • Mood board • Mind map • diagrams • Storyboard • Scripts **L02: 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	R081 R082 Contingency Completion / Reassessment of coursework Exam Revision Exams	**R085** **LO1** •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	-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.	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.	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		-use techniques to source, select and store information -recall some information regarding the effective use of creative media -understand the purposes and uses of creative media -understand and use some creative media terminology correctly -demonstrate some research and evaluative skills

|						
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	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 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 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. Throughout Years 7, 8 and 9 students are taught about copyright and the importance of giving credit for the work of another person	File Management taught throughout Years 7, 8 and 9 Photo editing tools taught in Year 8 and these are 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.	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. 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.			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. They are familiar with creative media terminology already They know what makes a website good and bad although this concept can be developed further. 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. In year 8 they do an internet research task in the Networks module so they learn how to source and reference information.
LINKS TO THE WORLD i.e. links to careers; equality: gender, class, ethnicity, etc.; different subjects	**Cross Curricular** Art; Media; DT; Business; English; Humanities; Languages **Wider Life of School** School ambassadors / marketers for school productions **Aide Memoir** A useful revision tool – good for mood-boarding; storyboarding etc **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.	**Cross Curricular** Art; Media; DT; Business; English; Humanities; Languages **Wider Life of School** School ambassadors / marketers for school productions **Aide Memoir** A useful revision tool – good for mood-boarding; storyboarding etc **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.	**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** Across everything Showcase work Display Projects Communicate with target audience **Wider Life of School** Marketing material for school Marketing material for projects **Careers in Industry** Software engineering Picture Research Editorial Web Development

ASSESSMENTS — Summative and Formative as applicable	**Formative (Prior to assignment issue)** "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 **Summative Assessment** – Coursework – 2 attempts permitted **Summative Assessment** – Coursework – 2 attempts permitted	**Summative Assessment** – Coursework – 2 attempts permitted	**Formative (Prior to assignment issue)** 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 **Summative Assessment** External Exam Plus "Walking Talking Mocks" done in class using previous exam papers.	**Summative Assessment** External Exam Plus "Walking Talking Mocks" done in class using previous exam papers.		**Summative Assessment** Completion of LO1
FEEDBACK SUPPORTS LEARNING	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. ✔	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. ✔	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. ✔	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. ✔	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. ✔	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. ✔
SPECIALIST VOCABULARY	Client Brief Target Audience(s) File Extensions TIFF JPG BMP PDF PSD	Client Brief Target Audience(s) File Extensions TIFF JPG BMP PDF PSD	Client Brief Target Audience Visualisation Diagrams Mind Maps Work Plans / GANTT charts Defamation Certification Classification Trademark Intellectual Property Privacy	Client Brief Target Audience Visualisation Diagrams Mind Maps Work Plans / GANTT charts Defamation Certification Classification Trademark Intellectual Property Privacy		Primary Source Secondary Source Public Domain Navigation Bar Headers & Footers Scroll Bar Icons Picture Gallery

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

Rutlish School

YEAR 11

	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** **L01** • Mood board • Mind map • diagrams • Storyboard • Scripts **L02: 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** **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	REVISION – EXAMS Coursework Completed	

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 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 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. -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		File Management taught throughout Years 7, 8 and 9 Photo editing tools taught in Year 8 and these are 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.		

	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				
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	**Formative (Prior to assignment issue)** -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 **Summative Assessment** External Exam Plus "Walking Talking Mocks" done in class using previous exam papers.	**Summative Assessment** External Exam Plus "Walking Talking Mocks" done in class using previous exam papers.	**Formative (Prior to assignment issue)** "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 **Summative Assessment** – Coursework – 2 attempts permitted	**Summative Assessment** – Coursework – 2 attempts permitted	
FEEDBACK SUPPORTS LEARNING	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. ✓	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. ✓	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. ✓	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. ✓	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. ✓ Opportunity for students to reflect on learning, respond to feedback, improve work, etc. ✓
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