



Curriculum Overview: Computing & iMedia

Exam Board: OCR

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	E-Safety <ul style="list-style-type: none"> How to recognise the dangers of using online platforms How to ensure that we stay safe when using online platforms 	Data Representation <ul style="list-style-type: none"> How computer systems recognise data How binary and denary works How logic gates and truth tables work 	Spreadsheets <ul style="list-style-type: none"> How formulas are used to improve efficiency. The other reasons people use formulas. The use of spreadsheets and formulas in industry. 	Publishing <ul style="list-style-type: none"> Different methods of advertising used by companies Basic graphic editing skills Advanced graphic editing skills 	Scratch <ul style="list-style-type: none"> How to plan out an complete tasks using flowcharts How to put lines of code together How to use variables 	IDEA Award <ul style="list-style-type: none"> How to be safe on the online world How to ensure that we work in an effective way How to work like an entrepreneur
8	Flowol <ul style="list-style-type: none"> How sequence works using flowcharts Using flowcharts to solve basic real world problems Using flowchart with decisions 	Python Programming <ul style="list-style-type: none"> How to program simple commands like "print" How to use variables in written programming How to use selection using IF statements 	Computer basics <ul style="list-style-type: none"> The different hardware and software used by a computer The different between data and information How to spot a phishing 	Advertisement <ul style="list-style-type: none"> How a business will use adverts to promote itself How to edit videos to make a new video Advanced video edit techniques 	Animation <ul style="list-style-type: none"> Look at the different types of animation Plan out an animation using planning techniques Create a key frame animation to meet a brief 	IDEA Award <ul style="list-style-type: none"> How to be safe on the online world How to ensure that we work in an effective way How to work like an entrepreneur
9	Small Basic <ul style="list-style-type: none"> The difference functions within Small basic How to use IF Statements How to use branching to reuse code already made 	Image Manipulation <ul style="list-style-type: none"> How can images be manipulated. Why are images manipulated in real life and for what reasons? 	Advanced Spreadsheets <ul style="list-style-type: none"> Importing data into a spreadsheet Manipulating data once in the spreadsheet Formatting the results so conclusions can be made 	HTML & Web Design <ul style="list-style-type: none"> How tags are used to create webpages. The features of a good website. How websites can be tested. 	Interactive Digital Media <ul style="list-style-type: none"> What Interactive Digital Media is How it is planned What we need to do to create it 	Understanding Technology <ul style="list-style-type: none"> The different storage values used by a computer How Binary and Denary are used by systems How technology is evolving
10	Creative iMedia R094 <ul style="list-style-type: none"> The format a visual identity can take (logo etc.). Why organisations create a visual identity. Real example visual identities from industry 	Creative iMedia R094 <ul style="list-style-type: none"> How to create/build a visual identity for a given scenario. Justification of design choices made for own visual identity. 	Creative iMedia R094 <ul style="list-style-type: none"> How to source and repurpose assets for a final product. How to implement a visual identity within promotional material (product). 	Creative iMedia R094 <ul style="list-style-type: none"> How to combine assets for a final product. How to justify the final design choices for a promotional product. 	Creative iMedia R097 <ul style="list-style-type: none"> The features of an interactive multimedia product. How an interactive multimedia product can be planned. 	Creative iMedia R097 <ul style="list-style-type: none"> The different needs of the audience, designer and client. How a client's requirements can be interpreted.
11	Creative iMedia R097 <ul style="list-style-type: none"> Storing and sourcing assets for a multimedia product. How assets can be repurposed for use in a multimedia product (and why). 	Creative iMedia R097 <ul style="list-style-type: none"> Combining assets to create a final product. How to export a product as a suitable file format (and the reasons for choice). 	Creative iMedia R093 <ul style="list-style-type: none"> Roles, products & activities within the media industry. Audience and purpose of media products. Interpreting client requirements. 	Creative iMedia R093 <ul style="list-style-type: none"> The importance of and types of research used in Creative iMedia. Media codes; their differences and their uses within media products. 	Creative iMedia R093 <ul style="list-style-type: none"> The different pre-production documents and their use when planning media products. The contents of different pre-production. 	Creative iMedia R093 <ul style="list-style-type: none"> Exam preparation and final exam drills.

Curriculum Intent – ICT & Computing

- The Business and Computing curriculum focuses on 6 core concepts that will allow them to become confident IT users in the future. With a mixture of Digital Literacy, Computer Science Information Technology interwoven into Business themed lessons we offer balanced curriculum in Key Stage 3 that allows them to open up all pathways in Key Stage 4. Using the guidance from the National Curriculum and the needs of the local area and our learners we focus on 6 key concepts.
- Learners will be able to creatively use and develop digital artefacts to suit a purpose or a need. The digital market is ever expanding and being comfortable in items such as graphic editing and video creation will allow learners to gain an experience in this creative side of ICT.
- Learners also need to be able to Handle and manipulate data in an effective way. Using spreadsheets or programming algorithms to allow a data system to process information for a result. Within this concept learners will learn basic to advanced skills in spreadsheet that allow them to use and manipulate data that models for set scenarios linked to the business world.
- Learners will also be expected to be able to program a wide range of programming languages. They will be able to analyse problems in computational terms, and have repeated practical experience of writing computer programs to solve such problems whilst applying concepts of computer science, including abstraction, logic, algorithms and data representation.
- As well as this, learners will be given the opportunity to develop their understanding of how different systems process and use data. Using programs like Flowol, learners develop understanding of how systems collect information from inputs and outputs to ensure that data flows around the systems and the system reacts to what it has been told. We use real life examples like traffic lights to allow learners to solve every day problems.
- The need for our learners to be digitally literate is now more important than ever. Being able to use ICT to effectively communicate with all around them, use the internet safely and be able to navigate an interface are life skills. We allow learners access to new or unfamiliar technologies to give them a wider digital experience.
- Finally, we expect our learners to be able to explain how the Inside of a computer works. By being able to explain how all parts of the computer works and how components work together to ensure that the computer executes the commands given by the user. From the CPU and the Von Neuman architecture to the input and output devices that are used learners are given the opportunity to explore what each component does.

Curriculum Implementation

- All lessons begin with a recall and retrieval 'Do Now Activity' that is responsive to prior learning.
- Business and Computing staff use **explicit and implicit vocabulary instruction**, such as using the **Frayer model** for learners to develop their understanding of words.
- Each scheme of work, regardless of the focus and concept, will include the strand of digital literacy that allows our learners to be comfortable to, navigate, open and save documents in windows environment.
- Staff confidently use the "I Do, We do, You Do" model to help teach new learning. Teachers are experts in simulating what an artefact will look like and can demonstrate the steps on how to get there and complete the task they are teaching.
- Learners are able to use a wide range of up to date **software** that prepares them for the modern technological world, From Video editing to programming learners get a wonderful variation of digital artefacts facts to create and explore
- Throughout lessons, **teachers use cold-calling strategies** to assess the learning and to **stretch learners** understanding. Through intellectual preparatory work, teachers may **pre-plan the questions** to probe responses to texts. **Stretch and Support** are seen in each lesson as learners are signposted to these
- Following the **Business and Computing department feedback policy**, teachers give regular feedback to learners against key assessment objectives through strategies such as '**demonstrate and connect**', **WWW and EBI** and verbal feedback during the lesson. Learners respond to this feedback to make incremental improvements to their work, identified in green pen (Green for Growth) and whole class reteach after assessments.
- Through regular tracking and monitoring, teachers can **identify learners who may need intervention** mock exams in KS4. Through monitoring and follow ups, we make sure that learners have the appropriate amount of support, which requires a regular liaison with class teachers, SENCO, parents/guardians and learning managers to identify what might help each pupil make the next steps in their learning. Immersive revision days/sessions such as **Walking Talking Mocks** and **Period 6** sessions are used to help tackle gaps in learning.
- Learners have partaken in **extra-curricular experiences** Trips to San Francisco, Breakfast Clubs, Lunch time clubs, and AWS programme, focusing around females in ICT are all key parts of what we offer at Beacon Hill

Business:

- It is anticipated that results in all four disciplines will exceed the national average.
- Our ambitious curriculum enables learners to access business lessons through the computing curriculum in Key Stage 3, empowering them to make informed decisions about their future.
- We anticipate that the percentage of learners achieving a grade 7 or above this year will be around 25%, representing a significant increase from 2022.
- We anticipate that the percentage of learners achieving a grade 4 or above this year will be around 77.3%, also showing a significant increase from 2022.
- We have observed an increase in the number of learners pursuing business studies in local colleges and even in international business and universities.
- There is a noticeable increase in female participation in business studies, an area traditionally dominated by males.
- There has been an increase in learners opting for all options subjects compared to the 2022/2023 academic year.
- Learners are broadening their cultural capital through educational trips such as those to San Francisco and New York.
- Feedback within the faculty is a departmental priority. Specific assessment proformas have been created to enable learners to address gaps in their knowledge, with personalised Question Level Analysis (QLA) breakdowns provided after assessments.

Computing

- It is anticipated that results in all 4 disciplines will be above the national average
- Our ambitious curriculum enables learners to access business lessons through the computing curriculum in Key Stage 3, empowering them to make informed decisions about their future.
- In addition, we allow our learners to study 2 programming languages (1 suggested by NC) to allow them to make informed decisions about their future
- We anticipate that M2+ this year in DIT should be 85%
- We anticipate that 5+ this year will be around 64.3%. This would be a significant increase from 2022 results in Computer Science.
- We anticipate that we will beat Media and BTEC DIT will beat national average score
- We are now seeing more females take ICT based qualifications, in an area that is usually male dominated
- Increase learners in all options subjects compared to 22/23
- Feedback within the faculty is a departmental priority. Specific assessment proformas have been created to enable learners to address gaps in their knowledge, with personalised Question Level Analysis (QLA) breakdowns provided after assessments.
- We have observed an increase in the number of learners pursuing computing-based qualifications in local colleges and universities.
- Learners that have completed computing qualifications have gone on to secure jobs in the local area and even in the trust as IT officers