

Curriculum Statement of Intent:

Provide a broad and balanced education for all pupils in the subjects of Computing

Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations in real life such as problem solving techniques for using technology.

Support pupils' spiritual, moral, social and cultural development by discussing e-safety and discussing different representations in the media.

Promote a positive attitude towards learning through rewards, encouragement, enrichment and raising aspirations.

Ensure equal access to learning in Computing/Media, with high expectations for every pupil and appropriate levels of challenge and support to enable pupils to progress and achieve to the best of their ability.

Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment by linking topics in our subjects to relevant jobs/careers as well as having external speakers (e.g. Universities/Digital Day) raising aspirations.

Curriculum Statement of Implementation:

Our curriculum approach takes on a creative & academic outlook on the subjects.

Our curriculum suits local needs, by providing students with the opportunities to access technology that they might not have been exposed to. For example, students will use video cameras, boom mics, dolly's, green screens and programming software.

The subjects are taught through varied styles including using scaffolding, modelling and planned questioning to ensure the practical and academic elements of learning are supporting different styles of learners.

Our curriculum covers the following:

Sex and relationship education

How different genders are represented in the Media and what impact it has on society.

Spiritual, moral, social, cultural development & British Values

We look at media representations in context such as the media messages conveyed and make comparisons of representations across media products

The use of ethical, legislation, social and cultural Computing is discussed in detail.

Careers guidance

We take part in the annual Digital Day where digital professionals head back to school for a day to inspire secondary students, give them insight into the depth and breadth of careers available, offer practical advice on how to get into digital, and gets hands-on experience tackling challenges from our awesome brand sponsors.

Short, medium and long-term planning expectations within the faculty are high to ensure a broad and balanced curriculum is offered and lessons are created to inspire students.

Curriculum Coverage

Curriculum and Topics being covered in each year group

	Autumn	Spring		Summer
Year 7 – On rotation	School Email, E-Safety, Presentations, Animations, Word Processing, Spreadsheets & Formulas, use of Websites, good & bad examples of websites, design, create, test & evaluate website.	Basic programming, Kodu, Python Programming	School Email, E-Safety, Presentations, Animations, Word Processing, Spreadsheets & Formulas,	use of Websites, good & bad examples of websites, design, create, test & evaluate website.
SMSC Careers guidance British Values Sex Education	School Email, E-Safety, good and bad use of websites	School Email, E-Safety, good and bad use of websites		School Email, E-Safety, good and bad use of websites
Year 8 – On rotation	Binary representation, Binary conversion, Binary addition, programming using Python, Copyright, Image manipulation, Audio editing, Video editing.	Hardware, CPU, I/O Devices, Memory, Secondary storage, Networks.	Binary representation, Binary conversion, Binary addition, programming using Python, Copyright,	Image manipulation, Audio editing, Video editing. Hardware, CPU, I/O Devices, Memory, Secondary storage, Networks.
SMSC Careers British Values Sex Education	Legislation (Copyright), Ethics and Morals (Networks and Hardware)	Legislation (Copyright), Ethics and Morals (Networks and Hardware)		Legislation (Copyright), Ethics and Morals (Networks and Hardware)
Year 9 - CS	Paper 1 Theory – Computer Systems, CPU, Memory, Secondary Storage, Networks, Security, Hardware, Software Systems, OS. Mock.	Python Programming (Intro), revision for theory content and Mock. Interleaving theory content. Python; File handling Practice NEA task. Theory; Ethics, Legislation, CPU, OS, Memory, Networks.		Python Practice NEA task (Film streaming) Interleaving theory content. Mock (Theory).
Year 9 - Media	Component 1: exploring media products <ul style="list-style-type: none"> Learning aim A: Investigate Media Products <ul style="list-style-type: none"> A1: Media products, audiences and purpose 	Component 1: exploring media products <ul style="list-style-type: none"> Learning aim B: Explore how digital media products are created to provide meaning and engage audiences <ul style="list-style-type: none"> B1: Genre, narrative, representation and audience interpretation B2: Media production techniques 		Component 3: Create a Media Product in Response to a Brief <ol style="list-style-type: none"> Develop ideas in response to a brief Develop pre-production materials in response to a brief Apply skills and techniques to the creation of a media product
SMSC Careers British Values Sex Education	Hacking, Security, Legislation & Ethics	Hacking, Security, Legislation & Ethics Representation of gender, age, ethnicity etc. in the media		Hacking, Security, Legislation & Ethics
Year 10 - CS	Paper 2 Theory – Algorithms, Flow Diagrams, Pseudocode, Translators, Robust programs, ASCII, Units & Character Sets, Binary & Denary & Hex, Logic Gates, Computational Logic,	Python revision, similar Y11 NEA task. Revision priorities from Paper 2 Theory content, retention tests & Interleaving theory (Paper 1) content. Ethics and Legislation		Python revision, similar Y11 NEA task. Revision for both papers, interleaving, revise SQL. EOY Mock exams.

	Images, Sound & Compression. Theory Mock. Interleaving theory (Paper 1) content.		
Year 10 - Media	<p>Component 1: exploring media products</p> <ul style="list-style-type: none"> Learning aim B: Explore how digital media products are created to provide meaning and engage audiences <ul style="list-style-type: none"> B1: Genre, narrative, representation and audience interpretation B2: Media production techniques 	<p>Component 2: developing digital media production skills</p> <ul style="list-style-type: none"> Learning aim A: Develop media production skills and techniques <ul style="list-style-type: none"> A1: Practical skills and techniques Learning aim B: Apply media production skills and techniques <ul style="list-style-type: none"> B1: Pre-production processes and practices B2: Production processes and practices B3: Post-production processes and practices 	<p>Component 2: developing digital media production skills</p> <ul style="list-style-type: none"> Learning aim B: Apply media production skills and techniques <ul style="list-style-type: none"> B2: Production processes and practices B3: Post-production processes and practices Learning aim C: Review own progress and development of skills and practices <ul style="list-style-type: none"> C1: Review of progress and development
SMSC Careers British Values Sex Education	Representation of gender, age, ethnicity etc. in the media	Hacking, Security, Legislation & Ethics	Hacking, Security, Legislation & Ethics
Year 11	Python NEA task Theory revision and interleaving. Paper 1 & Paper 2. Priorities from previous mocks. Mock papers and retention tests. See SOW	Complete Python NEA task Theory revision and interleaving. Paper 1 & Paper 2. Priorities from previous mocks. Mock papers and retention tests. See SOW	Theory revision and interleaving. Paper 1 & Paper 2. Priorities from previous mocks. Mock papers and retention tests. Walk and talk mocks 6/8 mark question practice See SOW
SMSC Careers British Values Sex Education	Hacking, Security, Legislation & Ethics	Hacking, Security, Legislation & Ethics	Hacking, Security, Legislation & Ethics
Year 12 - Media	<p>Unit 1: Media Representations</p> <ul style="list-style-type: none"> A: Media messages <ul style="list-style-type: none"> Media representations in context Introduction to theories of media representation B: Understanding media messages <ul style="list-style-type: none"> Constructing messages Audience decoding Semiotics: media language Expectations and subversion of genre <p>Unit 8: Responding to a Commission</p> <ul style="list-style-type: none"> Rationale for ideas in response to a commission 	<p>Unit 1: Media Representations</p> <ul style="list-style-type: none"> C: Stylistic codes <ul style="list-style-type: none"> Camerawork and photography Lighting Editing Sound Design D: Effects of media messages <ul style="list-style-type: none"> Effects of representation <p>Unit 8: Responding to a Commission</p> <ul style="list-style-type: none"> Rationale for ideas in response to a commission Developing a response to a commission 	<p>Unit 1: Media Representations</p> <ul style="list-style-type: none"> A: Media messages B: Understanding media messages C: Stylistic codes D: Effects of media messages <p>Unit 8: Responding to a Commission</p> <ul style="list-style-type: none"> Operational considerations of the proposal Presentation of creative ideas

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SMSC Careers British Values Sex Education	Media representations in context (age, gender, ethnicity, sex) Preparing to respond to a commission	Effects of media messages (age, gender, ethnicity, sex) Preparing to respond to a commission	Media representations in context (age, gender, ethnicity, sex) Effects of media messages (age, gender, ethnicity, sex) Preparing to respond to a commission
Year 13 - Media	Unit 1: Media Representations <ul style="list-style-type: none"> A: Media messages <ul style="list-style-type: none"> Media representations in context Introduction to theories of media representation B: Understanding media messages <ul style="list-style-type: none"> Constructing messages Audience decoding Semiotics: media language Expectations and subversion of genre Unit 8: Responding to a Commission <ul style="list-style-type: none"> Rationale for ideas in response to a commission Developing a response to a commission Operational considerations of the proposal Presentation of creative ideas 	Unit 1: Media Representations <ul style="list-style-type: none"> C: Stylistic codes <ul style="list-style-type: none"> Camerawork and photography Lighting Editing Sound Design D: Effects of media messages <ul style="list-style-type: none"> Effects of representation Unit 8: Responding to a Commission <ul style="list-style-type: none"> Rationale for ideas in response to a commission Developing a response to a commission 	Unit 1: Media Representations <ul style="list-style-type: none"> A: Media messages B: Understanding media messages C: Stylistic codes D: Effects of media messages Unit 8: Responding to a Commission <ul style="list-style-type: none"> Operational considerations of the proposal Presentation of creative ideas
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Curriculum – Assessment (Measuring Impact)

Data Drop Points

The following statements outline the contributing assessment information sources which, aggregated, provide 'Working At Grade' entries for each child throughout the year.

Year 7

Data Drop point 1:

End of topic tests, covers all content in Autumn Term (see Curriculum Coverage table above). Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 20% of class)). Grade boundaries have tried to reflect known GCSE grade boundaries previously.

Data Drop point 2:

End of Year exam paper, (for first rotation groups only) covers all content learnt in Computing lessons (see Curriculum Coverage table above). Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 20% of class)). Grade boundaries have tried to reflect known GCSE grade boundaries previously.

Data Drop point 3:

End of Year exam paper, covers all content learnt in Computing lessons (see Curriculum Coverage table above). Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 20% of class)). Grade boundaries have tried to reflect known GCSE grade boundaries previously.

Year 8

Data Drop point 1:

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Data Drop point 2:

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Data Drop point 3:

End of Year exam paper, covers all content learnt in Computing lessons (see Curriculum Coverage table above). Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 20% of class)). Grade boundaries have tried to reflect known GCSE grade boundaries previously.

Year 9

Data Drop point 1:

CS – end of topic KAO's (written exam paper), past GCSE paper for Theory 1. Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 30% of class)). Grade boundaries have tried to reflect known GCSE grade boundaries previously.

MD - Audience, Purposes & Relationships Test and Production Techniques Test. Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 30% of class)). Grade boundaries have tried to reflect known BTEC grade boundaries previously.

Data Drop point 2:

CS – past GCSE paper for Theory 1. Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 30% of class)). Grade boundaries have tried to reflect known GCSE grade boundaries previously.

MD – Component 1 Coursework. Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 30% of class)). Grade boundaries have tried to reflect known BTEC grade boundaries previously.

Data Drop point 3:

CS – end of topic KAO's (written exam paper), past GCSE paper for Theory 1. Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 30% of class)). Grade boundaries have tried to reflect known GCSE grade boundaries previously.

MD – Component 3 Coursework. Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 30% of class)). Grade boundaries have tried to reflect known BTEC grade boundaries previously.

Year 10

Data Drop point 1:

CS – end of topic KAO's (written exam paper), past GCSE paper for Theory 2. Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 30% of class)). Grade boundaries have tried to reflect known GCSE grade boundaries previously.

MD – Component 1 Coursework. Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 30% of class)). Grade boundaries have tried to reflect known BTEC grade boundaries previously.

Data Drop point 2:

CS - past GCSE papers for Theory 1 & 2. Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 30% of class)). Grade boundaries have tried to reflect known GCSE grade boundaries previously.

MD – Pre-Production Test. Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 30% of class)). Grade boundaries have tried to reflect known BTEC grade boundaries previously.

Data Drop point 3:

CS - past GCSE papers for Theory 1 & 2. Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 30% of class)). Grade boundaries have tried to reflect known GCSE grade boundaries previously.

MD – Component 2 Coursework. Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 30% of class)). Grade boundaries have tried to reflect known BTEC grade boundaries previously.

Year 11

Data Drop point 1:

CS - past GCSE papers for Theory 1 & 2. Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 20% of class)). Grade boundaries have tried to reflect known GCSE grade boundaries previously.

Data Drop point 2:

CS - past GCSE papers for Theory 1 & 2. Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 20% of class)). Grade boundaries have tried to reflect known GCSE grade boundaries previously.

Data Drop point 3:

CS - past GCSE papers for Theory 1 & 2. Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 20% of class)). Grade boundaries have tried to reflect known GCSE grade boundaries previously.

Year 12

Data Drop point 1:

MD – Test of Learning Aim A & B from Unit 1 and Unit 8 Practice Coursework. Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 30% of class)). Grade boundaries have tried to reflect known BTEC grade boundaries previously.

Data Drop point 2:

MD – Test of Learning Aim C & D from Unit 1 and Unit 8 Practice Coursework. Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 30% of class)). Grade boundaries have tried to reflect known BTEC grade boundaries previously.

Data Drop point 3:

MD – Test of Unit 1. Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 30% of class)). Grade boundaries have tried to reflect known BTEC grade boundaries

Year 13

Data Drop point 1:

MD – Test of Learning Aim A & B from Unit 1 and Unit 8 Practice Coursework. Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 30% of class)). Grade boundaries have tried to reflect known BTEC grade boundaries previously.

Data Drop point 2:

MD – Test of Learning Aim C & D from Unit 1 and Unit 8 Practice Coursework. Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 30% of class)). Grade boundaries have tried to reflect known BTEC grade boundaries previously.

Data Drop point 3:

MD – Test of Unit 1. Marked by class teacher, moderated by FL (minimum of 5 papers per teacher (usually 30% of class)). Grade boundaries have tried to reflect known BTEC grade boundaries