



CURRICULUM PLANS

COMPUTER SCIENCE YEAR 7




AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big question(s) of the unit: What hardware is required to set up a computer? How are websites created?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will develop an understanding of various input, output and storage components, and their use, as well as developing their knowledge of software packages and applications. Pupils will develop knowledge of HTML code and understand how to use tags effectively to produce a website.</p>	<p>Big question(s) of the unit: How do you use graphical programming to create programs and games?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will understand a range of programming fundamentals including sequence, selection and iteration, and use this knowledge to develop programs for given scenarios.</p>	<p>Big question(s) of the unit: What is Python and how is it similar/different to Scratch?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will further enhance their knowledge of sequence, selection and iteration by developing their understanding of their use within Python programming. These skills are then applied to given scenarios, allowing pupils to create a range of text-based programs.</p>	<p>Big question(s) of the unit: How are computers used to edit pictures?</p> <p>Overview of knowledge, understanding and skills (key concepts): By developing a range of techniques and sophisticated approaches, pupils understand how photos and imagery can be edited in photo-editing software.</p>	<p>Big question(s) of the unit: How are computers used to edit sound? How is binary used to represent all data on a computer?</p> <p>How is binary used to represent all data on a computer? Using sound-editing software, pupils will develop an understanding of how sound can be edited to produce a final outcome, suitable for a given scenario. Pupils will understand the binary number system and be able to convert from 8-bit binary to denary. Pupils will also develop the knowledge of how text, sound and pictures can be represented as binary.</p>	<p>Big question(s) of the unit: How can we address our areas for improvement, before progressing into Year 8.</p> <p>Overview of knowledge, understanding and skills (key concepts): Based on their performance in the Year 7 Finals, pupils will be directed by their teacher to complete 1 of 7 independent mini-projects, relating to an ARE identified as an area for development. This project will address gaps in knowledge prior to progressing into Year 8.</p>	<ul style="list-style-type: none"> • HARDWARE - I understand the hardware and software components that make up computer systems. • HTML - I understand the purpose of HTML, its use on the World Wide Web and can demonstrate the ability to appropriately use a range of HTML tags for a given scenario. • PROGRAMMING TECHNIQUES (GRAPHICAL) - I understand the purpose of, and I'm able to use, sequence, variables, selection and iteration within graphical programming. • PROGRAMMING TECHNIQUES (TEXTUAL) - I understand the purpose of, and I'm able to, use sequence, variables, selection and iteration within a textual programming language. • PHOTO EDITING - I can use a variety of photo editing tools and techniques such as text masking, colour replacement, pixelation and other sophisticated approaches to create and manipulate images. • DATA REPRESENTATION - I understand what binary numbers are and can carry out conversion between binary and decimal. I understand how text, sounds and pictures can be represented as binary digits. • SOUND-EDITING - I can plan, record and edit audio clips using audio creation concepts and processes such as splitting, joining and other sophisticated techniques.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big question(s) of the unit: How can video-editing software be utilised to produce a YouTube worthy advertisement?</p> <p>What are the different ways of sorting and searching data?</p> <p>How do computers use the hexadecimal number system to represent data?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will develop the knowledge and skills needed to plan, produce and edit a 30-second advertisement, suitable for use on online platforms.</p> <p>Pupils will understand a variety of sorting and searching algorithms and be able to apply these algorithms to different sets of data, based on given scenarios.</p> <p>Pupils will further enhance their knowledge of the binary number system, and will develop the knowledge required to convert between hexadecimal, binary and denary numbers.</p>	<p>Big question(s) of the unit: How can Scratch be used to develop a game?</p> <p>Overview of knowledge, understanding and skills (key concepts): Building on their existing understanding, pupils will further enhance their knowledge of programming fundamentals in a graphical programming language in order to produce a single-player game, with a range of sophisticated features.</p>	<p>Big question(s) of the unit: Can you use an online development tool to create a website?</p> <p>Overview of knowledge, understanding and skills (key concepts): Progressing from the knowledge and understanding gained previously, pupils will use an online development tool to produce a website which exhibits structure, content and layout in-line with modern web design fundamentals.</p>	<p>Big question(s) of the unit: How can you write advanced programs in Python?</p> <p>Overview of knowledge, understanding and skills (key concepts): Developing an understanding of arrays and file handling in a text-based programming language, children will transfer the skills gained into a range of Python programs based on given scenarios.</p>	<p>Big question(s) of the unit: How are radio adverts planned, produced and edited?</p> <p>What skills can be implemented to further enhance our ability to edit photos?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will further their knowledge developed previously to produce a radio advert, which combines dialogue, sound effects and music, whilst considering good practices surrounding audio-focused advertisements.</p> <p>Progressing from knowledge gained previously, pupils further enhance their understanding of photo-editing software in order to produce a series of images, and reproduce a world-famous movie poster.</p>	<p>Big question(s) of the unit: How can we address our areas for improvement, before progressing into Year 9.</p> <p>Overview of knowledge, understanding and skills (key concepts): Based on their performance in the Year 8 finals, pupils will be directed by their teacher to complete 1 of 8 independent mini-projects, relating to an ARE identified as an area for development.</p> <p>This project will address gaps in knowledge prior to progressing into Year 9.</p>	<ul style="list-style-type: none"> • VIDEOGRAPHY – I can plan, produce and edit projects to create a professional video using a variety of editing tools and techniques. • ALGORITHMS – I understand a range of searching and sorting algorithms and can use them to sort, or search for, data in a given scenario. • DATA REPRESENTATION – I understand what binary and hexadecimal numbers are and can carry out binary addition, bit shifting and conversion between binary, decimal and hexadecimal. • PROGRAMMING TECHNIQUES (GRAPHICAL) – I can produce a single-player game in a graphical programming language which utilises a range of programming fundamentals including sequence, selection, iteration and an appropriate use of variables and arrays. • WEB DEVELOPMENT – I can plan, create and develop a professional website, including a variety of multimedia elements, which exhibit design techniques that are reflective of modern web design practices. • PROGRAMMING TECHNIQUES (TEXTUAL) – I understand the purpose of, and I'm able to, use sequence, selection, iteration, arrays, input, output and variables and file handling within a text-based programming language. • SOUND-EDITING – I can plan, record and edit audio, using sound-editing software, in order to produce a radio advert for a given scenario. • PHOTO-EDITING – I can use a range of advanced photo-editing techniques required to produce a portfolio of imagery, based on given scenarios.




	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	PQEs
YEAR 9 STUDY SCHOOL - COMPUTER SCIENCE	<p>Big question(s) of the unit: How does the CPU, memory and storage all work together in a computer system? (STUDY SCHOOL ROTATION 1)</p> <p>What ways can a computer be hacked and how can you prevent it from happening? (STUDY SCHOOL ROTATION 1)</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will understand the purpose of a CPU within a computer system, why primary and secondary storage is essential and how these components are reliant upon each other.</p> <p>Pupils will understand the different security threats to a system and the measures that can be introduced in order to prevent them from occurring.</p>	<p>Big question(s) of the unit: How can we produce text-based programs that are robust and utilise effective defensive design considerations? (STUDY SCHOOL ROTATION 1)</p> <p>How can count-controlled and condition-controlled loops be utilised within text-based programming to improve efficiency of code? (STUDY SCHOOL ROTATION 1)</p> <p>Overview of knowledge, understanding and skills (key concepts): Furthering the knowledge gained in earlier years, pupils will develop an understanding of how validation checks including range, presence and format can be used to ensure text-based programs continue to operate in response to invalid data entry.</p> <p>Pupils develop an understanding of input verification techniques which utilise condition-controlled loops in order to prevent brute-force attacks and improve coding efficiency.</p>	<p>Big question(s) of the unit: How does the CPU, memory and storage all work together in a computer system? (STUDY SCHOOL ROTATION 2)</p> <p>What ways can a computer be hacked and how can you prevent it from happening? (STUDY SCHOOL ROTATION 2)</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will understand the purpose of a CPU within a computer system, why primary and secondary storage is essential and how these components are reliant upon each other.</p> <p>Pupils will understand the different security threats to a system and the measures that can be introduced in order to prevent them from occurring.</p>	<p>Big question(s) of the unit: How can we produce text-based programs that are robust and utilise effective defensive design considerations? (STUDY SCHOOL ROTATION 2)</p> <p>How can count-controlled and condition-controlled loops be utilised within text-based programming to improve efficiency of code? (STUDY SCHOOL ROTATION 2)</p> <p>Overview of knowledge, understanding and skills (key concepts): Furthering the knowledge gained in earlier years, pupils will develop an understanding of how validation checks including range, presence and format can be used to ensure text-based programs continue to operate in response to invalid data entry.</p> <p>Pupils develop an understanding of input verification techniques which utilise condition-controlled loops in order to prevent brute-force attacks and improve coding efficiency.</p>	<p>Big question(s) of the unit: How do computers use algorithms to sort and search data? (FOUNDATION LEARNING)</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will develop a deeper understanding of Linear and Binary search algorithms, whilst gaining the knowledge of how to apply Merge and Insertion sorts to a range of data, in given scenarios.</p>	<p>Big question(s) of the unit: What laws apply in Computer Science? (FOUNDATION LEARNING)</p> <p>How can multiple computers be set up to create a network? (FOUNDATION LEARNING)</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will develop thorough knowledge of how different laws influence and impact the IT industry and its users. Finally, pupils will understand the hardware to set up a network and the different ways in which a network can be set up.</p>	<p>COMPUTER SCIENCE</p> <ul style="list-style-type: none"> I can explain the computer architecture, memory and storage for a computer system. I can identify security risks to a computer system and how to prevent them, whilst linking these security risks to computing laws. I can create robust and efficient programs in a text-based programming language. I can apply debugging techniques in order to test, identify and resolve a range of issues. 



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	PQEs
YEAR 9 STUDY SCHOOL - CREATIVE iMEDIA	<p>Big question(s) of the unit: How do businesses design their logos and how can we use different software packages and their tools in order to create and manipulate these? (STUDY SCHOOL ROTATION 1)</p> <p>How can we use the tools and techniques to reproduce media imagery, such as a DVD cover? (STUDY SCHOOL ROTATION 1)</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will develop an understanding of the design features, styles and hidden messages associated with many company logos. Using a range of tools and resources, pupils will produce their own logos for a company of their choice.</p> <p>Building upon the skills developed previously, pupils will be tasked with recreating a piece of media imagery, whilst utilising a range of advanced skills and techniques including layer manipulation.</p>	<p>Big question(s) of the unit: Understand what makes a professional website and what elements should be included to make it fit for purpose and suitable for the target audience. (STUDY SCHOOL ROTATION 1)</p> <p>What additional resources, utilised by businesses, rely on effective design? (STUDY SCHOOL ROTATION 1)</p> <p>Overview of knowledge, understanding and skills (key concepts): Utilising prior knowledge of HTML and modern web design practices, pupils will create a professional, multi-paged, website that includes a variety of different multimedia elements which is suitable for its target audience and fit for purpose. This website will showcase an appropriate house style, branding, and structure.</p> <p>Pupils will produce a range of additional material to represent their chosen business in a team-based, dragon den's style project, which will include flyers and business cards.</p>	<p>Big question(s) of the unit: How do businesses design their logos and how can we use different software packages and their tools in order to create and manipulate these? (STUDY SCHOOL ROTATION 2)</p> <p>How can we use the tools and techniques to reproduce media imagery, such as a DVD cover? (STUDY SCHOOL ROTATION 2)</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will develop an understanding of the design features, styles and hidden messages associated with many company logos. Using a range of tools and resources, pupils will produce their own logos for a company of their choice.</p> <p>Building upon the skills developed previously, pupils will be tasked with recreating a piece of media imagery, whilst utilising a range of advanced skills and techniques including layer manipulation.</p>	<p>Big question(s) of the unit: Understand what makes a professional website and what elements should be included to make it fit for purpose and suitable for the target audience. (STUDY SCHOOL ROTATION 2)</p> <p>What additional resources, utilised by businesses, rely on effective design? (STUDY SCHOOL ROTATION 2)</p> <p>Overview of knowledge, understanding and skills (key concepts): Utilising prior knowledge of HTML and modern web design practices, pupils will create a professional, multi-paged, website that includes a variety of different multimedia elements which is suitable for its target audience and fit for purpose. This website will showcase an appropriate house style, branding, and structure.</p> <p>Pupils will produce a range of additional material to represent their chosen business in a team-based, dragon den's style project, which will include flyers and business cards.</p>	<p>Big question(s) of the unit: What software packages are used by professionals within industry, and how are they used to produce business-standard logos and imagery. (FOUNDATION LEARNING)</p> <p>Overview of knowledge, understanding and skills (key concepts): Using industry-standard software, pupils will produced a range of images, including a number of business-style logos which would be suitable for a modern day organisation.</p>	<p>Big question(s) of the unit: What techniques do Netflix use to provoke emotional responses from their viewers? (FOUNDATION LEARNING)</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will develop an understanding of advanced video production and editing techniques, including the use of shot types, styles and design considerations in order to produce a video clip for a given scenario.</p>	<p>CREATIVE iMEDIA</p> <ul style="list-style-type: none"> I can create and manipulate graphics, on a variety of software platforms, using a variety of tools and techniques for given scenarios. I can plan, create and develop a professional website, suitable for a modern day business, using a variety of multimedia elements. I can plan, create and edit a video clip which takes into consideration a range of advanced production and editing techniques





	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	PQEs
YEAR 9 STUDY SCHOOL - BUSINESS	<p>Big question(s) of the unit: How do new businesses and products emerge? (STUDY SCHOOL ROTATION 1)</p> <p>How do businesses utilise their marketing mix to achieve their aims and objectives? (STUDY SCHOOL ROTATION 1)</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will understand where new businesses come from, how entrepreneurs identify and fill gaps in the market. Pupils will have an awareness of the risks and rewards associated with entrepreneurship, especially in the early life of a small business. This will lead to a study of the 4Ps of the marketing mix (Price, Product, Place, Promotion) and the marketing strategies that businesses adopt to generate sales. Pupils will be able to analyse which marketing decisions will minimise business risk.</p>	<p>Big question(s) of the unit: How do businesses identify and satisfy customer needs through market research? (STUDY SCHOOL ROTATION 1)</p> <p>How do businesses cultivate a base of loyal customers, targeting specific groups of potential customers using market segmentation? (STUDY SCHOOL ROTATION 1)</p> <p>Overview of knowledge, understanding and skills (key concepts): Building on embedded understanding of where businesses come from, pupils will begin to consider how businesses can grow organically and successfully. Pupils will analyse the relationships between businesses and their customers, understanding how a variety of market research methods can be used to inform these relationships.</p>	<p>Big question(s) of the unit: How do new businesses and products emerge? (STUDY SCHOOL ROTATION 2)</p> <p>How do businesses utilise their marketing mix to achieve their aims and objectives? (STUDY SCHOOL ROTATION 2)</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will understand where new businesses come from, how entrepreneurs identify and satisfy gaps in the market. Pupils will have an awareness of the risks and rewards associated with entrepreneurship, especially in the early life of a small business. This will lead to a study of the 4Ps of the marketing mix (Price, Product, Place, Promotion) and the marketing strategies that businesses adopt to generate sales. Pupils will be able to analyse which marketing decisions will minimise business risk.</p>	<p>Big question(s) of the unit: How do businesses identify and satisfy customer needs through market research? (STUDY SCHOOL ROTATION 2)</p> <p>How do businesses cultivate a base of loyal customers, targeting specific groups of potential customers using market segmentation? (STUDY SCHOOL ROTATION 2)</p> <p>Overview of knowledge, understanding and skills (key concepts): Building on embedded understanding of where businesses come from, pupils will begin to consider how businesses can grow organically and successfully. Pupils will analyse the relationships between businesses and their customers, understanding how a variety of market research methods can be used to inform these relationships.</p>	<p>Big question(s) of the unit: What are the risks that entrepreneurs face when starting a small business? (FOUNDATION LEARNING)</p> <p>What are the potential rewards that can be achieved by successful entrepreneurs? (FOUNDATION LEARNING)</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will be informed to comment on the trade-offs between potential risks and rewards for aspiring entrepreneurs. They will begin to develop an understanding of the various factors which can increase the potential of the risks and rewards, leading to being able to provide context-specific analysis.</p>	<p>Big question(s) of the unit: What does a business need to do to spot a business opportunity? (FOUNDATION LEARNING)</p> <p>What are the steps that a business should take to make them more effective? (FOUNDATION LEARNING)</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will understand the purpose of market research for a business, they will be able to identify all the different methods of market research they should undertake when trying to spot a business opportunity. They will be able to understand how businesses use market segmentation to target customers and be able to explain why getting the Marketing Mix right is so important to the success of a business. Pupils' analysis of business decision-making will begin to be informed by the contextual position of the business in question.</p>	<p>BUSINESS</p> <ul style="list-style-type: none"> I can explain what branding is and how businesses use it. I can investigate how small businesses work e.g. how to spot a business opportunity and make the business effective. I can understand how businesses grow and how they can use marketing to develop. I can measure business success using calculations, cashflow forecasts, and case study analysis. 



CURRICULUM PLANS

GCSE COMPUTER SCIENCE YEAR 10



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Big question(s) of the unit: How are algorithms used to solve problems and what other factors influence these solutions?</p> <p>What are the components of the Von Neumann architecture and how do they work?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will develop an understanding of computational thinking, abstraction, decomposition and how to create and refine algorithms, as well as broadening their knowledge of systems architecture. They will also develop an understanding of flowcharts and how these can be produced to illustrate solutions to presented problems.</p>	<p>Big question(s) of the unit: Why are memory and storage an essential part of a computer system?</p> <p>What are the fundamentals of programming in a text-based language?</p> <p>Overview of knowledge, understanding and skills (key concepts): Developing upon prior learning, pupils will enhance their understanding of primary and secondary storage and how these fundamental elements function together.</p> <p>Pupil learn how to utilise data types effectively in given scenarios and how to incorporate logic conditions into decisions.</p>	<p>Big question(s) of the unit: Once a program is created, what skills and techniques can you do to make it robust?</p> <p>Overview of knowledge, understanding and skills (key concepts): Furthering the knowledge developed previously, pupils will understand how to implement additional techniques to protect a text-based program from potential malicious harm.</p>	<p>Big question(s) of the unit: How are computer networks created? And what protocols do they follow?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will build upon their prior knowledge of networks and will learn about wired and wireless technologies, network topologies and how protocols are used to support the transfer of data across the internet.</p>	<p>Big question(s) of the unit: What are the security threats posed to Network and how can they be prevented?</p> <p>Overview of knowledge, understanding and skills (key concepts): As well as identifying a range of vulnerabilities that a network may face, pupils will develop a strong understanding of how these can be addressed, and the limitations of each solution.</p>	<p>Big question(s) of the unit: What are the ethical, legal, cultural and environmental impacts of digital technology?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will develop an understanding of the laws and governance which are used to maintain privacy and integrity, including the Data Protection Act, Computer Misuse Act and Copyright, Design and Patents Act. They will also explore how e-waste negatively impacts developing countries and the impact on society, the environment and culture, caused by our demand for the latest technology.</p>

OCR CAMNAT CREATIVE iMEDIA YEAR 10



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Big question(s) of the unit: What are the key concepts, factors and structures that make professional graphics for the digital world? How can we interpret a scenario to create a product that is fit for purpose and suitable for the target audience?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will look at all the key elements, properties and the knowledge of a variety of different graphics in order to develop their understanding of them in preparation of creating a portfolio of graphics based on a scenario.</p>	<p>Big question(s) of the unit: Why is it important to plan for the products that we are going to make and how does planning allow for a scenario to be completed to a professional standard? What resources will be needed to ensure that the product being created is fit for purpose and meets the need of the target audience?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will break down the planning of the coursework scenario so that all elements and requirements are met. Pupils will look at transferable skills (workplans, understanding the client requirements etc) to build up the planning ahead of the creating of the different products.</p>	<p>Big question(s) of the unit: How do we use all the resources and all the skills learnt to create a portfolio of graphics that meet the client requirements?</p> <p>Why is it important to critically analyse the product(s) created and what is the purpose of offering improvements for the product(s).</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils use a variety of skills and techniques to create a portfolio of graphical products and create a final product for the client, based on the brief.</p> <p>Pupils evaluate the products that they have created and discuss how they could be improved to make them more fit for purpose.</p>	<p>Big question(s) of the unit: How do we use all the resources and all the skills learnt to create a portfolio of graphics that meet the client requirements?</p> <p>Why is it important to critically analyse the product(s) created and what is the purpose of offering improvements for the product(s).</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils use a variety of skills and techniques to create a portfolio of graphical products and create a final product for the client, based on the brief.</p> <p>Pupils evaluate the products that they have created and discuss how they could be improved to make them more fit for purpose.</p>	<p>Big question(s) of the unit: What are the legal and ethical issues that need to be considered before creating a digital product? How are media codes used within the digital industry to create meaning, create impact and convey messages?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will develop their knowledge and understanding in the following areas; the media industry, job roles in the media industry, how style, content and layout are linked to the purpose, client requirements and how they are defined, audience demographics and segmentation, research methods, sources and types of data and media codes used to convey meaning, create impact and/or engage audiences.</p>	<p>Big question(s) of the unit: What are the legal and ethical issues that need to be considered before creating a digital product? How are media codes used within the digital industry to create meaning, create impact and convey messages?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will develop their knowledge and understanding in the following areas; work planning, documents used to support ideas generation, documents used to design and plan media products and the legal issues that affect media.</p>



CURRICULUM PLANS

GCSE COMPUTER SCIENCE YEAR 11



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
<p>Big question(s) of the unit: What software do computers systems have to aid the computer and how is this used to maintain different components?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will develop an understanding of graphical, command line, and natural voice operating systems. Pupils will also gain a broadened knowledge of the utility software available within different operating systems and how this can be used to maintain a device.</p>	<p>Big question(s) of the unit: What part does Boolean Logic play within a computer system? What other programming languages exist and what are the features of an IDE?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will understand complex logic circuits which utilise the AND, OR and NOT operators. They will develop an understanding of how truth tables can be used to illustrate outcomes based on given conditions, and how to produce logic diagrams to two tiers. Pupils will investigate the variety of programming languages available and identify the features of different IDEs which allow the user to be supported throughout the coding process.</p>	<p>Big question(s) of the unit: What is the difference between Translators, Compilers and Interpreters?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will investigate how different programming languages throughout history have been executed in a variety of ways using translators, compilers and interpreters, and what the future of programming may look like through the advancement of Artificial Intelligence.</p>	<p>Big question(s) of the unit: What is the difference between Functions and Procedures?</p> <p>Overview of knowledge, understanding and skills (key concepts): Furthering their programming skills and knowledge, pupils will develop an understanding of the difference between functions and procedures, and how these can be implemented in different situations, and the benefits and drawbacks that each bring.</p>	<p>Big question(s) of the unit: What is OCR Reference Language and how is it like Python?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will develop an understanding of how OCR reference language compares to Python programming - its similarities, its differences and how to solve problems using both approaches.</p>

OCR CAMNAT CREATIVE iMEDIA YEAR 11



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
<p>Big question(s) of the unit: Why is it important to choose the correct format and media properties when creating digital products, and how will they affect the user of these products? How are the skills used in the subject be transferred across different industry carers and how can they be developed to prepare for future technology?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will develop their knowledge and understanding in the following areas; distribution platforms and media to reach audiences and properties and formats of media files.</p>	<p>Big question(s) of the unit: Why is it important to plan for the products that we are going to make, and how does planning allow for a scenario to be completed to a professional standard? What resources will be needed to ensure that the product being created is fit for purpose and meets the need of the target audience?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will look at all the key elements, properties and the knowledge of a variety of different interactive digital products in order to develop their understanding of them in preparation of creating interactive digital media product based on a scenario.</p>	<p>Big question(s) of the unit: Why is it important to plan for the products that are going to make and how does planning allow for a scenario to be completed to a professional standard? What resources will be needed to ensure that the product being created is fit for purpose and meets the need of the target audience?</p> <p>Overview of knowledge, understanding and skills (key concepts): Pupils will break down the planning of the coursework scenario so that all elements and requirements are met. Pupils will look at transferable skills (workplans, understanding the client requirements etc) to build up the planning ahead of the creating of the different products.</p>	<p>Big question(s) of the unit: How do we use all the resources and all the skills learnt to create a interactive product that meets the client requirements? Why is it important to critically analyse the product(s) created and what is the purpose of offering improvements for the product(s). Overview of knowledge, understanding and skills (key concepts): Pupils use a variety of skills and techniques to create a portfolio of graphical products and create a final product for the client, based on the brief. Pupils evaluate the products that they have created and discuss how they could be improved to make them more fit for purpose.</p>	<p>Big question(s) of the unit: How do we use media in the industry. Understanding of legal concepts and the importance of planning. This is a recap of all the exam content - with the exam coming up. Overview of knowledge, understanding and skills (key concepts): Pupils will develop their knowledge and understanding in the following areas; the media industry, job roles in the media industry, how style, content and layout are linked to the purpose, client requirements and how they are defined, audience demographics and segmentation, research methods, sources and types of data and media codes used to convey meaning, create impact and/or engage audiences.</p>