

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	<p>Digital Literacy Troubleshooting & start-up, passwords, file handling. Google Email, Drive & Classroom. Skills for Google docs, MS Word & PPT</p>	<p>Computer Systems Hardware & Software Input, output & storage devices CPU</p> <p>Binary Understanding Binary Converting text Basic ASCII – work out denary value, decode secret message from binary</p>	<p>E-Safety & Security Understanding risks when using technology . Recognise inappropriate content, contact and conduct, and know how to report concerns. Social media age, passwords, chatrooms, IM, cyberbullying, grooming, sexting, sharing photos, private / public information</p>	<p>Using Media Movie Editing Teaser Video Music</p> <p>Select and create a range of media including text, images, sounds and video for a given audience</p>	<p>Programming in Scratch Sequence, variables, selection & operators, iteration, subroutines, decomposition, evaluation of loops, lists, applying constructs to solve a problem</p>	<p>Data & Information Spreadsheet Modelling</p> <p>Formatting, functions, formulae, charts, If, data validation, conditional formatting</p> <p>How is data stored, organised and used to represent real world artefacts and scenarios</p>
NC Links	3.5 - 3.9	3.4 - 3.5 - 3.6	3.9 RSE Framework	3.7 - 3.8	3.2 - 3.3 - 3.4 - 3.8	3.1 - 3.7
Assessment	Skills	Knowledge	Knowledge	Skills	Skills	Skills
Year 8	<p>Computer Systems Networks</p> <p>Understand how Network can be used to retrieve and share information and come with associated risks, computer hardware usage</p>	<p>Using Media Information Kiosk</p> <p>Select and create a range of media including text, images, sounds and video for a given audience</p>	<p>Safety & Security Cyber Security, Legislation, Data Protection Act</p> <p>Computer Misuse Act. The Data Protection Act. Threats to data security. Data loss, corruption & theft. Actions to minimise risk.</p>	<p>Impact of Technology & Communication Past, present, future How individuals, systems and society as a whole interact with computer systems.</p> <p>Communication methods; how IT supports businesses, adv & dis of communication. Email etiquette</p>	<p>Programming in Python Introduction to Python programming Creating software to allow computers to solve problems</p> <p>Algorithms Being able to comprehend, design, create and evaluate algorithms</p>	<p>Data & Information Database</p> <p>Creating, searching and sorting databases Flat file, relational. Records, queries, creating reports</p>
NC Link	3.4 - 3.5 - 3.6	3.7 - 3.8	3.8 - 3.9	3.9 3.2 - 3.3 - 3.4 - 3.6	3.1 - 3.2 - 3.3 - 3.4 - 3.6	3.1 - 3.4
Assessment	Knowledge	Skills	Knowledge	Knowledge	Skills	Skills

Long Term Plan: Creative IT (10 week or Termly Rotation)

	Half Term 1 7 Weeks	Half Term 2 7 Weeks	Half Term 3 6 Weeks	Half Term 4 6 Weeks	Half Term 5 6 Weeks	Half Term 6 6 Weeks
Year 7	1st Rotation Illustrator -Cityscape -Famous landmarks -Typography -Street banner -Dracula’s house -Stained glass window -DIT & Peer Review	1st Rotation Comic Strip -Conventions & audience -Plan using storyboard & moodboard -Assessment - Create comic strip -DIT & Peer Review Ext. for Term Rotation - Google Sketch-Up -Research & plan -Create market stall -Create logo	2nd Rotation Illustrator Cityscape Famous landmarks Typography Street banner Dracula’s house Stained glass window DIT & Peer Review	2nd Rotation Comic Strip -Conventions & audience -Plan using storyboard & moodboard -Assessment - Create comic strip -DIT & Peer Review Ext. for Term Rotation - Google Sketch-Up -Research & plan -Create market stall -Create logo	3rd Rotation Illustrator -Cityscape -Famous landmarks -Typography -Street banner -Dracula’s house -Stained glass window -DIT & Peer Review	3rd Rotation Comic Strip -Conventions & audience -Plan using storyboard & moodboard -Assessment - Create comic strip -DIT & Peer Review Ext. for Term Rotation - Google Sketch-Up -Research & plan -Create market stall -Create logo
NC Links	3.7 - 3.8					
Assessment	Illustrator	Comic Strip	Illustrator	Comic Strip	Illustrator	Comic Strip
Year 8	1st Rotation Photopea -Fruit face -Removing backgrounds & layers -Typography -Selection tools -Clipping mask, gradient tools -Movie poster -Face re-mix, collage	1st Rotation - Creative Project: Food & Drinks Festival -Research, mind map own ideas -Logo & slogan -Programme using DTP -Ticket using photpea -Festival video to promote	2nd Rotation Photopea -Fruit face -Removing backgrounds & layers -Typography -Selection tools -Clipping mask, gradient tools -Movie poster -Face re-mix, collage	2nd Rotation - Creative Project: Food & Drinks Festival -Research, mind map own ideas -Logo & slogan -Programme using DTP -Ticket using photpea -Festival video to promote	3rd Rotation Photopea -Fruit face -Removing backgrounds & layers -Typography -Selection tools -Clipping mask, gradient tools -Movie poster -Face re-mix, collage	3rd Rotation - Creative Project: Food & Drinks Festival -Research, mind map own ideas -Logo & slogan -Programme using DTP -Ticket using photpea -Festival video to promote
NC Links	3.7 - 3.8					
Assessment	Photopea	Creative Project	Photopea	Creative Project	Photopea	Creative Project

National Curriculum

3.1	design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems Modelling data - Spreadsheets Y7 Modelling data - Database Y8 Introduction to Python programming Y8	3.2	understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem Programming essentials in Scratch Y7 Introduction to Python programming Y8	3.3	use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions Programming essentials in Scratch Y7 Introduction to Python programming Y8
3.4	understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal] Programming essentials in Scratch Y7 Binary Y7 Introduction to Python programming Y8 Data & Information - Database Y8	3.5	understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems Computer Systems - hardware & software Y7 Digital literacy Y7 Computer Systems - Network Y8	3.6	understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits Binary Y7 Introduction to Python programming Y8 Computer systems - Networks Y8
3.7	undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users Using Media Y7 Data & Information - Modelling data Y7 Creative IT - Vector & Raster graphics Y7 Creative IT - Vector & Raster graphics Y8	3.8	create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability Programming essentials in Scratch Y7 Using Media Y7 Creative IT - Vector & Raster graphics Y8	3.9	understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns Safety & Security - ESafety Y7 (RSE) Impact of technology Y7 Digital Literacy -Password security Y7 Safety & Security - Cybersecurity Y8

RSE statutory Framework, Pupils should know:

- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content.
- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.

- how information and data is generated, collected, shared and used online.