Kettlethorpe High School

'Together, be the best we can be.'

Present

Achieving

Excelling

Digital Subjects Curriculum

Subject Quote	"Computers are incredibly fast, accurate, and stupid. Human beings are incredibly slow, inaccurate, and brilliant. Together they are powerful beyond imagination."- Albert Einstein, physicist.
Curriculum Summary	At Kettlethorpe High School, we have a whole-school holistic curriculum model which seeks to plan for, teach, and assess progress against our core mission for pupils, our vision and ethos, as well as our cross-curricular 'golden threads' and our identified subject-specific knowledge and skills. Through our carefully planned curriculum maps, knowledge and skills are explicitly planned and taught in coherent and progressive steps. As pupils make progress through the curriculum, this is **the main measure of success in Computing. In computing we believe that the curriculum that we have designed in Year 7 and 8 is both exciting and challenging. It covers the range of knowledge that is mapped to the NC requirements. We have developed projects that use the latest hardware and software and due to the dynamic nature of our subject the schemes are adapted to respond to changes in the technological world. We also believe that the five-year curriculum allows for pupils transfer easily to higher education, especially in A Level Computer science and IT courses**. Our curriculum commits to fulfilling the 7 whole-school curriculum principles ensuring that what we deliver, and pupils receive is: • Broad and Balanced • Engaging • Personalised • Transformational • Inclusive • Aspirational • Values-Based
Links to Life and Future Destinations (Careers)	The computing curriculum is designed to equip pupils with essential skills and knowledge that prepare them for further study in the subject. Even if pupils choose not to continue with computing at KS4, the curriculum provides a solid foundation in the safe, legal, ethical, and responsible use of technology skills that are vital regardless of the career path they pursue. This understanding of digital safety and ethics is increasingly important in today's technology-driven world and supports success in any profession. The KS4 options act as a launchpad for pupils to progress onto Level 3 courses such as Creative iMedia, A-Level Business Studies, Media Studies, Film Studies, Computing, ICT, and Computer Science, or other equivalent qualifications. These pathways open a wide range of career opportunities in creative industries, technology, business, and beyond, ensuring pupils are well-prepared for adult life and the evolving job market.

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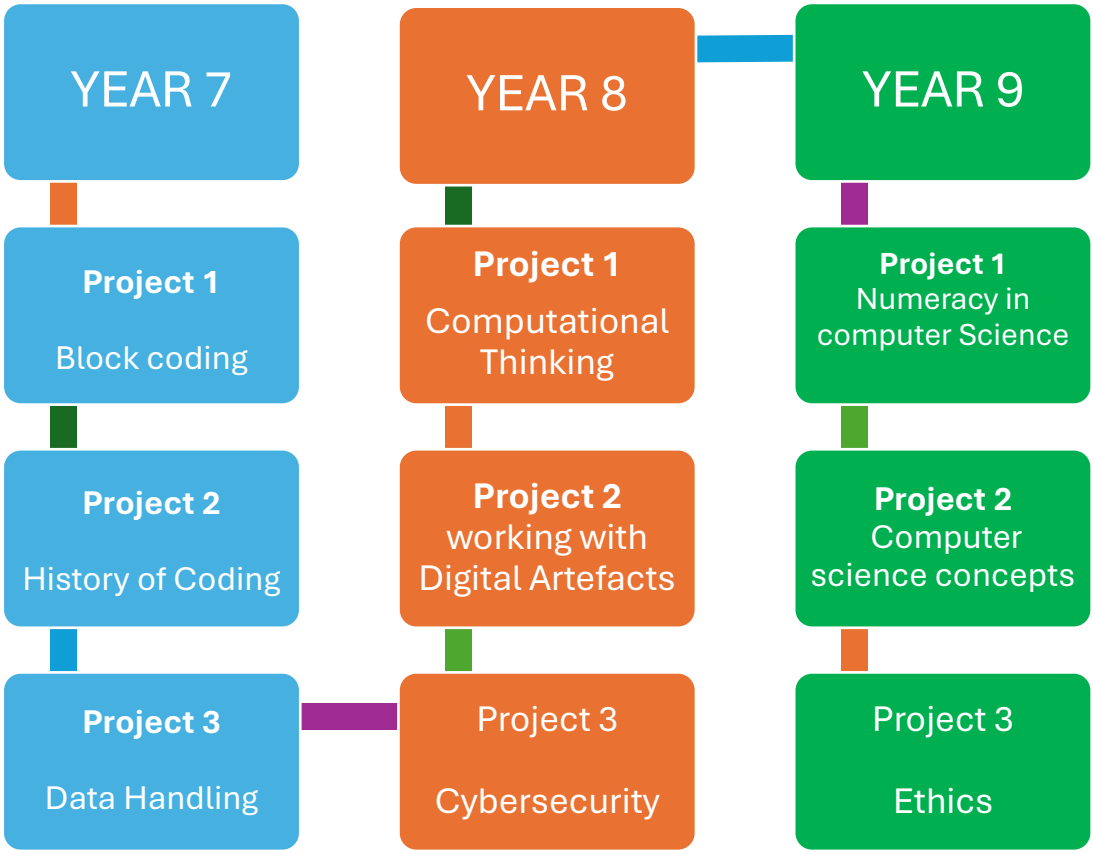
Computing – Curriculum Overview

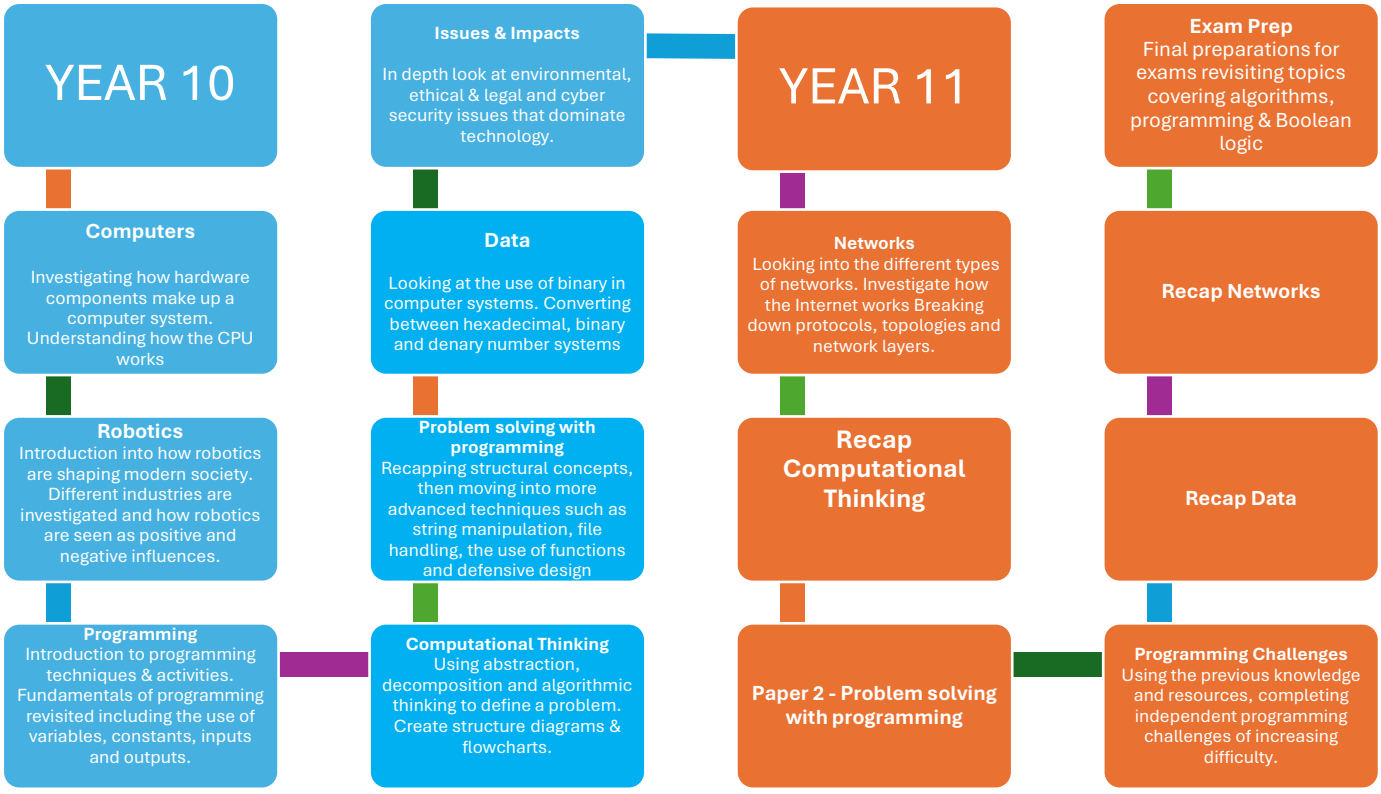
All pupils at Key Stage 3 will be taught to:

- design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- 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
- 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
- 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]
- understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- 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
- 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
- create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, de- sign and usability
- 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

Curriculum Overview: KS3 Computing



Curriculum Overview: KS4 Computing



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Key stage 3:
Pupils complete three projects.

Year 7 Computing curriculum includes:

Project 1: Block Coding
Pupils use Scratch to create a multi-level game from a client brief, learning core programming concepts like loops, conditionals, and variables. The visual interface supports debugging, experimentation, and logical thinking-skills that apply beyond coding.

Project 2: History of Coding
Exploring pioneers like Alan Turing and the basics of binary and encryption helps pupils understand computing's evolution and its real-world impact. They develop critical thinking, logical reasoning, and an appreciation of information security.

Project 3: Data Handling
Pupils learn to collect, interpret, and present data using spreadsheets and charts. They explore formulas, functions, and filters to analyse information efficiently, building strong skills in problem-solving, numeracy, and ethical data use.

Year 8 Computing curriculum includes:

Project 1: Computational Thinking

Pupils learn to think like computer scientists by breaking problems into smaller parts (decomposition), identifying patterns, creating algorithms, and focusing on key information (abstraction). Using Python, they write simple programs with variables, loops, if statements, and input/output, while learning to test and debug code.

Project 2: Working with Digital Artefacts

Acting as digital designers, pupils plan and create a fictional movie poster using Adobe Photoshop. They build skills in image editing, visual storytelling, media theory, and digital workflow while responding to a real-world client brief.

Project 3: Cybersecurity

Pupils explore how to protect data and stay safe online through topics like password security, phishing, malware, and firewalls. Using real-life scenarios, they learn how cyber threats work, the impact of attacks, and the laws that help protect users.

Key stage 4:

GCSE Computer Science

- All pupils must have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career.
- All pupils should be taught to develop their capability, creativity and knowledge in computer science, digital media and information technology
- Develop and apply their analytic, problem-solving, design, and computational thinking skills
- Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns

Digital Subjects knowledge and skills

Subject	Y7 (10 week program)			Y8 (10 week program)		
	Weeks 1 -4	Weeks 5 -7	Weeks 8 -10	Weeks 1 -4	Weeks 5 -7	Weeks 8 -10
Computing	Project1 Block Coding	Project 2: History of Coding	Project 3: Data Handling	Project 1: Computational Thinking	Project 2: Working with digital artefacts	Project 3: Cybersecurity

Subject	9			10			11		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
GCSE Computer Science	Data Representation Logic and Networks	Ethics and Issues Control Systems	Robotics Python Programming	Computer Systems Computational Thinking	Python Programming	Computer Networks Data Representation	Network Protocols Computer Systems	Python Programming Computational Thinking	Unit 1 and 2 Recap
GCSE business Studies	1.1 Enterprise and Entrepreneurship 1.2 Spotting a business opportunity	1.3 Putting a business plan into practice 1.4 Making the business effective	1.5 Understanding the external influences on businesses	2.1 Business Growth	2.2 Making marketing Decisions	2.3 Making operational decisions	Theme 1 Revision Exam Technique focus: Non-Contextual Questions Explain, Discuss & Calculate Contextual Questions: Outline,	Theme 2 Revision Exam Technique focus: Non-Contextual Questions Explain, Discuss & Calculate Contextual Questions: Outline,	Case study linked to Theme 1

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							Analyse, Justify & Evaluate	Analyse, Justify & Evaluate	
Creative iMedia	R094: Purpose, features, elements and design of visual identity R094: Pre-production and planning documentation used to generate ideas and concepts for visual identity and digital graphics R093/7: Pre-production and planning documentation and techniques for interactive digital media **Software Introduction - Adobe Illustrator**	**Software Introduction – Adobe Photoshop Wick Editor Mircosoft ClipChamp** R097: Technical skills to create and/or edit and manage assets for use within interactive digital media products R097: Features and conventions of interactive digital media R097: Resources required to create interactive digital media products	R094: Concepts of graphic design R094: Pre-production and planning documentation used to generate ideas and concepts for visual identity and digital graphics R094: Software tools and techniques used to create digital graphics R094: Modify images and other assets to ensure the technical compatibility for use within print graphics R094: Save and export	R094 – Practice NEA – WhereAbouts Travel R094: Concepts of graphic design R094: Pre-production and planning documentation used to generate ideas and concepts for visual identity and digital graphics R093: Intellectual property rights R094: Software tools and techniques used to create digital graphics R094: Modify images and	**R094 – NEA** **Live Assignment Brief (25%)**	R093: Media industry sectors and products R093: Media industry sectors and products R093: Regulation, certification, and classification **R097 – Practice NEA** R093/7: Pre-production and planning documentation and techniques for interactive digital media R097: Features and conventions of interactive digital media	**R097 – NEA Live Assignment Brief (35%)**	**R097 – NEA Live Assignment Brief (35%)** R093: Media codes used to convey meaning, create impact and/or engage audiences R093: Sources of research and types of research data R093: Work planning R093: Documents used to support ideas generation R093: Distribution platforms and media to reach audiences	R093: Revision and exam technique – (9 Mark-Walkthroughs) R093: Creative iMedia in the Media Industry Exam

	R097: Types of interactive digital media, content and associated hardware R097: Features and conventions of interactive digital media R097: Resources required to create interactive digital media products	**Software Introduction – RocketCake** R097: Technical skills to create interactive digital media R097: Techniques to save and export/publish interactive digital media R097: Techniques to test/check and review interactive digital media R097: Improvements and further developments	R093: Job roles in the media industry	other assets to ensure the technical compatibility for use within print graphics R094: Save and export		**New Brief Available from June 1st** **R097 – NEA** **Live Assignment Brief (35%)**		R093: Properties and formats of file formats R093: Legal Considerations to protect individuals R093: Health and safety	

GCSE Media Studies	Media language, context and presentation print media	Media language, context representation, industry and audience Netflix Sci-Fi drama	Creative media product- video editing- audience and industry. Media, language, context and representation magazine and music industry	Media language, context and representation film posters, print advertisements, video game and film industry and audience	TV crime drama Media language, context representation, industry and audience	Component 3 Creating digital media products. Media language and representation magazines	Media language, context, representation music videos and industry The Archers Radio industry and audience	Media language, context and representation, industry and audience newspapers	Personalised PLTs and revision on Component 1 and 2

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Digital Subjects– Golden Threads Mapping

SMSC				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Project 1: Block Coding **Spiritual**: Encourages creativity and curiosity in programming. **Moral**: Promotes responsibility through ethical coding and debugging. **Social**: Enhances teamwork through collaborative challenges. **Cultural**: Introduces global coding practices and concepts. **Project 2: History of Coding** **Spiritual**: Inspires reflection on innovators like Alan Turing. **Moral**: Examines ethical dilemmas in computing history. **Social**: Shows computing's impact on society. **Cultural**: Highlights contributions from diverse cultures. **Project 3: Data Handling** **Spiritual**: Sparks wonder about data's connection to the real world. **Moral**: Raises ethical concerns around data use and privacy. **Social**: Builds skills in data interpretation and communication.	**Project 1: Computational Thinking** **Spiritual**: Fosters curiosity through logical thinking. **Moral**: Encourages ethical algorithm design. **Social**: Builds teamwork in problem-solving. **Cultural**: Shows global importance of computational skills. **Project 2: Digital Artefacts** **Spiritual**: Inspires creativity and self-expression. **Moral**: Promotes respect for digital rights. **Social**: Enhances collaboration on media projects. **Cultural**: Celebrates diverse digital content. **Project 3: Cybersecurity** **Spiritual**: Emphasises digital wellbeing. **Moral**: Teaches ethical online behaviour. **Social**: Supports safe and respectful digital use. **Cultural**: Explores global cybersecurity practices.	**Spiritual**: Encourages awe and curiosity about how simple 1s and 0s create complex digital worlds. **Moral**: Raises awareness about how data can be used or manipulated (e.g. misinformation, deepfakes). **Social**: Highlights how data sharing affects society, including privacy, security, and digital footprints. **Cultural**: Explores how different cultures use and represent data (e.g. language, symbols, and emojis). and AI in areas like medicine, transport, and warfare.	**Spiritual**: Promotes wonder at how global communication is made possible through logic gates and networking. **Moral**: Encourages debate about the ethical use of robots e.g., in care homes, military, or surveillance. **Social**: Encourages discussion about the digital divide and the role of networks in connecting people across the world. **Cultural**: Looks at how different cultures approach innovation in robotics and how global industries are shaped by technological advancement.	**Spiritual**: Promotes reflection on the role of technology in human life and its long-term impact. **Moral**: Examines the ethics of internet access, online surveillance, and digital rights inspires creative thinking and exploration of artificial intelligence and human-machine interaction. **Social**: Promotes teamwork through group-based coding tasks and collaborative problem-solving. **Cultural**: Investigates how the internet influences cultures and how it spreads global ideas, trends, and information.

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Cultural: Explores varied uses of data across cultures and industries.				

Personal Development				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Project 1: Block Coding Boosts creativity, responsibility, teamwork, and global awareness. **Project 2: History of Coding** Inspires, teaches ethics, shows societal impact, and celebrates diversity. **Project 3: Data Handling** Develops analysis, ethical use, clear communication, and cultural insight.	**Project 1: Computational Thinking** Pupils develop problem-solving skills by creating algorithms and writing simple Python programs with variables, loops, and conditionals. **Project 2: Working with Digital Artefacts** Pupils design a movie poster using Photoshop, building skills in digital editing, storytelling, and media concepts. **Project 3: Cybersecurity** Pupils explore data protection and online safety through real-world examples of cyber threats and related laws.	**Data Representations** Pupils build analytical and critical thinking by learning how data is encoded. Precision with data types sharpens attention to detail, while mastering digital foundations boosts curiosity and confidence. **Logic and Networks** Exploring logic gates and network structures enhances problem-solving, teamwork, and awareness of global connectivity. **Issues and Control Systems** Pupils reflect on ethical tech use, understand real-world control systems, and develop resilience through troubleshooting. **Robotics and Programming** Designing and coding robots fosters creativity, collaboration, confidence, and appreciation for global tech innovation.	**Computer Systems and Computational Thinking** Pupils develop analytical skills by breaking down problems and understanding system components. They build critical thinking, resilience, teamwork, and ethical responsibility through algorithm design and troubleshooting. **Python Programming** Coding in Python fosters creativity, problem-solving, attention to detail, independence, and ethical awareness. **Computer Networks** Learning networks promotes teamwork, global awareness, clear communication, problem-solving, and responsibility for security and data ethics.

Numeracy

Year 7	Year 8	Year 9	Year 10	Year 11
These projects reinforce numeracy by applying mathematical thinking in practical contexts. In Block Coding, pupils use sequencing, logic, and problem solving-skills foundational to maths. The History of Coding introduces binary and encryption, helping pupils understand number systems and patterns. In Data Handling, pupils interpret data, use formulas, and create charts, directly applying statistical and numerical skills essential to the maths curriculum.	These projects support numeracy by developing logical thinking, pattern recognition, and data analysis skills. Pupils apply maths through coding sequences, understanding binary, and working with data, charts, and formulas reinforcing key elements of the National Curriculum.	These projects support numeracy in the National Curriculum by developing skills in logical reasoning, pattern recognition, and data analysis. Pupils work with number systems in data representations, apply logic in networks, explore real-world measurements in control systems, and use sequencing, variables, and calculations in robotics and programming reinforcing mathematical understanding in practical contexts.	These projects meet the numeracy requirements of the National Curriculum by strengthening logical thinking, problem-solving, and data handling skills. Pupils apply mathematical concepts such as patterns, sequences, number systems, and measurements in real-world contexts, supporting cross-curricular learning and reinforcing key maths skills through computing.	
Cultural Capital				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
These projects support the development of cultural capital by exposing pupils to the history of computing, global technological advancements, and real-world applications of digital skills. They promote awareness of how technology shapes society, encourage ethical thinking, and help pupils understand their role in a digitally connected world preparing them to participate confidently and responsibly in modern life.	These projects support cultural capital in the National Curriculum by introducing pupils to the history, impact, and global significance of technology. Through real-world applications, ethical discussions, and creative problem-solving, pupils gain the knowledge, skills, and awareness needed to engage confidently in a digital society.	These projects build cultural capital by helping pupils understand the role of technology in modern life. **Data representations** and **logic and networks** develop digital literacy and awareness of global connectivity. **Issues and control systems** encourage ethical thinking and real-world application. **Robotics and programming** foster innovation, problem-solving, and insight into technological advances across cultures and industries.	These projects enhance cultural capital by deepening pupils' understanding of how computer systems and networks shape the modern world. They promote digital literacy through **computational thinking** and **Python programming**, highlight the importance of **network protocols** and system interactions, and encourage ethical awareness and problem-solving skills—preparing pupils to engage thoughtfully with technology in society.	

Substantive Knowledge				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
The projects in KS3 and 4 Computing link to substantive knowledge in the National Curriculum by focusing on core computing concepts such as data representation, algorithms, programming, networks, and system architecture. They develop pupils' understanding of how digital systems operate, how information is processed and communicated, and the ethical implications of technology use. This foundational knowledge equips pupils with the technical skills and critical awareness central to the curriculum's aims.				
Disciplinary Knowledge				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
The projects in KS3 and 4 Computing link to disciplinary knowledge in the National Curriculum for computing by emphasizing the processes and methods used in the field. They focus on developing pupils' skills in problem-solving, logical reasoning, algorithm design, programming, and system analysis. Through hands-on coding, network exploration, and ethical reflection, pupils learn how to think like computer scientists—applying computational thinking and testing solutions systematically, which are key disciplinary practices in computing.				
Subject-specific Skills				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
The projects in KS3 and 4 Computing link to subject-specific skills in the National Curriculum for computing by fostering key abilities such as algorithm design, coding (Python programming), debugging, data analysis, and understanding computer systems and networks. They develop pupils' skills in computational thinking, problem-solving, logical reasoning, digital communication, and ethical awareness—core competencies that enable effective use and creation of technology as outlined in the curriculum.				
British Values				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
The projects in KS3 and 4 computing British Values by including themes of: **Democracy:** Encouraging collaboration, teamwork, and respectful communication through group projects like working with digital artefacts and network tasks. **Rule of Law:** Teaching the importance of cybersecurity, ethical technology use, and responsible coding, helping pupils understand rules that protect digital safety and privacy. **Individual Liberty:** Fostering creativity and independent thinking in coding, digital design, and problem-solving activities. **Mutual Respect and Tolerance:** Developing cultural awareness through the history of coding and global perspectives on networks and robotics, encouraging respect for diverse contributions to technology. Together, these projects nurture responsible, informed, and engaged digital citizens aligned with British Values.				
Life Skills				

Year 7	Year 8	Year 9	Year 10	Year 11
The projects in KS3 and 4 Computing link to life skills by including themes of: **Problem-solving and critical thinking:** Through coding, computational thinking, and data handling, pupils learn to analyse problems and devise effective solutions. **Digital literacy:** Working with digital artefacts, cybersecurity, and networks equips pupils to navigate and use technology safely and responsibly in everyday life. **Collaboration and communication:** Group tasks in robotics, networks, and media projects build teamwork and interpersonal skills. **Creativity and innovation:** Designing games, posters, and programs encourages original thinking and adaptability. **Ethical awareness and responsibility:** Exploring cybersecurity and control systems fosters understanding of digital ethics, privacy, and the impact of technology on society. Overall, these projects prepare pupils with practical skills essential for personal, academic, and future professional life.				
Careers				
The projects in KS3 and 4 Computing link to careers by including themes of: These projects build essential digital skills highly valued in the workforce, such as programming (Python, block coding), data analysis, cybersecurity, and system troubleshooting. Pupils develop problem-solving, logical reasoning, and communication skills critical for careers in IT, software development, digital media, cybersecurity, engineering, and more. Exposure to real-world applications like working with digital artefacts and control systems helps pupils understand job roles and industries within the digital and tech sectors, supporting career awareness and readiness.				
Literacy				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
The projects in KS3 and 4 Computing link to literacy by including themes of: Pupils develop reading and comprehension skills by interpreting client briefs, coding instructions, and technical documentation. Writing skills are enhanced through creating algorithms, explaining code, and documenting processes. Communication skills improve via presentations, digital storytelling, and collaborative discussions. Exposure to technical vocabulary in computing strengthens subject-specific language and literacy across the curriculum.				
Digital Literacy (to engage confidently with technology, the various digital platforms, and the vast amount of online information which now exists)				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
At Key Stage 3, pupils gain foundational digital literacy through practical projects such as Block Coding, Data Handling, and Cybersecurity. These activities are developed to teach safe, legal, and the ethical use of technology, while fostering problem-solving, logical reasoning, and creativity. Pupils learn to navigate digital platforms, interpret and present data, and protect their		At Key Stage 4, digital literacy is deepened through advanced topics such as Networks, Programming, and Issues & Impacts, which explore environmental, ethical, and legal considerations in technology. Pupils engage in real-world problem-solving, apply computational thinking, and develop resilience through iterative design and debugging. They also learn to evaluate digital content for trustworthiness and usability, preparing them for higher education and the workplace.		

online identity and privacy. By working with tools like Scratch, Python, and Adobe Photoshop, they develop technical proficiency alongside critical awareness of digital ethics.	Across all courses and key stages, our curriculum promotes: • Safe and Responsible Use: Understanding cybersecurity, data protection, and online safety. • Critical Evaluation: Assessing digital artefacts for accuracy, reliability, and ethical implications. • Creative Application: Designing and repurposing digital content to meet user needs. • Cross-Curricular Skills: Reinforcing numeracy, literacy, and cultural awareness through digital contexts.

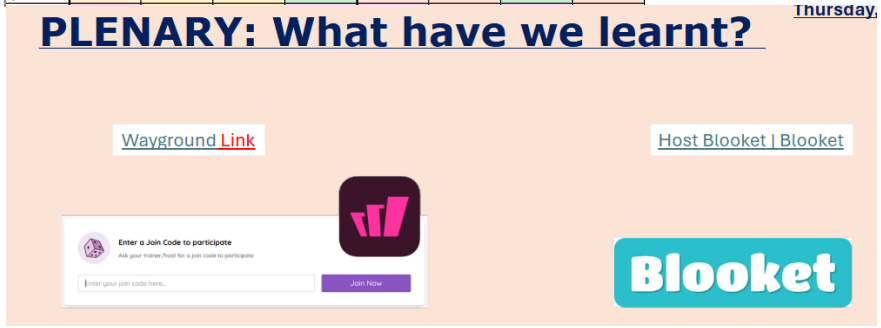
Digital Subjects – KS3 Assessment

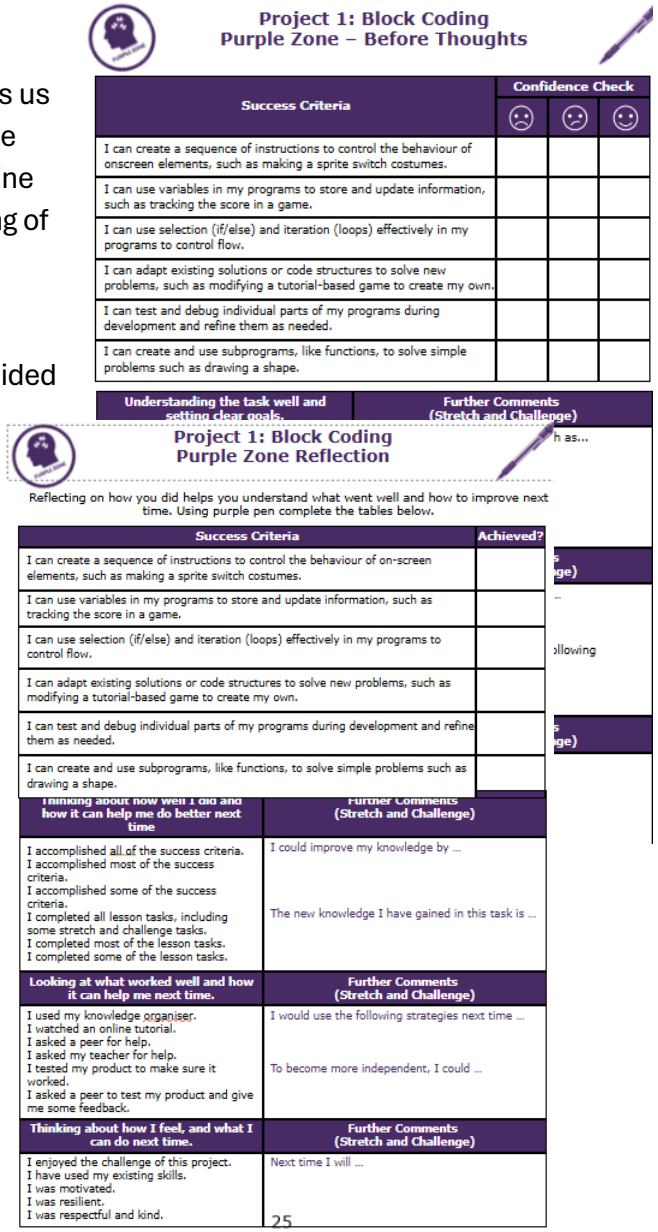
Year 7 and 8 pupils will complete a baseline assessment via MS Forms, generating a percentage score that helps us categorize them as emerging, developing, or secure in their knowledge. Each of the three projects includes online tests that contribute to the Quintile Rubric starting September 2025. At the end of each rotation, a further baseline assessment will measure progress made since the beginning of that rotation. For Year 7, this process will help identify key groups for targeted support in Year 8. In Year 8, it will guide decisions about which pupils are best suited for different guided pathways within the department. The advantage of this system is that it will provide consistent assessment data across the three projects, data analysis is efficient, and it will reduce teacher workload

Year 7 DT Set	Baseline (Raw)	Baseline (%)	Baseline (STEP)	Baseline (Level)	Block Coding (Raw)	Block Coding (%)	Block Coding (Level)	Block Coding (STEP)
k/Dt1	27	54	5b	S	29	96	M	9b
s/Dt1	23	46	4b	D	12	40	D	4c
s/Dt1	abs	0	T	abs	abs	0	abs	T
s/Dt1	20	40	4c	D	15	50	S	5c
s/Dt1	23	46	4b	D	17	56	S	5b
s/Dt1	18	36	3b	D	15	50	S	5c
s/Dt1	20	40	4c	D	16	53	S	5b
s/Dt1	23	46	4b	D	16	53	S	5b
s/Dt1	31	62	6c	S	24	80	M	8c
s/Dt1	23	46	4b	D	20	66	S	6b
s/Dt1	22	44	4b	D	21	70	S	7c
s/Dt1	abs	0	T	abs	abs	0	abs	T
s/Dt1	abs	0	T	abs	abs	0	abs	T
s/Dt1	25	50	5c	S	21	70	S	7c
s/Dt1	24	48	4a	D	23	76	M	7b
s/Dt1	18	36	3b	D	6	20	E	2c
s/Dt1	28	56	5b	S	22	73	S	7b

Each project will have Purple Zone pre reflection to allow pupil to reflect on prior knowledge and Post Reflection to reflect on skills and knowledge gained

Each lesson will begin with a BiG Start recall and ends with a low stake online plenary. Again, this allows teachers to identify gaps in knowledge very effectively by using the platform's online reports after each quiz





Project 1: Block Coding
Purple Zone – Before Thoughts

Success Criteria	Confidence Check ☹	☹	☺
I can create a sequence of instructions to control the behaviour of onscreen elements, such as making a sprite switch costumes.			
I can use variables in my programs to store and update information, such as tracking the score in a game.			
I can use selection (if/else) and iteration (loops) effectively in my programs to control flow.			
I can adapt existing solutions or code structures to solve new problems, such as modifying a tutorial-based game to create my own.			
I can test and debug individual parts of my programs during development and refine them as needed.			
I can create and use subprograms, like functions, to solve simple problems such as drawing a shape.			

Understanding the task well and setting clear goals.	Further Comments (Stretch and Challenge)

Project 1: Block Coding
Purple Zone Reflection

Reflecting on how you did helps you understand what went well and how to improve next time. Using purple pen complete the tables below.

Success Criteria	Achieved?
I can create a sequence of instructions to control the behaviour of on-screen elements, such as making a sprite switch costumes.	
I can use variables in my programs to store and update information, such as tracking the score in a game.	
I can use selection (if/else) and iteration (loops) effectively in my programs to control flow.	
I can adapt existing solutions or code structures to solve new problems, such as modifying a tutorial-based game to create my own.	
I can test and debug individual parts of my programs during development and refine them as needed.	
I can create and use subprograms, like functions, to solve simple problems such as drawing a shape.	

Thinking about how well I did and how it can help me do better next time	Further Comments (Stretch and Challenge)
I accomplished all of the success criteria. I accomplished most of the success criteria. I accomplished some of the success criteria. I completed all lesson tasks, including some stretch and challenge tasks. I completed most of the lesson tasks. I completed some of the lesson tasks.	I could improve my knowledge by ... The new knowledge I have gained in this task is ...
Looking at what worked well and how it can help me next time.	**Further Comments (Stretch and Challenge)**
I used my knowledge organiser. I watched an online tutorial. I asked a peer for help. I asked my teacher for help. I tested my product to make sure it worked. I asked a peer to test my product and give me some feedback.	I would use the following strategies next time ... To become more independent, I could ...
Thinking about how I feel, and what I can do next time.	**Further Comments (Stretch and Challenge)**
I enjoyed the challenge of this project. I have used my existing skills. I was motivated. I was resilient. I was respectful and kind.	Next time I will ...

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Digital Subjects– KS4 Assessment

Aims of Assessment in Digital Subjects

- To provide a balance between knowledge and skills
- To assess all GCSE skills in line with the exam board specifications and covering all assessment objectives
- To give regular and consistent exam practice to all pupils with each question type being assessed a minimum of five times to highlight misconceptions and build upon the foundation of skills from KS3.
- To allow low stakes testing of skills throughout the course to allow pupils to build upon skills and address mistakes and identify targets for pupils to work on.
- Prepare pupils for the time constraints within the examinations.

- To assess knowledge through factual recall test to check retention as well as teacher assess the level of independent study and quality of revision undertaken.
- To allow pupils the opportunity to self-reflect upon answers using mark schemes as well as peer assess each other and WAGOLL/WABOLL answers to build clear assessment for learning.
- To allow time for verbal feedback/assessment and discussion of learning goals to push independence and ownership.

Low Stakes Testing

- Each lesson beings with a recall activity. These questions are designed to address the lower mark questions and to embed key knowledge. Exam practice takes place each week to develop upon skills set. These are based on the needs of the pupils and therefore teachers' discretion.
- Using online learning platforms are used once a week to consolidate knowledge and provide question level analysis from which the teacher can adapt lesson planning to personalised learning without spending too much time on data analysis thus reducing work /life balance

High Stakes Testing

- At the end of each topic the pupils are assessed by using exam questions in a timed test situation.
- PLCS are used in conjunction with testing to identify gaps in knowledge and provide therapy where needed.

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- Half- term assessment based on exam-style questions that are assessed using Purple Zone and QLA documentation to identify gaps in knowledge
- At the end of each year there is a PPE which takes place in class for Year 9, in class for Year 10 and 11 in the sports hall. This covers all the learning for the year.

Tracking and Intervention

Teacher Tracking

Use of tracking and grab files to highlight common progression/stagnation/regression in marks for each skill set. Tracking knowledge tests from low stakes testing to inform lesson planning

Teacher Intervention

Teachers follow pupil profile for PP pupils and will create bespoke data dashboards for other vulnerable learners

Adapt planning and teaching and learning to provide meaningful/tailored lessons to groups. Diagnostic marking to inform pupils of future targets and give opportunities for therapy based on results from the QLA.

Use of teacher emails for persistently absent pupils / medical absence pupils to still complete assessments at home and benefit from assessment for learning. Use of Class Notebook to allow 24/7 access to resources for all pupils

Department Tracking

Tracker includes the raw score of assessments to highlight focus of scheme and adapt to the needs of the pupils. SISRA to monitor the performance of groups against targets/focus groups against targets. QLA feedback sheets help to identify trends in pupil performance

Pupil concerns raised and discussed within departmental meetings and details fed back through data dashboards.

Department intervention

Liaison with parents, SLT, pastoral team to create an action plan in collaboration and monitor.

Question banks created on GCSE POD 9GCSE Computer Science) and ERevision for GCSE Media/ business and creative media with additional resources added frequently to allow pupils to practice questions in combination with gaps in knowledge to make further progress.

Digital Subjects Schemes of Work

KS3 Computing

Year 7		
Project 1 – Block Coding	Project 2 – History of Code	Project 3 – Data Handling
Pupils use Scratch to create a multi-level game from a client brief, learning core programming concepts like loops, conditionals, and variables. The visual interface supports debugging, experimentation, and logical thinking-skills that apply beyond coding.	Exploring pioneers like Alan Turing and the basics of binary and encryption helps pupils understand computing's evolution and its real-world impact. They develop critical thinking, logical reasoning, and an appreciation of information security.	Pupils learn to collect, interpret, and present data using spreadsheets and charts. They explore formulas, functions, and filters to analyse information efficiently, building strong skills in problem-solving, numeracy, and ethical data use.
Year 8		
Project 1 – Computational Thinking	Project 2 – Working with Digital Artefacts	Project 3 – Cyber Security
Pupils learn to think like computer scientists by breaking problems into smaller parts (decomposition), identifying patterns, creating algorithms, and focusing on key information (abstraction). Using Python, they write simple programs with variables, loops, if statements, and input/output, while learning to test and debug code.	Acting as digital designers, pupils plan and create a fictional movie poster using Adobe Photoshop. They build skills in image editing, visual storytelling, media theory, and digital workflow while responding to a real-world client brief.	Pupils explore how to protect data and stay safe online through topics like password security, phishing, malware, and firewalls. Using real-life scenarios, they learn how cyber threats work, the impact of attacks, and the laws that help protect users.

GCSE Computer Science

Year 9					
HT1	HT2	HT3	HT4	HT5	HT6
Numbers in Computer Science Pupils will study denary, binary and hexadecimal number systems. Pupils will convert between systems, represent negative numbers and	Computer Science Topics Pupils are introduced GCSE topics including Boolean Logic and Networks. Pupils study how logic gates work and how logic is	Ethics/Legislation Pupils will study how digital devices impact on the environment, how legislation is used to protect users and how artificial intelligence	Control Systems Pupils will study control systems, algorithms and their applications to real world problems. Pupils will investigate the use of subroutines within	Python Programming Pupils will be reintroduced to python programming. Pupils will study the fundamental constructs of programming	Robotics Pupils are introduced to robotics via the use of MicroBits. Pupils will construct various robotic kits to use their python programming

perform shifts in those systems. Pupils will also study how different forms of data (characters, images and sound) are represented in binary.	represented using truth tables. Pupils will also study networks, looking at network types, topologies, connections and characteristics.	affects different aspects of society.	their developed algorithms to make them more effective/efficient. Pupils will also develop data logging algorithms.	(sequence, selection, iteration) and utilise them in solutions to a variety of computational problems.	skills to develop scripts on the MicroBits to control their robots.

Year 10					
HT1	HT2	HT3	HT4	HT5	HT6
Computer Systems Pupils study hardware components, the fetch-decode-execute cycle, storage types, and embedded systems. They also examine operating systems, utilities, and programming languages. Skills include explaining system architecture and comparing language translation methods.	Computational Thinking Pupils learn to decompose problems, use abstraction, and design algorithms with sequence, selection, and iteration. They develop skills in reading code, tracing algorithms, constructing truth tables, and applying logical reasoning to evaluate efficiency and correctness.	Python Programming Pupils design, write, test, and refine programs using Python. They apply decomposition, use data structures, implement validation and authentication, and write subprograms. Skills include debugging, logical reasoning, and creating efficient, maintainable code. Pupils will apply their computational thinking to a variety of problems/tasks including Parsons Problems, Messy Code and development tasks.		Data Representation Pupils explore binary representation of numbers, text, images, and sound, plus data storage and compression. Skills include converting between number systems, applying binary arithmetic, calculating file sizes, and understanding encoding standards like ASCII.	Ethics & Issues Pupils consider environmental, ethical, legal, and cybersecurity issues in computing. They learn about data protection, intellectual property, and threats like malware. Skills include evaluating impacts, identifying risks, and suggesting mitigation strategies.

Year 11				
HT1	HT2	HT3	HT4	HT5
Networks Pupils understand network types, protocols, topologies, and the TCP/IP model. They learn about wired/wireless performance and network security. Skills include calculating transmission times, analysing vulnerabilities, and applying protective measures.	Computer Systems Recap Pupils recap the fetch-decode-execute cycle, storage types, and embedded systems. They also recap the main functions of operating systems and utility software. Pupils will apply their knowledge to a wider range of exam style questions. Computational Thinking Recap Pupils recap decomposition, abstraction, and design algorithms for exam style questions. They will continue to develop their skills in tracing algorithms, constructing truth tables, and applying logical reasoning to evaluate efficiency and correctness of example problems.	Python Programming Pupils will develop their existing Python skills and apply them to more exam style problems. They will apply a wider range of Python constructs such as 2D arrays, validation and authentication techniques, subprogramming and file handling. Skills include debugging, logical reasoning, and creating efficient, maintainable code. Pupils will apply their computational thinking to a variety of exam style problems/tasks including Parsons Problems and Messy Code. Pupils will also develop their own code from problems/briefs.	Topic Recaps Pupils will recap topics from previous learning including: Networks Data Representation Computational Thinking Ethics & Issues This will comprise of topic recap quizzes, exam style questions etc.	

Cambridge Nationals Creative iMedia

Year 9 - (Non-Assessed)					
HT1	**HT2**	**HT3**	**HT4**	**HT5**	**HT6**
Tourism Project R094: Purpose, features, elements and design of visual identity **Learning Intention(s):** ○ Identify the purpose of a visual identity ○ Identify the component features of a visual identity ○ Identify the elements of a visual identity ○ Recognise the design style of a visual identity and why it is used R094: Pre-production and planning documentation used to generate ideas and concepts for visual identity and digital graphics **Learning Intention(s):**	**Tourism Project** **Software Introduction - Microsoft PowerPoint** R097: Types of interactive digital media, content and associated hardware **Learning Intention(s):** ○ To understand what the key terms of the unit mean, and the format interactive digital media can take. ○ To understand the content and form of digital media products. ○ To understand different methods to interactive with interactive digital media.	**Theme Park Project** **Software Introduction – Adobe Photoshop** **Wick Editor** **Mircosoft ClipChamp** R097: Technical skills to create and/or edit and manage assets for use within interactive digital media products **Learning Intention(s):** ○ To learn how to create and edit assets for use in interactive digital media products ○ To learn how to create and edit static image assets ○ To learn how to create and edit audio assets ○ To learn how to create and edit	**Theme Park Project** **Software Introduction – RocketCake** R097: Technical skills to create interactive digital media **Learning Intention(s):** ○ To understand how to suitably name files and structure file management for an interactive digital media product. ○ To learn techniques to create interactive digital media R097: Techniques to save and export/publish interactive digital media **Learning Intention(s):** ○ To learn how to save and export the interactive	**MP3 Me Project** R094: Concepts of graphic design **Learning Intention(s):** ○ Identify the concepts and conventions of graphic design ○ Explain the properties of vector files ○ Explain the need for licences and permissions when using assets R094: Pre-production and planning documentation used to generate ideas and concepts for visual identity and digital graphics **Learning Intention(s):** ○ Create a mood board and mind map	**MP3 Me Project** R094: Software tools and techniques used to create digital graphics **Learning Intention(s):** ○ Use image editing software to modify the properties of images and assets to ensure their technical compatibility with a print product R094: Modify images and other assets to ensure the technical compatibility for use within print graphics **Learning Intention(s):** ○ Use image editing software to modify the properties of images and assets to ensure their technical compatibility with a print product ○ Use image editing software to save and export images, visual identity and graphics

○ Create a mood board and mind map ○ Create concept sketches in response to a brief ○ Create a visualisation diagram ○ R093/7: Pre-production and planning documentation and techniques for interactive digital media **Learning Intention(s)**: ○ To understand the importance of the client brief and planning the key elements of the interactive digital media product. **Software Introduction - Adobe Illustrator** **Learning Intention(s)**: ○ To discover the purpose of	R097: Features and conventions of interactive digital media **Learning Intention(s)**: ○ To understand the different forms of interaction that can be used in an interactive digital media product. ○ To understand linear and non-linear navigation and how accessibility can be considered in interactive digital media design. R097: Resources required to create interactive digital media products **Learning Intention(s)**: ○ To understand how hardware could be used to create an interactive	moving image assets ○ To learn how to create and edit interactive assets	digital media product during creation and as a final version. R097: Techniques to test/check and review interactive digital media **Learning Intention(s)**: ○ To use different techniques to test/check the technical properties of interactive digital media R097: Improvements and further developments **Learning Intention(s)**: ○ To learn how to identify and explain the constraints, improvements and further development opportunities to an interactive digital media product.	○ Create concept sketches in response to a brief ○ Create a visualisation diagram R094: Software tools and techniques used to create digital graphics **Learning Intention(s)**: ○ Use image editing software to create new documents ○ Use image editing software drawing tools ○ Use image editing software to modify the brightness, contrast and colour of an image ○ Use image editing software to make selections and work with	R094: Save and export **Learning Intention(s)**: ○ Use image editing software to save and export images, visual identity and graphics R093: Job roles in the media industry **Learning Intention(s)**: ○ Explain the different creative roles and their main responsibilities involved in media production ○ Explain how each creative role contributes to a media production. ○ Explain the different technical roles and their main responsibilities involved in media production ○ Explain how each technical

Adobe Illustrator and explore how the workspace is organised. ○ To explore the different shape tools within Adobe Illustrator and to discover their purposes. ○ Explain the properties of bitmap files ○ Explain the properties of vector files	digital media product. ○ To understand the range of software and tools available to create an interactive digital media product			layers and layer styles ○ Use image editing software retouching and cloning tools ○ Use image editing software text/type, filters and effects R094: Software tools and techniques used to create digital graphics **Learning Intention(s)**: ○ Source a range of images and graphics for use ○ Create a range of images and assets using image editing software ○ Use image editing software drawing tools to create assets	role contributes to a media production. ○ Explain the different senior roles and their main responsibilities involved in media production ○ Explain how each senior role contributes to a media production. ○ Explain how the different jobs can be combined depending on the size of production ○ Explain why some people have more than one job role in a production.

Year 10					
HT1	**HT2**	**HT3**	**HT4**	**HT5**	**HT6**
R094 – Practice NEA – WhereAbouts Travel R094: Concepts of graphic design **Learning Intention(s):** ○ Identify the concepts and conventions of graphic design ○ Explain the properties of vector files ○ Explain the need for licences and permissions when using assets R094: Pre-production and planning documentation used to generate ideas and concepts for visual identity and digital graphics **Learning Intention(s):** ○ Create a mood board and mind map ○ Create concept sketches in	**R094 – Practice NEA – WhereAbouts Travel** R094: Software tools and techniques used to create digital graphics **Learning Intention(s):** ○ Use image editing software to modify the properties of images and assets to ensure their technical compatibility with a print product R094: Modify images and other assets to ensure the technical compatibility for use within print graphics **Learning Intention(s):** ○ Use image editing software to modify the properties of images and assets to ensure their technical compatibility	**R094 – NEA** **Live Assignment Brief (25%)**	**R094 – NEA** **Live Assignment Brief (25%)**	**R093 –** R093: Media industry sectors and products **Learning Intention(s):** ○ Summarise the key aspects of the Traditional Media sector ○ Explain how Traditional media is changing and adapting ○ Summarise the key aspects of the New Media sector ○ Explain how New media is growing and changing ○ Explain how a media product is used ○ Explain which sectors use which media products R093: Media industry sectors and products	**R097 – Practice NEA** R093/7: Pre-production and planning documentation and techniques for interactive digital media **Learning Intention(s):** ○ To understand the importance of the client brief and planning the key elements of the interactive digital media product. ○ To understand pre-production documentation for interface planning ○ To understand how to use planning documentation to plan interactive digital media product content. ○ To understand how to use

response to a brief ○ Create a visualisation diagram R093: Intellectual property rights **Learning Intention(s)**: ○ Explain what IP is ○ Explain how IP can be protected ○ Explain the effects of IP being taken/ used illegally ○ Explain the different ways that permissions to use protect IP R094: Software tools and techniques used to create digital graphics **Learning Intention(s)**: ○ Use image editing software to create new documents ○ Use image editing software drawing tools	with a print product ○ Use image editing software to save and export images, visual identity and graphics R094: Save and export **Learning Intention(s)**: ○ Use image editing software to save and export images, visual identity and graphics			**Learning Intention(s)**: ○ Explain how meaning is created for different purposes. ○ Explain how the design of a media product is based on its purpose. ○ Explain how meaning is created for different purposes. ○ Explain how the design of a media product is based on its purpose. ○ Explain how meaning is created for different purposes. ○ Explain how the design of a media product is based on its purpose. R093: Regulation, certification, and classification	documentation to plan user interaction R097: Features and conventions of interactive digital media **Learning Intention(s)**: ○ To understand the features of a GUI and what makes a successful GUI ○ To understand the different forms of interaction that can be used in an interactive digital media product. ○ To understand linear and non-linear navigation and how accessibility can be considered in interactive digital media design. **New Brief Available from June 1st**

○ Use image editing software to modify the brightness, contrast and colour of an image ○ Use image editing software to make selections and work with layers and layer styles ○ Use image editing software retouching and cloning tools ○ Use image editing software text/type, filters and effects R094: Software tools and techniques used to create digital graphics **Learning Intention(s):** ○ Source a range of images and graphics for use ○ Create a range of images and assets using image editing software				**Learning Intention(s):** ○ Explain the roles of different organisations in regulating the creative media industry	**R097 – NEA** **Live Assignment Brief (35%)**

○ Use image editing software drawing tools to create assets					

Year 11				
HT1	**HT2**	**HT3**	**HT4**	**HT5**
R097 – NEA **Live Assignment Brief (35%)**	**R097 – NEA** **Live Assignment Brief (35%)** R093: Client requirements and how they are defined. **Learning Intention(s)**: ○ Identify the keywords in a clients' requirements that will form their designs ○ Explain how the requirements define the project development ○ Describe the different formats of client briefs ○ Explain the advantages and disadvantages of each format R093: Client requirements and how they are defined. **Learning Intention(s)**:	R093: Media codes used to convey meaning, create impact and/or engage audiences **Learning Intention(s)**: ○ Explain the difference between technical and symbolic codes ○ Explain how technical and symbolic codes are used to create meaning ○ Explain how audio can be used to communicate mood, character and atmosphere. ○ Explain how fonts are used and altered to create different meaning ○ Explain how colours can be used to create meaning when used in different contexts.	R093: Work planning **Learning Intention(s)**: ○ Explain the phases of a media production ○ Identify the documents used in each phase of a media production ○ Explain the purpose of a work plan ○ Explain the advantages of using a work plan ○ Explain the role of the different components of a work plan ○ Create a workplan R093: Documents used to support ideas generation **Learning Intention(s)**: ○ Explain how a flow chart is created ○ Explain how a flow chart can be made effective for the end user	

	○ Describe how audiences are segmented ○ Explain why audience segmentation is used ○ Explain how different audience groupings affect a media product designs and type.	○ Explain how camera angles are used for specific purposes. ○ Explain how camera shots are used for specific purposes. ○ Explain how camera movements are used for specific purposes. ○ Explain how lighting can be used to communicate different meanings for different contexts ○ Identify the different transitions that can be used in film and presentation ○ Explain why transitions, movements and animations are used. ○ Identify how audiences interact with a product ○ Explain how interactivity engages the audience ○ Explain how graphics are used to communicate information ○ How graphics are used to convey different meaning	○ Identify the users of a flow chart R093: Distribution platforms and media to reach audiences **Learning Intention(s)**: ○ Explain how online platforms are used to deliver media products ○ How the characteristics of the platforms effects the choice of platform for a media product. ○ Explain how physical platforms are used to deliver media products R093: Properties and formats of file formats **Learning Intention(s)**: ○ Explain what file compression is ○ Explain the differences between Lossy and Lossless compression Explain what DPI/PPI mean ○ Explain how image quality is dependent on DPI/PPI and resolution	

		○ Explain how the codes and conventions are used to create an effective product R093: Sources of research and types of research data **Learning Intention(s)**: ○ Explain the differences between primary and secondary sources ○ Describe the advantages and disadvantages of primary and secondary sources and data ○ Explain the differences between qualitative and quantitative information and data ○ Describe the advantages and disadvantages of qualitative and quantitative information and data	○ Explain the difference between Raster, Bitmap and Vector image files ○ Explain the reasons for using different image file types ○ Explain how compression effects image file type selection ○ Select appropriate file formats for different contexts. ○ Explain what sample rate is ○ Explain what bit depth is ○ Explain how sound quality is affected by sample rate and bit depth ○ Explain how file compression affects audio quality ○ Identify the properties of file types ○ Select appropriate file formats for different contexts. ○ Explain what frame rate means ○ Explain what is meant by and the differences	

			between SD, HD, UHD, 4K and 8K ○ Explain how frame rate affects product quality ○ Identify different video and animation file types ○ Explain how file compression affects moving image quality ○ Select appropriate file formats for different contexts R093: Legal Considerations to protect individuals **Learning Intention(s)**: ○ Explain a user's privacy right ○ Explain what libel and slander are ○ Explain the difference between libel and slander ○ Explain effect of considering libel and slander on media production ○ Explain how data must be protected when collected, stored and used	

			○ Explain how creative media organisations can comply with data protection regulations R093: Health and safety **Learning Intention(s):** ○ Identify health and safety risks in the pre-production and production phases ○ Explain how to mitigate the risks identified R093: Revision and exam technique – (9 Mark-Walkthroughs) R093: Creative iMedia in the Media Industry Examination	

GCSE Business Studies

Year 9					
HT1	HT2	HT3	HT4	HT5	HT6
Topic 1.1 - Enterprise and entrepreneurship Pupils will learn that businesses change because of new technology, customer needs, or outdated products. New ideas can be original or adapted. Running a business involves risks like failure and rewards like profit. Businesses aim to make goods or services, meet customer needs, add value, and entrepreneurs organise resources, make decisions, and take risks.	**Topic 1.2 - Spotting a business opportunity** Pupils will learn that businesses need to understand customer needs like price, quality, choice, and convenience. They will study market research to find gaps, reduce risk, and guide decisions using surveys, online sources, and data. They will learn about market segmentation by grouping customers and mapping gaps, and understand how competition on price, quality, and service affects business decisions.	**Topic 1.3 - Putting a business idea into practice** Pupils will learn about business aims and objectives, key financial concepts like revenue, costs, profit, break-even, and cash flow, why cash is important, and different sources of finance such as loans, savings, and crowdfunding.	**Topic 1.4 - Making the business effective** Pupils will learn about types of business ownership and liability, factors affecting location, the marketing mix (price, product, promotion, place), and the importance of business plans for reducing risk and securing finance.	**Topic 1.5 - Understanding external influences on business** Pupils will learn who business stakeholders are, their objectives, and how they affect businesses. They will explore how technology like e-commerce and social media influences sales, costs, and marketing. Pupils will understand key laws on consumers and employees, the impact of the economy on businesses, and how firms respond to external changes in technology, legislation, and economic conditions.	**Theme 1 topic consolidation + exam technique** Previous assessments will guide us in identifying areas that need further attention. This process will involve both whole-class review and targeted individual support. We will place a strong emphasis on mastering exam techniques and understanding the specific requirements for each question type.

Year 10					
HT1	HT2	HT3	HT4	HT5	HT6
Topic 2.1 - Growing the business Pupils will learn how businesses grow internally through new products and markets, and externally through mergers and takeovers, as well as sources of finance like loans and share capital. They will understand why aims and objectives change over time, the impact of globalisation on trade and competition, and barriers like tariffs. Finally, pupils will explore how ethics and environmental issues affect business decisions and the trade-offs between profit, sustainability, and ethical practices.	**Topic 2.2 - Making marketing decisions** Pupils will learn about the marketing mix: designing products using function, aesthetics, and cost; the product life cycle and extension strategies; and why differentiation matters. They will explore pricing strategies and what influences them, promotion methods including technology and social media, and distribution through retailers and e-commerce. Finally, they will understand how the elements of the marketing mix work together to create competitive advantage.	**Topic 2.3 - Making operational decisions** Pupils will learn the purpose of business operations and different production methods, including how technology affects cost, quality, and productivity. They will understand stock management, JIT, and supplier relationships, as well as the importance of quality control and assurance for competitiveness. Finally, they will explore the sales process and why good customer service matters.	**Topic 2.4 - Making financial decisions** Pupils will learn how to calculate gross and net profit, profit margins, and average rate of return. They will understand how to interpret data from charts, financial and market information to make business decisions, and recognise the uses and limits of financial data in assessing performance.	**Topic 2.5 - Making human resource decisions** Pupils will learn about different organisational structures, communication and ways of working, including the impact of technology. They will understand recruitment processes, job roles, and documents used. Pupils will explore training and development methods, why they matter, and how businesses motivate employees using financial and non-financial methods to improve productivity and retention.	**Theme 2 topic consolidation + exam technique** Previous assessments will guide us in identifying areas that need further attention. This process will involve both whole-class review and targeted individual support. We will place a strong emphasis on mastering exam techniques and understanding the specific requirements for each question type.

Year 11					
HT1	HT2	HT3	HT4	HT5	HT6
Topic 1.1 - 1.3 Recap Pupils will review topics 1.1 to 1.3 from Year 9, focusing on applying their knowledge to exam-style questions. We will strengthen understanding through targeted practice and develop effective exam techniques by working through questions from past papers. Emphasis will be placed on identifying common pitfalls, improving time management, and refining answers to meet assessment criteria.	**Topic 1.4 + 1.5 Recap** Pupils will review topics 1.4 to 1.5 from Year 9, focusing on applying their knowledge to exam-style questions. We will strengthen understanding through targeted practice and develop effective exam techniques by working through questions from past papers. Emphasis will be placed on identifying common pitfalls, improving time management, and refining answers to meet assessment criteria.	**Topic 2.1 - 2.3 Recap** Pupils will review topics 2.1 to 1.3 from Year 10, focusing on applying their knowledge to exam-style questions. We will strengthen understanding through targeted practice and develop effective exam techniques by working through questions from past papers. Emphasis will be placed on identifying common pitfalls, improving time management, and refining answers to meet assessment criteria.	**Topic 2.4 + 2.5 Recap** Pupils will review topics 2.4 to 2.5 from Year 10, focusing on applying their knowledge to exam-style questions. We will strengthen understanding through targeted practice and develop effective exam techniques by working through questions from past papers. Emphasis will be placed on identifying common pitfalls, improving time management, and refining answers to meet assessment criteria.	**Exam Technique** Pupils will focus on developing strong exam techniques to maximize their performance during the GCSE period. This includes carefully reading each question to understand what is being asked, identifying command words such as *explain*, *outline, analyse* and discuss and planning answers before writing to ensure clarity and structure. Pupils will also focus on effective revision methods including creating a realistic timetable that balances subjects, using active recall techniques such as flashcards or self-quizzing, and practicing past papers under timed conditions to build confidence.	**Exam Period** **Paper 1** – Investigating small businesses (1 hour and 45 minutes) **Paper 2** – Building a business (1 hour and 45 minutes)

Kettlethorpe
HIGH SCHOOL

GCSE Media Studies

Year 9		
Autumn	**Spring**	**Summer**
Media language, context and presentation print media. Understand how print media (e.g. posters, covers) uses layout, design, language, and image to communicate meaning. Explore how media texts reflect social, historical, and cultural contexts.	Media language, context representation, industry and audience Netflix Sci-Fi drama. Analyse how Netflix sci-fi dramas represent people, events, and social issues. Identify how different audiences are targeted and engaged. Understand streaming services as part of the media industry.	Creative media product- video editing- audience and industry. Media, language, context and representation magazine and music industry. Apply editing and production techniques to create a short media product. Explore the music and magazine industries in terms of audience, representation, and industry influence. Develop key digital skills, such as video editing, using software tools in a creative context.

Year 10		
Autumn	**Spring**	**Summer**
Media language, context and representation film posters, print advertisements, video game and film industry and audience. Analyse film posters, adverts, video games, and film marketing. Apply context, representation, and media language to unseen and set texts.	TV crime drama Media language, context representation, industry and audience. Study TV crime dramas, exploring genre conventions, narrative structure, and character representation. Examine how different platforms and production companies target audiences.	Component3: Creating digital media products. Begin work on Component 3 (NEA): planning and creating a digital media product. Apply design, layout, audience targeting, and production skills.

Year 11		
Autumn	**Spring**	**Summer**
Media language, context, representation music videos and industry. The Archers Radio industry and audience. Analyse music videos for media language, representation, and industry issues. Study radio (The Archers) to understand traditional media platforms and audience engagement.	Media language and representation magazines. Media language, context and representation, industry and audience newspapers. Explore magazine design, target audiences, and cultural representation. Study newspapers—focusing on bias, representation, context, and political ideologies.	Personalised PLCs and revision on Component 1 and 2. Complete personalised PLCs (Personal Learning Checklists) to address gaps in knowledge. Engage in structured revision of Components 1 and 2. Practice exam techniques and apply the theoretical framework to unseen texts.