

Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KPI 7.1 Describe how to use computers safely.	KPI 7.2 Understand how computers work	KPI 7.3 Develop programing and coding (building a game in Kodu)	KPI 7.4 Develop programs using programming language(s) (python)	KPI 7.5 Understand and be aware of computer crime.	KPI 7.6 Develop digital graphics.

Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KPI8.1 Explore computer systems, networks and how user experience (UX) impacts design.	KPI8.2 Understand types of malware, hacking threat, and how to stay safe online	KPI8.3 Use Python to develop interactive programs and code soutions	KPI8.4 Develop skills in image editing, and 2d graphics	KPI8.5 Explore the ethical, legal, cultural, environmental and privacy issues related to the use of assets	KPI8.6 Build websites using HTML and CSS with an emphasis on accessibility and layout.

Year 7

Knowledge (Topics / contexts) Pupils will know	Skills acquired Pupils will be able to:	Concept Pupils will understand	Assessment
Online safety rules (passwords, phishing, scams) Health and safety (ergonomics, screen time) Data protection & privacy School AUP (acceptable use policy)	Recognise safe/unsafe online behaviours Apply protective measures Communicate safety advice clearly	Importance of using technology responsibly Personal responsibility and digital footprint	Esafety poster or presentation Multiple choice quiz Scenario based class discussion
Components of a computer (CPU, RAM, storage, input/output devices) Basics of binary Networks: LAN vs WAN	Label/identify hardware components Convert simple binary numbers Compare storage devices	Computers are systems made of hardware and software Data is represented using binary	Labelled diagram of a computer Binary conversion tasks Short written test
What makes a good game (mechanics, rules, scoring) Block based coding in Kodu Event driven programming concepts	Design and build a simple game in Kodu Apply “if... then...” logic Debug and test a program	Programming is about giving instructions Games need both creative design and logical rules	Completed Kodu game project Peer testing and feedback sheet Written reflection on game design
Python basics: syntax, print, input, variables, data types Selection (if/else) Iteration (for/while loops)	Write and run Python code Debug syntax/logic errors Create simple interactive programs	Programs follow sequence, selection, iteration Errors are part of problem solving	Python quiz program Debugging challenge Teacher marked code review
Types of computer crime: hacking, malware, phishing, identity theft Laws: Computer Misuse Act, GDPR Ethical issues around computer use	Identify cyber threats Suggest ways to protect systems Debate ethical scenarios	Technology can be misused for harm Laws exist to protect individuals and organisations	Case study analysis Awareness poster or video Class debate participation
Digital graphics: bitmap vs vector Tools: resize, crop, layers, filters File formats: JPEG, PNG, SVG	Use image editing software (Paint.NET, Photoshop, GIMP) Apply design principles Export work in correct formats	Images are made of pixels (bitmap) or paths (vector) Graphics influence communication and design	Create a logo/poster for a school event “Before & After” graphics challenge End of unit portfolio

Year 8

Knowledge (Topics / contexts) Pupils will know	Skills acquired Pupils will be able to:	Concept Pupils will understand	Assessment
Components of computer systems How networks function (LAN, WAN, internet) Basics of User Experience (UX) design Importance of usability in digital products	Identify key components of systems and networks Analyse examples of good and poor UX design Suggest improvements for digital products	Systems and networks are interconnected User experience impacts effectiveness of design	Diagram of a network system UX design critique task Short knowledge quiz
Types of malware: virus, worm, trojan, ransomware Hacking threats and phishing Safe online behaviours Preventive measures (firewalls, antivirus, strong passwords)	Recognise cybersecurity threats Apply strategies to stay safe online Explain consequences of cyber attacks	Technology is vulnerable to misuse Personal actions help reduce risks	Cybersecurity awareness poster Scenario based quiz Case study analysis
Python programming: variables, data types, operators Control structures: if/else, loops Functions and modular code Input/output for interactivity	Write interactive Python programs Use functions for reusable code Debug and improve solutions	Programs solve problems through structured logic Modular programming improves efficiency	Create an interactive text based program Debugging challenges Teacher assessment of code
Principles of image editing (layers, filters, effects) Vector vs bitmap graphics File types and optimisation 2D design techniques	Use graphic design software effectively Edit and manipulate images Create 2D digital graphics projects	Graphics communicate ideas visually File formats affect quality and usability	Create a poster, logo or infographic Before/after editing task Peer review of designs
Ethical issues in technology (digital divide, bias, copyright) Legal frameworks: Data Protection Act, Computer Misuse Act Cultural and environmental issues (ewaste, sustainability) Privacy concerns	Analyse case studies of ethical/legal issues Discuss impact of technology on society Suggest ethical approaches to asset use	Technology affects individuals, society, and the environment Responsible choices matter	Written case study analysis Class debate/discussion Short essay or presentation
Basics of HTML structure (head, body, tags) CSS for layout, colours, fonts Accessibility principles (alt text, contrast, navigation) Responsive design basics	Build simple websites using HTML and CSS Apply layout and styling techniques Implement accessibility features	Websites are structured with code Accessibility is essential for inclusivity	Create a multipage website project Peer evaluation for usability/accessibility Teacher marked portfolio

iMedia GCSE

Knowledge (Topics / contexts) Pupils will know	Skills acquired Pupils will be able to:	Concept Pupils will understand	Assessment
1.1 Media industry sectors and products	You could start the unit by introducing the different sectors that make up the media industry and their importance to the economy. In the first lesson you could introduce traditional media and what is contained in that sector. Students could: • create a mind map of the traditional media sector with the products produced in each aspect as sub nodes • create an infographic about traditional media • research and create notes about how the traditional media sector is growing/shrinking and the reasons for this.	Summarise the key aspects of the Traditional Media sector Explain how Traditional media is changing and adapting	- Level of engagement with written and practical tasks set within lessons. - Actions taken by pupils in the light of verbal feedback. - Topic Tests. - Quality of homework tasks designed to check for understanding of topics covered. - Performance in Yr10 exam against good progress target. - Performance in Yr11 mock exam against good progress target.
2.1 How style, content and layout are linked to the purpose.	This lesson is about how the purpose of a media product affects the style, content, and layout of the product. You could get students to: • identify the create a mind map of the conventions used to advertise/promote a product including: ○ colour	Explain how meaning is created for different purposes. Explain how the design of a media product is based on its purpose.	- Level of engagement with written and practical tasks set within lessons. - Actions taken by pupils in the light of verbal feedback. - Topic Tests. - Quality of homework tasks designed to check for understanding of topics covered.
Knowledge (Topics / contexts) Pupils will know	Skills acquired Pupils will be able to:	Concept Pupils will understand	Assessment

	○ language type and tone ○ positioning of elements ○ style of representation • identify the create a mind map of the conventions used to educate including: ○ colour ○ language type and tone ○ positioning of elements ○ style of representation provide small groups with a variety of products from each purpose. Ask them to create a set of conventions based on what they find out has been used.		- Performance in Yr10 exam against good progress target. - Performance in Yr11 mock exam against good progress target. -
2.1 How style, content and layout are linked to the purpose.	This lesson is about how the purpose of a media product affects the style, content and layout of the product. You could get students to: • identify the create an infographic of the conventions used to influence including: ○ colour ○ language type and tone ○ positioning of elements ○ style of representation.	Explain how meaning is created for different purposes. Explain how the design of a media product is based on its purpose.	- Level of engagement with written and practical tasks set within lessons. - Actions taken by pupils in the light of verbal feedback. - Topic Tests. - Quality of homework tasks designed to check for understanding of topics covered. - Performance in Yr10 exam against good progress target. - Performance in Yr11 mock exam against good progress target. -
2.3 Audience demographics and segmentation	This lesson is about how audiences can be divided up into groups based different criteria. You could get students to: • create a mini knowledge organiser for each of the	Describe how audiences are segmented Explain why audience segmentation is used Explain how different audience groupings affect a media product designs and type.	- Level of engagement with written and practical tasks set within lessons. - Actions taken by pupils in the light of verbal feedback. - Topic Tests.
Knowledge (Topics / contexts) Pupils will know	Skills acquired Pupils will be able to:	Concept Pupils will understand	Assessment

	different segmentations' classifications. ○ define each ○ how will affect product design (link to 2.1 information) • split into small groups with each group researching a segmentation to produce a 3 slide presentation ○ title ○ define ○ effect on product. You could give students a media product such as a computer game, magazine advert and explain who the audience segment was for the product and how the product was designed to meet the segmentation group.		- Quality of homework tasks designed to check for understanding of topics covered. - Performance in Yr10 exam against good progress target. - Performance in Yr11 mock exam against good progress target. -
2.5 Media codes used to convey meaning, create impact and/or engage audiences	This lesson is about media codes and conventions. You could get students to: • define what technical and symbolic codes are create an infographic or poster explaining what the different technical and symbolic codes are.	Explain the difference between technical and symbolic codes Explain how technical and symbolic codes are used to create meaning	- Level of engagement with written and practical tasks set within lessons. - Actions taken by pupils in the light of verbal feedback. - Topic Tests. - Quality of homework tasks designed to check for understanding of topics covered. - Performance in Yr10 exam against good progress target. - Performance in Yr11 mock exam against good progress target. -
3.1 Work planning	This lesson is about the phases of a media production. You could get students to:	Explain the phases of a media production Identify the documents used in each phase of a media production	- Level of engagement with written and practical tasks set within lessons. - Actions taken by pupils in the light of verbal feedback.
Knowledge (Topics / contexts) Pupils will know	Skills acquired Pupils will be able to:	Concept Pupils will understand	Assessment

	- create a 3ring Venn diagram for with each ring related to a phase in each phase include: - documents used (link to 3.2 and 3.3) - job roles (link to 1.2) create a short presentation explaining each phase of a media production.		- Topic Tests. - Quality of homework tasks designed to check for understanding of topics covered. - Performance in Yr10 exam against good progress target. - Performance in Yr11 mock exam against good progress target. -
3.2 Documents used to support ideas generation	This lesson is about the purpose, conventions, and components of a mind map. You could get students to: - create a mind map for a past assignment - create an annotated mind map explaining each of the roles of its components and how they make a document effective - create a presentation explaining: - purpose - phase use - users of document hardware and software needed to create a mind map.	Explain the purpose of a mind map Explain how a mind map is created Explain how a mind map can be made effective for the end user Identify the users of a mind map	- Level of engagement with written and practical tasks set within lessons. - Actions taken by pupils in the light of verbal feedback. - Topic Tests. - Quality of homework tasks designed to check for understanding of topics covered. - Performance in Yr10 exam against good progress target. - Performance in Yr11 mock exam against good progress target. -
4.1 Distribution platforms and media to reach audiences	This lesson is about using online platforms for distribution. You could get students to: - research into the online platforms used at home and in business for media products - create a fact sheet explaining the characteristics and uses of - Apps - multimedia	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.	- Level of engagement with written and practical tasks set within lessons. - Actions taken by pupils in the light of verbal feedback. - Topic Tests. - Quality of homework tasks designed to check for understanding of topics covered. - Performance in Yr10 exam against good progress target.
Knowledge (Topics / contexts) Pupils will know	Skills acquired Pupils will be able to:	Concept Pupils will understand	Assessment

	○ Web • explain why these platforms are used – advantages and disadvantages based on: ○ audience reach ○ carrying capacity speed of transmission.		Performance in Yr11 mock exam against good progress target.
4.2 Properties and formats of file formats	This lesson is about file compression. You could get students to: • create a Venn Diagram style image of file compression with the differences between Lossy and Lossless Compression • create a help sheet to use in coursework units that would help them make decisions about using Lossy/ Lossless compression for their work explain lossy and lossless compression in less than 280 characters.	Explain what file compression is Explain the differences between Lossy and Lossless compression	- Level of engagement with written and practical tasks set within lessons. - Actions taken by pupils in the light of verbal feedback. - Topic Tests. - Quality of homework tasks designed to check for understanding of topics covered. - Performance in Yr10 exam against good progress target. - Performance in Yr11 mock exam against good progress target. -

iMedia GCSE

Students in iMedia will be interested in learning in practical, real-life situations, such as: developing visual identities for clients, planning and creating original digital graphics, planning, creating and reviewing original digital media products. This qualification will also help develop learning and skills that can be used in other life and work situations, such as: thinking about situations and deciding what is required to be successful, exploring different options and choosing the best way forward to a solve problem, exploring and generating original ideas to find imaginative solutions to problems, selecting the best tools and techniques to use to solve a problem, understand the appropriate use of media to convey meaning, use of planning techniques to complete tasks in an organised way which meet deadlines.