



Key Learning Constructs to be developed over the academic year. – Core Knowledge	Scheme of Learning Autumn Term	Scheme of Learning Spring Term	Scheme of Learning Summer Term
<p>Pre-production skills</p> <p>Creative Media Skills</p> <p>Project Planning &amp; modelling (Excel skills)</p> <p>The aim of the ICT department at Carlton Holy Family is to equip students with the knowledge, understanding and skills to be able to make the most of new technologies across all aspects of their learning.</p> <p>We have identified three key areas and have designed a curriculum which offers our students the opportunity to experience each;</p> <p>* ICT - Equipping students with skills in using software productively.</p> <p>* Digital literacy - Application of skills in a range of real-world contexts.</p> <p>* Computing - The ability to design algorithms and computing code to provide solutions.</p>	<p><b>Part 1</b></p> <p>Excel / Project Planning</p> <p>Understand the terms, row, column, cell, formula, function and fill handle Be able to create a formula to calculate a value Be able to use the fill handle to copy formulas down a row or column. Be able to create a function to calculate a value Apply the SUM, AVERAGE, MAX and MIN functions Be able to design a spreadsheet for a particular purpose Understand the elements of a spreadsheet to calculate total sales and profit Be able to apply a VAT calculation</p> <p>Safety when working</p> <p><b>Part 2</b></p> <p>Fireworks / Photoshop – Album Cover</p> <p>Gives learners an understanding of how digital images are made up, addressing pixels, and resolution and pixel depth. Learners will then move on to gain an understanding of some of the key tools in Photoshop to produce a portfolio of images from which they will gather feedback and produce an evaluation.</p> <p>Algorithms</p> <p>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.</p>	<p><b>Part 3</b></p> <p>Websites</p> <p>Understand that the WWW is a huge collection of websites all over the world. Learn what HTML is and what it is used for. Write CSS code to set styles, e.g. background colour of sections of the page; size, font, colour and alignment of text. Learn the main principles of good website design. Complete website designs and gather content. Learn how to create a consistent look and feel throughout a website. Add well-formatted content, including text and images, to each page.</p> <p>Research various Programming Languages</p> <p><b>Part 4</b></p> <p>Audacity</p> <p>Understand what a podcast is. Listen to some radio advertisements and analyse Write a script, Include time line, sound effects, music Plan a podcast Introduction to audacity Edit, crop, trim audio files Produce a 2 minute podcast / radio advertisement.</p> <p>File Types</p> <p>Research different files types and understand their uses. E.g. JPEG, PNG, GIF, MP4</p> <p>Create an information poster on a wide range of file types.</p>	<p><b>Part 5</b></p> <p>Project</p> <p>Animation – Storyboards - Scripts</p> <p>Photography (Mobile)</p> <p>Video Sequence</p> <p>Aims to teach learners how to plan and carry out a project while applying a variety of IT skills, such as, spreadsheet modelling and presentation skills. Learners will plan their project by using a Gantt chart. The topic finishes with an evaluation of the work produced.</p> <p><b>Part 6</b></p> <p>Continuation of the Project</p> <p>Animation – Storyboards - Scripts</p> <p>Photography (Mobile)</p> <p>Video Sequence</p>

<b>Hinterland Knowledge</b>	How does a business track its finances? Can we make things easier for ourselves? Market research	What makes a good website? Audio – quality matters? Where is my file?	What's the point of animation? Order, order!!!!
<b>Assessment: -Formative Techniques</b>  <b>-Summative Pieces</b>	Assessment during this year will revolve around the quality of the work produced as outcomes of the topics. Students will also be assessed on their ability to respond to feedback on their work and how it is used to improve or expand their work.		
<b>Key Vocabulary</b>	Formula Modelling V-lookup Canvas Magic Wand Tolerance	HTML ode Consistency Professional House Style Audience Edit	Pre-production Planning Gantt Chart Target Audience Feedback
<b>Key Skills</b>	Students use software under the control of the teacher to create, store and edit digital content using appropriate file and folder names. Understands that people interact with Shares their experiences of technology in school and beyond the classroom. Talks about their work and makes improvements to solutions based on feedback received	Obtains content from the World Wide Web using a web browser. Understands the importance of communicating safely and respectfully online, and the need for keeping personal information private. Knows what to do when concerned about content or being contacted.	Shares their use of technology in school. Knows common uses of information technology beyond the classroom. Talks about their work and makes changes to improve it. Uses technology with increasing independence to purposefully organise digital content. Uses a variety of software to manipulate and present digital content: data and information.
<b>Opportunities Outside the taught Curriculum.</b>	Advent of Code Hour of Code	Cipher Challenge Technovation Challenge	Alan Turing Cryptography competition Matrix Challenge