# Hailey Hall School
# ICT
# Curriculum Booklet

## Computing Curriculum intent

Technology is about the future; it is about changing the world around us to what it might be or should be. Computing especially encourages pupils to think creatively and collaboratively on their projects to challenge their skills and knowledge within the Computing curriculum. At Hailey Hall, we focus on ensuring the pupils are aware of how to use the internet safely, as well as using relevant software to encourage and prepare them for life beyond Hailey Hall in both further education and the workplace.

Within the Computing curriculum, we aim to provide cross-curricular links where possible such as Art and Design Technology, as well as incorporating English and Mathematics within their work. Within the curriculum, we endeavour to ensure the projects undertaken in Key Stage 3 support and prepare the pupils for the Key Stage 4 qualification.

In the Computing curriculum we aim to allow pupils to develop their skills and knowledge in the following areas:

- To progress the pupils' competence and confidence with basic Computing skills.
- To ensure pupils have an understanding of how to use the internet safely.
- To gain knowledge on a range of various pieces of software.
- To gain an understanding of how and why Computing is valuable to the pupils' future.
- To allow pupils to gain a nationally recognised qualification to support further education.

Throughout the projects undertaken by pupils, we endeavour to create links to the future and the world outside of Hailey Hall. In addition to subject specific principles, we aim to develop life skills and self-awareness, which will help the pupils become employable and gain attributes for the workplace. Skills and attributes that are encouraged include:

- Able to work as part of a team as well as an individual
- Communication skills (speaking, listening and presenting)
- Challenging and extending themselves
- Self-assessing
- Creativity
- Leadership skills

British values are an important aspect at Hailey Hall and within Computing. However, within the Computing lessons staff promote the views and opinions of each pupil ensuring they all have mutual respect between each other and accept their peers' faiths and beliefs. Staff regularly reinforce the importance of British values and how they are needed within the school, as well as the workplace in the future.

## Year 10 ICT Cambridge Nationals – Level 2 iMedia

**Why this subject is important:**

- Confident, creative and productive use of ICT is an essential skill for life
- ICT skills are essential in order to gain employment in modern society
- ICT gives access to ideas and experiences from a wide range of people, communities and cultures, and allows you to work together and share information across the world.

**What you will learn:**

| Unit name | Topics | Skills and understanding | Sills: Curriculum Links |
|---|---|---|---|
| **Unit R085: Creating a multipage website** | This unit enables pupils to understand the basics of creating multipage websites. Pupils will use their creativity to combine components to create a functional, intuitive and aesthetically pleasing website against a client brief. | Produces a summary of the purpose and component features of websites in the public domain which demonstrates a thorough understanding. Provides a detailed description of the devices used to access web pages. Demonstrates a thorough understanding of internet connection methods. Produces an interpretation from the client brief for a multipage website which fully meets the client requirements. Produces a clear and detailed work plan for the creation of the multipage website, which is fully capable of producing the intended final website. Identifies many assets needed to create a multipage website, demonstrating a thorough understanding of their potential use. Identifies many of the resources needed to create a multipage website, demonstrating a thorough understanding of their purpose. Creates a clear and detailed test plan for the website, which fully tests the functionality, listing tests, expected and actual outcomes and identifying re-tests. Demonstrates a thorough understanding of legislation in relation to the use of assets in websites. Sources and imports a wide range of assets for | Links to the iMedia course, doing this will go towards their final grade. Builds on KS3 learning and skills developed. This will then help in further education. |

| | | use, consistently using appropriate methods. Applies a range of advanced techniques and effects of the software, appropriately and effectively, to create the multipage website using a range of assets. Combines components effectively to produce a clear and coherent working navigation system when creating the multipage website. Saves and publishes the website and related files consistently using appropriate formats. The website will frequently load quickly and correctly. Consistently saves electronic files using file and folder names and structures which are consistent and appropriate. | |
|---|---|---|---|
| | | Produces a review of the finished website which demonstrates a thorough understanding of what worked and what did not, fully referencing back to the brief. Review identifies areas for improvement and further development of the final website, which are wholly appropriate and justified. | |
| **R092: Developing digital games** | In this unit pupils will plan a digital game, create and edit and then test the game with a focus group, identifying any areas for improvement. | Produces a summary of the capabilities and limitations of a range of 2D and 3D software used for digital game creation which demonstrates thorough understanding. Demonstrates a thorough understanding of gaming platform hardware and peripherals required to create and test digital games. | Links to the iMedia course, doing this will go towards their final grade. Builds on KS3 learning and skills developed. This will then help in further education. |

| | | Produces an interpretation from the client brief for a digital game which fully meets the client requirements. Produces a clear and detailed identification of target audience requirements. Demonstrates a thorough understanding of the key aspects of game creation. Creates a clear and detailed test plan for the digital game which fully tests the functionality, listing tests, expected and actual outcomes and identifying re-tests. Applies detailed design techniques to the planning of the game structure, including extensive reference to pathways, game play and game mechanics and with thorough consideration of the success criteria. Demonstrates a thorough understanding of legislation in relation to the use of assets, ideas and concepts in a digital game. Independently selects and uses appropriate software features to create a digital game. Consistently uses geometric parameters to manipulate object(s) and environment(s), displaying excellent accuracy. Imports assets and combines components, which are consistently appropriate, effectively throughout the digital game. Creates game-play controls that are | |
|---|---|---|---|

| | | consistently appropriate and fully operational. Produces a review of the digital game which demonstrates a thorough understanding of what worked and what did not, fully referencing back to the brief. Fully tests the digital game with clear reference to the brief and to a test plan. Review identifies areas for improvement and further development of the digital game, which are wholly appropriate and justified. | |
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**How you will be assessed:**

| R081 | Pre-Production Skills | External | 25% | 1hr 15 mins |
|---|---|---|---|---|
| R082 | Creating Digital Graphics | Internal | 25% | 30 hrs |
| R082 | Developing digital games | Internal | 25% | 30 hrs |
| R085 | Creating a Multi-Page Website | Internal | 25% | 30 hrs |

Grades awarded: Pass, Merit, Distinction and Distinction*

The controlled assessment will be internally assessed and externally moderated. Your teacher will assess you at the end of each unit.

**How parents / carers can help:**

- Talk to your child about what they are learning in lessons, perhaps getting them to teach you what they have been learning.
- Encourage your child to use the internet if he has access to this to do research.
- Encourage your child to revise each week for examinations.
- Ensure your child meets all the coursework deadlines.
- Provide them with a quiet place to do homework and revision.
- Talk about how technology has changed life during your lifetime.

**Useful website and details of course books:**
www.bbcbitesize.co.uk
http://www.ocr.org.uk
https://www.codecademy.com
http://my.dynamic-learning.co.uk

**Progression routes and career opportunities:**
College.
Sixth form.

**Who to contact and how if you have a query regarding your child:**

| Name | Position | Email Address | Telephone |
|---|---|---|---|
| **Mr John Gregory** | **Teacher of ICT** | **jgregory@haileyhall.herts.sch.uk** | **01992 465208** |

**How you will be assessed:**

You will be constantly assessed throughout the year with regular verbal and written feedback.

All work will be assessed in line with the Life Without Levels subject and topic documents to ensure consistent assessment.

**How parents / carers can help:**

- Wherever possible and appropriate allow your son to complete work on a computer
- Look at the work they are completing and act as reviewers, highlighting the good features of any work produced and suggesting ways the work could be improved
- Talk about how technology has changed life during your lifetime
- Ensure home learning is completed

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http://my.dynamic-learning.co.uk/

**Progression routes and career opportunities:**
Cambridge Nationals iMedia Level 2
College

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# Year 11 ICT Cambridge Nationals – Level 2 iMedia

**Why this subject is important:**

- Confident, creative and productive use of ICT is an essential skill for life
- ICT skills are essential in order to gain employment in modern society
- ICT gives access to ideas and experiences from a wide range of people, communities and cultures, and allows you to work together and share information across the world.

**What you will learn:**

| Unit name | Topics | Skills and understanding | Sills: Curriculum Links |
|---|---|---|---|
| Unit R081: Pre-production skills | Pupils will learn about how to plan pre-production effectively including understanding of client requirements and reviewing pre-production briefs.<br><br>• Understanding the purpose and content of pre-production<br><br>• Being able to plan pre-production<br><br>• Being able to produce and review pre-production documents. | Mood boards (e.g. ideas and concepts for a new creative media product development, assisting the generation of ideas)<br>Mind maps/spider diagrams (e.g. to show development routes and options for an idea, or component parts and resources needed for a creative media product)<br>Visualisation diagrams (e.g. for still images and graphics)<br>Storyboards (e.g. for use with video, animation)<br>Scripts (e.g. for a video production, voiceover, comic book or computer game)<br>Interpret client requirements for pre-production (e.g. purpose, theme, style, genre, content) based on a specific brief (e.g. by client discussion, reviewing a written brief, script or specification) | Links to the iMedia course, doing this will go towards their final grade. Builds on KS3 learning and skills developed.<br><br>This will then help in further education. |
| | | Identify timescales for production based on target audience and end user requirements<br>How to conduct and analyse research for a creative digital media product | |
| Unit R082: Creating Digital graphics | Pupils will learn the basics of digital graphics editing for the creative and digital media sector, considering client requirements<br><br>• Understanding the purpose and properties of digital | Interpret client requirements for a digital graphic based on a specific brief (e.g. by client discussion, reviewing a written brief, or specification) | Links to the iMedia course, doing this will go towards their final grade. |

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| | graphics and knowing where and how they are used | Understand target audience requirements for a digital graphic | Builds on KS3 learning and skills developed. |
| | • Being able to plan the creation of a digital graphic | Produce a work plan for an original graphics creation. | |
| | • Having the knowledge to create new digital graphics, using a range of editing techniques | Produce a visualisation diagram for a digital graphic | This will then help in further education. |
| | • Being able to review a digital graphic against a specific brief | Identify the assets needed to create a digital graphic (e.g. photographs, scanned images, library images, graphics, logos) | |
| | • Be able to create a digital graphic | Identify the resources needed to create a digital graphic (e.g. digital camera, internet, scanner, computer system and software) How legislation (e.g. copyright, trademarks, logos, intellectual property use, permissions and implications of use) applies to images used in digital graphics, whether sourced or created. | |

**How you will be assessed:**

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