



HPRS
CURRICULUM MAP



SUBJECT AREA:	ICT	YEAR / GROUP:	KS3
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BRIEF SUMMARY OF CURRICULUM INTENT

At the Aconbury centre we strive for pupils to learn how to use technology safely, positively and responsibly. We encourage pupils to enjoy using computers and to see the benefits of having a good skill set for the ever changing digital world. Pupils will develop a range of skills that will be useful to them in the future, for example creating a spreadsheet for an event or business. We want pupils to find the right balance between consuming and creating in ICT. Pupils will explore social media and the benefits and potential risks attached to it. Pupils will be positively encouraged to leave a digital footprint that best represents them online, learning how everything we post online stays forever so we must be ever-mindful of this. The ICT curriculum at Aconbury focuses on progressing skills in online safety, computer science, information technology and digital literacy. Each of these strands are visited repeatedly through a range of themes each year.

How SMSC and British Values are delivered in this subject

We aim for all pupils to develop an awareness of the moral dilemmas created by technological advances. Appreciating how different cultures have contributed to technology. Developments in technology have completely transformed the world which we live in. Students are expected to work in groups, sharing resources, ideas and showing a good level of mutual respect. We continuously promote tolerance through listening and understanding others ideas. We hope students can develop their resilience and self-esteem through a range of activities.

KEY DATES / NOTES

During their time in KS3 pupils are formatively assessed each term. This information is sent to parents on school reports half termly and termly.

E safety day- February.

Timing	Key Skills for each half term	Teaching & Learning • Themes • Learning Styles	Assessment Focus <i>including dates and suggested assessments</i> <i>Methods of assessment</i>	Additional features of map • Visits • Special events • Literacy focus
AUTUMN Half term 1	Using Media Components of a computer Viruses	Exploring use of each program.	ICT folders of completed work	Opportunities to type English works Typing club work.

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	Word / powerpoint / excel / email Keyboard intro	Tutorial and research how to use Microsoft word most effectively. Deciding which program is most useful for a purpose Worksheets for folders Improving presentation / document with mixed media	KS3 ICT test Teacher assessment.	Perhaps a visit from somebody who uses typing skills regularly in their role?
AUTUMN Half term 2	<u>Being a good digital Citizen.</u> <u>Safe use of computers</u> <u>Logins / passwords</u> <u>School it systems</u> <u>Google</u> <u>Saving work</u> <u>Email</u> <u>Typing</u>	Understand the need for strong passwords and what makes a strong password. Creating various passwords. Opening and saving documents Email account Login and password set up Saving documents to your own file, creating folders. Create digital footprint Google practise- research task for own interest/ hobby	Formative teacher assessment Work marked in folders. Class group discussion.	Local/ national competitions Use of blogs for posting work in various subjects.

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		Typing club programme- free online- used to develop typing skills.		
SPRING Half term 3	<u>E safety</u> <u>Ethics</u> <u>Social media</u> <u>Safe use of computers</u>	Breck Bednar doc- murder games. Digital dirt Explore social media platforms Online bullying How to be a good online citizen Rules for keeping safe online E safety poster competition Tootells tuck shop scheme of work- developing basic skills of using spreadsheets. Murder most horrid- exploring different programs containing data in order to solve a murder. Simpsons problem solving task- includes code breaking and encryption / decryption.	Formative teacher assessment Work marked in folders. Class group discussion.	Prep posters and menus for Kindle centre event.
SPRING Half term 4	<u>Programming- fundamental elements of programming.</u> <u>Scratch</u> <u>Python</u> <u>Code academy</u>	Follow scratch scheme of lessons- online scratch. Snippet images of completed games for folders Swap and try each others games Ha- Python. Understand the use of variables in Python programming (how to create them, assign values and	Formative teacher assessment Work marked in folders. Class group discussion.	

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		<p>compare variables e.g. if (score == 10): Understand the need for and how to implement functions Understand Python keywords (print, input, if/elif/else, for, while, def) Be able to follow a simple piece of Python code using the above keywords to work out the output Recognise and</p> <p>LA- Beebot?</p>		
<p>SUMMER Half term 5</p>	<p><u>Spreadsheets</u> <u>Data</u> <u>Problem solving</u></p>	<p>Tootells tuckshop spreadsheet work. Pupils help Mr Tootell to run his tuck shop, using the spreadsheets provided to work out much profit he is making, and various ways he could improve his business.</p> <p>Product research</p> <p>Worksheets on PC</p> <p>Work all saved to personal folders.</p>	<p>Formative teacher assessment</p> <p>Work marked in folders.</p> <p>Class group discussion.</p>	<p>Create posters for jubilee event Type up poems created with Toni c from LPF</p>
<p>SUMMER Half term 6</p>	<p><u>Digital creativity project</u> <u>Creating mixed media</u> <u>Audience focused design</u></p>	<p>Canvas website- create business cards, social media stories and posters for a business of their choice.</p>	<p>Formative teacher assessment</p> <p>Work marked in folders.</p>	<p>Local companies Aconbury Community café admin / invitations / advertisement.</p>

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	<u>Manipulating images</u> <u>Social media campaign ideas</u>	Posters for summer party Powerpoints about their hobbies/ favourite things HA- Create blog/ website about own interests Explore local digital media companies and their successes.. careers link?	Class group discussion.	

Level 1

Pupils can:

- find and select information from a given digital source;
- explore and interact with a digital device or environment.

- express ideas by creating pictures and composing text or adding own voiceover.

- know that digital methods can be used to communicate.

- talk about their work.

- print their work.

Level 2

Pupils can:

- find, select and use information from a given digital source;
- carry out a series of instructions using a digital device or environment.

- create and edit text onscreen, combining images and/or sound.

- identify and talk about ways of communicating digitally.

- talk about how to improve their work.

- save their work.

Level 3

Pupils can:

- research, select, edit and use information from given digital sources;
- carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment.

- communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds.

- use a contemporary digital method to communicate or contribute to a supervised online activity.

- make modifications to improve their work.

- save using file names and select work to showcase learning digitally.

Level 4

Pupils can:

- research, select, edit and use assets from a range of digital sources;
- investigate and solve problems in a digital environment.

- process found or self-produced assets, including text, data, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose.

- use contemporary digital methods to communicate, exchange and collaborate in supervised online activities.

- use appropriate ICT tools and features to improve work.

- select, organise, store and retrieve their work to showcase learning digitally in a personalised area.

Level 5

Pupils can:

- research, select, edit, use and evaluate assets from a range of digital sources;
- investigate and solve problems in a range of digital environments.

- process found and self-produced assets, integrating text, data, sound, still and moving images to create, present and communicate their work, demonstrating a clear understanding of audience and purpose.

- use a range of contemporary digital methods to communicate, exchange and share their work, collaborating online with peers.

- use appropriate ICT tools and features to carry out ongoing improvements and evaluate process and outcome.

- organise, store and maintain their work within a personalised area to showcase learning digitally across the curriculum.

Level 6

Pupils can:

- research, select and evaluate assets from a range of digital sources, justifying and referencing their sources;
- investigate and solve problems in digital environments by developing and manipulating models.

- manipulate and integrate a combination of text, data, sound, still and moving images, to create, present and communicate their information and multimedia products, for specific audiences and purposes.

- use a range of contemporary digital methods to communicate, exchange and share their information and multimedia products, collaborating with peers, experts and end users.

- review their use of ICT, routinely evaluating and justifying the processes and outcomes.

- manage their stored work within a personalised digital bank to showcase learning across the curriculum, showing an awareness of format, portability and size.

Level 7

Pupils can:

- research, select and evaluate assets from a range of digital sources, found and created, discriminating between these for relevance, reliability and accuracy, justifying and referencing their sources;
- investigate and solve problems in digital environments by designing solutions to meet the needs of the end user.

- exploit a range of appropriate software facilities, which includes digital video, web and multimedia authoring software, to produce a solution which meets user needs.

- exploit contemporary communication methods to exchange, share and collaborate on their developed ideas and information with peers, experts and end users, contributing to a collaborative global environment.

- review their use of ICT, testing and adjusting work as necessary, collecting and responding to the views of end users and to client needs.

- manage and present a logically structured digital bank of work to showcase learning across the curriculum, taking account of format, portability, size, copyright and versioning.

