Progression map: breaks down the key concepts to specify the most important knowledge and how that knowledge builds within the curriculum.

Key Concepts	Year 7	Year 8	Year 9	Year 10 CS	Year 11 CS	Year 12 Cam Tech	Year 13 Cam Tech
Problem Solving	**HT2**-Networks; from semaphores to internet **HT3**-Using Media **HT4/5**-Scratch	**HT1-** Vector Graphics **HT3-**Edublocks **HT4-**Representations **HT5**-Mobile app development **HT6-**Lego	**HT1**-Python programming **HT5-**Data Science **HT4-**Going Audiovisual **HT3-**AI **HT6**-Physical computing	T1 - Practical Programming T3 - Algorithms T3 - Programming Project	T1-Logic & Languages T1-Programming fundamentals T2-Programming project T3-Revision	T1-Fundamentals of ICT T2-Unit 2 Global information systems T3-Unit 6 App design	T1-Unit 6 App design T2-Unit 13 Social Media & Digital Marketing
Algorithms	**HT4/5**-Scratch **HT6**-Spreadsheets	**HT2**-Layers of Computing systems **HT3-**Edublocks **HT6-**Lego	**HT1**-Python programming **HT5-**Data Science **HT6**-Physical computing	T1 - Practical Programming T3 - Algorithms T3-Programming project	T1-Programming fundamentals T2-Programming project T3-Revision		T3-Unit 17 Internet of Everything
Mathematical Concepts & Logic	**HT4/5**-Scratch **HT6**-Spreadsheets	**HT1-** Vector Graphics **HT2**-Layers of Computing systems **HT3-**Edublocks **HT4-**Representations **HT6-**Lego	**HT1**-Python programming **HT5-**Data Science **HT4-**Going Audiovisual **HT6**-Physical computing	T1-Memory & Storage T1 - Data Representation T1-Network connections & protocols T2- Network security & systems software T3-Algorithms T3 - Programming Project	T1-Logic & Languages T1-Programming fundamentals T2-Programming project T3-Revision		
Machines & Software	**HT1**-Clear messaging in digital media	**HT1-** Vector Graphics **HT2**-Layers of Computing systems	**HT1**-Python programming **HT2-**Media Animations	T1-Systems architecture T1-Memory & Storage	T1-Logic & Languages T1-Programming fundamentals	T1-Unit 1 Fundamentals of ICT	T1-Unit 6 App design

	HT2-Networks; from semaphores to internet **HT4/5**-Scratch **HT6**-Spreadsheets	**HT4-**Representations **HT5**-Mobile app development **HT6-**Lego	**HT5-**Data Science **HT4-**Going Audiovisual **HT3-**AI **HT6**-Physical computing	T1- Network connections and protocols T2- Network security & systems software T3-Revision	T2-Programming project T3-Revision	T2-Unit 2 Global information systems T3-Unit 6 App design	
Communication & Coordination	**HT1**-Clear messaging in digital media **HT2**-Networks; from semaphores to internet **HT3**-Using Media **HT4/5**-Scratch	**HT2**-Layers of Computing systems **HT3-**Edublocks **HT4-**Representations **HT5**-Mobile app development **HT6-**Lego	**HT2-**Media Animations **HT5-**Data Science **HT4-**Going Audiovisual **HT3-**AI **HT6**-Physical computing	T1-Systems architecture T1 Memory & storage T1 - Network connections and protocols T2 - Network Security & Systems Software T2 - Impacts of digital technology T3-Revision	T1-Logic & Languages T1-Programming fundamentals T2-Programming project T3-Revision	T1-Unit 1 Fundamentals of ICT T2-Unit 2 Global information systems T3-Unit 6 App design	T1-Unit 6 App design T2-Unit 13 Social Media & Digital Marketing T3-Unit 17 Internet of Everything
Digital Literacy	**HT1**-Clear messaging in digital media **HT2**-Networks; from semaphores to internet **HT3**-Using Media **HT6**-Spreadsheets	**HT1-** Vector Graphics **HT4-**Representations **HT5**-Mobile app development	**HT1**-Python programming **HT2-**Media Animations **HT4-**Going Audiovisual **HT3-**AI	T2 - Network Security T2 - Systems Software T2 - Impacts of digital technology T3-Revision	T3-Revision	T1-Unit 1 Fundamentals of ICT T2-Global information systems T3-Unit 6 App design	T1-Unit 6 App design T2-Unit 13 Social Media & Digital Marketing T3-Unit 17 Internet of Everything

Long-term plan: organises the knowledge from the progression map into units to give an overview of what is taught when in the curriculum.

Year 7												
Autumn Term 1		Autumn Term 2		Spring Term 1		Spring Term 2		Summer Term 1		Summer Term 2		
Unit Title: Clear messaging in digital media	Unit length: 6x1hr	Unit Title: Networks: from semaphores to internet	Unit length: 6x1hr	Unit Title: Using Media	Unit length: 6x1hr	Unit Title: Intro to Scratch	Unit length: 6x1hr	Unit Title: Scratch II	Unit length: 6x1hr	Unit Title: Modelling data using spreadsheets	Unit length: 6x1h	
Domains of Knowledge: • E-safety • Hardware • Digital Literacy • The bigger picture		Domains of Knowledge: • Problem solving • Hardware • Networks		Domains of Knowledge: • Digital Literacy • The bigger picture • Problem solving • E-safety		Domains of Knowledge: • Algorithms • Programming constructs • Problem solving		Domains of Knowledge: • Algorithms • Programming constructs • Problem solving		Domains of Knowledge: • Algorithms • Programming constructs • Problem solving • The bigger picture		
Key Concepts: • Digital literacy • Machines & Software • Communication & Coordination		Key Concepts: • Problem Solving • Machines & Software • Communication & Coordination • Digital literacy		Key Concepts: • Problem Solving • Communication & Coordination • Digital Literacy		Key Concepts: • Problem solving • Communication & Coordination • Mathematical concepts & logic		Key Concepts: • Problem solving • Communication & Coordination • Mathematical concepts & logics		Key Concepts: • Algorithms • Mathematical Concepts & Logic • Machines & Software • Digital literacy		
Gateway knowledge • Use of a computer • Use of basic office/G Suite package • Can use software to design and make • Understanding of E-safety		Gateway knowledge • Understand what a network is • Can explain how data and peripherals are shared and give examples • Know that there are different types of networks.		Gateway knowledge: • Have used the internet • Awareness of legal issues surrounding use of technology • Ability to use utility software		Gateway knowledge: • Experience of block programming • Have played simple games such as Snake, Pong • Experience of PRIMM (Predict, run, investigate, modify, make.)		Gateway knowledge: • Use of selection, repetition, variables and various forms of input and output • Use of logical reasoning to explain simple algorithms		Gateway knowledge: • Know what a spreadsheet is • Awareness that a spreadsheet can hold data and do calculations.		
Assessment end-points: • Use Google classroom effectively		Assessment end-points: • Summative assessment demonstrating		Assessment end-points: • Create a blog that demonstrates an understanding of		Assessment end-points: • Understand what makes a good and bad game		Assessment end-points: • Define algorithm, iteration, selection,		Assessment end-points: • Summative assessment that demonstrates knowledge and		

• Create and use a word processed document, a slideshow and email showing understanding of Gsuite. • Demonstrate how to use the internet safely and effectively to search for information	knowledge of different types of network and how they communicate.	legislation and copyright • Summative quiz	• Understand and demonstrate inputs/outputs, processing and variables. • Create a simple program making use of loops, sequence, selection and iteration	abstraction & decomposition. • Solve problems using abstraction and pattern recognition • Create solutions to problems using computational thinking.	application of the following: • Sort & Filter • Data analysis • Chart production • Simple SQL

Year 8											
Autumn Term 1		Autumn Term 2		Spring Term 1		Spring Term 2		Summer Term 1		Summer Term2	
Unit Title: Vector Graphics	Unit length: 6x 1hr	Unit Title: Layers in computing systems	Unit Length: 6x1hr	Unit Title: EduBlocks	Unit length: 6x 1hr	Unit Title: Representations	Unit length: 6x 1hr	Unit Title: Mobile App Development	Unit length: 6x 1hr	Unit Title: Lego-RAF	Unit length: 6x 1hr
Domains of Knowledge: • Data representation • Problem solving • The bigger picture		Domains of Knowledge: • Networks • Hardware • Testing & debugging • The Bigger Picture		Domains of Knowledge: • Algorithms, • Testing & Debugging, • Problem solving, • Programming constructs		Domains of Knowledge: • Data representation • Testing & debugging • Problem solving		Domains of Knowledge: • Algorithms, • Testing & debugging • Problem solving • The bigger picture • Digital Literacy		Domains of Knowledge: • Networks • The bigger picture • Hardware • Digital literacy	
Key Concepts: • Problem solving, • Mathematical concepts,		Key Concepts: • Algorithms • Mathematical concepts & Logic		Key Concepts: • Problem solving, • Mathematical concepts,		Key Concepts: • Communication & Coordination • Machines & Software		Key Concepts: • Communication & Coordination • Machines & Software		Key Concepts: • Mathematical concepts & Logic	

• Machines & Software • Digital literacy	• Machines & Software • Communication & Coordination	• Algorithms	• Problem Solving	• Problem Solving • Digital Literacy	• Communication & Coordination • Machines & Software • Digital literacy
Gateway knowledge: • Use of basic design programs • How logos can be linked to a brand • What makes a good logo	Gateway knowledge: • Understanding of the evolution of computers • Awareness of NOT, AND & OR. • Knowledge of AI and how it is changing the world of work.	Gateway knowledge: • Basic block programming • Use of PRIMM • Simple flowchart	Gateway knowledge: • Understanding that there are different types of file. • Understand that computers use different languages. • Understanding of binary	Gateway knowledge: • Can decompose a problem • Have used apps before • Can identify what makes a good/bad app	Gateway knowledge: • Have used lego before • Have used basic block coding • Know how to move a robot using blocks • Understanding of algorithms • Map reading

Assessment end-points:
• Designing a vector graphic to a brief demonstrating manipulation of the vector graphic
• Summative assessment,testing knowledge and understanding of manipulation of graphics.
	Assessment end-points:
	• Formative assessment at the end of each lesson based on the knowledge acquisition
	• Summative assessment testing understanding of computer systems
		Assessment end-points:
		• Program a turtle
		• Understand how to create patterns
		• Use logic to identify steps to achieve a goal.
		• Visualise flowcharts through programming.
			Assessment end-points:
			• Summative assessment quiz
			• Puzzle activity that challenges learners to unchain Alan Turing's mug.
				Assessment end-points:
				• Create an app that fulfils a brief
				• Summative assessment to demonstrate knowledge and understanding of;
				  • Event handling
				  • Sequencing
				  • Variables
				  • Selection
				  • Operators
					Assessment end-points:
					• Programs that solve problems
					• Block coded program
					• Python coded program

Year 9												
Autumn Term 1		Autumn Term 2		Spring Term 1		Spring Term 2		Summer Term 1		Summer Term 2	
Unit Title: Python Programming with Sequences of Data	Unit length: 6x 1hr	Unit Title: Animations	Unit length: 6x 1hr	Unit Title: AI	Unit length: 6x 1hr	Unit Title: Data Science	Unit length: 6x 1hr	Unit Title: Representations- Going Audiovisual	Unit length: 6x 1hr	Unit Title: **Micro:Bits**	Unit length: 6x 1hr
Domains of Knowledge: • Algorithms, • Testing & debugging • Problem solving • The bigger picture • Digital Literacy		Domains of Knowledge: • The bigger picture • Digital literacy • Hardware • Data representation		Domains of Knowledge: • Data representation • The bigger picture • Digital literacy		Domains of Knowledge: • Problem solving, • Programming constructs • Data representation • The bigger picture		Domains of Knowledge: • Hardware • Data representation • The bigger picture • Problem Solving • Digital literacy • Algorithms		Domains of Knowledge: • Programming constructs • Testing & debugging • Problem solving • Algorithms • Data representation	
Key Concepts: • Communication & Coordination • Machines & Software • Problem Solving • Digital Literacy • Mathematical Concepts & Logic		Key Concepts: • Machines & Software • Communication & Coordination • Digital Literacy		Key Concepts: • Problem Solving • Machines & Software • Communication & Coordination • Digital Literacy		Key Concepts: • Machines & Software • Digital Literacy • Mathematical concepts & Logic • Problem Solving		Key Concepts: • Mathematical concepts & Logic • Problem Solving • Communication & Coordination • Digital literacy • Machines & Software		Key Concepts: • Algorithms • Mathematical concepts & logic • Problem Solving	
Gateway knowledge: • Basic programming skills • Awareness of sequences • Ability to follow a flowchart		Gateway Knowledge: • Some experience of using graphics • Awareness of how to make videos and use camera technology		Gateway Knowledge: • Awareness of hacking • Knowledge of e-safety and how to protect themselves on the internet • Understand what AI is and what impact it can have.		Gateway Knowledge: • Understand that data needs context • Have experience of data through reports		Gateway knowledge: • Use of office suite/google suite to create work • Ability to select the correct software for a specific task • Knowledge of basic programs on a computer.		Gateway knowledge: • Understand what an algorithm is • Understand sequencing • Understand binary • Have used block/Python coding before • Awareness of routines (iteration) and selection	

				• Understanding of how data can be represented	
Assessment end-points: • Each lesson includes a set of worksheets that can be used for formative assessment. • • Completed project using programming techniques • Summative quiz testing knowledge and understanding;	Assessment end-points: Creating an animation that makes use of the following: • Modelling • Colours • Animation • Lighting • Camera	Assessment end-points: Summative assessment which tests the learners knowledge of the following: • Social and ethical implications of AI • Data driven and rule based approaches • How to use machine learning • Evaluation of ML.	Assessment end-points: • Summative assessment that requires learners to read and interpret data, demonstrating the newly acquired skills and knowledge gleaned in the unit.	Assessment end-points: • Understand and breakdown the roles of the Operating System and their use of utilities. • Classify types of software, and how they can be used effectively • Understand what a digital footprint is, and how it can impact people. • Use software appropriately to complete a specified task.	Assessment end-points: • Demonstrate sequencing • Program a Micro:bit to perform various tasks • Design own programs • Use and define protocols

Year 10 Computer Science											
Autumn Term 1		Autumn Term 2		Spring Term 1		Spring Term 2		Summer Term 1		Summer Term 2	
Unit Title: **1.1 Systems Architecture** **Practical Programming**	Unit length: 10 x 1hr 11x 1hr	Unit Title: **1.2 Memory & Storage** **Practical Programming**	Unit length: 12 x 1hr 11x1hr	Unit Title: **1.3 Network connections & Protocol** **1.4 Network Security**	Unit length: 8x1hr 7x1hr 10x1hr	Unit Title: **1.5 Systems Software** **Practical Programming**	Unit length: 5 x 1hr 10 x 1hr	Unit Title: **1.6 Impact of digital technology** **Revision**	Unit length: 8 x 1hr	Unit Title: **Programming Project**	Unit length: 22 x 1hr

				Practical Programming							
Domains of Knowledge: ● Problem solving ● Programming constructs ● Hardware ● The bigger picture		Domains of Knowledge: ● Networks ● Hardware ● DIgital literacy ● Data representation		Domains of Knowledge: ● Networks ● Hardware ● The bigger picture		Domains of Knowledge: ● Digital literacy ● The bigger picture ● E-safety		Domains of Knowledge: ● Problem solving ● Programming constructs ● Data representation ● Algorithms ● Testing & Debugging		Domains of Knowledge: ● Problem solving ● Programming constructs ● Hardware ● Networks ● Algorithms ● Digital literacy ● The bigger picture ● Testing & Debugging	
Key Concepts: ● Algorithms ● Communication & Coordination ● Machines & hardware ● Mathematical concepts & logic		Key Concepts: ● Mathematical Concepts & Logic ● Communication & Coordination ● Machines & software		Key Concepts: ● Mathematical Concepts & Logic ● Machines & Software ● Communication & Coordination		Key Concepts: ● Digital literacy ● Communication & Coordination ● Machines & Software		Key Concepts: ● Algorithms ● Mathematical concepts & logic ● Problem Solving		Key Concepts: ● Problem solving ● Algorithms ● Mathematical concepts & logic ● Machines & software ● Communication & coordination ● Digital literacy	
Gateway knowledge: ● How a computer works ● What's inside a computer ● Different storage types ● Calculating sizes of sound, image and text files ● Have created simple programs that make use of iteration and boolean expressions ● Understand what pseudocode is		Gateway knowledge: ● Understanding of how computers connect to the internet and other computers ● Knowledge of routers, wireless and wired networks ● Understanding how computers use binary and how to convert from denary ● Awareness of ASCII		Gateway knowledge: ● Awareness of cyber crime ● Understanding of drivers, encryption, and memory		Gateway knowledge: ● Understanding of environmental impact of technology ● Awareness of data protection		Gateway knowledge: ● Understand abstraction and decomposition ● Can create a flowchart ● Can complete a bubble sort ● Have experience of computational thinking		Gateway knowledge: ● Experience of text based programming ● Can use algorithms to break down problems ● Can make use of pseudocode ● Can work to a given brief ● Can problem solve independently	

	• Use of different file types and how they are stored.				
Assessment end-points: • Understand the Von Neumann architecture • Explain different types of storage including virtual memory • Understand the difference between RAM & ROM • Use pseudocode to plan programs • Understand the concept of subroutines • Understand and use basic file handling operations: Open, Read, Write, Close • Write programs that use boolean expressions and iteration • Understand what SQL is.	Assessment end-points: • Explain how to sample and store sound • Understand compression in relation to images and sound and the effect on the file • Understand the term character set • Define bit, byte, kilobyte, megabyte, gigabyte • Explain the TCP/IP protocol stack • Understand the difference between a LAN & WAN • Explain different topologies • Understand WAP, MAC, IP and encryption • Describe the uses of communications protocols including: FTP, POP, IMAP, SMTP • Explain the use of Ethernet standards to transmit data over a wired network	Assessment end-points: • Explain the different functions of an operating system • Identify and understand the prevention of vulnerabilities • Describe the purpose and functionality of common utility software	Assessment end-points: • Describe legislation relevant to Computer Science • Explain the impact of digital technology regarding legal issues and privacy issues • Understand the impacts of digital technology on the wider society including ethical issues, cultural issues and environmental issues	Assessment end-points: • Understand different types of search • Understand arithmetic operators • Understand principles of computational thinking • Be able to apply an algorithm to a data set • Create and use trace tables • Write algorithms in pseudocode using selection, iteration and sequence.	Assessment end-points: • Create a working program using Python • Understand and use data types • Declare and use variables • Understand subroutines • Use random number generation • Use arithmetic operators in programming

Year 11 Computer Science							
Autumn Term 1		Autumn Term 2		Spring Term 1		Summer Term	
Unit Title: **Logic & Languages**	Unit length: 17 x 1hr	Unit Title: **Programming fundamentals**	Unit length: 20 x 1hr	Unit Title: **NEA Programming project**	Unit length: 20 x 1hr	Unit Title: **REVISION**	Unit length: 20 x 1hr
Domains of Knowledge: • Problem solving • Programming constructs • Hardware • The bigger picture • Testing & Debugging		Domains of Knowledge: • Problem solving • Programming constructs • Hardware • The bigger picture • Testing & Debugging		Domains of Knowledge: • Problem solving • Programming constructs • Hardware • The bigger picture • Testing & Debugging		Domains of Knowledge: • Problem solving • Programming constructs • Hardware • Networks • Algorithms • Digital literacy • The bigger picture • Testing & Debugging	
Key Concepts: • Mathematical concepts & logic • Problem Solving • Communication & Coordination • Machines & Software		Key Concepts: • Algorithms • Mathematical concepts & logic • Problem Solving • Communication & Coordination • Machines & Software		Key Concepts: • Algorithms • Mathematical concepts & logic • Problem Solving • Communication & Coordination • Machines & Software		Key Concepts: • Problem solving • Algorithms • Mathematical concepts & logic • Machines & software • Communication & coordination • Digital literacy	
Gateway knowledge: • Understand Boolean logic • Understand how to test a program (PRIMM) • Have an awareness of different computer languages • Have experience of truth tables		Gateway knowledge: • Use of techniques in high level language such as Python • Recognise and use different arithmetic and boolean operators • Use of data types in programs/ scenarios • Use of string manipulation and file handling operations in programs • Use of arrays, functions and procedures in programs		Gateway knowledge: • Experience of programming to a brief • Ability to independently problem solve • To bread down problems using algorithms • Test & debug effectively • Work within a time frame		Gateway knowledge: • Experience of all parts of paper • Understand how to answer an exam • Time management skills	

Assessment end-points: ● Construct truth tables for AND, NOT, OR ● Understand how to make maintainable programs ● Create, modify & interpret simple logic diagrams ● Understand the purpose of testing	Assessment end-points: ● Understand and use data types: integer, real, Boolean, character and string ● Declare and use constants and variables ● Use input, output and assignment statements ● Use arithmetic operators including MOD and DIV ● Use string handling and conversion functions	Assessment end-points: ● Functioning program that fulfils a brief ● Evidence of testing & debugging of program ● Evidence of planning for a finished program	Assessment end-points: ● GCSE exam 2 papers, 1hr 30 min each

Year 12 Cam Tech					
Autumn Term		Spring Term		Summer Term	
Unit Title: **Unit 1 Fundamentals of IT** **LO1** **LO2** **LO3** **LO4** **LO5**	Unit length: 30 x 1hr	Unit Title: **Unit 2 Global Information** **LO1** **LO2** **LO3** **LO4** **LO5** **LO6**	Unit length: 30 x 1hr	Unit Title: **Unit 17 Internet of Everything**	Unit length: 30 x 1hr
Domains of Knowledge: ● Computer hardware ● Computer software ● Business IT Systems ● Employability & Communication		Domains of Knowledge: ● Storage & sharing of global information ● Styles, classification and the management of global information ● Use of global information and the benefits to individuals and organisations ● Legal and regulatory framework governing the storage and use of global information		Domains of Knowledge: ● The IOE ● Negatives and positives of the IOE ● The 4 pillars of the IOE ● Designing a product to use the IOE	
Key Concepts: ● Digital Literacy		Key Concepts: ● Digital Literacy		● Digital Literacy ● Problem Solving	

• Problem Solving • Communication & Coordination • Machines & Software	• Problem Solving • Communication & Coordination • Machines & Software	• Communication & Coordination • Machines & Software
Gateway knowledge: • Experience of using a computer for work • Ability to differentiate hardware & software • Use of a variety of software packages • Awareness of how IT is used in business.	Gateway knowledge: • Awareness of GDPR & Data protection laws • Experience of sharing information with others. • Understanding of how holding data helps business & organisations	Gateway knowledge: • Use of a variety of IOT devices • Awareness of how things are interconnected • Understanding of application of IOE • Ability to work to a brief
Assessment end-points: • Terminal assessment Unit 1 Exam-1 hr 30 mins 25% of final grade taken in Jan of yr12 (resit opportunity in Summer of yr12) **Mandatory unit**	Assessment end-points: • Terminal assessment Unit 2 Exam-1 hr 30 mins 25% of final grade taken in Jan of yr12 (resit opportunity in Summer of yr12)Exam uses pre-release material. **Mandatory unit**	Assessment end-points: • Internally assessed coursework in response to a brief. Externally moderated. Completion by end of yr12. 17% of final grade- **Mandatory unit.**

Year 13 Cam Tech					
Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	
Unit Title: **Unit 6 Application Design**	Unit length: 30 x 1hr	Unit Title: **Unit 13 Social Media & Digital Marketing**	Unit length: 60 x 1hr		
Domains of Knowledge: • How are apps designed • Potential solutions for application developments • Generate designs for application solutions • Present application solutions to meet client and user requirements		Domains of Knowledge: • Understand digital marketing • Understand the use of social media in a business • Be able to plan content and propose appropriate social media channels for digital marketing campaigns • Be able to develop social media digital marketing campaigns			
Key Concepts: • Digital Literacy • Problem Solving • Communication & Coordination • Machines & Software		Key Concepts: • Problem Solving • Communication & Coordination • Digital Literacy			
Gateway knowledge:		Gateway knowledge:			

• Use of a variety of apps • Awareness of accessibility options • Understanding of how apps are built • Ability to work to a brief	• Use of social media • Understand that social media can raise the profile of a brand • Awareness that websites collect and share data	
Assessment end-points: • Internally assessed coursework in response to a brief. Externally moderated. Completion by start of yr13. 17% of final grade- **Mandatory unit.**	Assessment end-points: • Internally assessed coursework in response to a brief. Externally moderated. Completion by end of Spring term 1 of yr13. 17% of final grade- **Mandatory unit.**	

Progression map: breaks down the key concepts to specify the most important knowledge and how that knowledge builds within the curriculum.

Key Concepts	Year 10 Media	Year 11 Media
Representation	**HT2-R094**: Graphic design concepts and conventions **HT1-R093**: Media codes used to convey **HT 1-R093**: How style, content and layout are linked to the purpose. Client requirements and how they are defined (TA2) **HT1-R095:** TA1 Introduction (with R093 key content embedded)	T1- Newspapers T1- Radio T2- Crime Drama
Audience	**HT1-R093**: Audience demographics and segmentation (TA2)	T1- Newspapers T2-Crime Drama
Industry	**HT5-R095:** TA1 Introduction (with R093 key content embedded) **HT1-R093**: Media industry sectors and products (TA1)	T1- Newspapers T1- Radio

Language	**HT2-R094**: Purpose, features, elements and design of visual identity	T1- Radio T2- Crime Drama
Production	**HT2-R093**: Work planning and documents used to support ideas generation (TA3) **HT2-R093**: Documents used to design/plan media products (TA3) **HT3-R094**: Techniques to plan visual identity and digital graphics **HT3-R094**: Tools and techniques to create visual identity and digital graphics **HT3-R094**: Technical skills to source, create and prepare assets for use within digital graphics **HT4-R094**: Techniques to save and export visual identity and digital graphics (with integrated **R093** TA4 distribution considerations and file formats) **HT4/5R094**: NEA Assessment (working on) **HT6-R095**: Features and conventions of comics & characters **HT6-R097**: Creativity in interactive digital media **HT6-R095**: Resources required to create comics and characters	T1- Newspapers T1- Radio T2-Crime Drama

Long-term plan: organises the knowledge from the progression map into units to give an overview of what is taught when in the curriculum.

Year 10 Creative IMedia											
Autumn Term 1		Autumn Term 2		Spring Term 1		Spring Term 2		Summer Term 1		Summer Term 2	
Unit Title: **R093**: Media industry sectors and products (TA1) **R093**: How style, content and layout are linked to the purpose. Client requirements and how they are defined (TA2) **R093**: Audience demographics and segmentation (TA2) **R093**: Media codes used to convey meaning, create impact	Unit length: 15x 1hr	Unit Title: **R093**: Work planning and documents used to support ideas generation (TA3) **R093**: Documents used to design/plan media products (TA3) **R094**: Purpose, features, elements and design of visual identity **R094**: Graphic design concepts and conventions **R094**: Properties of digital graphics and use of assets	Unit length: 5 x 1hr 10X1hr	Unit Title: **R094**: Techniques to plan visual identity and digital graphics **R094**: Tools and techniques to create visual identity and digital graphics **R094**: Technical skills to source, create and prepare assets for use within digital graphics	Unit length: 15x1hr	Unit Title: **R094**: Techniques to save and export visual identity and digital graphics (with integrated **R093** TA4 distribution considerations and file formats) **R094**: NEA Assessment (working on)	Unit length: 12x 1hr	Unit Title: **R094**: NEA Assessment (Working on and submit[1] for moderation) **R095:** TA1 Introduction (with R093 key content embedded)	Unit length: 20x 1hr	Unit Title: **R095**: Features and conventions of characters and comics **R095**: Creativity in characters and comics **R095**: Resources required to create characters and comics	Unit length: 14x 1hr

[1] **See specification for details about submission and resubmission:** OCR-set assignments for NEA units are live for one year. Candidates have one resubmission opportunity. Resubmission of the same work must be in a series that falls in the live assessment dates for the OCR-set assignment on which the work is based. All resubmissions must be based on the assignment that is live for the submission series.

and/or engage audiences (TA2)											
Domains of Knowledge: ● Enquiry ● Critical thinking ● Construction ● Theorisiation ● Analysis		Domains of Knowledge: ● Enquiry ● Critical thinking ● Construction ● Theorisiation ● Analysis ● Media Language		Domains of Knowledge: ● Enquiry ● Critical thinking ● Construction ● Theorisiation ● Analysis ● Media Language		Domains of Knowledge: ● Enquiry ● Critical thinking ● Construction ● Theorisiation ● Analysis ● Media Language		Domains of Knowledge: ● Planning ● Construction ● Analysis ● Media language ● Critical thinking		Domains of Knowledge: ● Planning ● Construction ● Analysis ● Media language ● Critical thinking	
Relevant Key Concepts: ● Audience ● Demographics ● Media Forms ● Representation		Relevant Key Concepts: ● Audience ● Institution ● Media Forms ● Representation ● Genre		Key Concepts: ● Audience ● Institution ● Media Forms ● Representation ● Genre		Key Concepts: ● Audience ● Institution ● Media Forms ● Representation ● Genre		Key Concepts: ● Audience ● Branding ● Representation ● Genre		Key Concepts: ● Audience ● Branding ● Representation ● Genre	
Gateway knowledge: ● Advertising campaigns ● Working to a brief ● Context ● Jobs in industry ● Demographics		Gateway knowledge: ● Advertising campaigns ● Working to a brief ● Context ● Jobs in industry ● Demographics		Gateway knowledge: ● Designing tools ● Awareness of GIMP/Photopea ● What makes a good advert		Gateway knowledge: ● Use of software to manipulate images ● Different audiences ● Understand different media platforms		Gateway knowledge: ● Use of photo manipulation tools. ● Understanding of how to research ● How to construct a media product ● Work to a brief		Gateway knowledge: ● Use of photo manipulation tools. ● Understanding of how to research ● How to construct a media product ● Work to a brief	
Assessment end-points: ● 1.1 The Media industry ● 1.2 Job roles in the industry ● 2.1 Factors affecting product design ● 2.2 Client Briefs		Assessment end-points: ● 2.4 Research Methods ● 2.5 Media Codes ● 3.1 Workplans ● 3.2 Idea generation ● 3.3 Documents to plan media products RO94 ● 1.1 Visual identity		Assessment end-points: ● 2.3 Planning techniques		Assessment end-points: ● 3.1 Image adjustments ● 3.2 Preparing assets for use ● 3.3 Saving and exporting **RO93** ● 3.4 Legislation affecting media products		Assessment end-points: ● Completed NEA that fulfils a brief. **RO95** ● 1.1 Character features and conventions		Assessment end-points: ● 1.2 Conventions of comics ● 1.3 Resources required to create characters and comics.	

• 2.3 Audience and Demographics	• 2.1 Graphic design • 2.2 Properties of graphics and assets				

Year 11 Media							
Autumn Term		Spring Term 1		Spring Term 2		Summer Term	
Unit Title: **Component 1** **Section A & B** **Newspapers**	Unit length: 15x 1hr	Unit Title: **Component 1** **Section B-Radio**	Unit length: 8x 1hr	Unit Title: **Component 2** **Section A-TV** **Crime Drama**	Unit length: 9x 1hr	Unit Title: **REVISION**	Unit length: 15x 1hr
Domains of Knowledge: • Enquiry • Critical thinking • Construction • Theorisiation • Analysis • Media Language		Domains of Knowledge: • Theorisation • Enquiry • Construction • Contextual factors • Analysis • Comparison • Intertextuality • Convergence & Synergy		Domains of Knowledge: • Theorisation • Enquiry • Construction • Contextual factors • Analysis • Comparison • Intertextuality • Convergence		Domains of Knowledge: • Theorisation • Enquiry • Construction • Contextual factors • Analysis • Comparison • Intertextuality • Convergence & Synergy • Media Language	
Key Concepts: • Audience • Institution • Media Forms • Representation • Genre		Key Concepts: • Audience • Representation • Media forms • Narrative • Institution		Key Concepts: • Audience • Representation • Media forms • Narrative • Genre		Key Concepts: • Audience • Representation • Media forms • Narrative • Genre • Institution	
Gateway knowledge: • Demographics • Values		Gateway knowledge: • Use of radio historically • Media platforms		Gateway knowledge: • Crime drama over time • Stereotyping		Gateway knowledge: • All topics covered for GCSE • How to manage time in an exam	

● Stereotypes ● Context ● Broadsheet/Tabloid ● Politics	● Serial programs ● Current affairs ● Commercial and public radio	● TV regulation ● Commercial TV/Licensed TV ● Context ● Demographics ● Use of sound to create tension	● Thorough knowledge of set products.
Assessment end-points: ● Define what news values are and how papers select their stories. ● Explain the codes & conventions of newspapers ● Analyse The Guardian & The Sun using media terminology ● Explain the Brexit and Leave campaigns and how these are represented by the set products. ● Understand how industry and newspapers work. ● Understand digital convergence	Assessment end-points: ● Understanding who listens to The Archers ● Defining the key features of Radio 4 ● Explaining the rights and regulations of the radio industry. ● Uses & Gratification and how it links to The Archers ● Understand how identity links to The Archers.	Assessment end-points: ● Identify codes and conventions of Crime Drama ● Explain stock characters associated with Crime Drama ● Describe mise-en-scene in relation to Luther & The Sweeney ● Understand how audio codes can create tension and anticipation ● Describe different shot types. ● Compare & Contrast Luther with The Sweeney	Assessment end-points: ● GCSE exam, 2 papers 1hr 30min each.