Year	Autumn	Spring	Summer
7	**E-Safety** • including cyber bullying and digital footprints. **Office Skills** • including email, Teams and online systems use.	**E-Safety** • including cyber bullying and digital footprints. **Introduction to Computer Systems** • including hardware, software, storage devices, networks and network security.	**E-Safety** • including cyber bullying and digital footprints. **Photoshop** • looking at image manipulation in the media and using skills learnt to create an image based on a given scenario. **Scratch** • a block-based visual programming language where students learn coding concepts and develop a game based around the classic PONG theme.
8	**E-Safety** • including body image and social media. **Intermediate Computer Systems**	**E-Safety** • including body image and social media. **Vector Graphics**	**E-Safety** • including body image and social media. **GameMaker**

	• including binary, sorting algorithms, network topologies, computer logic and data representation.	• including digital graphic properties, branding and image editing skills. **Cyber Security** • discovery of techniques that cybercriminals use to steal data, disrupt systems, and infiltrate networks.	• a high-level visual programming language where students learn coding concepts, basic scripting and develop a maze game of their own theme, similar to that of PAC MAN
9	**E-Safety** • including grooming, inappropriate content and messaging. **Python** • including sequence, selection, iteration and string manipulation.	**E-Safety** • including grooming, inappropriate content and messaging. **Interactive Multimedia Products** • students design and create a product for a given scenario, including video, sound, and animation. **Photoshop** • looking at image manipulation in the media and using skills learnt to create an image based on a given scenario.	**E-Safety** • including grooming, inappropriate content and messaging. **Digital Literacy Skills** • students will be empowered with knowledge and skills to enable them to be exceptional digital citizens of today's digital world.
10	**Unit R097: Interactive digital media**	**Unit R097: Interactive digital media**	**Unit R093: Creative iMedia in the media industry**

• Students learn to design and create interactive digital media products for chosen platforms. They will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience. • On completion of this unit, students will understand interactive digital media products are found across the media industry, in games, websites and apps, learning and knowledge-based systems, simulations and in commerce. At the heart of digital media products is a fusion of media rich content including text, images, sounds, video and animation. This content is combined with UX and UI design to create an immersive and engaging environment which can promote, educate, entertain, inform or influence.	• Students learn to design and create interactive digital media products for chosen platforms. They will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience. • On completion of this unit, students will understand interactive digital media products are found across the media industry, in games, websites and apps, learning and knowledge-based systems, simulations and in commerce. At the heart of digital media products is a fusion of media rich content including text, images, sounds, video and animation. This content is combined with UX and UI design to create an immersive and engaging environment which can promote, educate, entertain, inform or influence.	• Students learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products, as well as how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. Students will learn to choose the most appropriate format and properties for different media products. • On completion of this unit, students will understand that the media industry is vast, covering both traditional and new media sectors and providing work for individual freelance creatives as well as large teams in design houses and multinational companies. Job roles frequently overlap multiple sectors, and products often need to be suitable for more than one kind of output. However, there

			are common aspects to all media products. Pre-production and planning are vital; saving clients time and money and enabling creatives and designers to charge appropriately for their services. • Products also make use of similar media codes to convey meaning, create impact and engage audiences.
11	**Unit R094: Visual identity and digital graphics** • Students learn how to develop visual identities for clients. Applying the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. • On completion of this unit, students will understand that identity is a vital component of any business, product or brand. A visual identity communicates	**Unit R093: Creative iMedia in the media industry** • Students learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products, as well as how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. Students will learn to choose the most	**Unit R093: Creative iMedia in the media industry** • Students learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products, as well as how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. Students will learn to choose the most

values and core principles to the consumer, user or customer. It makes a brand recognisable and helps sell a product or idea to a target audience. Logos, shapes, typography, colour theory and composition are all used to generate visual identities which work across different platforms and media, and user interface and experience are key considerations in the design process.	appropriate format and properties for different media products. • On completion of this unit, students will understand that the media industry is vast, covering both traditional and new media sectors and providing work for individual freelance creatives as well as large teams in design houses and multinational companies. Job roles frequently overlap multiple sectors, and products often need to be suitable for more than one kind of output. However, there are common aspects to all media products. Pre-production and planning are vital; saving clients time and money and enabling creatives and designers to charge appropriately for their services. • Products also make use of similar media codes to convey meaning, create impact and engage audiences.	appropriate format and properties for different media products. • On completion of this unit, students will understand that the media industry is vast, covering both traditional and new media sectors and providing work for individual freelance creatives as well as large teams in design houses and multinational companies. Job roles frequently overlap multiple sectors, and products often need to be suitable for more than one kind of output. However, there are common aspects to all media products. Pre-production and planning are vital; saving clients time and money and enabling creatives and designers to charge appropriately for their services. • Products also make use of similar media codes to convey meaning, create impact and engage audiences.

12	Games Design and Prototyping	Social Media and Digital Marketing	Fundamentals of IT
	Students will learn about the key features of computer games and the importance of producing protypes before games are made. Students will then design and code a prototype of their own game which will be presented to key stakeholders. This unit allows students to be very creative and learn valuable industry skills.	This unit looks at digital marketing as a concept and then offers the opportunity to explore the possible impacts, both positive and negative, that may be generated using social media as a digital marketing tool. Students will plan the social media content of a digital marketing campaign to meet identified business objectives.	This examined unit provides students with a broad understanding of how Information technology is used in a range of business settings. It will provide students with a base knowledge of different types of information systems, how to troubleshoot problems, communication protocols and number systems, and how to be an effective IT practitioner.
13	**Global Information** - Information is now an extremely valuable commodity. This unit explains how data is acquired, stored, analysed and used. It provides a detailed understanding of legislation regarding the use of information in the United Kingdom and beyond. Students then learn the principles and applications of data security so that information can be protected.	**Application Design** - In this unit students will explore potential ideas for a new application and develop the fundamental design for it. They will then develop the designs for an application and decide how users will interact with it. **Fundamentals of IT and Global Information revision**	**Fundamentals of IT and Global Information revision**

	Fundamentals of IT Revision		

Curriculum Overview – IMedia/ICT- Hermitage.