

**Curriculum Intent Statement
Department of ICT
Serlby Park Academy**

Transition Statement 2021

As an ICT team we have taken the decision to move towards a three year Key Stage 3 and a two year Key Stage 4 curriculum model. The intent of this is to expose pupils to a broad ICT Curriculum which is rich in skills and knowledge. This document details the transition from our current model to our new one.

Current Y8 pupils will no longer choose their options in Year 8 but rather in Year 9, allowing us to give pupils more opportunity to deepen their understanding of creative topics, such as web development and graphic design. In addition to this they will build on the knowledge they have developed in the current Year 7 and 8 to deepen their understanding of computer science and computational thinking.

We will also endeavor to enrich the curriculum more, with opportunities including pupil's computational thinking skills. Games club runs after school allowing pupils to be in a fun environment that they are familiar with. Pupils will also be given the opportunity to visit Bradford's iMax, where pupils can interact with many different types of media, including green screens.

Lessons for all year groups are outlined below in the curriculum statement below

ICT Curriculum Intent

ICT at Serlby Park Academy is taught with the aim of empowering young people to become good digital citizens with the skills and understanding to keep themselves safe online while learning the long term implications of their digital footprints. More importantly we teach our pupils to be logical thinkers with the knowledge and understanding to succeed in a digital world with a range of skills including computer programming, graphic design and web design.

Scheme of Work/ Medium Term Plans

- **Pupils in Year 7 and 8** are taught a wide range of digital activities starting with a focus on a healthy online presence and developing an understanding of how to stay safe online. In addition to eSafety knowledge pupils will learn about the different types of graphics and how to combine these to create new and unique graphics made for different audiences. Pupils can build on these skills to develop graphics to use in websites and learn the skills needed for creating interactive websites. In addition to the creative skills, pupils are introduced to computer science lessons where they will learn computational skills, programming, breaking down big problems into small manageable chunks (decomposition) and develop their resilience when dealing with challenging problems.
- **Pupils in Year 9** will be given the chance to deepen their understanding of the skills that they have learned in Year 7 and 8 by applying those skills to real life projects. These will focus on Multimedia interactive product, graphic design and the final project of creating a digital sound sequence. In between these creative projects there will be smaller projects that will test pupil's application of decomposition, of problems and programming a solution for the given scenario.
- **Pupils in Year 10 and 11 can choose to** study for the OCR Creative iMedia qualification. They will cover themes that include graphic design, pre-production documents, creating a digital sound sequence and the creation of interactive
- multimedia products. The exam unit will allow pupils to develop an understanding of how to plan and effectively execute a project. This unit also teaches young people about health and safety needs in a digital environment. In addition to this the lessons build upon the Year 7 & 8 programme of study, delivering units of work designed to further deepen pupils' understanding of the creation of digital graphics, web development and creating an interactive media product.

Pedagogy	Enrichment	Sequencing	Key Concepts/Skills
<p>Our pedagogy is underpinned by:</p> <ul style="list-style-type: none"> • research based studies set within a broader context • a focus on developing pupils' analytical skills and applying knowledge to problems • the regular use of live modelling and exemplar answers to demonstrate processes, standards and expectations • a range of strategies to deepen knowledge so that it is committed to long term memory • the importance of giving pupils regular opportunities to improve work • pupils are given the understanding of what they are doing well and how they need to improve • pupils will develop new skills through a variety of interesting and creative contexts to foster enjoyment • pupils will develop a rich and deep subject knowledge across ICT, iMedia and Computer science 	<p>We will enrich our curriculum by:</p> <ul style="list-style-type: none"> • establishing cross-curricular links • providing on and off-site subject or topic related experiences • encouraging pupils to reflect on life in the school and the community, including how we treat each other through safer internet day • build on their understanding of the importance of British values, including personal space, security, tolerance and respect • improve their spiritual, social, moral and cultural understanding • Offering twilight sessions to encourage pupils to show independence and ensure expected progress is made. • Out of hours learning opportunities and over holidays for targeted pupils. 	<p>Pupils learn within a coherent interleaved framework because...</p> <ul style="list-style-type: none"> • it allows key concepts and themes such as graphics, analytical skills, programming techniques to be interwoven and promotes the ability to see the evolution of concepts • it provides the opportunity to measure pace, extent and trends in change and continuity over time • It allows pupils to revisit prior learning and build concepts at a reasonable pace to promote independence • there is progression between key stages 3 and 4, with pupils being exposed to themes and content that will allow all pupils to access KS4 • there is an increasing level of challenge and complexity to tasks and learning 	<p>In ICT pupils will develop a strong understanding of the meanings of key concepts and theories:</p> <ul style="list-style-type: none"> • hacking • personal data (GDPR) • phishing • digital footprint • hardware • software • peripherals • storage • networking • graphic tools • web design • binary • hexadecimal • ASCII • iteration • decision • decomposition • legislation • algorithms • open source • proprietary