Strategic Overview of Curriculum

KS3 - Computing

Curriculum Intent

At Aylesford School, the Key Stage 3 Computing curriculum is designed to reflect our school values by developing pupils who are confident, respectful, resilient and aspirational digital learners. The curriculum provides all pupils with a strong, inclusive foundation in computing, ensuring they develop the knowledge and skills needed to understand, use and create digital technologies responsibly.

Rooted at its core principles is a knowledge and vocabulary rich, carefully sequenced and accessible to all learner's curriculum. Pupils are taught the core concepts of computing, including programming, data and information, computer systems, digital media and online safety, enabling them to understand how technology works and how it shapes the world around them.

The curriculum encourages pupils to think critically, work creatively and solve problems, while promoting safe, ethical and respectful use of technology. By embedding real-world contexts and creative opportunities, pupils develop curiosity and confidence, preparing them for further study and the increasing digital demands of modern life.

Curriculum Implementation

At Key Stage 3, Computing is taught through a coherent and progressive curriculum delivered in one lesson per week. Learning is structured around clear curriculum threads that run across Years 7 to 9, ensuring pupils revisit and deepen their understanding over time.

Teaching is explicit and evidence-informed, with a strong emphasis on:

- Clear explanations and modelling
- Consistent use of subject-specific vocabulary
- Guided and independent practice
- Regular retrieval and checks for understanding

Pupils engage in a wide range of practical activities, including programming using block-based and text-based languages, data modelling, digital media creation, physical computing and web development. Online safety, digital citizenship and ethical awareness are embedded throughout, reinforcing school values and expectations for responsible behaviour.

The curriculum is inclusive and accessible, with lessons designed to support pupils with SEND through scaffolding, chunked learning and adaptive teaching. Assessment is used formatively and summatively to inform teaching, address misconceptions and support progress.

KS3 is deliberately designed to prepare pupils for KS4 pathways, particularly OCR Creative iMedia, by developing creativity, project-based working, evaluation skills and confidence in using digital tools.

Curriculum Impact

By the end of Key Stage 3, pupils at Aylesford School:

- Have a secure understanding of key computing concepts
- Can apply digital skills creatively and purposefully
- Show resilience and independence when solving problems
- Use technology safely, respectfully and responsibly

Pupils are able to articulate their learning using appropriate technical vocabulary and demonstrate confidence in creating and evaluating digital products. The strong foundations developed at KS3 ensure pupils are well prepared to progress to OCR Computer Science, Creative iMedia at KS4 or other digital pathways.

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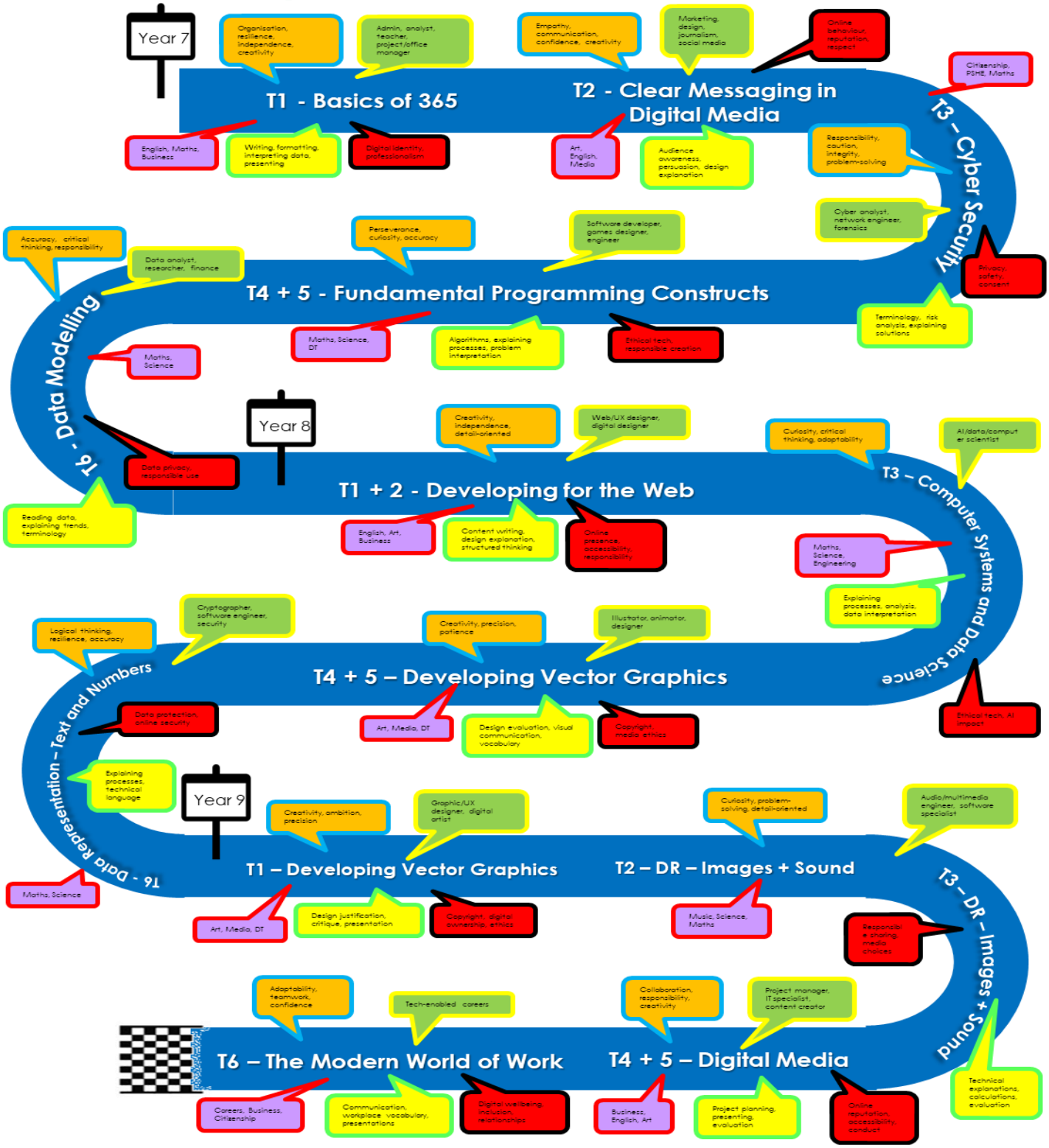
KS3 – Computing Curriculum Map



Character | Careers | Cross-Curricular | Literacy / Numeracy / Oracy | RSHE

COURAGE CONFIDENCE CHARACTER

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Year 7 Computing Curriculum				
Subject Intent	The intent of the Year 7 Computing curriculum is to develop confident, responsible and creative digital learners who understand how technology can be used effectively, safely and purposefully. Through the study of Microsoft 365 fundamentals, clear messaging in digital media, cyber security, fundamental programming constructs and data modelling, students develop essential digital literacy, communication skills, computational thinking and problem-solving abilities. The curriculum enables students to create and manage digital content, understand how data and systems work, apply logical thinking through programming, and make informed decisions as responsible participants in an increasingly digital world.			
Rationale	The Year 7 Computing curriculum provides students with the foundational knowledge and skills needed to succeed in a technology-driven society. Students develop practical skills through the use of Microsoft 365 tools, learn how to communicate clearly and responsibly through digital media, and build awareness of cyber security and safe online behaviours. By exploring programming concepts such as algorithms, sequencing, selection and iteration, alongside data modelling and organisation, students develop computational thinking, problem-solving skills and an understanding of how digital systems operate. This curriculum supports students in becoming confident, capable and responsible users and creators of technology.			
Topics				
Term 1	Term 2	Term 3	Term 4 and Term 5	Term 6
Basics of MS365	Clear Messaging in Digital Media	Cyber Security	Fundamental Programming Constructs	Data Modelling
Assessment / Homework Students will complete THREE Online Assessments / Homeworks every term (once every fortnight), to assess the learning of the class topics.				
Term 1	Term 2	Term 3	Term 4 and Term 5	Term 6
Word Processors Spreadsheets Presentation SW	Getting the Message Across Branding Content + Presenting	Protecting Personal Data + Social Engineering Hacking, Brute Force Attacks + Malicious Software Protecting Networks + Preventing Cyber Attacks	Sequences Program Variables Selections Operators Count Controlled Iteration Problem Solving Using Programming	Formatting a Spreadsheet + Calculation Collecting + Analysing Data Sorting and Searching Data + Conditional Formating

Year 8 Computing Curriculum			
Subject Intent	The intent of the Year 8 Computing curriculum is to further develop students' confidence, creativity and understanding of computer systems by building on their foundational digital skills and introducing more advanced concepts. Through the study of developing for the web, computer science and data science, vector graphics, and data representation, students will develop the ability to design digital solutions, create and evaluate digital content, understand how information is processed, and apply computational thinking to real-world problems. The curriculum encourages students to become innovative, critical and responsible users of technology while preparing them for further study and future digital opportunities.		
Rationale	The Year 8 Computing curriculum expands students' knowledge of digital technologies by developing both practical skills and deeper understanding of how computing systems operate. Students explore developing for the web by learning how websites are structured, designed and created, while computer science and data science develop their understanding of algorithms, programming, data analysis and problem-solving. The study of vector graphics enables students to create scalable digital designs while considering purpose, audience and effective communication, and data representation introduces how computers store, process and interpret text and numbers. Together, these areas strengthen students' digital fluency, creativity, analytical thinking and ability to use technology effectively in a changing digital world.		
Topics			
Term 1 and Term 2	Term 3	Term 4 and Term 5	Term 6
Developing for the Web	Computer Systems and Data Science	Developing Vector Graphics	Data Representation - Text and Numbers
Assessment / Homework Students will complete THREE Online Assessments / Homeworks every term (once every fortnight), to assess the learning of the class topics.			
Term 1 and Term 2	Term 3	Term 4 and Term 5	Term 6
Building Adding Images Intro to CSS Search Engines + Rankings Using Search and Web Navigation Successfully Creating a Custom Website	Traditional Computer Systems + Architecture Operating Systems + Boolean Logic Machine Learning + AI	Using Vector Tools Developing Vector Products Comparing Vector and Bitmap Graphics	Represetning Information + Characters Binary Cryptography

Year 9 Computing Curriculum			
Subject Intent	The intent of the Year 9 Computing curriculum is to develop students' ability to apply their digital skills creatively, critically and purposefully while preparing them for further study and the wider world. Through the study of vector graphics, data representation of images and sound, digital media and IT in the world of work, students will develop an understanding of how digital content is created, stored, manipulated and communicated. The curriculum encourages students to become confident creators of digital solutions, while developing transferable skills such as problem-solving, creativity, collaboration and digital responsibility needed in modern workplaces.		
Rationale	The Year 9 Computing curriculum builds on students' previous knowledge by exploring more advanced applications of digital technology and its role in society and employment. Students develop their understanding of vector graphics and digital media by creating and evaluating visual content, while exploring how images and sound are represented, compressed and processed by computers. The study of IT and the world of work enables students to recognise the importance of digital skills, professional technologies and responsible use of information systems across different industries. Together, these areas develop students' creativity, technical understanding and readiness for future education, careers and participation in a digital society.		
Topics			
Term 1	Term 2 and Term 3	Term 4 and Term 5	Term 6
Developing Vector Graphics	Data Representation - Images and Sound	Digital Media	IT and the World of Work
Assessment / Homework Students will complete THREE Online Assessments / Homeworks every term (once every fortnight), to assess the learning of the class topics.			
Term 1	Term 2 and Term 3	Term 4 and Term 5	Term 6
Using Vector Tools Developing Vector Products Comparing Vector and Bitmap Graphics	Images as Binary Data Image Sizes Manipulating Digital Images Sound as Binary Data Editing Sound File Compression	Digital Artefacts Project Lifecycles Plannig Digital Artefacts Legal and Ethical Considerations Digital Graphics and Videos Multi-page Websites	The Modern World of Work+Accessibility Skills + Cloud Computing Remote Work + Communication Skills

Year 7 Computing Curriculum Enrichment

Term / Topic	What	How	Why	Character Focus	Careers	Cross-Curricular Links	Literacy, Numeracy & Oracy	RSHE	Future Learning
Term 1 – Basics of MS365 *(Reading for Purpose: How digital tools help us learn, work and communicate)*	Students learn word processing, spreadsheets and presentation software.	Through creating documents, analysing data, formatting content and presenting information effectively.	To develop essential digital skills for learning, communication and future employment.	Organisation, resilience, independence, creativity.	Administrator, business analyst, teacher, project manager, office-based careers.	English (structured writing/presentations), Maths (spreadsheets and data), Business Studies.	Writing for audience, accuracy, formatting, interpreting data, presenting ideas clearly.	Digital identity, responsible technology use, online professionalism.	Builds foundations for GCSE Computer Science, IT and digital skills across subjects.
Term 2 – Clear Messaging in Digital Media *(Reading for Purpose: How digital messages influence audiences)*	Students explore communication, branding, content creation and presentation.	Through designing digital messages, evaluating audiences and creating media content.	To understand how digital communication influences people and how to communicate responsibly.	Empathy, communication, confidence, creativity.	Marketing, graphic design, journalism, social media management.	Art (design principles), English (persuasive writing), Media Studies.	Audience awareness, persuasive language, explaining design choices.	Online behaviour, reputation, respectful communication.	Supports future digital media, marketing and creative technology pathways.
Term 3 – Cyber Security *(Reading for Purpose: Why protecting information matters)*	Students learn about personal data, social engineering, hacking and malicious software.	Through scenarios, analysis of cyber threats and applying security strategies.	To develop safe, responsible and informed digital citizens.	Responsibility, caution, integrity, problem-solving.	Cyber security analyst, network engineer, digital forensics.	Citizenship, PSHE, Maths (patterns/probability).	Understanding terminology, analysing risks, explaining solutions.	Privacy, online safety, consent and personal information.	Foundation for networking, cybersecurity and computing pathways.
Term 4/5 – Fundamental Programming Constructs *(Reading for Purpose: How computers follow instructions)*	Students learn sequences, variables, selection, operators and iteration.	Through designing algorithms, writing programs and solving problems.	To develop computational thinking and logical problem-solving skills.	Perseverance, curiosity, accuracy.	Software developer, games designer, engineer.	Maths (logic and patterns), Science (systems), Design Technology.	Writing algorithms, explaining processes, interpreting problems.	Ethical use of technology and responsible creation.	Prepares students for GCSE programming concepts.
Term 6 – Data Modelling *(Reading for Purpose: How data helps people make decisions)*	Students explore spreadsheets, calculations, sorting, searching and data analysis.	Through collecting, organising and interpreting data.	To understand how information is stored and used in real-world systems.	Accuracy, critical thinking, responsibility.	Data analyst, researcher, finance roles.	Maths (statistics), Science (data handling).	Reading data, explaining trends, using correct terminology.	Data privacy and responsible use of information.	Builds towards databases, data science and analysis.

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Year 8 Computing Curriculum Enrichment

Term / Topic	What	How	Why	Character Focus	Careers	Cross-Curricular Links	Literacy, Numeracy & Oracy	RSHE	Future Learning
Term 1/2 – Developing for the Web *(Reading for Purpose: How websites shape the digital world)*	Students learn website structures, HTML, CSS, search engines and navigation.	Through planning, building and evaluating websites.	To understand how digital platforms are created and accessed.	Creativity, independence, attention to detail.	Web developer, UX designer, digital designer.	English (communication), Art (design), Business.	Writing web content, explaining design decisions, structured thinking.	Online presence, accessibility and digital responsibility.	Supports web development and IT pathways.
Term 3 – Computer Science and Data Science *(Reading for Purpose: How computers process information)*	Students explore systems, architecture, operating systems, Boolean logic, AI and data science.	Through investigation, problem-solving and analysing real-world technology.	To understand how modern computing systems work.	Curiosity, critical thinking, adaptability.	AI engineer, computer scientist, data scientist.	Maths (logic), Science, Engineering.	Explaining processes, analysing information, interpreting data.	Ethical technology use and impact of AI.	Supports GCSE Computer Science and emerging technologies.
Term 4/5 – Developing Vector Graphics *(Reading for Purpose: How digital images are created)*	Students learn vector tools and compare vector and bitmap graphics.	Through creating and evaluating digital designs.	To develop creative and technical digital design skills.	Creativity, precision, patience.	Illustrator, animator, designer.	Art, Media Studies, Design Technology.	Design evaluation, visual communication, technical vocabulary.	Copyright, ownership and ethical use of media.	Supports creative digital qualifications and media careers.
Term 6 – Data Representation: Text and Numbers *(Reading for Purpose: How computers store information)*	Students learn binary, character representation and cryptography.	Through practical activities converting and securing information.	To understand how computers represent and protect data.	Logical thinking, resilience, accuracy.	Cryptographer, software engineer, security specialist.	Maths (number systems), Science.	Explaining processes and using technical language.	Data protection and online security.	Prepares students for GCSE data representation topics.

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Year 9 Computing Curriculum Enrichment

Term / Topic	What	How	Why	Character Focus	Careers	Cross-Curricular Links	Literacy, Numeracy & Oracy	RSHE	Future Learning
Term 1 – Developing Vector Graphics *(Reading for Purpose: How professionals create digital designs)*	Students develop advanced vector products and compare graphic formats.	Through creating purposeful digital designs.	To build creativity and industry-relevant design skills.	Creativity, ambition, precision.	Graphic designer, UX designer, digital artist.	Art, Media, Design Technology.	Design justification, critique and presentation skills.	Copyright, digital ownership and ethical creation.	Supports creative media pathways.
Term 2/3 – Data Representation: Images and Sound *(Reading for Purpose: How digital media is stored)*	Students explore image and sound data, editing and compression.	Through manipulating digital media and analysing file types.	To understand how multimedia is created and processed.	Curiosity, problem-solving, attention to detail.	Audio engineer, multimedia developer, software specialist.	Music, Science, Maths.	Technical explanations, file calculations, evaluation.	Responsible sharing and digital media choices.	Supports multimedia, computing and media courses.
Term 4/5 – Digital Media and IT *(Reading for Purpose: How technology supports modern communication)*	Students explore digital artefacts, project lifecycles, websites, graphics and legal issues.	Through planning and producing digital projects.	To prepare students for real-world digital tasks.	Collaboration, responsibility, creativity.	Digital project manager, IT specialist, content creator.	Business, English, Art.	Project planning, presenting, evaluating work.	Online reputation, accessibility and professional conduct.	Builds workplace-ready digital skills.
Term 6 – IT and the World of Work *(Reading for Purpose: How technology shapes careers)*	Students explore workplace technology, accessibility, cloud computing and communication.	Through investigating workplace scenarios and digital tools.	To understand how computing skills apply beyond school.	Adaptability, teamwork, confidence.	Wide range of technology-enabled careers.	Careers Education, Business Studies, Citizenship.	Communication skills, workplace vocabulary, presentations.	Digital wellbeing, inclusion and professional relationships.	Supports GCSE choices, careers and lifelong digital learning.

KS3 Computing Curriculum Progression, GCSE Preparation and Level 3 Pathways (Overview)

Year Group	Curriculum Coverage	Links to KS3 Computing Curriculum (How and Where)	Preparation for OCR GCSE Computer Science / OCR Creative iMedia	Level 3 Qualifications & Further Study Links
Year 7	**Basics of MS365, Clear Messaging in Digital Media, Cyber Security, Fundamental Programming Constructs and Data Modelling**	Year 7 establishes the foundations of the KS3 Computing curriculum by developing students' digital literacy, safe and responsible technology use, computational thinking and problem-solving skills. Students learn to create digital content, communicate effectively, understand cybersecurity principles, use algorithms and programming concepts, and explore how data is stored, organised and used.	Provides the essential knowledge and skills needed for OCR GCSE Computer Science, including algorithms, programming, data and cybersecurity. Supports OCR Creative iMedia through digital communication, content creation, audience awareness and evaluation skills.	Supports progression into Level 3 Computing, IT, Digital Media, Cyber Security, Data Science, Business IT and Creative Media qualifications.
Year 8	**Developing for the Web, Computer Science and Data Science, Developing Vector Graphics, Data Representation – Text and Numbers**	Year 8 builds on KS3 expectations by developing students' understanding of computer systems, programming, data representation and digital creation. Students create digital solutions, explore how websites and systems work, analyse data and develop creative digital products using appropriate tools.	Strengthens preparation for OCR GCSE Computer Science through systems, algorithms, data representation and computational thinking. Develops OCR Creative iMedia skills through web development, graphic design, digital production and evaluation.	Supports Level 3 pathways including Computer Science, Software Development, Web Development, Creative Media Production, Graphic Design, Data Science and AI-related courses.
Year 9	**Developing Vector Graphics, Data Representation – Images and Sound, Digital Media and IT, IT and the World of Work**	Year 9 extends KS3 learning into more advanced digital production, problem-solving and real-world applications. Students develop professional digital skills, understand how multimedia is created and stored, evaluate technology choices and explore the role of IT in society and employment.	Provides strong preparation for OCR Creative iMedia through digital design, media production, project planning and evaluation. Supports OCR GCSE Computer Science through data representation, digital systems and the impact of technology.	Prepares students for Level 3 Computing, Creative Media, Digital Production, IT, T Levels, apprenticeships and careers in technology, design and digital industries.

KS3 Computing Recommended Reading List

Year 7 Computing Reading
Focus: Digital Skills, Online Safety, Programming Foundations and Data

- *Coding for Beginners Using Python* – Rosie Dickins *(Introduction to algorithms, instructions and programming thinking)*
- *Cyber Hacker* – Nick Hunter *(Cyber security, hacking, online risks and staying safe)*
- *Can You Protect Yourself From a Cyber Attack?* – Matt Anniss *(Passwords, personal data and digital safety)*
- *The Maths Behind... Data and Technology* – Wayland *(How numbers, patterns and information are used by computers)*
- *Ada Lovelace* – Maria Isabel Sánchez Vegara *(Biography introducing programming and computing history)*
- BBC Bitesize Computing articles *(Digital literacy, programming, networks and data)*

Key themes:
Digital responsibility • Problem solving • Safe technology use • How computers work

Year 8 Computing Reading
Focus: Web Development, Computer Science, Data and Digital Design

- *How Computers Really Work* – Matthew Justice *(Hardware, software and how computers process information)*
- *Computer Science for Curious Kids* – Davina Bell *(Algorithms, coding and computer systems)*
- *The Code Book (Young Readers Edition)* – Simon Singh *(Codes, encryption and the history of communication)*
- *Cracking Codes with Python* – Al Sweigart *(Programming, logic and cryptography)*
- *Graphic Design for Everyone* – Cath Caldwell *(Design principles, layout and visual communication)*
- *Hello World Magazine (Real-world computing, programming and technology articles)*

Key themes:
Creativity • Computational thinking • Digital design • Data representation

Year 9 Computing Reading
Focus: Digital Media, Data, Technology Careers and Future Computing

- *Hidden Figures (Young Readers Edition)* – Margot Lee Shetterly *(Computing history, STEM careers and diversity in technology)*
- *Women in Science* – Rachel Ignotofsky *(Innovators, engineers and technology pioneers)*
- *The Boy Who Harnessed the Wind* – William Kamkwamba *(Engineering, problem solving and technology solving real-world problems)*
- *You Are Awesome* – Matthew Syed *(Resilience, creativity and developing skills)*
- *The Future is Faster Than You Think* – Peter H. Diamandis & Steven Kotler *(Emerging technologies and the future workplace – selected extracts)*
- Creative Bloq / Adobe Education articles *(Digital design, graphics and media creation)*
- National Cyber Security Centre (NCSC) resources *(Cyber careers and modern security challenges)*

Key themes:
Innovation • Digital creativity • Careers • Ethical technology • Future skills

Each term begins with a **Reading for Purpose lesson** using one article, case study or extract linked to the upcoming topic. Students identify key vocabulary, summarise the main ideas, make links to computing concepts and consider the impact of technology on society.

Strategic Overview of Curriculum

Creative iMedia

Curriculum Intent

At Key Stage 4, Aylesford School offers **OCR Creative iMedia GCSE**, building directly on the knowledge, skills and values developed during KS3 Computing. The intent is to provide pupils with a **creative, practical and vocational pathway** that prepares them for further study and employment within the **digital and creative industries**.

The Creative iMedia curriculum enables pupils to become **independent, organised and creative digital producers**. Pupils learn to plan, design, create and evaluate digital media products in response to realistic briefs, developing both technical competence and professional behaviours. The course places strong emphasis on **creativity, communication, time management and problem-solving**, reflecting the expectations of the modern workplace.

Aligned with Aylesford School values, the curriculum also promotes **responsibility, resilience and aspiration**, ensuring pupils understand the legal, ethical and social implications of digital media production and use.

Curriculum Implementation

OCR Creative iMedia is delivered through a **project-based, coursework-focused approach**, allowing pupils to experience authentic creative workflows. Pupils complete mandatory and optional units that may include **pre-production skills, digital graphics, video, web or multimedia products**, depending on specialisms offered.

Teaching builds explicitly on KS3 learning, including:

- Digital design principles
- Use of creative software tools
- Understanding audiences and purpose
- Evaluation and reflection

Pupils are taught how to:

- Interpret and respond to **client briefs**
- Produce detailed **pre-production documentation**
- Use **industry-relevant software** to create high-quality digital products
- Apply **legal and ethical considerations**, such as copyright and data protection
- Review and refine work using **OCR assessment criteria**

Assessment is continuous and criterion-referenced, with regular feedback enabling pupils to improve outcomes. Lessons are structured to support all learners, with scaffolding, exemplars and targeted intervention where required.

Curriculum Impact

By the end of Key Stage 4, Creative iMedia pupils:

- Produce confident, creative digital media products
- Demonstrate strong organisational and project management skills
- Understand professional standards and expectations within the creative industries
- Are able to evaluate their work critically and reflectively

Pupils leave Aylesford School well prepared for **Level 3 qualifications**, such as Creative Media, IT or Digital T-Levels, as well as **apprenticeships and employment** in areas including:

- Digital media and content creation
- Graphic design and marketing
- Web and multimedia production
- Creative and digital technology industries

The combination of strong KS3 foundations and a vocational KS4 pathway ensures pupils develop **transferable skills** that support lifelong learning, employability and success in a rapidly evolving digital world.

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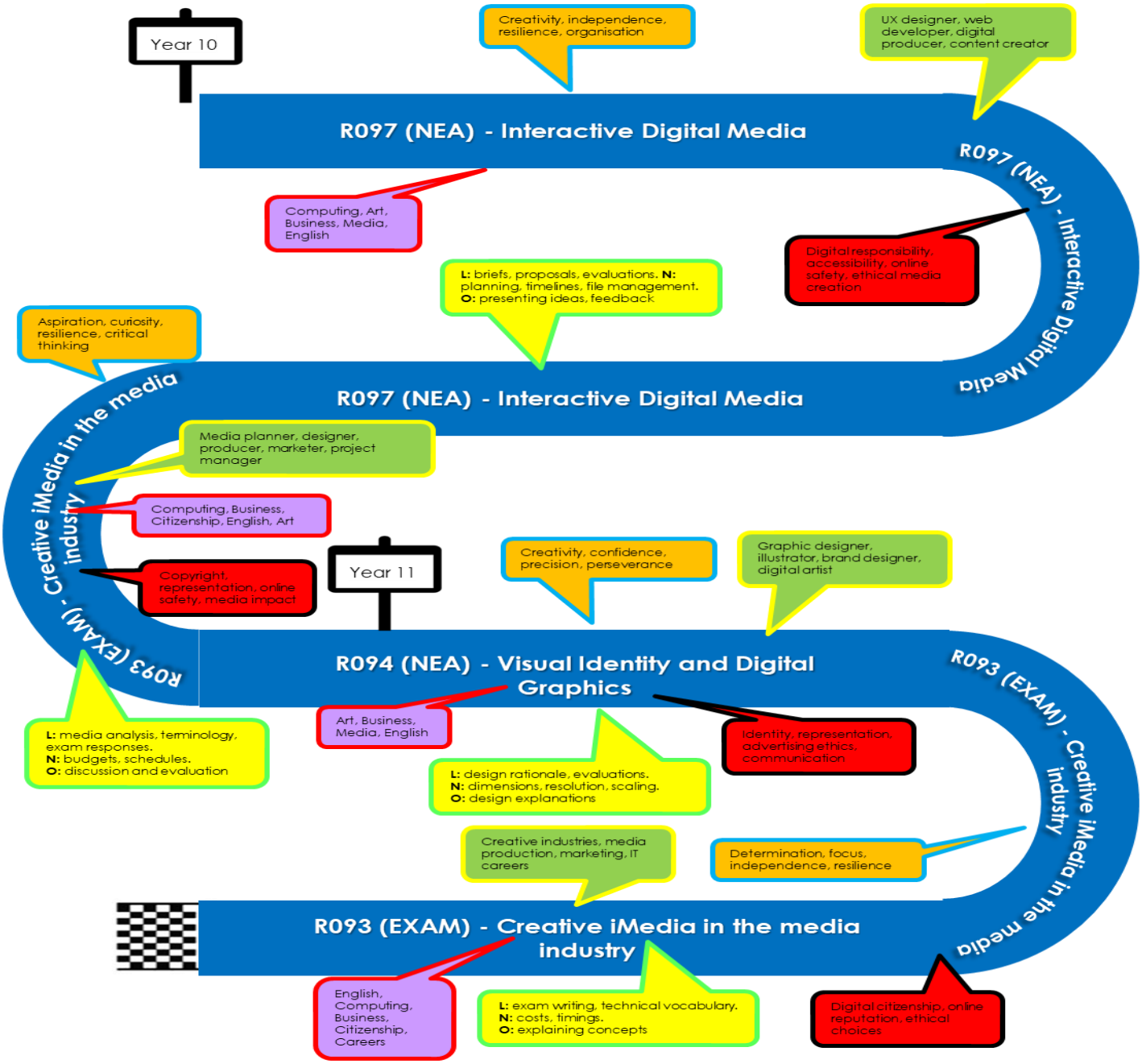
Creative iMedia Curriculum Map



Character | Careers | Cross-Curricular | Literacy / Numeracy / Oracy | RSHE

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KS4 Creative iMedia Curriculum - 26/27						
	Subject Intent	At Key Stage 4, the OCR Creative iMedia GCSE curriculum builds on the digital knowledge, creativity and problem-solving skills developed through KS3 Computing. Through units R093, R094 and R097, pupils are provided with a creative and vocational pathway that develops the skills required to plan, design, create and evaluate digital media products for realistic industry-inspired briefs. The curriculum aims to develop confident, independent and reflective digital creators who demonstrate creativity, organisation and professional practice. Pupils are encouraged to develop resilience, responsibility and aspiration while understanding the legal, ethical and social considerations of digital media production.					
	Rationale	OCR Creative iMedia has been selected as a Key Stage 4 pathway to provide pupils with the opportunity to develop practical, creative and transferable digital skills that reflect the needs of the modern creative industries. Building on the foundations established through KS3 Computing, the course enables pupils to apply their knowledge in authentic contexts, developing confidence in the planning, creation and evaluation of digital media products. Across units R093, R094 and R097, pupils gain experience of industry practices, including responding to briefs, understanding audiences, applying design principles and producing professional-quality outcomes. The curriculum supports the development of communication, collaboration, organisation and problem-solving skills, while preparing pupils for further education, apprenticeships and careers within the digital and creative sectors. It also promotes Aylesford School values by encouraging resilience, responsibility, ambition and an awareness of the ethical and legal responsibilities associated with digital media.					
	Topics					
YrGroup	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	R097 (NEA) - Interactive Digital Media	R097 (NEA) - Interactive Digital Media	R093 (EXAM) - Creative iMedia in the media industry	R093 (EXAM) - Creative iMedia in the media industry	R093 (EXAM) - Creative iMedia in the media industry	R094 (NEA) - Visual Identity and Digital Graphics
11	R097 (NEA) - Interactive Digital Media	R097 (NEA) - Interactive Digital Media	R093 (EXAM) - Creative iMedia in the media industry	R093 (EXAM) - Creative iMedia in the media industry	R093 (EXAM) - Creative iMedia in the media industry	
	Assessment					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10/11	NEA Tasks	NEA Tasks	Mini PPE	PPE	EXAM	NEA Tasks
	Homework					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10/11	Additional (PREP) research tasks outside main project scope	Additional (PREP) research tasks outside main project scope	Knowledge Organiser Topic KnowItAllNinja Video Weekly MCQs in MS365	Knowledge Organiser Topic KnowItAllNinja Video Weekly MCQs in MS365	Knowledge Organiser Topic KnowItAllNinja Video Weekly MCQs in MS365	Additional (PREP) research tasks outside main project scope

KS4 Creative iMedia Curriculum - 27/28						
	Topics					
YrGroup	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	R094 (NEA) - Visual Identity and Digital Graphics	R094 (NEA) - Visual Identity and Digital Graphics	R093 (EXAM) - Creative iMedia in the media industry	R093 (EXAM) - Creative iMedia in the media industry	R093 (EXAM) - Creative iMedia in the media industry	R097 (NEA) - Interactive Digital Media
11	R094 (NEA) - Visual Identity and Digital Graphics	R094 (NEA) - Visual Identity and Digital Graphics	R093 (EXAM) - Creative iMedia in the media industry	R093 (EXAM) - Creative iMedia in the media industry	R093 (EXAM) - Creative iMedia in the media industry	
	Assessment					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10/11	NEA Tasks	NEA Tasks	Mini PPE	PPE	EXAM	NEA Tasks
	Homework					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10/11	Additional (PREP) research tasks outside main project scope	Additional (PREP) research tasks outside main project scope	Knowledge Organiser Topic KnowItAllNinja Video Weekly MCQs in MS365	Knowledge Organiser Topic KnowItAllNinja Video Weekly MCQs in MS365	Knowledge Organiser Topic KnowItAllNinja Video Weekly MCQs in MS365	Additional (PREP) research tasks outside main project scope

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Creative iMedia Curriculum Enrichment

Year / Term	What	How	Why	Character Focus	Careers	Cross-Curricular Links	Literacy / Numeracy / Oracy	RSHE	Future Learning
Year 10 Term 1 & 2 R097 – Interactive Digital Media (NEA)	Introduction to interactive digital media products, audiences, purposes, formats, conventions and planning. Pupils begin developing their NEA response to a client brief.	Pupils analyse existing digital products, research audiences, develop ideas, create pre-production documents and use digital tools to produce an interactive media product.	Develops practical skills in creating user-focused digital content while understanding industry expectations and responding to briefs.	Creativity, independence, resilience, organisation, problem-solving and attention to detail.	Digital designer, UX designer, web developer, interactive media producer, content creator.	Computing, Art & Design, Business Studies, Media Studies, English.	**Literacy:** interpreting briefs, writing proposals and evaluations. **Numeracy:** timelines, planning, file management and project scheduling. **Oracy:** presenting ideas and responding to feedback.	Responsible digital behaviour, accessibility, online audiences, digital footprints and ethical creation of media content.	Builds foundations for further study in Creative Media, Digital Design, IT, apprenticeships and creative industry careers.
Year 10 Term 3, 4 & 5 R093 – Creative iMedia in the Media Industry (Exam)	Media industry sectors, job roles, audiences, legal issues, pre-production planning and production techniques.	Teacher-led learning, case studies, exam-style questions, research activities and practical application of media concepts.	Provides essential theoretical knowledge and prepares pupils for the external examination while developing industry awareness.	Aspiration, curiosity, resilience, responsibility and critical thinking.	Media planner, graphic designer, marketing specialist, producer, project manager, digital communications officer.	Business Studies, Citizenship, English, Computing, Art, Careers Education.	**Literacy:** analysing media products, using subject terminology and structured responses. **Numeracy:** budgeting, scheduling and resource planning. **Oracy:** discussion and evaluation of media choices.	Understanding copyright, intellectual property, representation, online safety and the impact of media on audiences.	Supports progression to Level 3 Creative Media, Digital Production, Business, Computing and wider creative pathways.
Year 10 Term 6 R094 – Visual Identity and Digital Graphics (NEA)	Visual identity, branding, graphic design principles and production of digital graphic assets.	Pupils research brands, explore design ideas, create mood boards, produce graphics and evaluate outcomes against a brief.	Develops creative design skills and an understanding of how visual communication influences audiences.	Innovation, confidence, perseverance, precision and pride in work.	Graphic designer, illustrator, brand designer, marketing executive, digital artist.	Art & Design, Business Studies, Media Studies, English.	**Literacy:** design rationale, audience analysis and evaluation writing. **Numeracy:** dimensions, resolution, file sizes and scaling. **Oracy:** explaining design decisions and peer critique.	Exploring identity, representation, advertising ethics and responsible communication through visual media.	Develops portfolio skills and prepares pupils for creative courses, apprenticeships and employment in design-related industries.
Year 11 Term 1 & 2 R094 – Visual Identity and Digital Graphics (NEA)	Completion and refinement of visual identity project, including production, testing and evaluation.	Pupils refine designs, apply feedback, complete final products and reflect on their creative decisions.	Encourages professional working practices and prepares pupils for assessment and future creative projects.	Resilience, self-management, reflection, ambition and independence.	Graphic designer, creative director, digital marketing specialist, visual communicator.	Art & Design, Business Studies, Computing, English.	**Literacy:** evaluation, justification and professional documentation. **Numeracy:** file specifications, dimensions and quality checks. **Oracy:** presenting and defending creative decisions.	Developing confidence, self-expression, professionalism and understanding the impact of digital identity and personal branding.	Prepares pupils for post-16 Creative Media, Graphic Design, Digital Marketing, IT and related vocational pathways.
Year 11 Term 3, 4 & 5 R093 – Creative iMedia in the Media Industry (Exam)	Consolidation of media industry knowledge, exam preparation, revision and application of key concepts.	Retrieval practice, exam questions, case studies, revision activities and application of knowledge to industry scenarios.	Ensures pupils are confident in applying theoretical knowledge and achieving success in the final examination.	Determination, resilience, independence, focus and self-belief.	Creative industries roles, digital marketing, media production, IT and communications careers.	English, Computing, Business Studies, Citizenship, Careers.	**Literacy:** extended exam responses, technical vocabulary and evaluation. **Numeracy:** production costs, timings and resource calculations. **Oracy:** explaining concepts and peer discussion.	Understanding responsible participation in digital environments, media influence, online reputation and ethical decision-making.	Provides a strong foundation for further education, apprenticeships and employment within the digital and creative sectors.

Character Education Trust

Creative iMedia Curriculum Progression and Level 3 Pathways (Overview)

Curriculum Area / Unit	Curriculum Progression – Links to KS3 Computing Curriculum (How and Where)	Level 3 Qualifications & Further Study Links
R097 – Interactive Digital Media (NEA)	Builds on KS3 Computing through digital media creation, programming concepts, computational thinking and problem-solving. Pupils draw on prior learning from creating digital content, designing solutions, understanding users and evaluating outcomes. Links to KS3 topics such as digital literacy, algorithms, programming, data representation and creative technology projects.	Progresses to Level 3 pathways including Creative Media Production, Interactive Media, Digital Content Creation, Games Development, Web Development and IT qualifications. Supports progression to careers in UX design, digital production, app development and creative technologies.
R093 – Creative iMedia in the Media Industry (Exam)	Develops KS3 understanding of computer systems, online safety, digital communication and the impact of technology on society. Pupils extend their knowledge of how digital technologies are used within industry, including legal, ethical and social considerations introduced at KS3.	Supports progression to Level 3 qualifications such as Creative Media, Media Studies, Digital Technologies, Computer Science, Business and Digital IT. Provides knowledge relevant to careers in media production, marketing, communications and the wider digital industry.
R094 – Visual Identity and Digital Graphics (NEA)	Builds on KS3 Computing through creative digital design, image editing, presentation tools and understanding how digital products communicate with audiences. Extends skills developed through KS3 projects involving design, evaluation, creativity and responsible use of digital tools.	Links to Level 3 study in Graphic Design, Art & Design, Creative Media Production, Digital Marketing, Photography, Animation and Visual Communication. Develops portfolio skills for further study and creative careers.
Digital Production Skills (Across R093, R094 & R097)	Progresses KS3 skills in planning, creating, testing and improving digital solutions. Pupils move from guided KS3 projects towards independent, industry-style briefs requiring organisation, evaluation and refinement.	Supports Level 3 study requiring independent project work, including BTEC Creative Media, Digital Production, IT, Computer Science and T-Level Digital pathways.
Digital Responsibility & Professional Practice (Across GCSE)	Extends KS3 learning around online safety, cybersecurity, digital footprints, copyright and ethical use of technology. Pupils develop awareness of their responsibilities as digital creators and users.	Prepares pupils for further study and employment where professional digital behaviour, data awareness, communication and ethical decision-making are essential.
Problem Solving, Creativity & Employability Skills (Across GCSE)	Develops KS3 computational thinking skills including decomposition, logical thinking, evaluation and iterative improvement. Pupils apply these skills to realistic creative industry scenarios.	Provides transferable skills for Level 3 courses, apprenticeships and careers across creative industries, technology, business and communications sectors.

Recommended Reading List

Cambridge National in Creative iMedia Level 1/Level 2 (J834) – Student Book
Authors: Kevin Wells, Sarah McAtominey & Judi Brown (Hodder Education)
Approx. £25–£35

- OCR-endorsed textbook covering R093, R094 and R097 content, including media industries, digital graphics and interactive media.

Cambridge National in Creative iMedia Digital Student Book (2 Years)
Authors: Rich Brooks & Jennie Eyres (Cambridge University Press)
Approx. £20–£40 (digital/print options vary)

- Supports knowledge, practical skills and assessment preparation across the qualification.

My Revision Notes: OCR Cambridge Nationals in Creative iMedia Level 1/Level 2 (J834)
Author: Kevin Wells (Hodder Education)
Approx. £10–£12

- Useful for exam preparation, key terminology and R093 revision.

OCR Cambridge National in Creative iMedia Revision Guide and Workbook
Publisher: Cambridge University Press
Approx. £10–£15

- Supports revision, exam technique and checking understanding.

ClearRevise OCR Creative iMedia Levels 1/2 J834
Publisher: ClearRevise
Approx. £5–£10

- Concise revision support with exam-style questions.