Term 1 - Autumn

	Year 7	Year 8	Year 9
Unit	**Clear messaging in digital media**	**Media Vector Graphics**	**Python programming with sequences of data**
Objectives	• Choose search terms relating to a particular issue • Use tools to copy an image into another application • Identify key features of a good poster • Plan a poster to clearly convey a message • Choose and download a suitable image • Create a poster using a desktop publishing application • Modify a logo using a graphic editing program • Choose how to combine text and graphics in a slide • Use digital tools to provide feedback on design choices • Plan a consistent layout for a set of slides • Modify a logo so that it fits in with the planned slide styles • Create a styled set of slides based on a plan • Search for suitable text for slides • Search for and add a suitable image • Evaluate content against a rubric • Plan how to deliver a presentation • Explain your work to others through a presentation • Evaluate your work against a rubric	• Use tools to draw and modify shapes • Change the position and rotation shapes • Explain how z-order determines what is visible • Use tools to align and distribute objects to create uniformity • Explain how grouping can be used to work with several objects at once • Combine two shapes using union, intersection, and difference • Explain that vector graphics are made up of paths • Create and modify straight and curved paths • Change shapes to paths and edit them • Choose a project and plan a design • Combine tools and techniques to create a vector image • Evaluate the project against its given purpose • Explain how markup defines what a vector graphic looks like • Change an object by modifying its markup • Plan improvements and implement them to develop a project • Explain key differences between vector and bitmap images • Outline which image type best suits which uses • Evaluate their image against a rubric	• Write programs that display messages, receive keyboard input, and use simple arithmetic expressions in assignment statements • Use selection (if-elif-else statements) to control the flow of program execution • Locate and correct common syntax errors • Create lists and access individual list items • Perform common operations on lists or individual items • Use iteration (while statements) to control the flow of program execution • Perform common operations on lists or individual items • Perform common operations on strings or individual characters • Use iteration (for statements) to iterate over list items • Perform common operations on lists or strings • Use iteration (for loops) to iterate over lists and strings • Use variables to keep track of counts and sums • Combine key programming language features to develop solutions to meaningful problems
NC links	3.8 3.9	A2, A3, A9	A2, A3, A9
Key Words	**Tier 2: State, identify, annotate, predict** Tier 3 Email — Folders and sub folders Logo — Complementary Digital artefact — Font style Placeholder — Evaluation Audience — Purpose	**Tier 2: Define, compare describe** Tier 3: Design tools — Vector graphic Bitmap/raster images — Monochrome Uniformity — Icons Evaluation — Audience Purpose	**Tier 2:** Analyse, explain, describe, evaluate Tier 3: Variable — Iteration While loop — For loop Syntax — Logic error Parenthesis — Integer
Homework	To be completed after October half term: Literacy complex text comprehension - e safety	Literacy complex text comprehensive – mobile apps Seneca	Literacy complex text comprehensive – digital skills Seneca
Career link (Unifrog)	Network manager, IT support, network engineer, e-learning developer	Animator, visual effects artist, web developer, computer game tester	Video editor, producer, creative director, project manager.
Employability skills	Aiming high — Literacy Creativity — Numeracy Leadership — Independence Listening — Communication Presenting — Teamwork Problem solving — Staying positive	Aiming high — Literacy Creativity — Numeracy Leadership — Independence Listening — Communication Presenting — Teamwork Problem solving — Staying positive	Aiming high — Literacy Creativity — Numeracy Leadership — Independence Listening — Communication Presenting — Teamwork Problem solving — Staying positive
Common misconceptions	Students try to save files and open work directly from shared file. Students unsuccessfully opening wrong work.	Students will incorrectly use a range of incorrect tools until they become familiar with the set menu needed to successfully create visual images	Students will often make logic errors and syntax errors
Assessment	End of unit summative assessment Red amber green blue grading against the rubric	End of unit summative assessment Red amber green blue grading against the rubric	End of unit summative assessment Red amber green blue grading against the rubric
Enrichment			Sellafield ICT workshops - December