

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 8 Overview 2024-25 – Creative Computing and Media

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment						
8 weeks (11-12 Lessons) (38 Days)										
2-Sep	A	1	<p>Unit 8.2 Web Products Web Products (13 Weeks , 18 - 20 Lessons)</p> <p>Lesson Sequence of Content: Lessons 1 – 3 Web history or development. Online safety and security. 4 – 7 Pre-production development and design. 8 – 11 HTML Development and CSS. 12 – 18 Development of Web to brief</p> <p>Unit Learning Outcomes: GW: Identify aspects of internet construction and safety. Develop a website combining a number of elements. BI: Describe internet development and working, describe safe practices on the internet. Develop web products with linked elements and interactive elements. EW: Can suggest how components of a system work together. How specifications can affect the performance of a computer system.</p>	<p>Foundational Concepts</p> <p>Students should develop their own web pages understanding HTML and the construction of web pages. The relation between HTML, CSS and Scripts. They should understand different components that make up the internet and the history of the development of the world wide web.</p> <p>Tier 2/3 Vocabulary: Internet, Hypertext Transfer Protocol, IP Address, Domain Name System , Uniform Resource Locator, Router, Server,</p> <p>Links to history, culture, vocabulary: internet (n.)1984, "the linked computer networks of the U.S. Defence Department," shortened from internetwork, inter-network, which was used from 1972 in reference to (then-hypothetical) networks involving many separate computers. From inter- "between" + network (n.). Associated Press style guide decapitalized it from 2016. Development of the internet, Difference between the web and the net, Ethical questions around the use of the internet (privacy, security)</p> <p>Equality Diversity and Inclusion (EDI) links <i>Parent and Carers month/Black History month</i> <i>3/9 World afro day</i> <i>23/9 International day of sign languages</i> <i>10/10 world mental health day</i> <i>5/10 world teachers day</i> <i>6/10 World cerebral palsy day</i></p> <ul style="list-style-type: none"> Assessment (Quiz/application tasks: Including foundational concepts, key content.) 						
9-Sep	B	2								
16-Sep*	A	3								
23-Sep	B	4								
30-Sep	A	5								
7-Oct	B	6								
14-Oct	A	7								
21-Oct	B	8								
Half-Term 7 weeks (10-11 lessons) (35 Days)										
4-Nov	A	9	<p>Exam online during assessment window.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffffcc;">Prior (Y7)</th> <th style="background-color: #ffffcc;">Current (Y8)</th> <th style="background-color: #ffffcc;">Next (Y9)</th> </tr> </thead> <tbody> <tr> <td>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication</td> <td>understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.</td> <td>understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.</td> </tr> </tbody> </table>	Prior (Y7)	Current (Y8)	Next (Y9)	understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication	understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.	understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.	<p>Equality Diversity and Inclusion (EDI) links <i>Mens health awareness month/disability confident month</i> <i>1/11 Diwali</i> <i>12/11 Remembrance Sunday</i> <i>13/11-19/11 Transgender awareness week</i> <i>14/11 World Diabetes Day</i> <i>1/12 World AIDS day</i> <i>25/12 Christmas Day</i></p> <p>Careers links: Web developer, Database administrator, Data security analyst, Blogger, Vlogger, Online Business (all areas)</p> <p>Skills used/learned: Software – Web Design Software, Google Classroom, Internet Browser. Email, Graphics Software Hardware – Computer Systems, Internal and External Components</p>
Prior (Y7)	Current (Y8)	Next (Y9)								
understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication	understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.	understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.								
11-Nov	B	ST1								
18-Nov	A	ST1								
25-Nov	B	12								
2-Dec	A	13								
9-Dec	B	14								

16-Dec	A	15	tion and collaborati on									
Christmas Holiday 6 weeks (8-9 lessons) (30 Days)												
6-Jan	B	16				Equality Diversity and Inclusion (EDI) links <i>LGBT+ History month</i> <i>27/1 Holocaust memorial day</i> <i>1/2 World Hijab Day</i> <i>6/2-12/2 Children's mental health week.</i> <i>7/2 Safer internet day</i> <i>10/2 Chinese New Year</i> Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) <ul style="list-style-type: none"> ● Quizzing on internet terms and use. ● Assessment development of a web product. ● Exam style questions on ethics and cyber security. . GCSE Computer Science Links, BTEC DIT Links BTEC Media Links <ul style="list-style-type: none"> ● 4.1 Networks 4.2 Network Security 5.3 Cyber Security ● A: Investigate the role and impact of using data on individuals and organisations. B: Create a dashboard using data manipulation tools C: Draw conclusions and review data presentation methods A: Modern technologies B: Cyber security C: The wider implications of digital systems D: Planning and communication in digital systems ● A: Develop ideas in response to a brief B: Develop planning materials in response to a brief C: Apply media production skills and techniques to the creation of a media product 						
13-Jan	A	17										
20-Jan	B	18										
27-Jan	A	19										
3-Feb	B	20										
10-Feb	A	21										
Half-Term 6 weeks (8-9 lessons) (29 Days)												
25-Feb	B	22	INSET 24th Feb Unit 8.3) Spreadsheet Modelling (8 weeks, 8 lessons) Lesson 1 Research			Foundational Concepts Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information. BTEC DIT Links A: Investigate the role and impact of using data on individuals and organisations. B: Create a dashboard using data manipulation tools C: Draw conclusions and review data presentation methods Assessment of Progress: A functional spreadsheet containing: <ul style="list-style-type: none"> ● completed dashboard ● formatted table ● reusable formulae. Tier 2/3 Vocabulary: data, summaries, totals, counts, percentages, breakdowns, allocation, form, controls, charts/graphs, dynamic, 'pivot table', 'conditional formatting' range, font, borders, shading, axis, labels, titles. Links to history, culture, vocabulary: Analysis refers to breaking a whole into its separate components for individual examination. Data analysis is a process for obtaining raw data and converting it into information useful for decision-making by users. Data is collected and analysed to answer questions, test hypotheses or disprove theories. Statistician John Tukey defined data analysis in 1961 as: "Procedures for analysing data, techniques for interpreting the results of such procedures, ways of planning the gathering of data to make its						
3-Mar	A	23	<ul style="list-style-type: none"> ● 2 – 3 Development of Plan ● 5 - 6Formalas and ● 7-8 Development of dashboard and graphs, report and presentation. <table border="1"> <thead> <tr> <th>Prior</th> <th>Current</th> <th>Next</th> </tr> </thead> <tbody> <tr> <td>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and</td> <td>design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems</td> <td>develop their capability, creativity and knowledge in computer science, digital media and information technology</td> </tr> </tbody> </table>	Prior	Current		Next	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and	design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems	develop their capability, creativity and knowledge in computer science, digital media and information technology		
Prior	Current	Next										
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and	design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems	develop their capability, creativity and knowledge in computer science, digital media and information technology										
10-Mar	B	24										
17-Mar	A	25										

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24-Mar	B	ST2	presenting data and information			analysis easier, more precise or more accurate, and all the machinery and results of (mathematical) statistics which apply to analysing data."						
31-Mar	A	ST2				<p>Where has Equality Diversity and Inclusion (EDI) been included for teaching the curriculum? Collecting and analysing diversity data is a key component of a company's/organisation's equality, diversity and inclusion (EDI) strategy. They can use diversity data to monitor policy implementation and identify areas of concern or underrepresentation.</p> <p>Equality Diversity and Inclusion (EDI) links <i>Women's history month</i> <i>Ramadhan begins 1/3</i> <i>21/3 World Down Syndrome day</i> <i>31/3 Transgender day of visibility</i></p>						
Easter Holiday			5 weeks (7-8 lessons) (23 Days)									
22-Apr	B	28	Easter Monday 21st Early May bank hol 6/5			<p>Careers: IT Systems Analyst, Healthcare Data Analyst, Operations Analyst, Data Scientist, Data Engineer, Quantitative Analyst, Data Analytics Consultant, Digital Marketing Manager, Project Manager, Transportation Logistics Specialist.</p> <p>Equality Diversity and Inclusion (EDI) links <i>Good Friday 18/4</i> <i>Easter Sunday 20/4</i> <i>Autism and stress awareness month.</i> <i>25/4 World Malaria Day</i> <i>26/4 Lesbian visibility day</i> <i>UK national walking month.</i> <i>1/5-7/5 Deaf awareness week</i> <i>23/05 Vesak</i></p>						
28-Apr	A	29	<p>GW: Select and use methods to carry out some manipulation of data, which is largely accurate.</p> <p>BI: Select and use relevant methods to manipulate data and produce an effective dashboard that clearly summarises data effectively and accurately.</p> <p>EW: Select and use relevant methods to effectively and accurately manipulate data and produce a fully efficient and comprehensive dashboard.</p> <p>Unit 8.4 Programming (10 weeks, 10 lessons (Sports day etc. deductions))</p> <table border="1"> <thead> <tr> <th>Prior</th> <th>Current</th> <th>Next</th> </tr> </thead> <tbody> <tr> <td>use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions.</td> <td>understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]</td> <td>develop and apply their analytic, problem-solving, design, and computational thinking skills</td> </tr> </tbody> </table>	Prior	Current	Next	use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions.	understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]	develop and apply their analytic, problem-solving, design, and computational thinking skills			<p>Foundational Concepts Students should be given time to review and secure previous knowledge to be built from in basics of programming from Year 7. Students should develop their understanding of binary and how it is used to represent information.</p> <p>Students should develop their understanding of python through iteration, selection and the use of Logic Operators such as AND OR NOT. Their use in computer systems and how to create trace and logic tables.</p> <p>GCSE Computer Science Links, BTEC DIT Links</p> <ul style="list-style-type: none"> 2.1 Binary 2.2 Data Representation 1.1 Decomposition and Abstraction 1.2 Algorithms 1.3 Truth Tables 6.1 Develop Code 6.2 Constructs 6.3 Data Types and Structures 6.4 Input Output 6.5 Operators 6.6 Subprograms 3.3 Programming Languages C: The wider implications of digital systems D: Planning and communication in digital systems <p>Assessment</p> <ul style="list-style-type: none"> Quizzing on binary and logic. Assessment program. Exam style questions on programming and problem solving.
Prior	Current	Next										
use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions.	understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]	develop and apply their analytic, problem-solving, design, and computational thinking skills										
5-May	B	30										
12-May	A	31										
19-May	B	32										

Half-Term			7 weeks (10-11 lessons) (34 Days)	
2-Jun	A	33	SJBFI INSET 4/7 Lessons 1 – 2 Refresh on Python skills. 3 – 4 Iteration types and uses. 5 - 6 Logical operators and more complex comparisons. 7 – 8 Debugging data types , development of trace and logic tables. 9 – 12 Development of program to a given set of briefs. Students should use elements such as Idea and Cyber Discovery to support understanding of concepts. GW: Develop code using basic iteration and selection. BI: Design code to solve a given problem. EW: Develop, design and debug software independently. Evaluate effectiveness of code refine solutions for efficiency.	Skills used/learned: Software – Python IDLE, Internet Browser Hardware – Keyboard and Mouse Links to history, culture, vocabulary: binary (adj.)"dual, twofold, double," mid-15c., from Late Latin binarius "consisting of two," Binary code in computer terminology was in use by 1952. variable (n.)"quantity that can vary in value," 1816, from variable (adj.) in mathematical sense of "quantitatively indeterminate" (1710). Related: Variably; variability. Boolean (adj.)in reference to abstract algebraic systems, 1851, Boolian, so called for George Boole (1815-1864), English mathematician. The surname is a variant of Bull. History of Computing, Moore’s Law, Stored Program Concept, Von Neumann Architecture. CPU development Careers links: Big data engineer, “Growth hacker”, Applications architect, Web developer, Database administrator, Computer hardware engineer, Computer software engineer, Data security analyst, Equality Diversity and Inclusion (EDI) links <i>LGQT+ pride month.</i> <i>Gypsy, Roma and Traveller history month.</i> <i>12/6 world day against child labour</i> <i>18/6 autistic pride day</i> <i>20/6 World refugee day</i>
9-Jun	B	34		
16-Jun	A	35		
23-Jun	B	36		
30-Jun	A	37		
7-Jul	B	38		
14-Jul	A	39		
(Total: 189 Days)				

* Bank Holidays

Additional							
			<p>Unit 8.1 Games Development (All Year 25 lessons approx.) ONGOING ROLLING WITH JG (Split Classes)</p> <p>x25 lessons that include: Lessons 1 – 4 Refresher on School systems, History of Video Games , development and progression. 5 – 6 Development of pre production techniques. 7 – 8 Development of short program 9 – 12 Development of individual project pre production. 13 – 17 Development of Production Including graphical development and programming. 18 – 20 Debugging Testing and Evaluation. 21 – 25 Development of 3D Graphics and design</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Prior (Y6)</td> <td>Current (Y7)</td> <td>Next (Y8)</td> </tr> </table>	Prior (Y6)	Current (Y7)	Next (Y8)	<p>Foundational Concepts Appropriate induction time should be given at the beginning of year 8 to remind students about the use Google Classroom and online access arrangements. Students should be given opportunities to interrupt forgetting reviewing aspects of Year 7 topics.</p> <p>Key Words: Sprites, Accessibility, Beta Alpha Gold Testing, Bell Curve, Challenge, Assets</p> <p>Links to history, culture, vocabulary: sprite (n.) c. 1300, "Holy Ghost," from Old French esprit "spirit," from Latin spiritus (see spirit (n.)). From mid-14c. as "immaterial being; angel, demon, elf, fairy; apparition, ghost." game (n.)c. 1200, from Old English gamen "joy, fun; game, amusement," common Germanic (cognates: Old Frisian game "joy, glee," Old Norse gaman "game, sport; pleasure, amusement," Old Saxon gaman, Old High German gaman "sport, merriment," Danish gamen, Swedish gamman "merriment"), said to be identical with Gothic gaman "participation, communion," from Proto-Germanic *ga- collective prefix + *mann "person," giving a sense of "people together." alpha (n.)c. 1300, from Latin alpha, from Greek alpha, from Hebrew or Phoenician aleph (see aleph). The Greeks added -a because Greek words cannot end in most consonants. Sense of "beginning of anything" is from late 14c., often paired with omega (the last letter in the Greek alphabet, representing "the end"); sense of "first in a sequence" is from 1620s. In astronomy, the designation of the brightest star of each constellation (the use of Greek letters in star names began with Bayer's atlas in 1603). Alpha male was in use by c. 1960 among scientists studying animals; applied to humans in society from c. 1992. History of Video Games,</p> <p>Careers links:</p>
Prior (Y6)	Current (Y7)	Next (Y8)					

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			<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.</p>	<p>develop their capability, creativity and knowledge in computer science, digital media and information technology</p>	<p>Video Game Designer. Video Game QA Tester. Video Game Programmer. Video Game Artist/ Animator. Video Game Audio Engineer. Video Game Producer</p> <p>Where has Equality Diversity and Inclusion (EDI) been included for teaching the curriculum? Examining changes in representation in Video Games, characters, customisation, selection. Last of Us 2 , Cyberpunk, Netflix History of Video Games Clips . Gender and Race Representation Stereotypes in Games</p> <p>Assessment of Progress Students should develop skills in all aspects of the production process. Examining concept art and planning as well as testing and taking feedback from an audience. The history and development of the video games industry can be examined during this unit.</p> <p>GCSE Computer Science Links, BTEC DIT Links BTEC Media Links</p> <ul style="list-style-type: none"> 1.1 Decomposition and Abstraction 1.2 Algorithms 1.3 Truth Tables 6.1 Develop Code 6.2 Constructs 6.3 Data Types and Structures 6.4 Input Output 6.5 Operators 6.6 Subprograms A: Investigate user interface design for individuals and organisations B: Use project planning techniques to plan and design a user interface C: Develop and review a user interface A1 Media products, audiences and purpose A1 Practical skills and techniques C: Review own progress and development of skills and practices C1 Review of progress and development A: Develop ideas in response to a brief B: Develop planning materials in response to a brief C: Apply media production skills and techniques to the creation of a media product Online Testing. Assessment on Concept (peer). Development of completed production.. <p>Skills used/learned: Software – Blender, GDevelop 5, Adobe Photoshop, Classroom, Internet Browser, Hardware – Graphics Tablet, Drawing tools,</p>
<p>GW: Demonstrate relevant application of pre-production, production and post skills and techniques to appropriate outcomes.</p> <p>BI: Demonstrate relevant application of pre-production, production and post skills and techniques to effective outcomes</p> <p>EW: Demonstrate relevant application of pre-production, production and post skills and techniques to appropriate outcomes</p>						

Prompt Questions

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Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
- For each Unit? By the end of the Year?
 - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)