Curriculum plan IT 2025-2026

Year 7	Year 8	Year 9	Year 10	Year 11
Learners will learn various ways to organise both their own and offline data. We will be looking at different ways to browse the internet, and discuss how to remain safe when doing so. It has been designed to ensure that learners are given sufficient time to familiarise themselves with the school network. We will be looking at appropriate use of the school network, as well as identifying methods to report those who do not.	The aim of this unit is to build learners' confidence and knowledge of the key programming constructs. Learners will begin to apply this to physical programming. This unit does not assume any previous programming experience, but it does offer learners the opportunity to expand on their knowledge throughout the unit.	In this video editing unit, the primary goal is to introduce students to the dynamic realm of video creation and storytelling through the utilization of Adobe software. The objective is for every student to possess a foundational comprehension of video editing processes and to navigate Adobe Premiere Pro with confidence. The intention is to emphasize the significance of video editing in today's multimedia landscape, highlighting its role in effectively conveying messages, emotions, and narratives. Through interactive exercises and hands-on projects, students will develop the ability to edit video clips, arrange sequences, enhance audio, apply effects, and ultimately produce refined videos. The overarching aim is to nurture creativity, cultivate technical aptitude, and establish a platform for further exploration in the realm of digital media production.	Following Systems architecture, memory and storage. Computer networks, connections and Protocols Systems software Ethical, legal, cultural and environmental impacts of digital technology Algorithms	Programming fundamentals Producing robust programs Boolean logic Programming languages and Integrated development Environments Class assignments and revision for the exam component.
Links to NC This unit serves as a platform to consolidate student knowledge and introduce them to specific software they will use on a day-to-day basis. Understand a range of ways to use technology safely, respectfully, responsibly, and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns. **Links to KS4** KS4 exams requires learners to be able to collaborate on work, upload to cloud networks, and browse the internet efficiently. Additionally, component 2 expands upon the applications of cloud computing and online threats.	**Links to NC** 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 (e.g. lists, tables, or arrays); design and develop modular programs that use procedures or functions • Understand several key algorithms that reflect computational thinking; use logical reasoning to compare the utility of alternative algorithms for the same problem • Understand simple Boolean logic (e.g. and, or, and not) • Create, reuse, revise, and repurpose digital artefacts for a given audience, with attention to trustworthiness, design, and usability	**Exam Board Links:** **1. Digital Media Creation and Editing (ICT Curriculum Point 3.3):** The scheme of work aligns with this curriculum point by introducing students to the process of digital media creation, specifically video editing. Through hands-on activities and practical projects, students learn how to manipulate and edit media elements such as video clips, audio tracks, and images. They gain skills in using Adobe Premiere Pro, a professional video editing tool, which relates to their digital literacy and understanding of digital media creation. **2. Digital Literacy (ICT Curriculum Point 3.5):** As students engage in the scheme of work, they develop their digital literacy skills. They learn to navigate the Adobe Premiere Pro interface, use various tools and features to edit videos, and understand the concepts of video editing terminology. These skills contribute to their ability to work with digital tools effectively, which is an essential aspect of digital literacy. **3. Creativity and Problem-Solving (ICT Curriculum Point 3.6):** The scheme of work fosters creativity by encouraging students to craft videos that communicate messages and narratives. They explore different video editing techniques, apply effects, and make creative decisions in arranging clips and adding transitions. This aligns with the curriculum's focus on nurturing creative thinking and problem-solving skills in digital contexts. **4. Understanding Computer Systems (Computer Science Curriculum Point 2.2):** Although the scheme of work primarily focuses on video editing, it indirectly supports this curriculum point by introducing students to software tools like Adobe Premiere Pro. Students gain an understanding of how software applications are used to manipulate media, which contributes to their comprehension of computer systems beyond hardware.		

		5. Data Representation and Manipulation (Computer Science Curriculum Point 2.4): While video editing is not a direct example of data manipulation in the coding sense, students work with digital media files that involve data representation. They learn to cut, trim, and rearrange video clips, demonstrating a basic form of data manipulation within a digital context. **6. Using Technology Safely and Respectfully (ICT Curriculum Point 3.8):** Throughout the scheme of work, students learn to use Adobe software in a responsible and ethical manner. They understand the importance of respecting copyright when using media elements and learn about the safe and appropriate use of digital tools. **Links to KS4 NC.** **1. Digital Media Development (ICT Curriculum Point 4.2):** As students progress to Key Stage 4, the skills they acquire in video editing become more sophisticated. They can delve deeper into advanced video editing techniques, exploring complex transitions, color correction, and more intricate effects. This aligns with the curriculum's emphasis on developing advanced digital media skills. **2. Data Manipulation and Interpretation (ICT Curriculum Point 4.5):** As students continue to edit videos, they engage in more intricate data manipulation. They might work with multiple layers of video and audio tracks, employ keyframing for precise animation, and apply detailed audio enhancements. These actions involve interpreting and manipulating data within a digital media context. **3. Creative Use of Technology (ICT Curriculum Point 4.6):** The scheme of work encourages creative expression through video editing. Students can explore advanced storytelling techniques, experiment with various visual and audio effects, and refine their ability to craft engaging videos. This aligns with the curriculum's focus on creatively using technology for artistic and communicative purposes. **4. Computational Thinking (Computer Science Curriculum Point 3.1):** While video editing is not coding, it requires logical thinking and sequencing. Students need to plan the arrangement of clips, transitions, and effects in a coherent manner. This process involves computational thinking skills such as breaking down tasks and organizing steps logically. **5. Use of Software Applications (ICT Curriculum Point 4.9):** The scheme of work heavily emphasizes the use of Adobe Premiere Pro, a professional video editing software application. Students develop their proficiency in this tool, which aligns with the curriculum's aim to ensure students are competent in using various software applications for creative and practical tasks. **6. Understanding the Implications of Technology (ICT Curriculum Point 4.11):**		

		As students edit videos, they learn about copyright and fair use of media content. They also consider the ethical implications of manipulating media to convey specific messages. This aligns with the curriculum's focus on understanding how technology impacts society and individuals. **7. Independent Learning and Project Management (ICT Curriculum Point 4.12):** Students can engage in larger video editing projects, where they have more autonomy over the creative process. This encourages independent learning and project management as they plan, edit, and refine their videos over extended periods.		