S1 ICT

Week	Content	Organiser	Es and Os	Benchmark	Homework
1	Introduction to course • Passwords/usernames and using shared area • Using email effectively • Investigation on communication	Searching, processing and managing information responsibly	Having used digital technologies to search, access and retrieve information I can justify my selection in terms of validity, reliability and have an awareness of plagiarism. TCH 3-02a	Gathers and combines data and information from a range of sources to create a publication, presentation or information resource.	
2	• Investigation on communication (Assessment Task) • Component parts of a computer system Input and Output • Component parts of a computer system Backing Store (Mini hardware task)	Using digital products and services in a variety of contexts to achieve a purposeful outcome	I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. TCH 2-01a	Demonstrates efficient searching techniques for example using 'and', 'or', 'not' Identifies the key features of input, output and storage devices.	
3	• How a network works • Investigate networks • Simple compression and encryption	Understanding and analysing computing technology	I can describe the structure and operation of computing systems which have multiple software and hardware levels that interact with each other. TCH 3-14b	Demonstrate an understanding of how computers communicate and share information over networks including the concepts of sender, receiver, address and packets. Understands simple compression and	**Homework 1**

				encryption techniques used in computing technology	
4	• Cyber Security	Cyber resilience and internet safety	I can keep myself safe and secure in online environments and I am aware of the importance and consequences of doing this for myself and others. **TCH 3-03a**	• Demonstrates an understanding of the legal implications and importance of protecting their own and others' privacy when communicating online. • Evaluates online presence and identifies safe guards. • Present relevant ideas and information to explain risks to safety and security of their personal devices and networks including encryption. • Demonstrate an understanding of different cyber threats, for example, viruses, phishing, identity theft, extortion and sextortion. • Demonstrates understanding of device security including personal and domestic devices.	
5	Computer Game Design: • Genre and • Copyright, game ratings and ethical issues • Investigate and review a game • Investigate and review a				**Homework 2**

	game				
6	Computer Game Design: • Using a Wiki to share findings • Using a Wiki to share findings (Assessment Task) • Using Editors to edit games	Using digital products and services in a variety of contexts to achieve a purposeful outcome	I can explore and use the features of a range of digital technologies, integrated software and online resources to determine the most appropriate to solve problems. **TCH 3-01a**	Demonstrates an understanding of file handling for example, uploading, downloading, sharing and permission setting, for example within Glow or other platforms.	
7	Computer Game Design (media assets) • Creating and editing graphics using Drawplus • Creating and editing graphics using Drawplus • Creating and editing graphics using Drawplus	Using digital products and services in a variety of contexts to achieve a purposeful outcome	I can explore and use the features of a range of digital technologies, integrated software and online resources to determine the most appropriate to solve problems. **TCH 3-01a**	Uses the most appropriate applications and software tools to capture, create and modify text, images, sound, and video to present and collaborate.	
8	Computer Game Design (media assets) • Creating and editing graphics using Drawplus • Creating a Company Logo (Game Over Task) • Creating a Company Logo (Game Over Task)		I can explore and use the features of a range of digital technologies, integrated software and online resources to determine the most appropriate to solve problems. **TCH 3-01a**	Uses the most appropriate applications and software tools to capture, create and modify text, images, sound, and video to present and collaborate.	

9	Computer Game Design: (Development using Scratch) • Sprites, stage and blocks Creating a simple animation /story • Using loop blocks • Accepting user input (keypress and mouse)	Designing, building and testing computing solutions Understanding and analysing computing technology	I can select appropriate development tools to design, build, evaluate and refine computing solutions based on requirements **TCH 3-15a** I understand language constructs for representing structured information **TCH 3-14a**	• Designs and builds a program using a visual language combining constructs and using multiple variables.	**Homework 3**
10	Computer Game Design: (Development using Scratch) • Importing and editing sound • Sensing using touch colour and touch object • Variables and using broadcast	Designing, building and testing computing solutions Understanding and analysing computing technology	I can select appropriate development tools to design, build, evaluate and refine computing solutions based on requirements **TCH 3-15a** I understand language constructs for representing structured information **TCH 3-14a**	• Writes code in which there is communication between parallel processes (in a visual language). • Writes code which receives and responds to real world inputs (in a visual language).	
11	Computer Game Design: (Development using Scratch) • Theory Test • Creation of differentiated games • Game Proposal for Game Over Task			• Can find and correct errors in program logic. • Groups related instructions into named subprograms (in a visual language).	

12	Computer Game Design: (Development using Scratch) - Pupils create a game based on Games Proposal - Pupils create a game based on Games Proposal - Pupils create a game based on Games Proposal	Designing, building and testing computing solutions Understanding and analysing computing technology	I can select appropriate development tools to design, build, evaluate and refine computing solutions based on requirements **TCH 3-15a** I understand language constructs for representing structured information **TCH 3-14a**	Designs and builds a program using a visual language combining constructs and using multiple variables.	
13	Computer Game Design: (Development using Scratch) - Pupils create a game based on Games Proposal - Pupils create a game based on Games Proposal - Test and evaluate game (Assessment Task)	Designing, building and testing computing solutions Understanding and analysing computing technology	I can select appropriate development tools to design, build, evaluate and refine computing solutions based on requirements **TCH 3-15a** I understand language constructs for representing structured information **TCH 3-14a**	- Writes code in which there is communication between parallel processes (in a visual language). - Writes code which receives and responds to real world inputs (in a visual language).	**Homework 4**
14	Web Authoring - Parts of a web page and introduction to Notepad++ - Formatting a page - Adding hyperlinks			- Can find and correct errors in program logic. - Groups related instructions into named subprograms (in a visual language).	

15	Impact of new Technology and Environmental Issues • How computers affect the environment Web Authoring (Game Over Project) • Site and page design of Company website (wireframes) • Creation of Video Game Website	**Cyber resilience and internet safety**	I can explore the impact of cyber-crime for business and industry and the consequences this can have on me. **TCH 4-03a** I can select appropriate development tools to design, build, evaluate and refine computing solutions based on requirements **TCH 3-15a** I understand language constructs for representing structured information **TCH 3-14a**	• Demonstrates understanding of safe disposal of data and devices. • Designs and builds web pages using appropriate mark-up languages or web authoring software	
16	Web Authoring (Game Over Project) • Creation of Video Game Website • Creation of Video Game Website • Creation of Video Game Website		I can select appropriate development tools to design, build, evaluate and refine computing solutions based on requirements **TCH 3-15a** I understand language constructs for representing structured information **TCH 3-14a**	• Designs and builds web pages using appropriate mark-up languages or web authoring software	
17	Web Authoring (Game Over		I can select appropriate	• Designs and builds web pages	**Homework 5**

	Project) • Testing and evaluating the website • Project write up and demonstration • Project write up and demonstration (Assessment Task)		development tools to design, build, evaluate and refine computing solutions based on requirements **TCH 3-15a** I understand language constructs for representing structured information **TCH 3-14a**	using appropriate mark-up languages or web authoring software	
18	Cyberbullying • What is cyberbullying? • Creating story on cyberbullying • Creating story on cyberbullying	**Cyber resilience and internet safety**	I can keep myself safe and secure in online environments and I am aware of the importance and consequences of doing this for myself and others. **TCH 3-03a**	• Demonstrates an understanding of the legal implications and importance of protecting their own and others' privacy when communicating online. • Evaluates online presence and identifies safe guards. • Present relevant ideas and information to explain risks to safety and security of their personal devices and networks including encryption. • Applies appropriate online safety features when becoming involved with online communities such as online gaming, chat rooms, forums and social media. • Demonstrate an understanding of different cyber threats, for example, viruses, phishing,	

				• identity theft, extortion and sextortion. • Demonstrates understanding of device security including personal and domestic devices.	
19	Cyber Safety • Creating story on cyberbullying • Creating story on cyberbullying				