Computing curriculum overview KS3

Topic	E-safety – Social networks	ICT Skills	Computer systems – Computer hardware	Coding with Scratch
Length of topic (in weeks)	7	6	6	10
Links to Curriculum	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	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. 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	understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits	use 2 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
Assessment Task(s)	Demonstrate understanding of safety concepts through the production of digital artifacts.	Collection of documents that show development of digital literacy skills.	Multiple choice test	Programming of a calculator using key programming concepts of sequencing, selection and iteration.
Key Knowledge	Understanding social networks, personal data and privacy settings. Understanding and explaining cyberbullying and how to report it. Explain dangers to computers when online and how to avoid these.	Development of digital literacy understanding common features of programs. Understanding of hardware and how to use it.	What is a computer Key components within a computer How key components work within the computer Understanding of the CPU.	Understand how to input & output values in scratch. Understand how to use variables, iteration and decisions in scratch. Understand how to break a problem down in to small steps
Key Skills	Knowledge and understanding of risks and methods to avoid risks. Identifying risks and dangers to computers. Digital literacy skills. Group work skills.	General ICT skills	Identify what makes a computer system. Identify none standard computer systems and justify identification. Digital literacy skills	Decomposition, abstraction, computational thinking. Digital literacy Noticing details, independence, perseverance.

Computing curriculum overview – Year 8 (KS3)

Topic	Control Systems with FLOWOL	Coding with Microbit Madness	Binary Bits and Bobs	First steps in Small Basic
Length of topic (in weeks)	6	6	7	8
Links to Curriculum	design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems	design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems use 2 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 how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits	use 2 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
Assessment Task(s)	Creation of a series of solutions to real world scenarios.	Production of a portfolio of solutions to given problems with written explanations of the solutions.	Multiple choice test	Students will complete an assessment portfolio at the end of the Unit. They will amend an existing program to create a screensaver, paste in evidence of their finished program and complete a brief self-assessment.
Key Knowledge	Design, use, and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.	What is a miniature computer Compiling Flashing Random number generation Using accelerometers and built in compass functions.	•Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds, and pictures) can be represented and manipulated digitally, in the form of binary digits; be able to convert between binary and decimal, and perform simple binary arithmetic	•Use a textual programming language to solve a variety of computational problems; make appropriate use of data structures; design and develop modular programs that use procedures and functions •Use built in assistant to help develop code
Key Skills	Decomposition, abstraction, computational thinking. Digital literacy Noticing details, independence, perseverance.	Decomposition, abstraction, computational thinking. Digital literacy Noticing details, independence, perseverance.	Show how numbers and text can be represented in binary. Binary addition, binary conversion. Digital literacy.	Decomposition, abstraction, computational thinking. Digital literacy Noticing details, independence, perseverance.

Computing curriculum overview – Year 9 (KS3)

Topic	Introduction to Python	Computer Systems – Understanding Computers	Computer Crime and cyber security	Networks	Computational thinking and logic
Length of topic (in weeks)	8	8	6	4	7
Links to curriculum	use 2 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 the hardware and software components that make up computer systems, and how they communicate with one another and with other systems understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits 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]	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	design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems	understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem Understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming;
Assessment Task(s)	Portfolio of programs	Multiple choice test	Multiple choice test	Multiple choice test	Multiple choice test
Key Knowledge	•Use a textual programming language to solve a variety of computational problems; make appropriate use of data structures; design and develop modular programs that use procedures and functions	•Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems •Understand how instructions are stored and executed within a computer system; be able to convert between binary and decimal, and perform simple binary arithmetic	•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	•Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems •Understand a range of ways to use technology safely, respectfully, responsibly and securely	•understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; •Be able to ask logical questions to solve problems. Know the common Boolean operators: AND, OR, NOT. Know different logic gates including: AND gates, OR gates, NOT gates Understand what an algorithm is Create a sequence of instructions to achieve a goal
Key Skills	Decomposition, abstraction, computational thinking.	Digital literacy Research	Digital literacy Research	Digital literacy Research	Digital literacy Research

Computing curriculum overview KS4

Topic	1.1 Systems Architecture	Practical programming	1.2 Memory and Storage (part 1)	Practical programming	1.2 Memory and Storage (part 2)	Practical programming	1.3 – Computer networks, connections and protocols	Practical programming
Length of topic (in weeks)	2 (6 Lessons)		2 (5 Lessons)		4 (12 Lessons)		5 (14 lessons)	
Links to specification	1.1.1 Architecture of the CPU 1.1.2 CPU performance 1.1.3 Embedded systems		1.2.1 Primary storage (Memory) 1.2.2 Secondary storage		1.2.3 Units 1.2.4 Data storage 1.2.5 Compression		1.3.1 Networks and topologies 1.3.2 Wired and wireless networks, protocols and layers	
	develop their capability, creativity and knowledge in computer science		develop their capability, creativity and knowledge in computer science		develop their capability, creativity and knowledge in computer science		develop their capability, creativity and knowledge in computer science	
Assessment Task(s)	SLR 1.1 Student workbook SLR 1.1 End of topic test		SLR 1.2 Student workbook (part 1) SLR 1.2 End of topic test (part 1)		SLR 1.2 Student workbook (part 2) SLR 1.2 End of topic test (part 2)		SLR 1.3 Student workbook SLR 1.3 End of topic test	
Key Knowledge	•Understand the CPU: registers, factors affecting speed. •Know the stages of the fetch, execute cycle. •Describe the Von Neumann architecture and it's components.		•Understand primary storage: RAM and ROM, Virtual memory •Understand the need for secondary storage including types of storage, suitability of storage devices, advantages and disadvantages		•Understand units of data storage, representing data capacity, converting between units. •Understand computers use binary •Know how to convert positive denary whole numbers to binary numbers and vice versa, adding two binary integers together and explain overflow errors •Know how to convert positive numbers between denary, binary and 2 digit hexadecimal •Know how to apply Binary shifts •Understand how computers store Numbers, Characters, Images and Sound using binary. •Understand compression.		•Know different types of network: LAN	WAN •Know factors that affect the performance of networks •Know different roles of computers in a client-server and a peer-to-peer network •Know the hardware needed for a Local Area Network •Understand the Internet •Know Star and Mesh network topologies •Understand modes of connection: Wired	Wireless •Understand encryption •Understand IP and MAC addressing •Understand the need for standards and common protocols including: The concept of layers	
Key Skills	Demonstrate knowledge and understanding of the key concepts and principles of Computer Science.		Demonstrate knowledge and understanding of the key concepts and principles of Computer Science.		Demonstrate and apply knowledge and understanding of key concepts and principles of Computer Science.		Demonstrate and apply knowledge and understanding of key concepts and principles of Computer Science.	

Topic	1.4 – Network security	Practical programming	1.5 – Systems software	Practical programming	1.6 – Ethical, legal, cultural and environmental concerns	Practical programming	2.2 Programming fundamentals	Practical programming	Practical Programming
Length of topic (in weeks)	4 (12 Lessons)		2 (6 Lessons)		3 (9 lessons)		3 (9 lessons)		Continuous throughout the year. Text adventure game 3 weeks end of year
Links to specification	1.4.1 Threats to computer systems and networks 1.4.2 Identifying and preventing vulnerabilities		1.5.1 Operating systems 1.5.2 Utility software		1.6.1 from the GCSE specification (J277)		2.2.1 Programming fundamentals 2.2.2 Data types 2.2.3 Additional programming techniques		Practical Programming
	develop their capability, creativity and knowledge in computer science understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns		develop their capability, creativity and knowledge in computer science		develop their capability, creativity and knowledge in computer science understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns		develop and apply their analytic, problem-solving, design, and computational thinking skills		develop and apply their analytic, problem-solving, design, and computational thinking skills
Assessment Tasks	SLR 1.4 Student workbook SLR 1.4 End of topic test		SLR 1.5 Student workbook SLR 1.5 End of topic test		SLR 1.6 Student workbook SLR 1.6 End of topic test		SLR 2.2 Student workbook SLR 2.2 End of topic test		Programming portfolio
Key Knowledge	•Understand threats posed to devices/systems •Knowledge/principles of each form of attack including: How the attack is used and the purpose of the attack •Understanding of how to limit the threats posed in 1.4.1 •Understanding of methods to remove vulnerabilities •Knowledge/principles of each prevention method: What each prevention method may limit/ prevent | How it limits the attack		•Understand the purpose and functionality of operating systems •Know what multitasking is •Understand what the OS manages and the need for device drivers. •Understand utility software		•Understand ethical issues of computer development •Understand privacy issues of computer technologies. •Understand legal issues of computer technologies. •Understand cultural issues of computer technologies. •Understand environmental issues of computer technologies. •Understand how digital technologies impact society. •Know and understand the difference between Open source vs proprietary software.		•Know the basic programming constructs and key terms. •Understand data types, operators and string manipulation •Understand how to use basic file handling operations. •Understand data structures such as: Records and SQL, arrays and sub problems. •Know how to use procedures and functions within programs. •Understand how to use random number generation.		Use of a high level programming language to solve a variety of computational problems; make appropriate use of data structures; design and develop modular programs that use procedures and functions
Key Skills	Apply knowledge and understanding of key concepts and principles of Computer Science.		Apply knowledge and understanding of key concepts and principles of Computer Science.		Demonstrate knowledge and understanding of the key concepts and principles of Computer		Apply knowledge and understanding of key concepts and principles of Computer Science		Design, write, test and refine computer programs Analyse problems in computational

Topic	1.3 – Computer networks, connections and protocols	1.5 – Systems software	Python Programming	2.1 Algorithms	
Length of topic (in weeks)	5 (14 lessons)	2 (6 Lessons)	19 Lessons	2 (5 lessons) + 2 (exam revision weeks)	
Links to specification	1.3.1 Networks and topologies 1.3.2 Wired and wireless networks, protocols and layers	1.5.1 Operating systems 1.5.2 Utility software	Practical Programming skills	2.1.1 – 2.1.3 from the GCSE specification (J277)	
	develop their capability, creativity and knowledge in computer science understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns	develop their capability, creativity and knowledge in computer science understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns	develop and apply their analytic, problem-solving, design, and computational thinking skills	develop and apply their analytic, problem-solving, design, and computational thinking skills	
Assessment Task(s)	SLR 1.3 Student workbook SLR 1.3 End of topic test	SLR 1.5 Student workbook SLR 1.5 End of topic test	Continuous throughout the unit	SLR 2.1 Student workbook SLR 2.1 End of topic test Exam revision folder	
Key Knowledge	•Know different types of network: LAN | WAN •Know factors that affect the performance of networks •Know different roles of computers in a client-server and a peer-to-peer network •Know the hardware needed for a Local Area Network •Understand the Internet •Know Star and Mesh network topologies •Understand modes of connection: Wired | Wireless •Understand encryption •Understand IP and MAC addressing •Understand the need for standards and common protocols including: The concept of layers	•Understand the purpose and functionality of operating systems •Know what multitasking is •Understand what the OS manages and the need for device drivers. •Understand utility software	This unit teaches students how to code, logical thinking skills focused on syntax structure and the 3 key areas of coding. 1. Sequence 2. Selection 3. Iteration	•Know what is meant by abstraction and give examples. •Understand decomposition and its use in programming •Understand using structure diagrams for decomposition •Understand how to solve computational problems using decomposition.	**Exam Revision** Gain experience of answering computational thinking, algorithms and programming questions for component J277/02 using exam revision unit. (5 Lessons)
Key Skills	Demonstrate and apply knowledge and understanding of key concepts and principles of	Apply knowledge and understanding of key concepts and principles of Computer	Be able to write and debug Python Programs	Demonstrate and apply knowledge and understanding of key concepts and principles of	

Topic	2.3 Producing robust programs		2.4 Boolean logic		2.5 Programming languages and IDEs		Revision
Length of topic (in weeks)	3 (8 lessons) + 3 (exam revision weeks)		1 (3 lessons) + 1 (exam revision week)		2 (4 lessons)		6
Links to specification	2.3.1 – 2.3.2 from the GCSE specification (J277)		2.4.1 from the GCSE specification (J277)		2.5.1 – 2.5.2 from the GCSE specification (J277)		
	develop and apply their analytic, problem-solving, design, and computational thinking skills		develop and apply their analytic, problem-solving, design, and computational thinking skills		develop and apply their analytic, problem-solving, design, and computational thinking skills		
Assessment Task(s)	SLR 2.3 Student workbook SLR 2.3 End of topic test Exam revision folder		SLR 2.4 Student workbook SLR 2.4 End of topic test Exam revision folder		SLR 2.5 Student workbook SLR 2.5 End of topic test Exam revision folder		
Key Knowledge	•Know what is meant by "defensive design considerations" including validation and potential problems that can occur. •Understand the importance of maintainability and refining algorithms •Understand testing and test data	**Exam Revision** Gain experience of answering computational thinking, algorithms and programming questions for component J277/02 using exam revision unit. (7 Lessons)	•Know how to make simple logic diagrams •Understand how to complete truth tables •Understand how to create, complete or edit logic diagrams and truth tables for given scenarios.	**Exam Revision** Gain experience of answering computational thinking, algorithms and programming questions for component J277/02 using exam revision unit. (2 Lessons)	•Know characteristics of high level programming languages •Understand key terms: source code | assembly code | machine code. •Understand low level programming by writing programs in low level language. •Know what a translator does •Understand the different types of translator. •Know what an IDE is and a range of key features provided by them.	**Exam Revision** Gain experience of answering computational thinking, algorithms and programming questions for component J277/02 using exam revision unit. (3 Lessons)	
Key Skills	Demonstrate and apply knowledge and understanding of key concepts and principles of Computer Science. Design, write, test and refine		Demonstrate and Apply knowledge and understanding of key concepts and principles of Computer Science Analyse problems in computational terms:		Demonstrate and Apply knowledge and understanding of key concepts and principles of Computer Science.		

Creative Imedia
curriculum overview KS4

Topic	R082 – Digital graphics	R083 – 2D ad 3D characters
Length of topic (in weeks)	1.5 terms	1.5 terms
Links to specification	LO1: Understand the purpose and properties of digital graphics LO2: Be able to plan the creation of a digital graphic LO3: Be able to create a digital graphic LO4: Be able to review a digital graphic	LO1: Understand the properties and uses of 2D and 3D digital characters LO2: Be able to plan original 2D and 3D digital characters LO3: Be able to create 2D and 3D digital characters LO4: Be able to review 2D and 3D digital characters
Assessment Task(s)	Controlled assessment	Controlled assessment
	develop their capability, creativity and knowledge in digital media and information technology	develop their capability, creativity and knowledge in digital media and information technology
Key Knowledge	Understand why digital graphics are used | how digital graphics are used | types of digital graphics, | file formats | the properties of digital graphics and their suitability for use in creating images | how different purposes and audiences influence the design and layout of digital graphics. Know how to interpret client requirements for a digital graphic based on a specific brief Understand target audience requirements for a digital graphic Know how to produce a work plan for an original graphics creation | a visualisation diagram for a digital graphic | identify the assets needed to create a digital graphic | identify the resources needed to create a digital graphic Understand how legislation applies to images used in digital graphics, whether sourced or created. Know how to source assets identified for use in a digital graphic | create assets identified for use in a digital graphic | ensure the technical compatibility of assets with the final graphic | create a digital graphic using a range of tools and techniques within the image editing software application | save a digital graphic in a format appropriate to the software being used Know to export the digital graphic using appropriate formats and properties for: o print use o web use o multimedia use. Understand how to use version control when creating a digital graphic. Understand how to review a digital graphic against a specific brief Know how to identify areas in a digital graphic for improvement and further development	Understand how scenarios in which 2D and 3D digital characters are used | 2D and 3D digital character target audiences Understand the software that can be used to create 2D and 3D digital characters Understand 2D and 3D digital characters' physical facial characteristics Know how to interpret client requirements for 2D and 3D digital characters based on a specific brief Understand target audience requirements for 2D and 3D digital characters Know how to identify the assets needed to create 2D and 3D digital characters | identify the resources needed to create 2D and 3D digital characters | produce a work plan for the creation of 2D and 3D digital characters, to include. | create and maintain a test plan to test the digital character during production Understand how to source and store assets to be used in 2D and 3D digital characters • create 2D and 3D digital characters using suitable digital character creation software • use a range of functions within digital character creation software to enhance 2D and 3D digital characters • save 2D and 3D digital characters in a format appropriate to the software being used • export 2D and 3D digital characters in a file format appropriate to client requirements. Understand how to use version control when creating 2D and 3D digital characters. Understand how to review 2D and 3D digital characters against a specific brief • identify areas for improvement and further development of a digital character (e.g. physical characteristics, colour, shape, size).
Key Skills	Plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief.	Understand the software used for, and the properties of, 2D and 3D digital characters, plan an original 2D or 3D digital character, create and test a digital character using software and review a digital character against a specific brief.

Topic	R083 – Controlled assessment	R085 – Creating multipage website Controlled assessment
Length of topic (in weeks)	1.5 terms	1.5 terms
Links to specification	LO1: Understand the properties and uses of 2D and 3D digital characters LO2: Be able to plan original 2D and 3D digital characters LO3: Be able to create 2D and 3D digital characters LO4: Be able to review 2D and 3D digital characters	LO1: Understand the properties and features of multipage websites LO2: Be able to plan a multipage website LO3: Be able to create multipage websites using multimedia components LO4: Be able to review a multipage website
Assessment Task(s)	Controlled assessment	Controlled assessment
	develop their capability, creativity and knowledge in digital media and information technology	develop their capability, creativity and knowledge in digital media and information technology
Key Knowledge	Understand how scenarios in which 2D and 3D digital characters are used | 2D and 3D digital character target audiences Understand the software that can be used to create 2D and 3D digital characters Understand 2D and 3D digital characters' physical facial characteristics Know how to interpret client requirements for 2D and 3D digital characters based on a specific brief Understand target audience requirements for 2D and 3D digital characters Know how to identify the assets needed to create 2D and 3D digital characters | identify the resources needed to create 2D and 3D digital characters | produce a work plan for the creation of 2D and 3D digital characters, to include. | create and maintain a test plan to test the digital character during production Understand how to source and store assets to be used in 2D and 3D digital characters • create 2D and 3D digital characters using suitable digital character creation software • use a range of functions within digital character creation software to enhance 2D and 3D digital characters • save 2D and 3D digital characters in a format appropriate to the software being used • export 2D and 3D digital characters in a file format appropriate to client requirements. Understand how to use version control when creating 2D and 3D digital characters. Understand how to review 2D and 3D digital characters against a specific brief • identify areas for improvement and further development of a digital character (e.g. physical characteristics, colour, shape, size).	Understand the purpose and component features of multipage websites in the public domain • the devices used to access web pages • the methods of internet connection Know how to interpret client requirements for a multipage website, based on a specific brief • understand target audience requirements for a multipage website • produce a work plan for the creation of a multipage website. Know how to create a site map with navigation links • produce a visualisation diagram for a web age identifying the house style • identify the assets needed to create a multipage website • identify the resources needed to create and publish a multipage website • prepare assets for use in web pages • create and maintain a test plan to test a multipage website during production Understand how legislation applies to assets used in multipage websites, whether sourced or created. Understand how to create suitable folder structures to organise and save web pages and asset files using appropriate naming conventions • source and import assets • create a suitable master page as a template for a multipage website • use a range of tools and techniques in web authoring software to create a multipage website • insert assets into web pages to create planned layouts • create a navigation system • save a multipage website in a format appropriate to the software being used • publish a multipage website to a location appropriate to client requirements. • how to use version control when creating multipage websites Know how to review a multipage website against a specific brief • identify areas for improvement and further development of a multipage website.
Key Skills	Understand the software used for, and the properties of, 2D and 3D digital characters, plan an original 2D or 3D digital character, create and test a digital character using software and review a digital character against a specific brief.	Explore and understand the different properties, purposes and features of multipage websites, plan and create a multipage website and review the final website against a specific brief.

Topic	R083 – Controlled assessment	Pre-Production Documents Part Exam Prep
Length of topic (in weeks)	1.5 terms	6 weeks
Links to specification	LO1: Understand the properties and uses of 2D and 3D digital characters LO2: Be able to plan original 2D and 3D digital characters LO3: Be able to create 2D and 3D digital characters LO4: Be able to review 2D and 3D digital characters	LO1: Understand the purpose and content of pre-production LO2: Be able to plan pre-production LO3: Be able to produce pre-production documents LO4: Be able to review pre-production documents
Assessment Task(s)	Controlled assessment	Revision guide Exam style questions and Exam.
Key Knowledge	Understand how scenarios in which 2D and 3D digital characters are used | 2D and 3D digital character target audiences Understand the software that can be used to create 2D and 3D digital characters Understand 2D and 3D digital characters' physical facial characteristics Know how to interpret client requirements for 2D and 3D digital characters based on a specific brief Understand target audience requirements for 2D and 3D digital characters Know how to identify the assets needed to create 2D and 3D digital characters | identify the resources needed to create 2D and 3D digital characters | produce a work plan for the creation of 2D and 3D digital characters, to include. | create and maintain a test plan to test the digital character during production Understand how to source and store assets to be used in 2D and 3D digital characters • create 2D and 3D digital characters using suitable digital character creation software • use a range of functions within digital character creation software to enhance 2D and 3D digital characters • save 2D and 3D digital characters in a format appropriate to the software being used • export 2D and 3D digital characters in a file format appropriate to client requirements. Understand how to use version control when creating 2D and 3D digital characters. Understand how to review 2D and 3D digital characters against a specific brief • identify areas for improvement and further development of a digital character (e.g. physical characteristics, colour, shape, size).	Understand the purpose, use and content of: mood boards | mind maps/spider diagrams | visualisation diagrams | storyboards | scripts Understand how to interpret client requirements for pre-production | identify timescales for production based on target audience and end user requirements | how to conduct and analyse research for a creative digital media product | produce a work plan and production schedule | the importance of identifying the target audience and how they can be categorised Know the hardware, techniques and software used for: digitising paper-based documents | creating electronic pre-production documents Understand the health and safety considerations when creating digital media products Understand legislation regarding any assets to be sourced Know how legislation applies to creative media production Know how to create pre-production documents | analyse a script Understand the properties and limitations of file formats for still images | audio | moving images Understand suitable naming conventions Know how to identify appropriate file formats needed to produce pre-production documents and final products in line with client requirements Know how to review a pre-production document Understand how to identify areas for improvement in a pre-production document (e.g. colour schemes, content, additional scenes).
Key Skills	Understand the software used for, and the properties of, 2D and 3D digital characters, plan an original 2D or 3D digital character, create and test a digital character using software and review a digital character against a specific brief.	Produce a range of pre-production documents Review pre-production documents. Answer exam style questions.