



Key stage 4

All pupils must have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career.

All pupils should be taught to:

- develop their capability, creativity and knowledge in computer science, digital media and information technology
- develop and apply their analytic, problem-solving, design, and computational thinking skills
- 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



Performing Arts



Where does your course require pupils to use computers? This could be for learning, research, homework, evidencing classwork, completing coursework or practical tasks.



Where do your pupils have to break down tasks and prioritise important parts of their learning?



Where do you teach any aspect of ethical use of your pupils learning when they're online? This could be about age appropriate material, reporting issues of concern, privacy issues or plagiarism when completing work.



Coursework write ups are on Powerpoint & word. Research for purpose, images, gathering info for sketchbooks is completed on the Internet. Subject specific software used is Noteflight, Bandlab, Audacity and Sibelius.

Decomposition – breaking coursework into sections (research, design, realisation & presentation)

Abstraction – identify key moments, movements, props in a scene /piece. Key sections in a piece of music.
Summarising plot of a piece.
Constructing a CD – planning, designing, promoting & evaluate/reflect on a product.

Age – appropriate material when researching performance pieces.

Plagiarism – Checks to make sure work isn't copied /pasted.

Ethical use – not to rely on just one source when researching.

Humanities



Where does your course require pupils to use computers? This could be for learning, research, homework, evidencing classwork, completing coursework or practical tasks.



- Seneca
- Field work write up using MS Word and excel for graphs and charts
- Use of various websites for homework
- Very small use of QR codes with revision in year 11 Geography

Where do your pupils have to break down tasks and prioritise important parts of their learning?



Decomposition – breaking large tasks down eg- case studies and key battles/ events of world wars.

Abstraction – reading & annotation of news articles & sources.
Flash card creation. Note taking in GCSE from books.

Pattern Recognition – whole topics on similarities each year in History.
Comparing and contrasting trends and developments in Geography.

Algorithm Design – Sequencing in history of political change/key events eg- battles of WW1 .
Processes in Geography also require require sequencing such as erosional landform or volcanic eruptions.







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Age appropriate in History with slavery, civil rights
Geography – disasters and life in the favela.




English



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| <p>Research tasks no the internet – all years</p> <p>GCSE Revision - Seneca</p> <p>KS3 – Accelerated readers and Lexia</p> | <p>Decomposition</p> <p>Analysing Language</p> <p>Decoding novels/plays and poems</p> <p>Writing extended pieces – paragraphs, whole essays</p> <p>Abstraction</p> <p>Selecting quotations</p> <p>Pattern Recognition</p> <p>Tracking motifs / symbols</p> <p>Spotting styles of writing</p> <p>Audience and purpose</p> <p>Algorith Design</p> <p>Planning essays/poems/novels/plays</p> | <p>Audience and purpose and age appropriateness</p> <p>Understanding what plagiarism is and accurate creditation of work.</p> |

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| <p>Seneca learning for revision Research tasks for revision and investigation tasks Quizzes on satchel one Use of MS Powerpoint and MS Word to write up work</p> | <p>Decomposition Breaking down arguments for and against in GCSE question practice</p> <p>Pattern Recognition Use of writing frames to support success criteria in common questions</p> <p>Abstraction Use of key word sheets in books to use in essays and to also add to</p> | <p>RSE Digital footprint Law on appropriate sharing of information and images Age of consent Privacy settings on social media apps</p> |



ART



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Internet research at KS4

Decomposition
Breaking down objects to be drawn into smaller sections using a grid




Pattern Recognition
Step by step instructions
Recognising methods for drawing different shapes and body parts
3D word and other media

Abstraction
Sketching
Cartoon Lichtenstein
Designing / creative thinking

Annotation
Avoiding plagiarism
Providing adequate credits





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| <ul style="list-style-type: none"> • Quizlet • The Language Gym • Bookley / Kahoot • Bitesize GCSE MFL • Websites Kerboodle • Powerpoint for presenting work • MS Word and MS Excel for typing up work • Show My Homework • You Tube videos / music • Netflix/Prime/Disney | <p>Pattern Recognition</p> <p>Gramma points, tenses</p> <p>Exam skills , model answers</p> <p>Pronunciation, phonics and sounds</p> <p>Decomposition</p> <p>Reading portions of text</p> | <p>Google translate – understanding that it is not always accurate</p> <p>Watching films/shows on TV /Netflix – age appropriateness</p> <p>Module of technology – we talk about cyberbullying , grooming, fraud and the dangers of the Internet</p> |

MATHS



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MS Excel for spreadsheets displaying and organizing data

Scientific calculators – lessons on how to use scientific functions

Decomposition

Algebra – BIDMAS & BODMAS

Analysis of different parts of formula

Breaking down mathematical problems into smaller calculations

Abstraction

Representing graphs , reading graphs, interpreting graphs.

Using significant figures

Round up and rounding down

Writing formulas, algebraic expressis.

Simplifying equations – eq squaring

Identying key information – eg – reading and measuring angles – trigonometry, working distances

Pattern Recognition

Identifying patterns and sequences within number sequences, eg – times tables, Fibonacci

Understanding the meaning and rules of the different symbols used within a formula.

Algorithm Design

Following formula

Applying BIDMAS & BODMAS




Recognising number patterns

Following the rules of the power of number

Applying techniques to work out mathematical problemsseg – long division, percentages, timetables etc





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| <p>Completing coursework for KS4 coursework Tables of comparison of data Use videos in dance/gymnastics</p> | <p>Decomposition Skills breakdown – for example lay up in basketball</p> <p>Abstraction Team targets Focus Teaching points</p> <p>Pattern Recognition Strengths & weaknesses Structure of lesson Warm up/skill/games/tactics</p> <p>Algorithm Training programmes Competition Calendar</p> | <p>Plagiarism Ensuring correct credits on coursework Always double checking sources</p> |

SCIENCE



Where does your course require pupils to use computers? This could be for learning, research, homework, evidencing classwork, completing coursework or practical tasks.



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We use the science laptops in lessons to research, produce summary powerpoints, newspaper articles to complete. We also allow the pupils to use the laptops to access animations that the pupils can vary certain factors and look at the effects

We use computers for homework based tasks.

Algorithms

When writing a method for an investigation
Following a method when completing a practical experiment
When processing information in calculations they need a step by step approach to formulate their answers and show their working out

Decomposition

When breaking down exam questions-looking at command words, key information and science specific language.

Abstraction

When they research they have to identify the key parts of the text that are important and display them in an appropriate format.

Limited in science, we do stress that not all articles they read are true and they have to look for evidence that is dated and a good sample size.

TECHNOLOGY

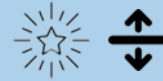


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- Coursework in Hospitality and Catering
- Coursework in Graphics
- 50% of the graphics curriculum is spent on computers (photoshop, 2D design, Microsoft office)
- All areas use for researching
- Homework tasks

Where do your pupils have to break down tasks and prioritise important parts of their learning?



- Decomposition
- Practical lessons in all areas eg. Breaking down a recipe, taking turns on machinery/equipment while keeping busy/following a set of instructions
- Algorithm
- Following a recipe

Where do you teach any aspect of ethical use of your pupils learning when they're online? This could be about age appropriate material, reporting issues of concern, privacy issues or plagiarism when completing work.



- Plagiarism discussed in relation to coursework
- Teach about age appropriate material use of the internet and images they use in their work
- Teach them to be careful what searches they do.