Year 9 Overview 2025-26 – *CCM*

<table>
<tr><th>Date</th><th>Wk</th><th>Week</th><th>Units Studied & Learning Outcomes</th><th>Key Concepts & Assessment</th></tr>
<tr><td colspan="5">8 weeks (12 Lessons) (38Days)</td></tr>
<tr><td>Tues 2-Sep
Tues Y7 only
Wednesday-whole school</td><td>A</td><td>1</td><td rowspan="8">• Overview of Unit/No. lessons
App Development 6-7 lessons

• Lesson Sequence of Content:
Lesson 1 - Creating assets
Lesson 2 - Building the app
Lesson 3 - Event-driven programming
Lesson 4 - Completing your app
Lesson 5 – Login system
Lesson 6 - End of unit assessment

• Unit Learning Outcomes:
➢ Preparing and/or creating assets.
➢ Adding assets to an app.
➢ To know what is meant by a ‘landing page’.
➢ To be introduced to event-driven programming.
➢ To complete an app that successfully meets the client brief.</td><td rowspan="8">• Foundational Concepts
This unit is designed to introduce students to the exciting world of app development and digital graphics. Students will learn the fundamentals of creating mobile applications and designing visually appealing digital graphics to enhance their apps. By the end of this unit, students will have the knowledge and skills to develop a simple mobile app and incorporate custom graphics into it.

• Key vocabulary
App, Assets, Repurpose, Landing page, Event-driven, condition, links, navigation, duplicate, credentials, PNG, File formats, Transparency.

• Links to the Key Stage 4 curriculum
✓ BTEC Digital Information Technology
✓ GCSE Computer Science

• Commentary
✓ To create and/or repurpose your own assets to be used in the app.
✓ To create a landing page and main menu screen for the GreenBite Express app.
✓ To complete all screens and link them together.
✓ To allow the user to input a username and password login into the app.

• Assessment - Formal feedback will be given
✓ Complete end of unit assessment
✓ Mop-up of any missing work once the assessment is complete.</td></tr>
<tr><td>8-Sep</td><td>B</td><td>2</td></tr>
<tr><td>15-Sep
(INSET Friday)</td><td>A</td><td>3</td></tr>
<tr><td>22-Sep</td><td>B</td><td>4</td></tr>
<tr><td>29-Sep</td><td>A</td><td>5</td></tr>
<tr><td>6-Oct</td><td>B</td><td>6</td></tr>
<tr><td>13-Oct</td><td>A</td><td>7</td></tr>
<tr><td>20-Oct</td><td>B</td><td>8</td></tr>
<tr><td>Half-Term</td><td colspan="4">7 weeks (10/11 lessons) (35 Days)</td></tr>
<tr><td>3-Nov</td><td>A</td><td>9</td><td rowspan="3">• Overview of Unit/No. lessons
Film Studies 6-7 lessons

• Lesson Sequence of Content:
Lesson 1 – Demographics & Psychographics
Lesson 2 – Uses & Gratification
Lesson 3 – Shot types
Lesson 4 – Light & Sound
Lesson 5 – Mise-En-Scene
Lesson 6 - End of unit assessment

• Unit Learning Outcomes:
➢ Describe how genre, narrative and representation are used to engage audiences</td><td rowspan="3">• Foundational Concepts
This unit is designed to introduce students to the key concepts of film studies through the exploration of movie trailers. Pupils will analyse how media producers use genre, narrative, and representation to attract and engage target audiences. They will study a range of trailers from different genres. Throughout the unit, students will complete a structured theoretical write-up, applying accurate media terminology to discuss and evaluate the techniques used. Pupils will develop their ability to think critically about media texts and understand how production choices influence audience interpretation.

• Key vocabulary
Genre, Mise-En-Scene, Demographics, Psychographic, Protagonist, Antagonist, Gratification, Diegetic, Primary, Secondary.

• Links to the Key Stage 4 curriculum
✓ BTEC Creative Media</td></tr>
<tr><td>10-Nov</td><td>B</td><td>10</td></tr>
<tr><td>17-Nov</td><td>A</td><td>11</td></tr>
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24-Nov	B	12	➢ Discuss how media production techniques are used to create meaning and engage audiences. ➢ Identify and explain how audience categories influence media content and production choices. ➢ Analyse how film language contributes to storytelling and audience interpretation. ➢ Reflect on how personal responses to film are shaped by individual experiences, audience positions and production techniques.	• Commentary ✓ To watch and analyse a range of movie trailers from different genres and identify key conventions. ✓ To apply media terminology accurately when writing about film techniques and audience engagement. ✓ To produce a written analysis of a chosen trailer, discussing how production choices influence audience response. • **Assessment -** Formal feedback will be given ✓ Complete end of unit assessment ✓ Mop-up of any missing work once the assessment is complete.
1-Dec	A	13		
8-Dec	B	14	• Overview of Unit/No. lessons **Retrieval & Revision Practice** 3-4 lessons • Unit Learning Outcomes: ➢ Identify and recall key concepts from the KS3 computing curriculum ➢ Apply knowledge to a range of unseen and exam-style tasks	• Foundational Concepts ✓ Recap of core content (e.g., software tools, design theory, programming logic) ✓ Transferable skills across projects ✓ Using retrieval strategies (flashcards, brain dumps, knowledge organisers) ✓ Metacognitive strategies (thinking about thinking)
15-Dec	A	15		
Christmas Holiday			6 weeks (9 lessons) (30 Days)	
5-Jan	B	16	➢ Analyse strengths and gaps in understanding Improve performance through guided revision and peer/self-assessment	• **Assessment -** ✓ Retrieval activities (quizzes, hinge questions, mini whiteboard tasks) ✓ Peer/self-assessment using success criteria ✓ Teacher feedback on misconceptions ✓ A formal end-of-unit exam
12-Jan	A	ST1		
19-Jan	B	ST1	• Overview of Unit/No. lessons **Python Programming extended** 7-8 lessons	• Foundational Concepts This unit is designed to introduce students to the core principles of Python programming, building their confidence in writing and understanding code. Pupils will explore key programming concepts, gradually developing the skills needed to create functional programs. Throughout the unit, students will complete a workbook containing a variety of tasks. Pupils will also be given the opportunity to attempt practical programming challenges to deepen their understanding and problem-solving abilities. • Key vocabulary Functions, Variables, Integer, String, Boolean, Logic, Arithmetic, Constant, Iteration, Selection, Procedure
26-Jan	A	19	• Lesson **Sequence** of Content: Lesson 1 – Data types, structures and casting Lesson 2 - Operators Lesson 3 – Variables, constants, inputs and outputs Lesson 4 – Basic programming constructs Lesson 5 – Turtle module	
2-Feb	B	20		

9-Feb	A	21	Lesson 6 – Introduction to subprograms Lesson 7 - End of unit assessment • Unit Learning Outcomes: ➢ Know the different variable types. ➢ Know the different operators and when to use them.	• Links to the Key Stage 4 curriculum ✓ GCSE Computer Science
Half-Term			6 weeks (9 lessons) (28 Days)	
23-Feb	B	22	➢ Understand the difference between a constant and variable and when to use them. ➢ Know the 3 programming constructs. ➢ Understand how to use the Python turtle module. ➢ Understand the programs can be structured using procedures and functions.	• Commentary ✓ To understand and use different data types, structures and casting methods in Python. ✓ To apply, arithmetic, comparison and logical operators within programs. ✓ To use constructs such as sequence, selection and iteration effectively. ✓ To write and call simple subprograms to make code more modular and efficient. ✓ To create graphical outputs using the Turtle module for creative coding tasks. • **Assessment -** Formal feedback will be given ✓ Complete end of unit assessment ✓ Mop-up of any missing work once the assessment is complete.
2-Mar	A	23		
9-Mar	B	24		
16-Mar	A	25	• Overview of Unit/No. lessons **Spreadsheets extended** 5-6 lessons • Lesson **Sequence** of Content: Lesson 1 – Formlae and formatting Lesson 2 – Validation Lesson 3 – Conditional formatting Lesson 4 – Charts Lesson 5 – Functions Lesson 6 - End of unit assessment • Unit Learning Outcomes: ➢ To understand the use of cells in spreadsheets. ➢ To understand the purpose of formatting a spreadsheet.	• Foundational Concepts This unit introduces pupils to the use of spreadsheets to solve real-world problems. They will learn how to create and use formulas, functions, and data tools to organise and analyse information effectively. Pupils will explore how spreadsheets can model systems such as budgets or performance trackers, and they will apply logical thinking to compare different ways of sorting and managing data. Throughout the unit, pupils will create and refine spreadsheet-based projects with a focus on usability, accuracy, and clear design for a given audience. • Key vocabulary Cell, Cell reference, Row, Column, Formatting, Alignment, Wrap text, Formula, Function, Chart, Legend, Axis. • Links to the Key Stage 4 curriculum ✓ BTEC Digital Information Technology
23-Mar	B	26		
30-Mar (finish Wednesday 1st April)	A	27		
Easter Holiday			5 weeks (7/8 lessons) (24 Days)	
20-Apr	B	28	➢ To understand the purpose of formulas and functions. ➢ To understand the purpose of charts and why they are used to represent data. ➢ To demonstrate your practical knowledge of spreadsheets.	• Commentary ✓ To understand why spreadsheets are used to store data. ✓ To understand different ways a spreadsheet can be formatted to look professional. ✓ To understand the difference between formulas and functions and how to use them correctly. ✓ To create a range of charts to visually represent data, appropriately labelling them.
27-Apr	A	29		

4-May (Bank holiday Mon)	B	30		✓ To use a wide range of technical skills to update an existing spreadsheet. • **Assessment -** Formal feedback will be given ✓ Complete end of unit assessment ✓ Mop-up of any missing work. • Foundational Concepts ✓ Recap of content from projects completed throughout the year ✓ Pupils will sit assessment linked to option they pick ✓ Transferable skills across projects ✓ Using retrieval strategies (flashcards, brain dumps, knowledge organisers) ✓ Metacognitive strategies (thinking about thinking)
11-May	A	31	• Overview of Unit/No. lessons **Retrieval & Revision Practice** 3-4 lessons • Unit Learning Outcomes: ➢ Identify and recall key concepts from work completed throughout the year. ➢ Apply knowledge to a range of unseen and exam-style tasks	
18-May	B	32		
Half-Term			7 weeks (10/11 lessons) (35 Days)	
1-Jun	A	33	➢ Analyse strengths and gaps in understanding Improve performance through guided revision and peer/self-assessment	• **Assessment -** ✓ Retrieval activities (quizzes, hinge questions, mini whiteboard tasks) ✓ Peer/self-assessment using success criteria ✓ Teacher feedback on misconceptions ✓ A formal end-of-unit exam
9-Jun	B	ST2		
16-Jun	A	ST2	• Overview of Unit/No. lessons **Vector Drawings** 4-5 lessons • Lesson **Sequence** of Content: Lesson 1 – Basic Rotoscoping Lesson 2 – Use of layers Lesson 3 – Use of colour and shading Lesson 4 – Low-poly drawing Lesson 5 - End of unit assessment • Unit Learning Outcomes: ➢ Apply rotoscoping techniques to trace and stylise visual elements accurately. ➢ Use layers effectively to organise and structure digital illustrations. ➢ Apply colour, gradients and shading techniques. ➢ Produce a low-poly style image using geometric shapes.	• Foundational Concepts This unit introduces pupils to digital vector artwork, starting with rotoscoping techniques to trace and stylise images. Pupils will use layers to organise their work and apply colour, shading, and gradients to enhance their designs. The unit ends with a low-poly drawing project, allowing pupils to create clean, geometric illustrations. Throughout, they will develop technical skills and reflect on how digital tools communicate visual ideas effectively. • Key vocabulary Vector, Rotoscoping, Anchor point, Layer, Opacity, Gradient, Shading, Stroke, Low-poly • Links to the Key Stage 4 curriculum ✓ BTEC Creative Media • Commentary ✓ To use digital tools to trace and stylise images through rotoscoping techniques. ✓ To apply colour, gradients, and shading to enhance the look and depth of vector drawings. ✓ To create low-poly illustrations using geometric shapes and clean lines.
23-Jun	B	36		
30-Jun	A	37		
7-Jul	B	38		

14-Jul	A	39		✓ To demonstrate accuracy and control when using a variety of vector drawing tools such as pen, shape and fill. • **Assessment -** Formal feedback will be given ✓ Complete end of unit assessment ✓ Mop-up of any missing work.
(Total: 190 Days)				

Year 9 CCM Curriculum Review: Summary of Implementation and Impact Overview

This year we delivered a Year 9 curriculum introducing students to a taster of the three options offered to students, Digital Information Technology, Computer Science, and Creative Media. Our aim is to provide students with a broad and engaging introduction to the three subjects offered at Key Stage 4, enabling them to make an informed, confident and interest-led choice based on a clear understanding of the content, skills and expectations of each course.

What We Taught (Key Units)

- **App Development:** Create a mobile app and incorporate custom graphics to it.
- **Film Studies:** Evaluate media texts using correct subject terminology.
- **Python Programming:** Build confidence in writing and understanding code.
- **Spreadsheets:** Use formulas and functions to analyse information effectively.
- **Vector Drawings:** Develop technical skills to produce digital vector artwork.

What Students Learned

- How to use digital tools confidently and creatively.
- Key computing ideas that prepare them for future study.
- How to code using a textual programming language (Python).
- Practical project planning, testing, and evaluation techniques.
- How to present and manipulate data using spreadsheets.

Links to Other Subjects & Real Life

- Connections to Art, Design & Technology and Maths.
- Use of real-world examples like mobile app development, Film and television industry, graphic design, advertising, animation, and games design.
- Projects that mirror real-world media and IT tasks, building foundational skills that reflect future digital careers and Level 2 qualification requirements.
- Use of industry-relevant tools like Python, animation software and spreadsheet software.