

| Year 9 | | | Curriculum Checkpoints: What do students know and what can they do? | | | |
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| Computing EXT (9 week rotations) | | | Developing | Securing | Mastering | Excelling |
| AF2 | App Creation | Knowledge | Pupil is able to identify some of the keywords, but may struggle to recall what they mean. Knows what a visualisation diagram is, but would struggle to explain how and why we use them. Pupil can pick out some elements that make a good app. Knows what a menu is, but would struggle to explain how they can enhance an application. | Pupil is able to identify some of the keywords, and can recall what most of them mean. Knows what a visualisation diagram is, and can explain how they are used but not why we use them. Pupil can pick out most elements that make a good app. Knows what a menu is, and could give a brief explanation of how they can enhance an application. | Pupil is able to identify most of the keywords, and can recall what all of them mean. They know what a visualisation diagram is, and can explain how they are used but not why we use them. Pupil can pick out all elements that make a good app. They know what a menu is, and could give a detailed explanation of how they can enhance an application. | Pupil is able to identify all of the keywords, and can recall what all of them mean and use them in context. They know what a visualisation diagram is, and can explain how they are used and why we use them. They can pick out all elements that make a good app and put them into practice. Pupil knows what a menu is, and could give a detailed explanation of how they can enhance an application, and give an example of where one has been used. |
| | | Practical Skills | Will be able to add icons to a menu screen. Pupil can link the menu icons to different areas of the application, but these may not always be correct. Icons may not have been well chosen for quality and house style. Areas in the app may not always be appropriate. | Will be able to add icons to a menu screen. Pupil can link the menu icons to different areas of the application, and these will mostly work. Icons may not have been well chosen for quality and house style. Areas in the app will be mostly appropriate. | Will be able to add icons to a menu screen. Pupil can link the menu icons to different areas of the application, and these will mostly work. Icons will be well chosen for quality and house style. Areas in the app will be mostly appropriate and will showcase a variety of skills. | Will be able to add icons to a menu screen. Pupil can link the menu icons to different areas of the application, and these will all work. Icons will be well chosen for quality and house style. Areas in the app will all be appropriate and will showcase a variety of skills. |
| AF1 | Animation | Knowledge | Pupil can identify some of the keywords, but may struggle to recall what they mean. They know what a storyboard is, but would struggle to explain how and why we use them. Can pick out some elements that make a good animation. Knows what a narration is, but would struggle to explain how they can enhance an animation. | Pupil can identify some of the keywords, and can recall what most of them mean. They know what a storyboard is, and can explain how they are used but not why we use them. Can pick out most elements that make a good animation. Knows what a narration is, and could give a brief explain of how they can enhance an animation. | Pupil can identify most of the keywords, and can recall what all of them mean. They know what a storyboard is, and can explain how they are used but not why we use them. Can pick out all elements that make a good animation. Knows what a narration is, and could give a detailed explain of how they can enhance an animation. | Pupil can identify all of the keywords, and can recall what all of them mean and use them in context. Knows what a storyboard is, and can explain how they are used and why we use them. Can pick out all elements that make a good animation and put them into practice. Knows what a narration is, and could give a detailed explain of how they can enhance an animation and give an example of where one has been used. |
| | | Practical Skills | Will be able to take photos and add these to Wick Editor. Can create different frames but struggles to put these in an appropriate order. Knows what onion skinning is, but does not use it correctly in their animation. Can not add a narration to their animation. Does not use enough frames to make a smooth animation. Animation lacks a concise storyline. | Will be able to take photos and add these to Wick Editor. Can create different frames and puts these in an appropriate order. Knows what onion skinning is, and uses it correctly in their animation, but is not wholly appropriate. Does not use enough frames to make a smooth animation. Animation has a concise storyline. | Will be able to take photos and add these to Wick Editor. Can create different frames and puts these in an appropriate order. Knows what onion skinning is, and uses it correctly in their animation. Can add a narration to their animation, which is wholly appropriate. animation uses multiple frames and is nice and smooth. Animation has a concise storyline. All elements work together. | Will be able to take photos and add these to Wick Editor. Can create different frames and puts these in an appropriate order. Knows what onion skinning is, and uses it correctly in their animation. Can add a narration to their animation, which is wholly appropriate. animation uses multiple frames and is nice and smooth. Animation has a concise storyline. All elements work together. Has used additional editing techniques to enhance the animation further. |
| AF3 | Microbits | Knowledge | Can identify some of the keywords, but may struggle to recall what they mean. Can explain what a Microbit is. Has some understanding of how they work. | Can identify some of the keywords, and can recall what most of them mean. Can explain what a Microbit is. Has good understanding of how they work. | Can identify most of the keywords, and can recall what all of them mean. Can explain what a Microbit is. Has an excellent understanding of how they work. | Can identify all of the keywords, and can recall what all of them mean and use them in context. Can explain what a Microbit is. Has an excellent understanding of how they work and can explain this. |

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| | Mic | Practical Skills | Will be able to do basic programming in a Microbit. Can do some debugging/ problem solving. | Will be able to do basic programming in a Microbit. Can debug/solve most problems that occur. | Can do more advanced programming in a Microbit. Can debug/solve most problems that occur. They will be able to code with some independence. | Can do more advanced programming in a Microbit. Can debug/solve all problems that occur. They will be able to code independently. |
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