

KEVICC KS3 Curriculum:	Subject: Computing	Key terms and vocabulary.
Year: 8 Term: 4	Topic: Game Making	Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked? Genre Character Sprite Background User Interaction Event Action Testing Test plan Expected outcome Actual outcome Feedback Evaluation Criteria Addiction Benefits Risks Used in context during lessons and understanding checked in end of unit assessment
What is the essential knowledge from this unit? What do students need to remember and understand? <ul style="list-style-type: none">Understand how games can be categorised into different genresUnderstand the basic fundamentals of all computer gamesBe aware of the different game making software available (Game Maker, Scratch, Kodu)Understand the importance of planning and design workBe able to specify the key features of the game to be madeBe able to select appropriate game making softwareBe able to create characters and backgrounds for the gameBe able to create user interaction to allow the game to be playedBe able to create events and actions to enable the game to function as requiredUnderstand the importance of testing the game thoroughlyBe able to use a test plan to record the outcome of each testBe able to correct problems found during testingUnderstand the importance of getting user feedback on the gameBe able to improve the game based on user feedbackBe able to evaluate the game using the initial specificationUnderstand the issues around regular game playing, including addictionBe able to discuss the benefits and risks of regular game playing		
What prior learning supports understanding of this content? <ul style="list-style-type: none">Game making skills from graphical coding unit in year 7Evaluating skills from computer graphics unit in year 7	How does this content link to future learning? <ul style="list-style-type: none">Year 9 digital literacy units on digital graphics and developing website/app will use design, testing and evaluating skills	
Reading: Where in the unit are students supported to read complex academic text? <ul style="list-style-type: none">Students will be directed to read age-appropriate content from BBC Bitesize pages and other relevant online sources	Writing: Independent writing tasks and how they are structured <ul style="list-style-type: none">Students will write description of the game to be made using prompts as scaffoldingStudents will write an evaluation of their game using section headings as scaffolding	
Key assessments: How will students review the information learned? How will feedback be seen? <ul style="list-style-type: none">Students will get short personalised feedback (mainly verbal) on individual tasksEnd of unit assessment in penultimate lesson, with final lesson used to give feedback and enable corrections/improvements		

