



NB : Managing online information and Copyright and Ownership to be taught through research computing strand

Strategies for effective searching, critical evaluation and ethical publishing

Protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

Units of work to be taught in conjunction with Project Evolve. <https://projectevolve.co.uk/toolkit/resources/years/>

	Phase 1 Nursery / Reception	Phase 2 Year 1 and 2	Phase 3 Year 3 and 4	Phase 4 Year 5 and 6
	Strand 1			
	Self image and Identity / Online Reputation			
	Shaping online identities and how media impacts on gender and stereotypes			
	Strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles			
	<p>Self image and identify</p> <p>I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p>	<p>Self Image and Identiy</p> <p>(1) I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>(1) If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p> <p>(2) I can explain how other people may look and act differently online and offline.</p> <p>(2) I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</p>	<p>Self Image and Identity</p> <p>(3) I can explain what is meant by the term 'identity'.</p> <p>(3) I can explain how people can represent themselves in different ways online</p> <p>(3) I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.</p> <p>(4) I can explain how my online identity can be different to my offline identity.</p> <p>(4) I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p> <p>(4) I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p>	<p>Self Image and Identity</p> <p>(5) I can explain how identity online can be copied, modified or altered.</p> <p>(5) I can demonstrate how to make responsible choices about having an online identity, depending on context.</p> <p>(6) I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.</p> <p>(6) I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.</p> <p>(6) I can explain the importance of asking until I get the help needed.</p>
	<p>Online Reputation</p> <p>I can identify ways that I can put information on the internet.</p>	<p>Online Reputation</p> <p>(1) I can recognise that information can stay online and could be copied.</p> <p>(1) I can describe what information I should not put online without asking a trusted adult first.</p> <p>(2) I can explain how information put online about someone can last for a long time.</p> <p>(2) I can describe how anyone's online information could be seen by others.</p>	<p>Online Reputation</p> <p>(3) I can explain how to search for information about others online</p> <p>(3) I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.</p> <p>(3) I can explain who someone can ask if they are unsure about putting something online.</p>	<p>Online Reputation</p> <p>(5) I can search for information about an individual online and summarise the information found.</p> <p>(5) I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect</p> <p>(6) I can explain the ways in which anyone can develop a positive online reputation.</p>

		(2) I know who to talk to if something has been put online without consent or if it is incorrect.	(4) I can describe how to find out information about others by searching online. (4) I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	(6) I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.
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Strand 2
Health, Wellbeing and lifestyle
The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.

Health, Wellbeing and Lifestyle	Health, Wellbeing and Lifestyle	Health, Wellbeing and Lifestyle	Health, Wellbeing and Lifestyle
<p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology</p> <p>I can give some simple examples of these rules</p>	<p>(1) I can explain rules to keep myself safe when using technology both in and beyond the home.</p> <p>(2) I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.</p> <p>(2) I can say how those rules / guides can help anyone accessing online technologies</p>	<p>(3) I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged</p> <p>(3) I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).</p> <p>(4) I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p>(4) I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.</p>	<p>(5) I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</p> <p>(5) I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</p> <p>(5) I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.</p> <p>(5) I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p> <p>(6) I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>(6) I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</p> <p>(6) I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p> <p>(6) I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p>

Online bullying / Online relationships

Strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation

Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

Online Bullying

I can describe ways that some people can be unkind online.

I can offer examples of how this (online bullying) can make others feel

Online bullying

(1) I can describe how to behave online in ways that do not upset others and can give examples.

(2) I can explain what bullying is, how people may bully others and how bullying can make someone feel.

(2) I can explain why anyone who experiences bullying is not to blame

(2) I can talk about how anyone experiencing bullying can get help.

Online Bullying

(3) I can describe appropriate ways to behave towards other people online and why this is important.

(3) I can give examples of how bullying behaviour could appear online and how someone can get support.

(4) I can recognise when someone is upset, hurt or angry online.

(4) I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).

(4) I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).

Online Bullying

(5) I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.

(5) I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.

(5) I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.

(5) I can identify a range of ways to report concerns and access support both in school and at home about online bullying.

(5) I can explain how to block abusive users.

(5) I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).

(6) I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.

(6) I can explain how someone would report online bullying in different contexts.

Online Relationships

I can recognise some ways in which the internet can be used to communicate.

I can give examples of how I (might) use technology to communicate with people I know

Online Relationships

(1) I can give examples of when I should ask permission to do something online and explain why this is important.

(1) I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).

(1) I can explain why it is important to be considerate and kind to people online and to respect their choices.

(1) I can explain why things one person finds funny or sad online may not always be seen in the same way by others.

(2) I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).

(2) I can explain who I should ask before sharing things about myself or others online.

Online Relationships

(3) I can describe ways people who have similar likes and interests can get together online.

(3) I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.

(3) I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.

(3) I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.

(3) I can explain how someone's feelings can be hurt by what is said or written online.

(3) I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.

Online Relationships

(5) I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).

(5) I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.

(5) I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).

(5) I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.

(5) I can demonstrate how to support others (including those who are having difficulties) online.

(6) I can explain how sharing something online may have an impact either positively or negatively

(6) I can describe how to be kind and show respect for others online including the importance of respecting

	<p>(2) I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</p> <p>(2) I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p> <p>(2) I can identify who can help me if something happens online without my consent.</p> <p>(2) I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p> <p>(2) I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online</p>	<p>(4) I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)</p> <p>(4) I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>(4) I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</p>	<p>boundaries regarding what is shared about them online and how to support them if others do not.</p> <p>(6) I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p> <p>(6) I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p>
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Strand 4

Privacy and security

Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.

Privacy and Security	Privacy and Security	Privacy and Security	Privacy and Security
<p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p>	<p>(1) I can explain how passwords are used to protect information, accounts and devices.</p> <p>(1) I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</p> <p>(1) I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p> <p>(2) I can explain how passwords can be used to protect information, accounts and devices.</p> <p>(2) I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>(2) I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p> <p>(2) I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).</p>	<p>(3) I can describe simple strategies for creating and keeping passwords private.</p> <p>(3) I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.</p> <p>(3) I can describe how connected devices can collect and share anyone's information with others.</p> <p>(4) I can describe strategies for keeping personal information private, depending on context.</p> <p>(4) I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</p> <p>(4) I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.</p> <p>(4) I know what the digital age of consent is and the impact this has on online services asking for consent.</p>	<p>(5) I can explain what a strong password is and demonstrate how to create one.</p> <p>(5) I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p> <p>(5) I can explain what app permissions are and can give some examples.</p> <p>(6) I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</p> <p>(6) I can explain what to do if a password is shared, lost or stolen.</p> <p>(6) I can describe how and why people should keep their software and apps up to date, e.g. auto updates.</p> <p>(6) I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>(6) I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).</p> <p>(6) I know that online services have terms and conditions that govern their use.</p>

(4) I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).

(4) I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.

(4) I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.

(4) I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.

(4) I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.

(5) I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.

(5) I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.

(6) I can explain how search engines work and how results are selected and ranked.

(6) I can explain how to use search technologies effectively.

(6) I can describe how some online information can be opinion and can offer examples.

(6) I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.

(6) I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).

(6) I understand the concept of persuasive design and how it can be used to influence peoples' choices.

(6) I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.

(6) I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.

(6) I can describe the difference between online misinformation and dis-information

(6) I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).

(6) I can identify, flag and report inappropriate content.

Computing Subject Pathway: Animation/Simulation/Algorithms

Phase 1 Nursery/Reception	Phase 2 Year 1 and 2	Phase 3 Year 3 and 4	Phase 4 Year 5 and 6
Through exploration and application of the essential concepts, pupils will:			
<p>Programming (including algorithm)</p> <p>To follow instructions as part of practical activities and games</p> <p>To follow instructions as part of practical activities and games Eg guide a friend through a maze</p> <p>To learn to give simple instructions</p> <p>To follow instructions as part of practical activities and games and to learn to debug when things go wrong</p> <p>To learn that an algorithm is a set of instructions to carry out a task, in a specific order</p> <p>To learn how to explore and tinker with hardware (Kindles, remote control cars) to develop familiarity and introduce relevant vocabulary associated with algorithms</p> <p>To understand the meaning of directional arrows</p> <p>To follow a simple sequence of instructions</p> <p>To experiment with programming a Bee-bot</p> <p>To explore and tinker with hardware to develop familiarity and introduce relevant vocabulary associated with programming a toy</p> <p>To experiment with programming a Bee-bot and to learn how to give simple commands</p> <p>To learn to debug instructions, with the help of an adult, when things go wrong</p> <p>To follow an algorithm as part of an unplugged game</p> <p>Animation</p> <p>To distinguish between animated characters and real characters.</p> <p>To experience a thaumatrope and zoetrope</p> <p>To understand objects move to make an animation.</p>	<p>Programming (including algorithms)</p> <p><i>To use a programme to solve a simple problem (use of bee-bots)</i></p> <p><i>To understand what algorithms are, how they are implemented as programmes on digital devices and that programs execute by following precise and unambiguous instructions</i></p> <p><i>To create and debug simple programs</i></p> <p>To understand that an algorithm is a sequence of commands</p> <p>To begin to explain what an algorithm can do and why they are used</p> <p>To begin to describe an algorithm to complete a simple task</p> <p>To begin to write a 3 step algorithm to complete a simple task</p> <p>To begin to explore outcomes (what happens when...) when commands are given in different orders</p> <p>To combine 3 commands to follow a route, controlling a range of electronic toys i.e. electric cars, bee bots</p> <p>To begin to understand that correcting errors is called debugging a program</p> <p>Animation</p> <p>To know an animation is made from a series of drawings or models being moved.</p> <p>To begin to move a physical object to five positions and link in sequence to form an animation.</p> <p>To look for errors in a class animation (debugging)</p>	<p>Programming (including algorithms)</p> <p><i>To use reasoning to predict the behaviour of simple programs</i></p> <p>To understand that an algorithm is a sequence of precise commands as a program on a digital device</p> <p>To describe and write an algorithm for a simple task (no more than 5 steps)</p> <p>To explain what a program is and understand that programs execute by following precise and unambiguous instructions</p> <p>To investigate how the sequence of commands can impact or change an algorithm and it's outcome</p> <p>To begin to debug programs that accomplish specific goals</p> <p>To use repetition in programs</p> <p>To begin to use logical reasoning to predict behaviour of a simple, 4 step program and give reasons for this</p> <p>To reorder a sequence of instructions and correct errors in programs</p> <p>To understand that correcting errors is called debugging a program</p> <p>Animation</p> <p>To understand what an animation is,</p> <p>To plan an animation using objects on a six step storyboard.</p> <p>To create models and then take photographs and combine into a logical sequence to produce a simple animation.</p> <p>To edit their animation to improve (debugging).</p>	<p>Programming (including algorithms)</p> <p><i>As Phase 2/3 and including...</i></p> <p><i>KS2: To design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems, solve problems by decomposing them into smaller parts</i></p> <p><i>KS2: To use sequence, selection and repetition in programs, work with variables and various forms of input and output</i></p> <p><i>KS2: To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p> <p>To understand that an algorithm is a sequence of precise commands as a program on a digital device</p> <p>To design programs that accomplish specific goals by creating a procedure (group of commands) to do a specific task i.e. draw a specific shape</p> <p>To solve problems by decomposing them into smaller steps</p> <p>To reason about why the sequence of commands is important when creating an algorithm</p> <p>To work with variables and understand how a small change can alter an outcome</p> <p>To use logical reasoning to predict, detect and correct errors in algorithms, bulding to more complex sequences of commands.</p> <p>To use 'if...' then a command within a series of commands and discuss the potential changes, impacts of this command</p> <p>To plan and test algorithms and programs, detecting and correcting errors as required</p> <p>Animation</p> <p>To understand the process of pictures and objects moving to make an animation.</p> <p>To plan an animation using pictures and objects on a six or more step storyboard.</p> <p>To create pictures or models, then take photographs and combine into a logical sequence to produce an animation.</p> <p>To produce a consistent design for an animation presentation and present to others.</p>

Simulation

To learn how to explore and tinker with hardware to develop familiarity and then to introduce relevant vocabulary

To recognise that a range of technology is used in places such as homes and schools

To understand how to sort and categorise objects.

To explain how items have been sorted and categorised.

To understand how to represent data in a pictogram

To understand how to read a simple pictogram

Simulations

To think about and explore toys that simulate control devices i.e. traffic lights, microwave, cash tills and wonder how it works

To move a programmable toy in different directions i.e. forwards, backwards, left and right

To explore simple simulations and wonder, what happens if...

To evaluate the effectiveness of their animation and improve by adding a title and sounds.

Simulations

To use objects that have various forms of input, thinking about how this affects the outcome

To use objects that have various forms of output, thinking about how this affects the outcome

To plan and programme a sequence of commands to carry out specific tasks

To predict the outcome of a program

To begin to explore a computer simulation that copies real life

To edit their animation to improve and make more realistic (debugging).

To evaluate the effectiveness of their animation and improve by adding a title, sounds and combining their animation with other software/hardware (Eg WeDo Lego).

Simulations

To programme objects with different inputs and outputs, designing a programme that simulates physical systems and sensors

To design and create a game, app and / or model, incorporating variables and different forms of input and output

Computing Subject Pathway: Research

To be taught in conjunction with Project Evolve – managing online information unit and copyright and ownership

North Gate Nursery / Reception	East Gate Year 1 and 2	South Gate Year 3 and 4	West Gate Year 5 and 5
Through exploration and application of the essential concepts, pupils will:			
<p>Research</p> <p>To understand that devices have multiple purposes – camera, telephone, internet search</p> <p>To understand the term website – pages in a book (equate to an oversized encyclopedia)</p> <p>To tell an adult what to put in to generate a search relevant to their learning</p> <p>To begin to understand that not all information they find will be relevant.</p> <p>To know when they search on the internet the information can come from anywhere in the world</p>	<p>Research</p> <ul style="list-style-type: none"> • To understand that we can use Google to search for answers to questions • As a group, to find images and information using the internet • To read words, look at pictures and watch videos on a website to find information • To use the 'back' button • With support, to use appropriate websites to locate small amounts of information and images • To know that the internet is full of information, not all of it correct or accurate 	<p>Research</p> <ul style="list-style-type: none"> • To begin to use a shortcut to navigate to a website • To use appropriate buttons, menus and hyperlinks to navigate a teacher selected website or stored information on a laptop • To use search technologies effectively • To use technology purposefully to create content and use a shortcut such as an icon on the desktop to navigate to a specific website. • To use technology purposefully to retrieve content and explore a teacher-selected website to find a desired page, using hyperlinks and navigation buttons. • To explore a website using buttons, menus and hyperlinks • To know not all the information found on the internet will be accurate or useful • To use a search engine to find facts using key word search 	<p>Research</p> <ul style="list-style-type: none"> • To use search engines effectively, and know how search results are selected and ranked • To know that images and text found on websites are subject to copyright • To know how to credit the use of websites in any work, and why this should be done • To understand how computer networks work, including the internet • To understand the opportunities computer networks offer for collaboration • To understand that information put online leaves a trail or digital footprint • To understand and know the information found on some sites will be biased • To appreciate how search results are ranked

Computing Subject Pathway: Photography/Recording

North Gate Nursery/Reception	East Gate Year1 and 2	South Gate Year 3 and 4	West Gate Year 5 and 6
Through exploration and application of the essential concepts, pupils will:			
<p>Photography / Recording</p> <p>To learn how to operate a camera and/or iPad and use it to take photograph of their independent play</p> <p>To use a camera and/or iPad to take photographs in the wider environment of things they find of interest.</p> <p>To take selfie photographs with adult support to create a class gallery.</p>	<p>Photography/Recording</p> <ul style="list-style-type: none"> • With help, play back captured still or moving images, becoming familiar with the control buttons, e.g., using play, stop and pause • To use technology purposefully to store content by collecting information, e.g., by taking photographs or collecting objects. • To interact and explore the environment using a range of multimedia equipment, including digital cameras, video cameras, microscopes etc. This could also include the use of tablets e.g. iPad to capture still and moving images. • To begin to understand the need to frame the image and keep the camera still • With support, to record an audio recording With support, to begin to play back an audio recording 	<p>Photography/Recording</p> <ul style="list-style-type: none"> • To playback images, still or moving and combine internet based services • To download video files from a video camera • To combine video clips to create a video • To re-record an audio recording to improve clarity • To download images and save a recording • To order shapes / images by sending them to the back / front Zoom in and out on subjects appropriately • To crop and rotate an image • To adjust the colours on a photo • To record an audio recording • To evaluate and improve an audio recording 	<p>Photography/Recording</p> <ul style="list-style-type: none"> • To design and create systems that combine still and moving images • To improve a photo with editing tools e.g. blur, filters, add border • To edit a video, using the features of trimming and reordering clips for effect • To add a voice-over and background music to a video • To add titles and credits to a video • To create an audio recording and add it to other software to create a new product