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| **Year 7 Curriculum Overview [2024-2025]**  **Computing** | | | | | | |
| **Autumn Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval** |
| **Sept – Dec**  **2 lessons a fortnight** | **Inside a Computer**  **Digital presentation skills** | * Using the school computers * Digital organisation * Cloud Storage / OneDrive * Types of Computers * Input/Output Devices * Hardware and Software * The CPU * Methods of Storage * Presentation skills   + Slide master   + Editing Assets   + Using interactive features | Do Now at the start of every lesson  MCQ formative assessment | * Keyword definitions * Sentence starters * Use of Bloom’s Taxonomy * Extended writing tasks | * Competent and confident users of technology * Presenting information to an audience for a specific purpose | * Mid-point formative assessment * MCQ * Summative end of topic assessment |
| **Catholicity in this unit** – *Digital citizenship and ethical use of technology* – students learn about the need to protect the work they share online by not sharing their login details and using suitable folder structures and file names. *Community-orientated projects* – students produce a user guide to computer systems, considering how they can meet the needs of their audience. *Recognising technology as a vocation* – students are introduced to the IT Industry. | | | | | | |
| **Year 7 Curriculum Overview [2024-2025]**  **Computing** | | | | | | |
| **Spring**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **Jan-March**  **2 lessons a fortnight** | **Data Handling – Spreadsheets** | * Data vs information * Data types * Data sets * Formulae * Functions * Data analysis * Selecting and refining data | Do Now at the start of every lesson  MCQ formative assessment | * Keyword definitions * Sentence starters * Use of Bloom’s Taxonomy * Extended writing tasks | * Data analysis * Financial literacy * Digital literacy | * Mid-point formative assessment * MCQ * Summative end of topic assessment |
| **Catholicity in this unit** – *Encouraging minimalism in coding and storage* – learning how to make efficient formulae that reduce data capacity in files. *Understand the broader impact of technology* – students learn how data can be used to make decisions and identify trends.  *Recognising technology as a vocation* – students explore how spreadsheets are used in a range of jobs across multiple industries. | | | | | | |
| **Summer**  **Term** | **Knowledge & Understanding** | | | **Literacy Skills**  **Opportunities for**  **developing**  **literacy skills** | **Employability Skills** | **Assessment Opportunities** |
| **Composites** | **Components**  **[KEY concepts & subject specific vocab]** | **Formal Retrieval**  **[if any]** |
| **April-July**  **2 lessons per fortnight** | **Programming-Block based language** | * Computational thinking * Variables and lists * Sequence * Selection * Iteration * Subroutines | Do Now at the start of every lesson  MCQ formative assessment | * Keyword definitions * Sentence starters * Use of Bloom’s Taxonomy * Extended writing tasks | * Problem solving * Programming skills * System testing | * Mid-point formative assessment * MCQ * Summative end of topic assessment |
| **Catholicity in this unit** – *Integrity and honesty in digital work* – students learn that everyone will create individual code as there is more than one way to solve a problem. Risk taking and problem solving are valued skills that promote integrity in work. *Combating plagiarism and dishonesty* – pupils work together to discuss solutions but work independently to create systems, creating a collaborative culture that engages pupils in the whole process.  *Recognising technology as a vocation* – students discuss the impact technology is having on jobs and the need for everyone to be able to talk about how systems should work, even if they aren’t the programmer. | | | | | | |