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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 lessonMCQ 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
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| **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 lessonMCQ 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 lessonMCQ 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. |