|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 9 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**  **[if any]** |
| **Sept – Nov 2 x lessons per fortnight** | **High level language – Introduction to Text based programming** | * Computational Thinking * Methods of selection – IF and ELIF * Methods of iteration – WHILE and FOR * Sort and Search methods * Procedures and functions   e-safety – creating robust computer systems through defensive design | Do Now activities  MCQs at half term – 3rd lesson | * Reading of instructions * Keyword terminology tasks * Use of Bloom’s Taxonomy   Extended writing opportunities | * Problem solving * System design * Algorithmic thinking | * Formative MCQ * Summative end of topic assessment |
| Catholicity across the curriculum – Reflection on technology’s role in society – students consider the ways that problems can be solved using automated programmes, and the way that users interact with computers. Vocation and technology as a gift – links to the KS4 curriculum are shared during this unit to help pupils recognise how their talents can lead to a career in computers. Encouraging minimalism in coding and storage | | | | | | |
| **Year 9 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]** |
| **Nov-Feb 2x lessons per fortnight** | **Data Handling - Data Science** | * Data Sets * Visualisations * Data Analysis * Drawing conclusions * Making decisions * Modelling Data | Do Now activities  MCQ | * Keyword definitions * Sentence starters * Use of Bloom’s Taxonomy * Extended writing tasks | * Problem solving * System design * Algorithmic thinking | * Formative MCQ * Summative end of topic assessment |
| Catholicity across the curriculum – Understanding the boarder impact of technology – studying how data can be used to inform decision and predict outcomes. Data ethics – considering how data that is collected can be used to build a picture, and ultimately used to tailor what we access online. Recognising technology as a vocation – to see how technology can impact on a broad range of careers, especially where data analysis is involved. | | | | | | |
| **Year 9 Curriculum Overview [2024-2025]**  **Computing** | | | | | | |
| **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]** |
| **Feb – Apr 2 x lessons per fortnight** | **Physical Computing** | * Planning solutions to specific problems * Sequence/Selection/Iteration * Success Criteria * Testing   e-safety – creating robust computer systems through defensive design | Do Now activities  MCQ | * Reading of instructions * Keyword terminology tasks * Use of Bloom’s Taxonomy * Extended writing opportunities | * Creativity * Project planning * Resilience | * Formative MCQ * Summative end of topic assessment |
| Catholicity across the curriculum – Promoting integrity in coding – pupils create systems independently but also understand the important of teamwork in problem solving. Encouraging minimalism in coding and storage – designing efficient programmes that reduce storage waste and processing requirements. | | | | | | |
| **Year 9 Curriculum Overview [2023-2024]**  **Computing** | | | | | | |
| **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]** |
| **May to July 2 lessons per fortnight** | **Digital Citizenship** | * HTML * Template * Graphic Design * Digital Citizenship * AI * Technology Legislation * Digital Footprint * Movie editing | Do Now activities  MCQ at mid-point | * Keyword definitions * Sentence starters * Use of Bloom’s Taxonomy * Extended writing tasks | * Problem solving * System design * Algorithmic thinking | * Formative MCQ * Summative end of topic assessment |
| Catholicity across the curriculum – Digital footprint and privacy – considering the link between our human self and our digital presence. How do we protect our digital persona in the ways that we would protect our humanity. Community-oriented projects – creating a website to teach others about digital citizenship. Programming with purpose – combining all the IT and computing skills developed over the 3 year key stage to produce an integrated system that promotes a range of skill. Reflecting of technology’s role in society – understanding the long term consequences of having online accounts. | | | | | | |