

**Year 7**

Subject: Computing

Curriculum and Assessment Progression Map

Holy Family

Catholic High School

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| **Key Learning Constructs to be developed over the academic year. – Core Knowledge** | **Scheme of Learning**  **Autumn Term** | **Scheme of Learning**  **Spring Term** | **Scheme of Learning**  **Summer Term** |
| The aim of the ICT department at Carlton Holy Family is to equip students with the knowledge, understanding and skills to be able to make the most of new technologies across all aspects of their learning.  We have identified three key areas and have designed a curriculum which offers our students the opportunity to experience each;  \* ICT - Equipping students with skills in using software productively.  \* Digital literacy - Application of skills in a range of real-world contexts.  \* Computing - The ability to design algorithms and computing code to provide solutions. | **Part 1**  **Clear messaging in digital media**  Combining the use of digital tools and online collaboration to produce media.  **Part 2**  **Unifrog Introduction (1 Lesson)**  Set up using email.  A chance for students to gain knowledge and understanding of potential career paths.  **Modelling data using spreadsheets**  Sorting and filtering data and using formulas and functions in spreadsheet software. | **Part 3**  **Fireworks / Photoshop**  Introduction to software and tools  Editing of image within a scenario (Chav Animals)  Makes judgements about digital content when evaluating and repurposing it for a given audience.  Recognises the audience when designing and creating digital content.  **Part 4**  Using media – Gaining support for a cause  Creating a digital product for a real-world cause | **Part 5**  **Scratch**  Introduction to creating games with a purpose.  **Part 6**  **Networks – from semaphores to the internet**  Recognising networking hardware and explaining  how networking components are used for communication. |
| **Hinterland Knowledge** | How are computers used in the real world?  Experience of cyber attack | Business knowledge  Industry jargon (Photoshop etc.) | Green on black  Is coding fun? |
| **Assessment: -Formative Techniques**  **-Summative Pieces** | Throughout the year there will be assessments related to the current topics. Assessments will include Quizzes based on topic material and also formative feedback on work produced in the lesson (i.e. leaflet or Scratch game). | | |
| **Key Vocabulary** | Programming - Cyberbullying  Hacking - Sprite | - Image editing - PNG - Tools  - Formula - Cell Reference - Modelling | Binary – Ascii - Bit  Language - Programming |
| **Key Skills** | Students use software under the control of the teacher to create, store and edit digital content using appropriate file and folder names.  Understands that people interact with Shares their experiences of technology in school and beyond the classroom.  Talks about their work and makes improvements to solutions based on feedback received | Obtains content from the World Wide Web using a web browser.  Understands the importance of communicating safely and respectfully online, and the need for keeping personal information private.  Knows what to do when concerned about content or being contacted. | Shares their use of technology in school.  Knows common uses of information technology beyond the classroom.  Talks about their work and makes changes to improve it.  Uses technology with increasing independence to purposefully organise digital content.  Uses a variety of software to manipulate and present digital content: data and information. |
| **Opportunities Outside the taught**  **Curriculum.** | Advent of Code  Hour of Code | Cipher Challenge  Technovation Challenge | Alan Turing Cryptography competition  Matrix Challenge |