

**Year 9**

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**  **Introduction to Python programming**  Applying the programming constructs of sequence, selection, and iteration in Python  **Part 2**  **Websites**  Understand that the WWW is a huge collection of websites all over the world.  Learn what HTML is and what it is used for.  Write CSS code to set styles, e.g. background colour of sections of the page; size, font, colour and alignment of text.  Learn the main principles of good website design. | **Part 3**  **Introduction to cybersecurity**  Identifying how users and organisations can protect themselves from cyberattacks.  **Unifrog Lesson**  **Part 4**  Media - Animations  Creating 3D animations through object manipulation, and tweaking and adjusting lighting and camera angles**.** | **Part 5 + 6**  **Album Cover – Digital Design**  From paper to digital design. Create an album cover for an artist or group that starts with research and progresses through to advanced design skills in Fireworks or Photoshop. |
| **Hinterland Knowledge** | How does a business track its finances?  Can we make things easier for ourselves?  Market research | What makes a good website?  Audio – quality matters?  Where is my file? | What’s the point of animation?  Order, order!!!! |
| **Assessment: -Formative Techniques**  **-Summative Pieces** | Assessment during this year will revolve around the quality of the work produced as outcomes of the topics. Students will also be assessed on their ability to respond to feedback on their work and how it is used to improve or expand their work. | | |
| **Key Vocabulary** | Canvas  Magic Wand  Tolerance | Consistency  Professional  Audience  Edit | Pre-production  Planning  Gantt Chart  Target Audience |
| **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 |