

Curriculum Overview – Year 7 Computing

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links (KS3 Computing PoS)
Autumn Term 1						
Year 7 Collaborating online respectfully	<ul style="list-style-type: none"> • How to be respectful when communicating online. • What is meant by a digital footprint. • What is cyberbullying • Which scenarios constitute inappropriate content or contact. • How to find copyright free images to use in our own digital products. • Plan and create a presentation on cyberbullying 	<ul style="list-style-type: none"> • What to do if you or a friend are affected by cyberbullying. • how to report any concerns about what we experience online. • How to use presentation software before designing our own presentation 	<ul style="list-style-type: none"> • Year 7 Baseline Assessment • Mid-topic assessment • End of topic assessment • Use of questioning in class 	Questions set on Satchel One once a week	<p>Grateful for the gifts that modern technology has given to us.</p> <p>Acting with truth and integrity when using social media</p> <p>Links to PHSE</p>	KS3 PoS understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns
Autumn Term 2						
Gaining Support for a cause	<ul style="list-style-type: none"> • Identify the key features of a word processor • Understanding copyright issues when choosing images. • How to critically evaluate information online. • Conducting and documenting research on causes • Avoiding Plagiarism • Acknowledging copyright 	<ul style="list-style-type: none"> • Practice skills by looking at a pre-made document that is poorly formatted and use tools to format the document • Utilising features of a word processor. • Equipping students with techniques to help identify unreliable sources of information 	<ul style="list-style-type: none"> • Mid-topic assessment • End of topic assessment • Use of questioning in class 	Questions set on Satchel One once a week	<p>Leading others in the pursuit of justice by raising funds for a good cause</p> <p>Links to Mathematics</p>	undertake creative projects that involve selecting, using, and combining multiple applications, collecting and analysing data and meeting the needs of known users

		<ul style="list-style-type: none"> • how to document and credit sources to avoid plagiarism • How to create a blog 				
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Spring Term 1

Programming in Scratch	<ul style="list-style-type: none"> • Sequencing. how computers need precise instructions to execute. • Variables Storing numeric and text data • Selection: The use of IF statements to control the flow of instructions • Logical and comparison operators. AND OR NOT • Count controlled iteration Use of the REPEAT Command • Problem solving. in Scratch 	<ul style="list-style-type: none"> • Students work on sequencing their first program • Investigating and modifying code in Scratch. • Practise using different expressions to decode • Debugging by tracing the value of a variable • Putting together all of the skills that we have developed to develop a Scratch game 	<ul style="list-style-type: none"> • Mid-topic assessment • End of topic assessment • Use of questioning in class 	Questions set on Satchel One once a week	<p>Listening and attentive to the technical information shared in class</p> <p>Courageous and resilient when overcoming problems.</p>	use two or more programming languages, at least one of which is textual, to solve a variety of computational problems;
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Spring Term 2

Programming in Scratch - advanced	<ul style="list-style-type: none"> • Subroutines: subprograms within Scratch • Condition-controlled loops: predict, run, investigate, and modify code for a Scratch the cat flying game. 3 • Types of Loops all of the types of loops that you can use in Scratch. • The use of lists in Scratch • Translate this! (Part 1) In this lesson, we will start creating a translation quiz in Scratch using the skills that have been covered so far in this unit. 6. Translate this! Part 2 	<ul style="list-style-type: none"> • How to create a dance battle game by decomposing dance moves and creating subroutines for each move. • How to evaluate which loop to choose for each problem that we want to solve. • How to create and manipulate lists. • Over 2 lessons students create and complete a translation quiz in Scratch. 	<ul style="list-style-type: none"> • Mid-topic assessment • End of topic assessment • Use of questioning in class 	Questions set on Satchel One once a week	<p>Listening and attentive to the technical information shared in class</p> <p>Courageous and resilient when overcoming problems.</p>	<p>make appropriate use of data structures [for example, lists, tables or arrays];</p> <p>design and develop modular programs that use procedures or functions</p>
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Summer Term 1

Data Modelling	<ul style="list-style-type: none"> • Getting to know a spreadsheet • Quick calculations using autofill • Data collection using spreadsheets • More spreadsheet formulae: SUM MAX MIN • How to use functions to analyse data in a spreadsheet: COUNTIF AVERAGE IF • Using conditional formatting to change the appearance of cells according to rules <p>End of Unit Assessment</p>	<ul style="list-style-type: none"> • Basic spreadsheet navigation • basic formulas and cell references. • how to automatically create charts from data • how to use: SUM, MAX, MIN, and COUNT • How to use COUNTIF, AVERAGE, and IF • How to use conditional formatting 	<ul style="list-style-type: none"> • Mid-topic assessment • End of topic assessment • Use of questioning in class 	Questions set on Satchel One once a week	<p>Listening and attentive to the technical information shared in class</p> <p>Courageous and resilient when overcoming problems.</p> <p>Links to Mathematics and Science</p>	Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems
Summer Term 2						
Summer Term project	<p>Sharing exploring some common Scratch practices that we are already familiar with (sharing, 'seeing inside' projects, and 'remixing'), and will reflect upon the implications of these practices</p> <p>Students create and share a Scratch presentation of their own design with other students.</p>	<ul style="list-style-type: none"> • Revisit and reinforce skills developed earlier in the year in Scratch • Presenting skills as students present their game to an audience 	<ul style="list-style-type: none"> • Mid-topic assessment • End of year assessment • Use of questioning in class 	Questions set on Satchel One once a week	<p>Discerning and Joyful</p> <p>Students share their enjoyment by undertaking a final summer project of their own design in Scratch</p>	undertake creative projects that involve selecting, using, and combining multiple applications, collecting and analysing data and meeting the needs of known users