

Subject: Computing

| | Term 1 | Term 2 | Term 3 | Digital literacy |
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| Year 7 | <ul style="list-style-type: none"> • Under the hood of a computer • Programming animation using Scratch • E-Safety- Digital literacy | <ul style="list-style-type: none"> • How the internet works • Web design • Spreadsheet modelling | <ul style="list-style-type: none"> • How do computers represent images and sound? • Graphical programming • Designing a hand held digital device | Microsoft office applications and Adobe suite Word Excel PowerPoint Publisher Fireworks "• Makes judgements about digital content when evaluating and repurposing it for a given audience. • Recognises the audience when designing and creating digital content. • Understands the potential of information technology for collaboration when computers are networked. • Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution, and future solutions. " |
| Year 8 | <ul style="list-style-type: none"> • Understanding and using Binary • Programming a Robot | <ul style="list-style-type: none"> • Selection and Boolean Operators • Connecting to the internet • E-safety – Digital Literacy | <ul style="list-style-type: none"> • Sorting Algorithms • Patterns in Computing • Artificial intelligence | Microsoft office applications and Adobe suite Word Excel PowerPoint Publisher Fireworks Flash "• Justifies the choice of and independently combines and uses multiple digital devices, internet services and application software to achieve given goals. • Evaluates the trustworthiness of digital content and considers the |

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| | | | | <p>usability of visual design features when designing and creating digital artifacts for a known audience.</p> <ul style="list-style-type: none"> • Identifies and explains how the use of technology can impact on society. • Designs criteria for users to evaluate the quality of solutions, uses the feedback from the users to identify improvements and can make appropriate refinements to the solution. " |
| Year 9 | <ul style="list-style-type: none"> • Code breaking • Binary and sound • App creation- digital literacy | <ul style="list-style-type: none"> • Further networks • Spreadsheet modelling • Using databases | <ul style="list-style-type: none"> • Computer Architecture • Creative project using Adobe • Text based programming using Python | <p>Microsoft office applications and Adobe suite Word Excel PowerPoint Publisher Fireworks Access Photoshop Dreamweaver</p> <ul style="list-style-type: none"> • Undertakes creative projects that collect, analyse, and evaluate data to meet the needs of a known user group. • Effectively designs and creates digital artefacts for a wider or remote audience. • Considers the properties of media when importing them into digital artefacts. • Documents user feedback, the improvements identified and the refinements made to the solution. • Explains and justifies how the use of technology impacts on society, from the perspective of social, economical, political, legal, ethical and moral issues. <p>"</p> |

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| <p>Year 10</p> | <p>GCSE ICT Unit 2: Using Digital Tools This is a practical unit. Students broaden and enhance their ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. They learn to reflect critically on their own and others' use of ICT and to adopt safe, secure and responsible practice (internally assessed) Coursework</p> <ul style="list-style-type: none"> • Activity 1 Investigation, Logo, Web banner • Activity 2 Spreadsheet model, Digital poster | <ul style="list-style-type: none"> • Activity 3 Video, Website • Activity 4 Evaluation | |
| <p>Year 11</p> | <p>Revisit of Coursework</p> <p>Unit 1: Living in a Digital World In this unit students explore how digital technology impacts on the lives of individuals, organisations and society. They learn about current and emerging digital technologies and the issues raised by their use in a range of contexts (learning and earning, leisure, shopping and money management, health and wellbeing and on the move).</p> <p>They develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice (externally assessed 1 hour exam).</p> <p>Topic 1. Personal digital devices Topic 2. Connectivity Topic 3. Operating online</p> | <p>Unit 1: Living in a Digital World continued.</p> <p>Topic 4. Online goods and services Topic 5. Online communities Topic 6. Issues</p> | |

BCS Level 2 ECDL Certificate in IT Application Skills (QCF)

The ECDL is the European-wide IT qualification, administered in the UK by the British Computer Society (BCS), which enables our learners to demonstrate their competence in computer skills, its aims are to;

- raise the level of competency in IT and computer skills
- improve productivity (employment or further study)
- provide an industry recognised qualification

ECDL is a vocational qualification that teaches young people how to use IT software applications confidently and effectively. Its hands-on delivery engages with students at all levels - encouraging productivity, creativity and soft skills like communication and problem-solving across the curriculum.

The computing curriculum requires that every child leaves school digitally literate. ECDL has become an important building block, equipping students with the IT skills they need to thrive in the digital world, whether they're pursuing further education or employment.

ECDL is awarded according to a four-tier grading structure, ranging from pass to distinction-star. This ensures our learners receive the right level of recognition for their efforts.