

Curriculum Map							
Year 7							
Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Links to GCSE skills and content	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	E-Safety	Students learn about accessing internet and the risks associated with it. They learn about different application of online and how to be safe while communicating online.	This unit is designed to build upon learners' experience in key stage 2. It requires learners to use a range of different skills across several pieces of software. Learners will work between different applications to create a poster and slides on a given theme.	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	Laws and ethical, environmental and legal issues covered in GCSE. Threats to network and prevention.	Classwork, Presentation. Teachers feedback and peer feedback.	End of unit test/Quiz
Autumn 2	Spreadsheet	spreadsheets and the concept of cell referencing. Ask them to collect, analyse, and manipulate data, before turning it into graphs and charts.	Concept of spreadsheet and its use to model data. Using several formula and functions such as SUM, AVG, MIN, MAX, COUNTIF	This unit progresses learners' knowledge and understanding of modelling data using a spreadsheet. Due to the transitional nature of Year 7, the unit assumes that learners have little to no experience of using spreadsheets.	In GCSE students learn about Database. They could compare both software.	Skill building activities, worksheets to practice newly learnt skills, project, verbal feedback	End of unit project/test
Spring 1	Spreadsheet continued						
Spring 2	Scratch 1 and some other programming activities using code.org/python turtle	This unit is the first programming unit of KS3. The aim of this unit and the following unit (Programming II) is to build learners' confidence and knowledge of the key programming constructs. Importantly, this unit does not assume any previous programming experience, but it does offer learners the opportunity to expand on their knowledge throughout the unit. The main programming concepts covered in this unit are sequencing, variables, selection, and count-controlled iteration.	Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. understand simple Boolean logic [for example, AND, OR and NOT]. use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions.	Students should be able to give precise instructions for simple tasks such as drawing a square or walking to the door and figure out the importance of correct, ordered instructions	GCSE paper 2 - Computational thinking, problem solving and programming	Problem solving activities using PRIMM style exercises. Verbal feedback given	PRIMM style worksheets, projects
Summer 1	Scratch 2	Learners will build on their understanding of the control structures' sequence, selection, and iteration (the big three), and develop their problem-solving skills. Learners will learn how to create their own subroutines, develop their understanding of decomposition, learn how to create and use lists, and build upon their problem-solving skills by working through a larger project at the end of the unit.	Learners will build on their understanding of the control structures' sequence, selection, and iteration (the big three), and develop their problem-solving skills. Learners will learn how to create their own subroutines, develop their understanding of decomposition, learn how to create and use lists, and build upon their problem-solving skills by working through a larger project at the end of the unit.	Basic skills learned in previous units. Knowledge of computational thinking, variables, input, output	GCSE paper 2 - Computational thinking, problem solving and programming	PRIMM style activities to encourage independent work. Project to apply student's understanding. Peer feedback	<ul style="list-style-type: none"> ●To use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; to make appropriate use of data structures (for example, lists, tables, or arrays); to design and develop modular programs that use procedures or functions ●To understand several key algorithms that reflect computational thinking; use logical reasoning to compare the utility of alternative algorithms for the same problem ●To understand simple Boolean logic (for example, AND, OR, and NOT) ●To create, reuse, revise, and repurpose digital artefacts for a given audience, with attention to trustworthiness, design, and usability
Summer 2	Blogs	During this unit, learners develop their understanding of information technology and digital literacy skills. They will use the skills learnt across the unit to create a blog post about a real-world cause that they would like to gain support for. Learners will develop software formatting skills and explore concerns surrounding the use of other people's work, including licensing and legal issues.	They will develop a deeper understanding of information technology and digital literacy by using their skills across the unit to create a blog post about a real world cause that they are passionate about and would like to gain support for.	Internet research skills and presentation skill on top of basic Office skills. Different creative commons laws	Concept of HTML and websites.	Website/blog entry applying design, effective research skills and planning. Peer feedback	Creating a website/blog entries