

Curriculum Map 2025-26							
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.	Legislations and risks of using IT	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.		Basic maths skills, understanding key data from a given diagram		Skill building activities, worksheets to practice newly learnt skills, project	End of unit project/test
Spring 1	AI	AI and its use. How we can incorporate it in daily life. Awareness of bias and danger of AI	Research into existing technology	Rise of AI in society. Limiting the use of AI	Ethics and moral in the field of technology	Skill building activities, worksheets to practice newly learnt	End of unit assessment
Spring 2	Scratch 1	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.	Computational thinking and programming skills. Concept of variables, I/O, loops, selection	Creating games using a block based software	Computational thinking and programming skills. Concept of variables, I/O, loops, selection	Problem solving activities	
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.	Computational thinking and programming skills. Concept of variables, I/O, loops, selection	Creating games using a block based software	Computational thinking and programming skills. Concept of variables, I/O, loops, selection	Project to apply student's understanding	<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.		Research from reputable source		Presentation to log findings	Class feedback and peer assessment