COMPUTING: CORE

Year 9

What are the aims and intentions of this curriculum?

The aim of our Key Stage 3 Curriculum is to ensure students experience a broad and balanced experience in Computing, which prepares them effectively for the workplace and as active participants in the digital world. The curriculum offers a balanced approach which will equip students to use computational thinking, principles of information, how digital systems work and how to put this knowledge to use through programming, the creation of systems and a range of content. This curriculum also ensures that students can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems and ultimately are responsible, digitally literate, confident and creative users of information and communication technology. The national curriculum for computing aims to ensure that all students can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1 Group 1	Websites	National Curriculum: Students undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users. Students create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.	Students create a website for a particular audience and purpose. Students learn how to create a multi-page website which incorporates text, images, video and sound. Students learn what a website is, know the different components of a website and understand the use and value of each of the different components. Students explore different types and purposes of websites. Students explore the common layouts of websites and understand the importance of house style and consistent colour schemes. Students develop an understanding of the importance of content. Students gather a range of different digital assets, understand the importance of file types and name and store files appropriately.	Alliance Websites

			Students create and amend their websites as a result of peer feedback.	
			Careers Links – Web Designer, Programmer, Software Engineer.	
Autumn 2 Group 2	Websites	National Curriculum: Students undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users. Students create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.	Students create a website for a particular audience and purpose. Students learn how to create a multi-page website which incorporates text, images, video and sound. Students learn what a website is, know the different components of a website and understand the use and value of each of the different components. Students explore different types and purposes of websites. Students explore the common layouts of websites and understand the importance of house style and consistent colour schemes. Students develop an understanding of the importance of content. Students gather a range of different digital assets, understand the	Alliance Websites

			importance of file types and name and store files appropriately. Students create and amend their websites as a result of peer feedback. PSHE Links – Students learn the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. Students learn about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. Students know the importance of not to provide material to others that they would not want shared further and not to share personal material which is sent to them. Careers Links – Web Designer, Programmer, Software Engineer.	
Spring 1 Group 3	Websites	National Curriculum: Students undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users. Students create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.	Students create a website for a particular audience and purpose. Students learn how to create a multi-page website which incorporates text, images, video and sound. Students learn what a website is, know the different components of a website and understand the use and value of each of the different components. Students explore different types and purposes of websites. Students explore the common layouts of websites and understand the importance of house style and consistent colour schemes. Students develop an understanding of the importance of content. Students gather a range	Alliance Websites

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Spring 2 Group 4	Websites	National Curriculum: Students undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users. Students create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.	Students create a website for a particular audience and purpose. Students learn how to create a multi-page website which incorporates text, images, video and sound. Students learn what a website is, know the different components of a website and understand the use and value of each of the different components. Students explore different types and purposes of websites. Students explore the common layouts of websites and understand the importance of house style and consistent colour schemes.	Alliance Websites

			Students develop an understanding of the importance of content. Students gather a range of different digital assets, understand the importance of file types and name and store files appropriately. Students create and amend their websites as a result of peer feedback. PSHE Links – Students learn the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. Students learn about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. Students know the importance of not to provide material to others that they would not want shared further and not to share personal material which is sent to them. Careers Links – Web Designer, Programmer, Software Engineer.	
Summer 1 Group 5	Websites	National Curriculum: Students undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users. Students create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.	Students create a website for a particular audience and purpose. Students learn how to create a multi-page website which incorporates text, images, video and sound. Students learn what a website is, know the different components of a website and understand the use and value of each of the different components. Students explore different types and purposes of websites.	Alliance Websites

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Students create and amend their websites as a result of peer feedback.

PSHE Links – Students learn the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Students learn about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

Students know the importance of not to provide material to others that they would not want shared further and not to share personal material which is sent to them.

Careers Links – Web Designer, Programmer, Software Engineer. | |