



<b>Curriculum Intent</b>	<b>In addition to working further on objectives from Year 7, pupils will be taught, following National Curriculum guidelines, the following this term:</b>
<b>Skills/National Curriculum Links</b>	<p>Computing – KS3 Key stage 3 Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems</li> <li>• understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem</li> <li>• use two 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</li> <li>• understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]</li> <li>• understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems</li> <li>• understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits</li> <li>• 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</li> <li>• create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability</li> <li>• understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognize inappropriate content, contact and conduct and know how to report concerns.</li> </ul>
<b>Numeracy</b>	Binary, denary, integer, hexadecimal, adding
<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> diagram, distinguished, various, scenario, adding  <b>Vocabulary Tier 3:</b> Input, process, output, device, hardware, software, fetch, decode, execute, binary, hexadecimal, ASCII, conversion, memory, RAM, ROM, denary, ASCII, code, pits, lands, burn, read, write, data, track  <b>Reading:</b> Presentations, worksheets, and homework  <b>Writing:</b> complete worksheets and skill task  <b>Oracy:</b> learn how to pronounce difficult or new keywords  <b>SMSC:</b> Understand identity theft, how the online world can be fun but dangerous if not used sensibly  <b>PSHE:</b> Understand how the economy is impacted by cyber crime  <b>Careers:</b> Cyber security  <b>Literacy:</b> literacy slide will provide a definition of the keyword, antonym and synonym</p>
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:
<b>QFT/SEND Provision</b>	<p><b>By product:</b> Learning will produce work on a variety of different levels, a mix of individual, think pair share, designing original maters, Q&amp;A with teacher, teacher marking and self-marking.  <b>By resource:</b> presentations, worksheets with extension tasks  <b>By Intervention:</b> by providing different levels of supervision/support, seating plan, use of TA  <b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.  <b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.  <b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.  <b>By Offering Optional Activities:</b> In class or as homework, to extend learning.  This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>

<b>Implementation Curriculum Delivery</b>	To be able to:								
<b>Learning Outcomes (Knowledge)</b>	Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems	Understanding Computers	<table border="1"> <tr> <td data-bbox="766 582 965 896">Elements of a computer</td> <td data-bbox="965 582 1548 896">Distinguish between hardware and software Identify Input, Output and Storage devices Name at least five pieces of software Suggest appropriate input and output devices for a given scenario</td> </tr> <tr> <td data-bbox="766 896 965 1366">The CPU</td> <td data-bbox="965 896 1548 1366">Draw a block diagram of the main components of a computer: input, processor, output and storage Explain what RAM and ROM are used for Distinguish between main memory and permanent storage devices Name the three stages in the Fetch Execute Cycle Define Hz, MHz and GHz and state how these relate to the speed of the processor</td> </tr> <tr> <td data-bbox="766 1366 965 1836">Convergence and new technologies</td> <td data-bbox="965 1366 1548 1836">Review the history and development of communication Understand how modern communication and computing devices combine multiple technologies Discuss the different ways and applications in which modern technology is used Discuss future uses of technology and the pace of change (Moore's Law)</td> </tr> </table>	Elements of a computer	Distinguish between hardware and software Identify Input, Output and Storage devices Name at least five pieces of software Suggest appropriate input and output devices for a given scenario	The CPU	Draw a block diagram of the main components of a computer: input, processor, output and storage Explain what RAM and ROM are used for Distinguish between main memory and permanent storage devices Name the three stages in the Fetch Execute Cycle Define Hz, MHz and GHz and state how these relate to the speed of the processor	Convergence and new technologies	Review the history and development of communication Understand how modern communication and computing devices combine multiple technologies Discuss the different ways and applications in which modern technology is used Discuss future uses of technology and the pace of change (Moore's Law)
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<b>Current learning to be developed in the future within:</b>	This topic links into data representation in year 7 and understanding computers will support the comprehension of the next unit of work on Networks.								
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Refer to assessment maps for formative and summative assessment opportunities.</li> </ul>								
<b>Impact</b>	<ul style="list-style-type: none"> <li>Learning will be tested during <b>Summative Assessment 1 and Summative Assessment 2.</b></li> </ul>								

- Assessment results will indicate pupils emerging, developing, securing or mastering.
- Data review documentation will indicate if pupils are underachieving, meeting or exceeding ME
- In line with the departmental marking policy, quality written feedback will be provided for the s marked piece

