



ICT/CS Curriculum and Assessment Map

	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	Impact of technology Digital Responsibility	Compute-IT	Computational thinking	Mobile app development	Using media to gain support for a cause	Vector graphic
Fundamental Knowledge	<p>Folder Management: Understand the importance of organisation, folder management and naming conventions.</p> <p>eSafety: Understand the risks of the Internet and how to stay safe online.</p> <p>Understand a range of ways to use technology safely, respectfully, responsibly and securely.</p>	<p>Programming</p> <p>This unit is the first programming unit of KS3. The aim of this unit and the following unit ('programming 2') 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</p>	<p>Data representation: Understand how computers work and data representation.</p> <p>Algorithms: Understand what an algorithm is and how to construct a basic programme using flowcharting techniques and software such as Logo and Scratch.</p>	<p>This unit progresses students' knowledge and understanding of programming constructs in a block-based programming environment. Learners will also develop their computational thinking and project planning, by going from decomposing a larger project into smaller parts and creating success criteria for the project to getting user feedback and</p>	<p>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</p>	<p>This unit offers students the opportunity to design graphics using vector graphic editing software. Vector graphics can be used to design anything from logos and icons to posters, board games, and complex illustrations. Through this unit, students will be able to better understand the processes involved in creating such graphics and will be provided with the</p>

	<p>Understand how to protect online identity and privacy. Recognise inappropriate content, contact and conduct and know how to report concerns</p> <p>Progression</p> <p>This unit has been devised as a transitional unit to allow learners to confidently move from Year 6 to Year 7. By the end of the unit, they should be able to use the school network safely and respectfully.</p>	<p>knowledge throughout the unit.</p> <p>The main programming concepts covered in this unit are sequencing, variables, selection, and count-controlled iteration. All of the examples and activities for this unit use Scratch 3.</p>		<p>evaluating their projects.</p>	<p>concerns surrounding the use of other people's work, including licensing and legal issues.</p> <p>Progression</p> <p>This unit progresses students' knowledge and understanding of licensing and legal issues surrounding the use of online sources of information. They will also gain an understanding of how to apply techniques to help determine the reliability of a source. Learners will develop practical skills in using software to make a blog that could be published online.</p>	<p>knowledge and tools to create their own. One of the most interesting and challenging aspects of creating vector graphics is their unlikely link to computational thinking. Creating a complex design is a multi-step process that starts with elementary shapes and involves combining them into more intricate ones using operations such as union, difference, and intersection. There are usually multiple paths to achieving the goal and the process involves decomposition, evaluation, and plenty of inventiveness!</p>
Learning Checkpoint Tasks	LC1 – a range of eSafety questions & Presentation	LC2 – end of unit assessment	LC3 – end of unit assessment	LC4 – end of unit test	LC5 – end of unit assessment	LC6 – end of unit assessment
Common Assessment Task	TA1		TA2		TA3	

Mock Exam (if applicable)	N/A	N/A	N/A
Interleaved Knowledge	How to use ICT safely and appropriately in and out of school (passwords, social media, email, digital footprint)	This builds on knowledge gained in HT1 – ensuring organisation of folders, selecting appropriate and reliable information to incorporate into projects, whilst always maintaining safety in online use.	This builds on knowledge gained in half term 1 and 2 – selecting and using appropriate images from reliable sources and using digital graphics skills in order to edit into an appropriate way. Applying legislation to the selection of images from the Internet.

Progression

This unit has been devised as a transitional unit to allow learners to confidently move from Year 6 to Year 7. By the end of the unit, they should be able to use the school network safely and respectfully.

Please see the learning graph for this unit for more information about progression.

Curriculum links

National curriculum links

- Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- 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