

Year	Autumn	Spring	Summer
7	<ul style="list-style-type: none"> <li>• <b>E-Safety</b> including cyber bullying and digital footprints.</li> <li>• <b>Office Skills</b> including email, Teams and online systems use.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>E-Safety</b> including cyber bullying and digital footprints.</li> <li>• <b>Introduction to Computer Systems</b> including hardware, software, storage devices, networks and network security.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>E-Safety</b> including cyber bullying and digital footprints.</li> <li>• <b>Photoshop</b>, looking at image manipulation in the media and using skills learnt to create an image based on a given scenario.</li> <li>• <b>Scratch</b>, a block-based visual programming language where students learn coding concepts and develop a game based around the classic PONG theme.</li> </ul>
8	<ul style="list-style-type: none"> <li>• <b>E-Safety</b> including body image and social media.</li> <li>• <b>Intermediate Computer Systems</b> including binary, sorting algorithms, network topologies, computer logic and data representation.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>E-Safety</b> including body image and social media.</li> <li>• <b>Vector Graphics</b> including digital graphic properties, branding and image editing skills.</li> <li>• <b>Cyber Security</b>, discovery of techniques that cybercriminals use</li> </ul>	<ul style="list-style-type: none"> <li>• <b>E-Safety</b> including body image and social media.</li> <li>• <b>GameMaker</b>, a high-level visual programming language where students learn coding concepts, basic scripting and develop a maze game of their own theme, similar to that of PAC MAN.</li> </ul>

		to steal data, disrupt systems, and infiltrate networks.	
9	<ul style="list-style-type: none"> <li>• <b>E-Safety</b> including grooming, inappropriate content and messaging.</li> <li>• <b>Python</b> including sequence, selection, iteration and string manipulation.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>E-Safety</b> including grooming, inappropriate content and messaging.</li> <li>• <b>Interactive Multimedia Products</b>, students design and create a product for a given scenario, including video, sound, and animation.</li> <li>• <b>Photoshop</b>, looking at image manipulation in the media and using skills learnt to create an image based on a given scenario.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>E-Safety</b> including grooming, inappropriate content and messaging.</li> <li>• <b>Digital Literacy Skills</b>, students will be empowered with knowledge and skills to enable them to be exceptional digital citizens of today's digital world.</li> </ul>
10	<p><b>Topic 2: Data</b></p> <ul style="list-style-type: none"> <li>• Computers use binary to represent different types of data. Students are expected to learn how different types of data are represented in a computer.</li> </ul> <p><b>Topic 3: Computers</b></p> <ul style="list-style-type: none"> <li>• Students must be familiar with the hardware and software components that make up a</li> </ul>	<p><b>Topic 3: Computers</b></p> <ul style="list-style-type: none"> <li>• Students must be familiar with the hardware and software components that make up a computer system.</li> </ul> <p><b>Topic 4: Networks</b></p> <ul style="list-style-type: none"> <li>• Most computer applications in use today would not be possible without networks.</li> </ul>	<p><b>Topic 4: Networks</b></p> <ul style="list-style-type: none"> <li>• Most computer applications in use today would not be possible without networks. Students should understand the key principles behind the organisation of computer networks.</li> </ul> <p><b>Topic 1 &amp; 6: Computational thinking &amp; Problem solving with programming</b></p>

	<p>computer system.</p> <p><b>Topic 1 &amp; 6: Computational thinking &amp; Problem solving with programming</b></p> <ul style="list-style-type: none"> <li>• Students are expected to develop a set of computational thinking skills that enable them to</li> <li>• design, implement and analyse algorithms for solving problems.</li> <li>• Students are expected to be familiar with and use the Programming Language Subset (PLS)</li> <li>• All problems set in the practical programming tasks in the examination can be solved with</li> <li>• the functionalities presented in the Programming Language Subset (PLS)</li> </ul>	<ul style="list-style-type: none"> <li>• Students should understand the key principles behind the organisation of computer networks.</li> </ul> <p><b>Topic 5: Issues and impact</b></p> <ul style="list-style-type: none"> <li>• Students should be aware of the influence of digital technology and recognise some of the issues and the impact on wider society associated with its use.</li> </ul> <p><b>Topic 1 &amp; 6: Computational thinking &amp; Problem solving with programming</b></p> <ul style="list-style-type: none"> <li>• Students are expected to develop a set of computational thinking skills that enable them to design, implement and analyse algorithms for solving problems.</li> <li>• Students are expected to be familiar with and use the Programming Language Subset (PLS)</li> <li>• All problems set in the practical programming tasks in the examination can be solved with the functionalities presented in the Programming Language Subset (PLS)</li> </ul>	<ul style="list-style-type: none"> <li>• Students are expected to develop a set of computational thinking skills that enable them to design, implement and analyse algorithms for solving problems.</li> <li>• Students are expected to be familiar with and use the Programming Language Subset (PLS)</li> <li>• All problems set in the practical programming tasks in the examination can be solved with the functionalities presented in the Programming Language Subset (PLS)</li> </ul>
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11	<p><b>Topic 3: Computers</b></p> <ul style="list-style-type: none"> <li>Students must be familiar with the hardware and software components that make up a computer system.</li> </ul> <p><b>Topic 4: Networks</b></p> <ul style="list-style-type: none"> <li>Most computer applications in use today would not be possible without networks.</li> <li>Students should understand the key principles behind the organisation of computer networks.</li> </ul> <p><b>Topic 1 &amp; 6: Computational thinking &amp; Problem solving with programming</b></p> <ul style="list-style-type: none"> <li>Students are expected to develop a set of computational thinking skills that enable them to design, implement and analyse algorithms for solving problems.</li> <li>Students are expected to be familiar with and use the Programming Language Subset (PLS)</li> <li>All problems set in the practical programming tasks in the</li> </ul>	<p><b>Topic 5: Issues and impact</b></p> <ul style="list-style-type: none"> <li>Students should be aware of the influence of digital technology and recognise some of the issues and the impact on wider society associated with its use.</li> </ul> <p><b>Topic 1 &amp; 6: Computational thinking &amp; Problem solving with programming</b></p> <ul style="list-style-type: none"> <li>Students are expected to develop a set of computational thinking skills that enable them to design, implement and analyse algorithms for solving problems.</li> <li>Students are expected to be familiar with and use the Programming Language Subset (PLS)</li> <li>All problems set in the practical programming tasks in the examination can be solved with the functionalities presented in the Programming Language Subset (PLS)</li> </ul> <p><b>Component 1 and component 2 revision.</b></p>	<p><b>Component 1 and component 2 revision.</b></p> <p><b>Topic 1 &amp; 6: Computational thinking &amp; Problem solving with programming</b></p> <ul style="list-style-type: none"> <li>Students are expected to develop a set of computational thinking skills that enable them to design, implement and analyse algorithms for solving problems.</li> <li>Students are expected to be familiar with and use the Programming Language Subset (PLS)</li> <li>All problems set in the practical programming tasks in the examination can be solved with the functionalities presented in the Programming Language Subset (PLS)</li> </ul> <p><b>Topic 4: Networks</b></p> <ul style="list-style-type: none"> <li>Most computer applications in use today would not be possible without networks.</li> <li>Students should understand the key principles behind the</li> </ul>
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## Curriculum Overview – Computing- Easington.