

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver (rename)	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
HT1	Collaborating online respectfully	<p>1. This is the first lesson that Year 7 will experience in the computing lab. It is important that they know how to log on, create a secure password, use GSuite and follow the rules that keep them safe. Baseline test</p> <p>2. Test feedback and introduce the school network to learners. They will have a tour of the common applications and their personal work areas. They will also learn how to send a respectful email to their peers and teachers. This lesson introduces learners to communicating respectfully online.</p>	<p>log on, create a secure password, use GSuite and follow the rules that keep them safe</p> <p>Common applications and their Personal work areas. Learn how to send a respectful email to their peers and teachers. introduce learners to communicating</p>	<p>Students show respect towards each other, their teacher and the wider community.</p> <p>Students exhibit wisdom when they know what they have done in a context of where that will lead to, with high levels of engagement through a passion for learning and a level of challenge.</p> <p>Students are happy and demonstrate a hunger for learning and</p>	<p>Students will not know school network certain password requirements, such as capital letters, symbols, numbers, and a minimum number of characters</p> <p>Students may not know all emails are monitored and that the technicians can even pinpoint the computer that an email was sent from</p>	<p>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>KS2 - Connecting Computers</p>	<p>Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability</p> <p>Understand a range of ways to use technology safely, respectfully, responsibly, and securely, including protecting their online identity and privacy; recognise inappropriate content,</p>	<p>learners 'share' their response with the rest of the class or the other pairs, to promote a discussion</p> <p>How to report bullying emails and learners should not speak to each other in this way. This kind of email should be reported.</p>	<p>From an environmental standpoint students are encouraged to understand the ways that computer systems and parts can be recycled, reused and have extended lives. The understanding of environmental impacts is taught through lesson themes.</p> <p>Democracy is something students will learn about and will know how to treat others fairly and how to make things</p>	<p>We encourage students to read newspapers</p> <p>We encourage students to watch the news</p> <p>Make links to 'real life'</p>	<p>The skills learned from completing KS3 will provide background and knowledge for students to progress into work roles and be computer and software literate.</p> <p>Specialist careers in IT will include:</p> <p>IT teacher</p> <p>Web designer</p> <p>Graphic artist</p> <p>Animator</p> <p>Software Developer</p> <p>Data Analyst</p>

		<p>3. Students able to work successfully when collaborating online. Last lesson focus on email communication, but there are many other ways to communicate with others online. This lesson digs deeper into online communication and shows learners how to make positive contributions to their online community.</p> <p>4. Focus on the skills required to plan an effective presentation for an audience. It also explores the term 'cyberbullying' and the effects of cyberbullying. The lesson includes questioning and observation, which can help you assess learners' prior knowledge of presentation software.</p> <p>5. Learners reminded of good practice for presentations through a 'true or false' activity. They then continue to work on their presentations, in preparation for showing them to the class.</p>	<p>respectfully online</p> <p>online communication and how to make positive contributions to their online community</p> <p>plan an effective presentation for an audience 'cyberbullying' and the effects of cyberbullying</p> <p>good practice for presentations</p>	<p>courage to attempt new tasks and complete current ones.</p> <p>Misconceptions are corrected and challenged at an appropriate level.</p>	<p>Students may not understand they should support and protect their peers by reporting unacceptable behaviour.</p> <p>Students may not know how to focus their presentation to the right audience</p> <p>Students may not realise Presentation software is not the best tool to use for designing posters</p>		<p>contact and conduct and know how to report concerns</p>	<p>Add to advice for writing comments online</p> <p>Fully collaborate in project by combining each group members' slides</p> <p>Present and fully collaborate in project by combining each group members' slides</p>	<p>work for the whole class as well as the individual.</p> <p>Rule of Law is taught through lesson themes as well with school rules also being adhered to and considered at all times.</p> <p>Individual Liberty – It is important to have students understand their freedoms as well as knowing how these fit in with the school ethos. Students will know their rights as individuals and will know both what to expect and what is expected of them.</p>	<p>Systems Analyst</p> <p>Business Analyst</p> <p>IT Support Analyst</p> <p>Network Engineer</p> <p>IT Consultant</p> <p>Technical Sales Rep</p>
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		<p>6. Introduces learners to the concept of people impersonating others online. This can be done in different contexts, but this lesson focuses on people pretending to be one of our 'non-digital world' friends. It gives learners tips on how to identify our friends online and how to spot impersonations. This lesson includes the HT1 summative assessment.</p>	<p>the concept of people impersonating and how to identify our friends online and how to spot impersonations</p> <p>Literacy</p> <p>Communication</p> <p>Self management</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising</p>		<p>Students may not know putting your full name, including a middle name, makes it easy for someone to steal your personal information. Always use a nickname or shortened version of your name</p>			<p>Students could now tidy up their social media profiles</p>	<p>Mutual respect for tolerance of those with different faiths and beliefs, and for those without faith is important</p> <p>Resilience is taught through the lessons when students are pushed to achieve their best, moving out of their perceived limits at times and getting the deserved rewards as a result.</p>		
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			and reasoning skills Evaluation Justification								
HT2	Modelling data - Spreadsheets	<p>1. Getting to know a spreadsheet</p> <p>Introduces learners to the concept of spreadsheets and why spreadsheets are useful. They will learn how to navigate a spreadsheet via its rows and columns, and become familiar with the cell referencing system. They will locate and select ranges of cells and change cells' background colour and border properties.</p> <p>2. Quick calculations Practise entering text into cells of a spreadsheet and then</p>	<p>Introduce learners to the concept of spreadsheets and why spreadsheets are useful.</p> <p>Learn how to navigate a spreadsheet via its rows and columns, and become familiar with the cell referencing system.</p> <p>Locate and select ranges of cells and change cells' background colour and border properties.</p> <p>Enter text into cells perform calculations</p>		<p>Students may not realise that the way data is presented affects how easy the data is to analyse</p> <p>Students might struggle with</p>	<p>Due to the transitional nature of Year 7, the unit assumes that learners have little to no experience of using spreadsheets</p> <p>KS2 - Flat-file databases</p> <p>Introduction to spreadsheets</p>		<p>Formatting cells with borders and shading</p> <p>Autofill vertically and horizontally</p>	<p>From an environmental standpoint students are encouraged to understand the ways that computer systems and parts can be recycled, reused and have extended lives. The understanding of environmental impacts is taught through lesson themes.</p> <p>Democracy is something students will learn about and will know how to treat others fairly and how to make things</p>	<p>We encourage students to read newspapers</p> <p>We encourage students to watch the news</p> <p>Current affairs are incorporated into lessons</p> <p>Make links to 'real life'</p>	<p>The skills learned from completing KS3 will provide background and knowledge for students to progress into work roles and be computer and software literate.</p> <p>Specialist careers in IT will include:</p> <p>IT teacher</p> <p>Web designer</p> <p>Graphic artist</p> <p>Animator</p> <p>Software Developer</p> <p>Data Analyst</p>

		<p>learn how to perform calculations on the data using basic formulas and cell references. They will learn how to use the autofill tool to duplicate cells and continue a linear pattern, and then combine the autofill tool with basic formulas to quickly populate a results column with calculations.</p>	<p>on the data using basic formulas and cell references.</p> <p>use the autofill tool to duplicate cells</p> <p>continue a linear pattern,</p> <p>combine the autofill tool with basic formulas</p> <p>Populate a results column with calculations.</p>		<p>operators for multiplication * and Division /</p>			<p>to quicken calculations</p>	<p>work for the whole class as well as the individual.</p> <p>Rule of Law is taught through lesson themes as well with school rules also being adhered to and considered at all times.</p> <p>Individual Liberty – It is important to have students understand their freedoms as well as knowing how these fit in with the school ethos. Students will know their rights as individuals and will know both what to expect and what is expected of them.</p>		<p>Systems Analyst</p> <p>Business Analyst</p> <p>IT Support Analyst</p> <p>Network Engineer</p> <p>IT Consultant</p> <p>Technical Sales Rep</p>
		<p>3. Collecting data Further practise of using formulas. Then learners will discover the difference between data and information, and between primary and secondary sources of data. They will then design a survey to collect some data of their own for use in the next lessons.</p>	<p>using formulas</p> <p>Difference between data and information and between primary and secondary sources of data.</p> <p>design a survey to collect some data of their own</p>		<p>Knowing the difference between data and information</p> <p>Knowing the difference between primary and secondary information/ data</p>			<p>Able to analyse data seen</p>			

		<p>4. Become a data master Learners will discover how to use functions to analyse data in a spreadsheet. As well as learning how to automatically create charts from data, they will be introduced to four functions: SUM, MAX, MIN, and COUNTA. Functions allow you to very quickly calculate results. The functions covered in this lesson are used to calculate totals, find the maximum and minimum values in a range, and count populated (i.e. non-blank) cells.</p>	<p>use functions to analyse data automatically create charts from data</p> <p>Use SUM, MAX, MIN, and COUNTA</p>		<p>Students not being able to locate/use functions SUM, MAX, MIN, and COUNTA in a spreadsheet</p>			<p>Able to change chart type, if and when appropriate for display</p>	<p>Mutual respect for tolerance of those with different faiths and beliefs, and for those without faith is important</p> <p>Resilience is taught through the lessons when students are pushed to achieve their best, moving out of their perceived limits at times and getting the deserved rewards as a result.</p>		
		<p>5. Level up your data skills Introduce learners to three more functions — COUNTIF, AVERAGE, and IF — and to how they can sort and filter a spreadsheet. Learners will work on a larger data set to get a feel for analysing real-world data using spreadsheets.</p>	<p>Use COUNTIF, AVERAGE, and IF — and sort and filter a spreadsheet</p>		<p>Students may not understand how to locate and use the functions COUNTIF, AVERAGE, and IF or How to sort and filter data</p>			<p>Use the IF function to have a cell show different things depending on a criterion</p>			
		<p>6. Assessment Learners discover how to use conditional formatting, whereby the</p>	<p>conditional formatting assessment</p>		<p>Students may have difficulty using conditional</p>			<p>Use all of the spreadsheet skills covered in this unit to</p>			

		<p>appearance of a cell changes automatically depending on the data it contains, according to rules the learners themselves set. They then complete an end-of-unit summative assessment.</p>	<p>Literacy</p> <p>Communication</p> <p>Self management</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p> <p>Evaluation</p> <p>Justification</p>		<p>formatting in a spreadsheet</p>			<p>analyse data</p>			
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HT3	<p>Networks – from semaphores to the Internet</p>	<p>1. Computer networks and protocols The history of different communication methods. Learn what a computer network is, along with the meaning of the word 'protocol'. Gain an appreciation of the growth of networked devices. Identify different greeting protocols and use a series of protocol commands in a 'climber/belayer' scenario to ensure that the climber ascends safely. Make a connection between non-networking and networking protocols.</p> <p>2. Networking hardware The functionality of key hardware components found in a network. The lesson covers network cables, hubs, servers and routers. Each is explained in turn, and learners then use their knowledge of each component to build a series of increasingly complicated network diagrams.</p> <p>3. Wired and wireless networks Different wireless</p>	<p>know how bandwidth varies between these technologies</p> <p>key hardware components</p> <p>Advantages and disadvantages of wired</p>		<p>Students may not understand bandwidth is determined by the amount of data that can be moved from one point to another in a given time</p> <p>Students may not understand the different functions of hubs, servers and routers</p> <p>Students may not understand why bandwidth</p>	<p>KS2 - Connecting Computers</p> <p>The Internet</p>		<p>Offer a clear understanding of non-networking and networking protocols</p> <p>Create a complicated and complete network diagram</p> <p>A complete knowledge of advantages and disadvantages</p>	<p>From an environmental standpoint students are encouraged to understand the ways that computer systems and parts can be recycled, reused and have extended lives. The understanding of environmental impacts is taught through lesson themes.</p> <p>Democracy is something students will learn about and will know how to treat others fairly and how to make things work for the whole class as well as the individual.</p> <p>Rule of Law is taught through lesson themes as</p>	<p>We encourage students to read newspapers</p> <p>We encourage students to watch the news</p> <p>Current affairs are incorporated into lessons</p> <p>Make links to 'real life'</p>	<p>The skills learned from completing KS3 will provide background and knowledge for students to progress into work roles and be computer and software literate.</p> <p>Specialist careers in IT will include:</p> <p>IT teacher</p> <p>Web designer</p> <p>Graphic artist</p> <p>Animator</p> <p>Software Developer</p> <p>Data Analyst</p> <p>Systems Analyst</p> <p>Business Analyst</p> <p>IT Support Analyst</p>
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	<p>technologies and how bandwidth varies between these technologies. Learners will discuss the mobile technologies of 3G, 4G, and 5G. Learners will develop an understanding of the term 'bandwidth' and test the performance of their own internet connection. Learners will also develop an appreciation for online activities that are bandwidth-heavy, before moving on to explore the advantages and disadvantages of wired and wireless networks</p>	and wireless networks.		varies between wireless and wired technologies			s of wired and wireless networks	well with school rules also being adhered to and considered at all times.		Network Engineer
	<p>4. The internet</p> <p>the internet and its uses how messages can be successfully sent from one device to another across the planet in under a second using packets and IP addresses</p> <p>packet structure and packet switching</p>	<p>the internet and its uses</p> <p>packets and IP addresses</p> <p>packet structure and packet switching</p>		<p>Students may not grasp packet structure and packet switching</p>			<p>Verbalise how messages can be successfully sent from one device to another device</p>	<p>Individual Liberty – It is important to have students understand their freedoms as well as knowing how these fit in with the school ethos. Students will know their rights as individuals and will know both what to expect and what is expected of them.</p>		IT Consultant
	<p>5. Internet services</p> <p>The internet, its services, and the World Wide Web.</p> <p>Difference between the</p>	<p>the internet Vs World Wide Web</p> <p>Internet of Things (IoT)</p>		<p>Students may not understand that the Internet is not the WWW</p>			<p>Name and review smart home IoT devices</p>	<p>Mutual respect for tolerance of those with different faiths and beliefs, and for those without faith is important</p>		Technical Sales Rep

		<p>internet and the World Wide Web and how each came about.</p> <p>Email and Voice over Internet Protocol (VoIP) will be explained. 'Internet of Things (IoT)' explored.</p> <p>The internet can be integrated into anything to make it smarter. Learners will discuss the predicted growth of this area and review smart home IoT devices</p> <p>6. The World Wide Web the key components that are associated with the WWW, and how they work together</p>	<p>devices</p> <p>browser, server, web pages, and search engines</p> <p>the difference between HTTP and HTTPS protocols</p> <p>URLs and their structures</p> <p>relationship between IP address and domain name</p>		<p>Students may not understand how the key components of the WWW work together</p>			<p>Fully understand URLs and their structures and the relationship between IP address and domain name</p>	<p>Resilience is taught through the lessons when students are pushed to achieve their best, moving out of their perceived limits at times and getting the deserved rewards as a result.</p>		
HT4	Programming essentials in	1.Introduction to programming and sequencing	Decomposing problems and creating		Students may not be mindful of the precise	KS2 – Events and actions		Execute placing blocks of code into the	From an environmental standpoint students are	l	The skills learned from completing KS3 will

	Scratch – part I	<p>Understand the precise nature of instructions that computers need to execute.</p> <p>Place blocks of code into the appropriate subroutines so that their program will play a song correctly.</p> <p>2. Sequence and variables</p> <p>introduction to variables and sequences</p> <p>Work in pairs to predict, run, investigate, and modify a program and then trace the value of a variable in an algorithm.</p> <p>3. Selection</p> <p>selection statements and how they can be used to control the flow of a program</p> <p>understand expressions that evaluate to 'true' or 'false'</p> <p>PRIMM activity</p> <p>4. Operators</p>	<p>subroutines</p> <p>selection statements and flow of a program</p> <p>Expressions that evaluate to 'true' or 'false'. If statements</p> <p>a PRIMM activity</p>		<p>nature of instructions necessary for computers to execute</p> <p>Students may not know how to predict, run, investigate, and modify a program</p> <p>Students may not know how to create expressions that evaluate to 'true' or 'false'</p> <p>Students</p>	<p>Repetition in games</p> <p>Variables in games</p>		<p>appropriate subroutines and decomposing 'bugs'</p> <p>Students show how to know how to trace the value of a variable in an algorithm</p> <p>Complete a a PRIMM activity</p>	<p>encouraged to understand the ways that computer systems and parts can be recycled, reused and have extended lives. The understanding of environmental impacts is taught through lesson themes.</p> <p>Democracy is something students will learn about and will know how to treat others fairly and how to make things work for the whole class as well as the individual.</p> <p>Rule of Law is taught through lesson themes as well with school rules also being adhered to</p>		<p>provide background and knowledge for students to progress into work roles and be computer and software literate.</p> <p>Specialist careers in IT will include:</p> <p>IT teacher</p> <p>Web designer</p> <p>Graphic artist</p> <p>Animator</p> <p>Software Developer</p> <p>Data Analyst</p> <p>Systems Analyst</p> <p>Business Analyst</p> <p>IT Support Analyst</p> <p>Network Engineer</p> <p>IT Consultant</p>
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	<p>logical and comparison operators to use in selection statements</p> <p>Working out what a program will output given different inputs.</p> <p>decoding if a card evaluates to 'true' or 'false' using various different expressions</p> <p>5.Count-controlled iteration</p> <p>the concept of iteration - count-controlled iteration</p> <p>given an inefficient program to spot patterns and repetition</p> <p>taken through a live coding demonstration of taking their inefficient program and adding iteration to make it more efficient</p> <p>6. Problem-solving</p> <p>main summative assessment task</p> <p>Given a program to debug by tracing the value of the variables.</p>	<p>When to use: comparison operators (>,<=) logic operators (and/or/not)</p> <p>Iteration selection</p> <p>Evaluation of which iteration to use</p> <p>design and apply programming constructs to solve a problem subroutine, selection,</p>		<p>may not know how and/or when to use: comparison operators (>,<=)</p> <p>Students may not be able to spot patterns and repetition</p> <p>Students may not be able to design and apply programming constructs to solve a problem</p>			<p>Students should know how and/or when to use: logic operators (and/or/not)</p> <p>Take an inefficient program and add iteration to make it more efficient</p> <p>Complete a full program debug by tracing the value of the variable</p>	<p>and considered at all times.</p> <p>Individual Liberty – It is important to have students understand their freedoms as well as knowing how these fit in with the school ethos. Students will know their rights as individuals and will know both what to expect and what is expected of them.</p> <p>Mutual respect for tolerance of those with different faiths and beliefs, and for those without faith is important</p> <p>Resilience is taught through the lessons</p>		<p>Technical Sales Rep</p>
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			count-controlled iteration, operators, and variables						when students are pushed to achieve their best, moving out of their perceived limits at times and getting the deserved rewards as a result.		
HT5	Online Safety Skills	<p>1. Online reputation and managing information online</p> <ul style="list-style-type: none"> - students can describe and assess the benefits and the potential risks for sharing information online - students can explain how the information online services hold about someone forms part of their online identity and how this differs from their digital personality - students can describe what is appropriate to say and do in different online settings/platforms (e.g. opinions, values, information, shares, likes, forwards) - students can explain why using various additional tools can refine my searches more effectively (e.g. search filters, size, type, 	<p>Online safety skills - this term will cover 5 of the 8 key strands from the Education for a connected world framework</p> <p><i>*Note the others are covered in Collective worship and PSCHÉ</i></p> <p>Communication skills - class discussions</p> <p>Literacy skills - literacy tasks in line with school policy</p>	<p>Wisdom to know how to be safe online and to have the courage to ask for help when needed</p> <p>Online reputation: Students will explore the concepts of reputation and how others may use online information to make judgements. They will have opportunities to develop strategies to manage personal</p>	<p>Ownership of data</p> <p>What the term bullying means</p> <p>Misconceptions about online relationships</p> <p>How to report</p> <p>How to search effectively</p> <p>Trustworthiness of sources</p> <p>Future impacts of data online</p>	<p>Please refer to the "Education for a Connected World" framework which shows progression for all strands from KS1-KS5</p>	<p>Please refer to the "Education for a Connected World" framework which shows progression for all strands from KS1-KS5</p>	<p>The outcomes for the following year will be used as challenge work</p> <p>Real life applications and giving advice to others on topics will form a part of the challenge tasks</p>	<p>From an environmental standpoint students are encouraged to understand the ways that computer systems and parts can be recycled, reused and have extended lives. The understanding of environmental impacts is taught through lesson themes.</p> <p>Democracy is something students will learn about</p>	<p>We encourage students to read newspapers</p> <p>We encourage students to watch the news</p> <p>Current affairs are incorporated into lessons</p> <p>Make links to 'real life' examples</p>	<p>The skills learned from completing KS3 will provide background and knowledge for students to progress into work roles and be computer and software literate.</p> <p>Specialist careers in IT will include:</p> <p>IT teacher</p> <p>Web designer</p> <p>Graphic artist</p> <p>Animator</p>

		<p>usage rights, etc) - students can explain how online content published by an individual can be interpreted differently by others - students can explain how liking or sharing or forwarding online content can change people's opinions of someone (e.g. contribute or damage their online reputation) - students can explain how online marketplaces can enable small businesses or individuals to do business on a wider/global scale - students can assess the benefits and limitations of online commerce</p> <p>2. Online bullying and relationships - Students can describe how bullying may change as we grow older and recognize when it is taking place online - Students can describe a range of different bullying types and behaviours and assess when these are occurring (e.g. homophobia, racism, gender discrimination, sexism, ableism, exclusion of others from</p>		<p>digital content effectively and capitalise on technology's capacity to create effective positive profiles.</p> <p>Managing online information: Students will explore how online information is found, viewed and interpreted. They will learn strategies to search effectively, evaluate data, recognise risks and manage content of online threads and challenges. They should understand ethical publishing.</p> <p>Online bullying: Students will explore</p>					<p>and will know how to treat others fairly and how to make things work for the whole class as well as the individual.</p> <p>Rule of Law is taught through lesson themes as well with school rules also being adhered to and considered at all times.</p> <p>Individual Liberty – It is important to have students understand their freedoms as well as knowing how these fit in with the school ethos. Students will know their rights as individuals and will know both what to expect and what is</p>	<p>Software Developer</p> <p>Data Analyst</p> <p>Systems Analyst</p> <p>Business Analyst</p> <p>IT Support Analyst</p> <p>Network Engineer</p> <p>IT Consultant</p> <p>Technical Sales Rep</p>
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		<p>online forms of communication, setting up fake profiles of another person)</p> <ul style="list-style-type: none"> -Students can explain why anyone experiencing online abuse is never to blame (e.g. victim blaming) and that to suggest they are is wrong - Students can identify and demonstrate actions to support others who are experiencing difficulties online - Students can explain the importance of having a choice and giving others a choice online - They can explain how and why people who communicate with others through online platforms may try to influence others negatively and can offer examples, e.g. racist/homophobic comments, social influencers sharing weight loss products, grooming, radicalisation, coercion - They can explain strategies for assessing the degree of trust they place in people or organisations online - They can describe some signs of harmful online situations e.g. sexual harassment, grooming, cyberbullying - They can assess when 		<p>bullying and other online aggression and how technology impacts on these issues. They will learn strategies for effective reporting and intervention and consider how bullying and other aggressive behavior relates to legislation.</p> <p>Online relationships : Students explore how technology shapes communication styles and identifies strategies for positive relationships in online communities . They are given the opportunity to discuss relationships , respecting, giving and</p>					<p>expected of them.</p> <p>Mutual respect for tolerance of those with different faiths and beliefs, and for those without faith is important</p> <p>Resilience is taught through the lessons when students are pushed to achieve their best, moving out of their perceived limits at times and getting the deserved rewards as a result.</p>	
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		<p>they need to take action and explain what to do if they are concerned about their own or someone else's online relationship</p> <p>3. Privacy and security</p> <ul style="list-style-type: none"> -Students can explain why someone should use a strong and separate password for their email account as the gateway to other online accounts -Students can explain the terms 'connectivity' and the 'internet of things' - They can recognise that devices can collect and share data about users with or without their knowledge or awareness, e.g. device usage including microphone, camera and geolocation - Students can understand the benefits of two factor authentication and use it where available I can explain why backing up data is important and how this can be done -Students can explain how and why it is important to always ensure someone makes safe and secure online payments -Students can explain why online services have terms and 		<p>denying consent and behaviours that may lead to harm and how positive interaction online can empower and amplify voice.</p> <p>Privacy and security: Students will explore how personal online information can be used, stored, processed and shared. They will learn both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise. Copyright and ownership: Students will explore the concept of ownership of</p>								
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		<p>conditions that govern their use and give examples that illustrate how they impact on a user, e.g. age restrictions</p> <ul style="list-style-type: none"> -Students can explain what malware is and give some examples of how it operates and what the impact could be on a device or user (e.g. viruses, trojans, ransomware) -Students can explain what cookies are and can give examples of how my online browsing can be tracked and used by others (e.g. adware) -Students can explain that devices and the internet can be monitored in order to keep people safe <p>4. Copyright</p> <ul style="list-style-type: none"> -Students know that commercial online content can be viewed, accessed or downloaded illegally -Students can give some examples of illegal access (e.g. illegal streaming, pirate sites, torrent sites, peer-to-peer sharing) and the associated risks - Students can accurately define the concept of plagiarism - Students can use this definition to evaluate online sources 		<p>online content and explore strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p>							
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		5. Test. Covering key objectives from the 5 lessons this term									
HT6	Using media – Gaining support for a cause	<p>1.Features of a word processor</p> <p>understand that each software application has a different purpose</p> <p>Use word processing software to explore a range of formatting tools, and format these tools.</p> <p>2. Licensing appropriate images</p> <p>add appropriate images to a document, applying relevant formatting techniques</p> <p>discuss why appropriate for the given scenarios</p> <p>introduced to copyright law, and Creative Commons licensing</p> <p>Peer feedback and make changes based on the feedback.</p> <p>3. The credibility of sources</p>	<p>Formatting word processing software</p> <p>copyright law, and Creative Commons licensing</p> <p>make changes based on the feedback</p> <p>Internet information is reliable</p>	<p>Students may not grasp that each software application has a specific/different use/purpose</p> <p>Students may not have heard of copyright law, and Creative Commons licensing</p> <p>Students may not understand</p>	<p>KS2 - -Sharing information</p> <p>Communication</p>	<p>Students attempt to use a range of formatting tools in word processing software</p> <p>Students able to give and receive peer feedback and make changes based on the feedback received</p> <p>Explore all techniques to use to help</p>	<p>From an environmental standpoint students are encouraged to understand the ways that computer systems and parts can be recycled, reused and have extended lives. The understanding of environmental impacts is taught through lesson themes.</p> <p>Democracy is something students will learn about and will know how to treat others fairly and how to make things work for the whole class as well as the</p>	<p>How different ways of working have changed over time. Why?</p> <p>Students will have an understanding of discrimination legislation.</p> <p>LMI</p>	<p>The skills learned from completing KS3 will provide background and knowledge for students to progress into work roles and be computer and software literate.</p> <p>Specialist careers in IT will include:</p> <p>IT teacher</p> <p>Web designer</p> <p>Graphic artist</p> <p>Animator</p> <p>Software Developer</p> <p>Data Analyst</p> <p>Systems Analyst</p>		

		<p>understand that not all information found on the internet is reliable or trustworthy</p> <p>techniques to use to help determine the credibility of a source</p> <p>forming an idea for their project</p> <p>4. Research and plan your blog</p> <p>research a cause and document findings built on the concepts covered previously</p> <p>Introduced to plagiarism.</p> <p>evaluate blog layout and content</p> <p>research their own cause and justify credibility of sources</p> <p>5. Promoting your cause</p> <p>introduced to software to make a blog (Google Sites, PPT presentation software)</p> <p>create a blog</p>	<p>and/or trustworthy.</p> <p>determining the credibility of a source</p> <p>research a cause</p> <p>plagiarism</p> <p>evaluate blog</p> <p>justify credibility of sources</p> <p>software to make a blog</p> <p>create a blog</p> <p>feedback</p>		<p>that not all information found on the internet is reliable or trustworthy</p> <p>Students may not understand plagiarism</p> <p>Students may not understand how to make a blog</p>			<p>determine the credibility of a source</p> <p>Students must justify credibility of all sources used</p> <p>Give good constructive feedback on another's work</p>	<p>individual.</p> <p>Rule of Law is taught through lesson themes as well with school rules also being adhered to and considered at all times.</p> <p>Individual Liberty – It is important to have students understand their freedoms as well as knowing how these fit in with the school ethos. Students will know their rights as individuals and will know both what to expect and what is expected of them.</p> <p>Mutual respect for tolerance of those with</p>	<p>Business Analyst</p> <p>IT Support Analyst</p> <p>Network Engineer</p> <p>IT Consultant</p> <p>Technical Sales Rep</p>
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		<p>feedback on each other's work</p> <p>6. Project completion and assessment</p> <p>Learners review work based on success criteria</p> <p>make final changes to their work based on the peer feedback</p> <p>7. end-of-unit assessment feedback</p>	<p>Literacy</p> <p>Communication</p> <p>Self management</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p> <p>Evaluation</p> <p>Justification</p>		<p>Students may find it difficult to review work based on success criteria</p>			<p>Complete a project/blog in total</p>	<p>different faiths and beliefs, and for those without faith is important</p> <p>Resilience is taught through the lessons when students are pushed to achieve their best, moving out of their perceived limits at times and getting the deserved rewards as a result.</p>		
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Skills developed throughout the programme

Cognitive skills

- Non-routine problem solving – expert thinking, metacognition, creativity.
- Systems thinking – decision making and reasoning.

- Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- ICT literacy – access, manage, integrate, evaluate, construct and communicate.

Interpersonal skills

- Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.