



Faculty: Computing

Literary Canon Mapping – Overview

KS3 CURRICULUM <a href="#">OLD LINK</a>		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic/Scheme	Digital Literacy: Online Safety	Digital Literacy: Online Safety	Visual Programming	Visual Programming	IT Solutions – Pet Rescue Project	IT Solutions
	Reading Material	<a href="#">Hardware and Software</a> <a href="#">Self-Image and Identity</a>	<a href="#">Online relationships</a> <a href="#">Online reputation</a> <a href="#">Online bullying</a> <a href="#">Managing online information</a>	<a href="#">Introduction to Computational Thinking</a>	<a href="#">Introduction to Programming</a>	<a href="#">Graphics software</a>	<a href="#">Spreadsheets</a>
	Key Vocabulary	<ul style="list-style-type: none"> <li>Content, Contact, Commerce and Conduct</li> <li>Peripheral</li> <li>Identity</li> <li>FOMO</li> <li>Stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Grooming</li> <li>Coerce</li> <li>Consent</li> <li>Bystander</li> <li>Trolling</li> <li>Anonymous</li> <li>Misinformation</li> <li>Disinformation</li> </ul>	<ul style="list-style-type: none"> <li>Computational thinking</li> <li>Algorithm</li> <li>Sequence</li> <li>Construct</li> <li>Sequence</li> <li>Selection</li> <li>Debug</li> </ul>	<ul style="list-style-type: none"> <li>Iteration</li> <li>Decomposition</li> <li>Function</li> <li>Variable</li> </ul>	<ul style="list-style-type: none"> <li>Vector</li> <li>Bitmap</li> <li>Search engine</li> <li>Web browser</li> <li>Plagiarism</li> </ul>	<ul style="list-style-type: none"> <li>Spreadsheet</li> <li>Model</li> <li>Formula</li> </ul>
	Link to Scheme <i>(Subject Curriculum Plan or Schemes of Learning)</i>	<a href="#">Link</a>	<a href="#">Link</a>	<a href="#">Link</a>	<a href="#">Link</a>	<a href="#">Link</a>	<a href="#">Link</a>

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Scheme	Textual Programming – Python Adventure Game	Textual Programming – Python Adventure Game	Computers, Boolean Logic and Binary	App Interface Design	Digital Literacy – Using Computers Safely Part 2	Digital Literacy – Using Computers Safely Part 2	

<b>Year 8</b>	<b>Reading Material</b>	<a href="#">Programming Basics</a> <a href="#">Selection in Programming</a>	<a href="#">Iteration in Programming</a>	<a href="#">Boolean Logic Logic.ly</a> <a href="#">How computers see the world</a>	<a href="#">What is a user interface?</a>	<a href="#">Sleep and the Blue Light Monster</a> <a href="#">Cyber Land</a>	<a href="#">Copyright and Intellectual Property</a>
	<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>• Syntax</li> <li>• Module</li> <li>• Variable</li> <li>• Selection</li> </ul>	<ul style="list-style-type: none"> <li>• Operator</li> <li>• Data type</li> <li>• Iteration</li> <li>• Condition</li> <li>• Lists</li> </ul>	<ul style="list-style-type: none"> <li>• Central Processing Unit</li> <li>• Random Access Memory</li> <li>• Networks</li> <li>• Internet of Things</li> <li>• Boolean Logic</li> <li>• Binary</li> <li>• Pixel</li> <li>• ASCII</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interface</li> <li>• User experience (UX)</li> <li>• Wireframe</li> <li>• Consistent</li> <li>• White space</li> <li>• Storyboard</li> </ul>	<ul style="list-style-type: none"> <li>• FOMO</li> <li>• Melatonin</li> <li>• Blue light</li> <li>• Wellbeing</li> <li>• Two Factor Authentication</li> <li>• Biometrics</li> <li>• Phishing</li> </ul>	<ul style="list-style-type: none"> <li>• Copyright</li> <li>• Fair use</li> <li>• Intellectual property</li> <li>• Exploit</li> <li>• Digital Artefact</li> </ul>
	<b>Link to Scheme</b>  (Subject Curriculum Plan or Schemes of Learning)	<a href="#">Link</a>	<a href="#">Link</a>	<a href="#">Link</a>	<a href="#">Link</a>	<a href="#">Link</a>	<a href="#">Link</a>

<b>KS3 CURRICULUM</b>		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 9</b>	<b>Topic/Scheme</b>	Computational Thinking	Computational Thinking	How can iteration make problem solving more efficient?	How can iteration make problem solving more efficient?	How do computers work with lists?	How do subprograms work?
	<b>Reading Material</b>	<a href="#">Thinking Computationally</a>	<a href="#">Selection in Programming</a>	<a href="#">Count-controlled Loops</a>	<a href="#">Condition-controlled Loops</a>	<a href="#">Arrays and Lists</a>	<a href="#">Procedure and Functions</a>
	<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>• Computational thinking</li> <li>• Decomposition</li> <li>• Abstraction</li> <li>• Algorithmic design</li> <li>• Pattern recognition</li> <li>• Syntax</li> <li>• Variables</li> <li>• Integer / Float</li> <li>• Boolean / String</li> </ul>	<ul style="list-style-type: none"> <li>• Arithmetic operators</li> <li>• Exponent</li> <li>• Modulus</li> <li>• Relational operators</li> <li>• Selection</li> </ul>	<ul style="list-style-type: none"> <li>• Concatenation</li> <li>• String formatting</li> <li>• Slicing</li> <li>• Iteration</li> <li>• For loop</li> <li>• Count-controlled</li> <li>• Indentation</li> <li>• Index</li> </ul>	<ul style="list-style-type: none"> <li>• While loop</li> <li>• Condition-controlled</li> </ul>	<ul style="list-style-type: none"> <li>• Arrays (1D and 2D)</li> <li>• Append</li> <li>• Define</li> <li>• Index</li> <li>• Element</li> </ul>	<ul style="list-style-type: none"> <li>• Subprograms</li> <li>• Procedures</li> <li>• Functions</li> <li>• Libraries / modules</li> </ul>



	(Subject Curriculum Plan or Schemes of Learning)					
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KS4 CURRICULUM GCSE Computer Science		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Topic/Scheme	Issues and Impact	Problem Solving Using Programming	Problem Solving Using Programming	Problem Solving Using Programming	Revision	
	Reading Material	<a href="#">Environmental, ethical and legal concerns</a> GCSE Computer Science Pearson Revision Guide and Workbook – Chapter 5	GCSE Computer Science Pearson Revision Guide and Workbook – Chapter 6	GCSE Computer Science Pearson Revision Guide and Workbook – Chapter 6	<a href="#">Paper 2 Exams: Blog with code</a>	<a href="#">How to tackle essay-style questions</a>	
	Key Vocabulary	<ul style="list-style-type: none"> <li>• Ethics</li> <li>• Algorithmic bias</li> <li>• Copyright</li> <li>• Patent</li> <li>• Trademark</li> <li>• Licencing</li> <li>• Legislation</li> <li>• Malware</li> <li>• Phishing</li> <li>• Encryption</li> <li>• Acceptable Use Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Readability</li> <li>• Sequence</li> <li>• Selection</li> <li>• Iteration</li> <li>• Variable</li> <li>• Constant</li> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Casting</li> <li>• Subprograms</li> <li>• Procedures</li> <li>• Functions</li> <li>• Global variable</li> <li>• Local variable</li> <li>• Parameters</li> <li>• Arguments</li> </ul>	<ul style="list-style-type: none"> <li>• File handling</li> <li>• Validation</li> <li>• Libraries / modules</li> </ul>		
	Link to Scheme  (Subject Curriculum Plan or Schemes of Learning)	<a href="#">Link</a>	<a href="#">Link</a>	<a href="#">Link</a>	<a href="#">Link</a>	<a href="#">Link</a>	



