

Term	Autumn 1
Topics Covered	Internet safety
Expectations Challenge and Support	<p><u>Expectations-</u> This module leads directly on from the end of year 8, students are given more time to discuss the decision to having an online presence, this time through the lens of social media. Students will learn to be critical of their own actions and decisions they make online. They will learn about the consequences of actions they take, both on themselves and on others. They will also discuss the positive outcomes of using the internet responsibly and how they can steps towards having an online presence. This culminates in the students carrying out an internet safety campaign around the school.</p> <p><u>Challenge-</u> Students will run a campaign for internet safety based on research <u>Support-</u> students will be given guidance by class room teacher on how to have a meaningful discussion</p>
Assessment opportunities	Plenary questions are assessed for understand, TI task are set based on student's responses. Summative Kahoot assessment is used at the end of half term to provide detailed feedback
Homework	N/A
Vocabulary	Addiction, bullying, appearance, persona, mental health, Evidence, self-esteem, Security, social media, communication, Poster, campaign, promote, share

Term	Autumn 2
Topics Covered	Python programming
Expectations Challenge and Support	<p><u>Expectations-</u> Building on the foundations of year 7 and 8 students start to use a script based programming language. Initially students work on transferring their knowledge from the domain of block based programming to the more abstract interface of a scripter. They will learn the syntax of python and become accustomed to finding errors in code. They will also learn of the increased capability that python can offer over a block based program.</p> <p><u>Challenge-</u> Students to begin to create programmes without the need to program in parallel in a visual way <u>Support-</u> students to focus on the flow diagrams and use the scratch programming they are familiar with to help understand a non-visual language</p>
Assessment opportunities	Plenary questions are assessed for understand, TI task are set based on student's responses. Summative Kahoot assessment is used at the end of half term to provide detailed feedback
Homework	N/A
Vocabulary	Decision, process, digital, data Flow diagram, python, script, Error, program, information, variableSyntax, compile, loop, Function, statement, decision, condition, Rate, function, condition, Processing, loop function, recursive, break statement, continue statement

Term	Spring 1
Topics Covered	Advanced document skills
Expectations Challenge and Support	<p><u>Expectations-</u> This will be the culmination of all the ICT skills taught in KS3 with some more advanced skills to develop how productive students can be on a computer. Students will learn some of the more advanced features of office software and how it can be used to increase efficiency when working digitally. Students will go through a simulation of an office task and learn how working in a fluent way can make them more employable.</p> <p><u>Challenge-</u> students to use more advanced features such as mail merging and VBA to enhance their productivity</p> <p><u>Support-</u> Students to be given specific guidance on best practice for organising their work</p>
Assessment opportunities	Plenary questions are assessed for understand, TI task are set based on students responses. Summative Kahoot assessment is used at the end of half term to provide detailed feedback
Homework	
Vocabulary	Workflow, efficiency, repetitive, accurate, Mail merge, type speed, touch type Visual, template, attention, Cognitive load, Design, print, Font, RGB, CMYK, resolution, Vector, raster, rasterise, Calculation, iteration, Processing power, VBA, macro, neural network

Term	Spring 2
Topics Covered	Web design
Expectations Challenge and Support	<p><u>Expectations-</u> Students will get an introduction to how websites are created and how the computer uses a syntax to transfer webpages across the internet quickly. Students will have an introduction to how his code is formed. Students will then use a “What You See Is What You Get” software suite to more efficiently create their own website.</p> <p><u>Challenge-</u> students to use more advanced features such as CSS and HTML5 to create better websites, students to start to link webpages together to create a website</p> <p><u>Support-</u> Students to be given hint sheets on common HTML meta tags</p>
Assessment opportunities	Plenary questions are assessed for understand, TI task are set based on students responses. Summative Kahoot assessment is used at the end of half term to provide detailed feedback
Homework	N/A
Vocabulary	Design, click, interface, visual, Browser, meta tag, HTML, CSS, website, webpage, hyperlink Workflow, efficiency, visual, design, WYSIWYG, GUI, editor

Term	Summer 1+2
Topics Covered	Scrolling scratch game maker
Expectations Challenge and Support	<p><u>Expectations-</u> As the final module in KS3, students are given a large degree of creative freedom within the task of creating their own video game. This will utilise all of their programming knowledge taught to this date, and provide them with the new challenge of applying their knowledge to solve a broad and loosely defined problem. Students will be taught to be constructively critical of their own work and to break a problem down into solvable stages to work towards an end project.</p> <p><u>Challenge-</u> students will be encouraged to develop their own original ideas</p> <p><u>Support-</u> Students will help to create a piece of software in parallel with a teacher lead example</p>
Assessment opportunities	Plenary questions are assessed for understand, TI task are set based on students responses. Summative Kahoot assessment is used at the end of half term to provide detailed feedback
Homework	N/A
Vocabulary	Opportunity, solution, product, design, concept, Analysis, appropriate, SWOT, Specification, design brief, concept, Flow diagram