Denton Community College 2019/20

Departmental Curriculum Map Template

Subject: Computer Science　　　　　　　　　Year Group: Y7

	Lessons 1 - 5	Lessons 6 - 7	Lessons - 8 - 13
Topics	Introduction to Programming (Scratch)	Hardware	Your Digital World
What will students during this unit?	Learning skills which enable them to create a program. In addition, Students will learn some theory e.g. decisions and sequences	Students will gain a knowledge and understanding of what a computer is, what defines a computer, where and why used. Furthermore, students will gain an awareness of computer hardware components.	Students will learn how to be critical thinkers. Learn about online bias. Students will learn how to use Boolean logic to search in a smart and efficient way. Finally, students learn about the law and implications of ownership of content online.
When will students be assessed?	Introduction to Programming via Scratch, Input and output values, Variables and decisions, Operators.	Knowledge of computer systems, input, process and output, the role of the CPU	Critical Thinking, Smart Searching, Boolean Operators, Identify and avoid dangers online.
How will students be assessed?	• Midway online digital assessment • End of unit online digital assessment • End of unit written assessment	• Midway online digital assessment • End of unit online digital assessment • End of unit written assessment	• Midway online digital assessment • End of unit online digital assessment • End of unit written assessment
Key Vocabulary	Scripts, Programming, Sprite, Variable, Input, Output, Decisions, Broadcast, Stage, Background	Input, Process, Output, CPU, RAM, Motherboard, Hard Drive	Evaluate, Fact, Opinion, Bias, False, Copyright, Search, Boolean Operators, Acknowledgement, Plagiarism
Homework opportunities to broaden or deepen student knowledge	IDEA is used for homework which encourages a broad and balanced view of digital literacy outside of computer science. Students aim for a bronze award by the end of Y8 and silver by end of Y9. Lessons link to specific "badges" which encourage further knowledge of topic.	IDEA is used for homework which encourages a broad and balanced view of digital literacy outside of computer science. Students aim for a bronze award by the end of Y8 and silver by end of Y9. Lessons link to specific "badges" which encourage further knowledge of topic.	IDEA is used for homework which encourages a broad and balanced view of digital literacy outside of computer science. Students aim for a bronze award by the end of Y8 and silver by end of Y9. Lessons link to specific "badges" which encourage further knowledge of topic.

Links to the National Curriculum	● design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems ● use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions ● create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability	● understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems ● understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits	● 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