2022-2023 Year 9 Curriculum and Assessment Plan for Computing

The curriculum and assessment of pupils at this stage of education has been carefully designed to

Support all students no matter which pathway they choose to pursue after year 9. The units will cover computer science, information technology and digital literacy and will prepare students who will continue to study computing in year 10 either with the GCSE or BTEC. The curriculum will also support students who will choose neither and will prepare them to continue to use computing both in the outside world and within their other subjects.

The curriculum and assessment will build on the previous ones they have studied in year 7 and year 9 allowing them to further expand the knowledge they have developed in the previous curriculums.

Half Term 1:

All pupils will know:

Computational Thinking (CS)

All pupils will be assessed by:

Algorithms and online assessments

Impact- Why do we teach this?

This unit will introduce students to the concept of computational thinking explaining how a computer "thinks". They will look at 4 different areas including Decomposition, Abstraction, Pattern Recognition and Algorithms. These fundamentals are some of the building blocks of computer science. Understanding these and their relation to computers will allow students to better understand the workings of a computer and will allow them improve other skills such as programming and data representation.

These are units that can benefit all students including those choosing to further study it in year 10 or those that don't. The unit is covered at GCSE so will prepare those students, but it will also teach them how to plan and solve problems effectively and efficiently. Problem solving is a skill that all students can use within school and once they have finished their education.

Subject specific skills being developed:

- understand several kev algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
- develop and apply their analytic, problemsolving, design, and computational thinking skills

Half Term 2:

All pupils will know:

Python Intermediate (CS/DL)

All pupils will be assessed:

Online assessments.

Impact - Why do we teach this?

At KS3 students should be taught to: Use two 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.

Students' digitally literacy is further developed by enabling them to use, express themselves, and develop their ideas through information technology, which will be progressively built on in subsequent years to reach a level suitable for the future workplace and as active participants in a digital world.

Expanding their knowledge and application of data types builds on that basic knowledge and understanding acquired in Year 8 and prepare them for KS4 Computer Science.

Students have combined inputs and outputs; they will move onto how this can be done with the use of secondary storage. Storage is a theory topic in KS4 Computer Science and students will carry their coding skills on to the next level to create code for a given scenario, enhancing the skills The practical use of variables and user inputs is further advanced by students' use of validation and verification. Students build an awareness of incorrect/invalid data and how this could affect the smooth running of their code. Whilst engaging in programming, students will have encountered obstacles in the form of errors. They have learnt about language syntax of Python, and how not adhering to the syntax rules leads to syntax errors. Students should now be identifying logical errors and run-time errors and how to correct them. Their programming skill set, progressively built on over KS3, will give them the building blocks for KS4 Computer Science.

Subject specific skills being developed:

- develop and apply their analytic, problem-solving, design, and computational thinking skills
- design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- Using a computer language to solve a variety of computational problems
- design and develop modular programs that use procedures or functions

Half Term 3:

All pupils will know:

Data Representation (CS/IT)

All pupils will be assessed:

Performing calculations, application of number systems and online assessments.

Impact - Why do we teach this?

Data representation teaches students how computers store and execute data. This allow them to gain a clearer picture as to what data is and how a computer manages and manipulates it. All students will use computers in their everyday life, this unit will help them understand how the storage on their devices works.

They will look at how to convert denary numbers to binary numbers and be able to perform the conversions themselves using their numeracy skills. This will inform students about the use of binary will expand on their knowledge about the architecture of computers and how they are able to process at the speeds they do. They will also look at digital artefacts, such as images, sound and video files and will learn how computers represent these and are able to compress them.

This is a core fundamental of computing and allows students to expand their knowledge of everyday computers. This understanding will then help students to be more confident users of computers.

Subject specific skills being developed:

- Understand simple Boolean logic [for example, AND, OR and NOT and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal] Understand how
- Understand now 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

Reading Skills needed for this unit: Key Vocabulary:

Binary, denary, number system, pixel, bit, byte, resolution, colour depth, file size, ASCII, Unicode

Reading Skills needed for this unit: Key Vocabulary:

Decomposition, pattern recognition, abstraction, algorithms, pseudocode, flowchart

Reading Skills needed for this unit: Key Vocabulary:

Sequence, selection, iteration, variable, operator, assignment, integer, string, casting

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Faith is our Foundation

Reading Skills needed for this unit: Key Vocabulary:	Reading Skills needed for this unit:	Reading Skills needed for this unit:
Hub, switch router, IP address, MAC address, topology, LAN, WAN, data packets, fibre optic, Ethernet	Key Vocabulary: Artificial Intelligence, Internet of Things, Smart Cities, Wearable Technology, Cryptocurrency,	Key Vocabulary: Formatting, alignments, font, margins, Column, row, cell, cell reference, absolute cell reference, value, label, function, formulae, Age restrictions, safe, respectful, responsible and secure, online identity, privacy; inappropriate content
Opportunity for cross- curricular skill development	Opportunity for cross- curricular skill development	Opportunity for cross- curricular skill development All subjects – Print layout formatting, formatting. Maths – Number English – Writing

Ensuring this curriculum meets the needs of all pupils: this curriculum has been designed to ensure pupils from all starting points will develop the key curriculum skills and knowledge identified. The curriculum design ensures that each unit forms part of the overall learning journey and there are opportunities for revisiting skills and linking together key pieces of knowledge. Whole Academy policies and practices are followed to tailor the delivery of the curriculum for individuals and groups of students. For example SEND students have individual learning profiles that outline needs/strategies to be used, Ongoing formative assessment and clear summative assessment points allow individual staff and departments to identify misconception and adjust curriculum appropriately.

Enrichment opportunities: Coding Club Visits/Trips

Career opportunities/ links: Software engineer / Software development / Data Analysis / Network Engineer / Cloud Computing / Administration / Data Manager