



Year 7 Autumn Term
'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Using Computer Safely, effectively & responsibly

Curriculum Intent	Pupils will be taught using the following National Curriculum guidelines:
Skills/National Curriculum Links	<p>Computing – KS3</p> <p>Key stage 3 Pupils should be taught to:</p> <ul style="list-style-type: none"> • design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems • understand several key 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 • 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 • 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 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 • undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users • create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability • understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognize inappropriate content, contact and conduct and know how to report concerns.
Numeracy	
Literacy	<p>Vocabulary Tier 2: policy, manage, secure, techniques, appreciate, guarantee, accurate.</p> <p>Vocabulary Tier 3: file extension, camel casing, folder, subfolder, root folder/directory, recycle bin, backup, shortcut key combination, backup, zip, social networking, cyberbullying, online profile, privacy settings, phishing, hacking, biometrics, encryption, virus,</p> <p>Reading: Presentations, worksheets, and homework</p> <p>Writing: complete worksheets and skill task such as creating folders</p> <p>Oracy: learn how to pronounce difficult or new keywords</p> <p>SMSC: Learning how to express yourself and respect on social media, the importance of adhering to school policy for safe computer use; thank God for global communication and being able to keep in touch with loved ones.</p> <p>PSHE: Use direct contact or media to find out about e safety and young people's attitudes towards social media.</p> <p>Careers: Consider skills, qualities and interests to work in the sector of social media; discuss famous figures in this area Mark Zuckerberg for Facebook</p> <p>Literacy: literacy slide will provide a definition of the keyword, antonym and synonym</p>
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: Learning will produce work on a variety of different levels, a mix of individual, think pair share, designing original mats, Q&A with teacher, teacher marking and self-marking.</p> <p>By resource: presentations, worksheets with extension tasks</p> <p>By Intervention: by providing different levels of supervision/support, seating plan, use of TA</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>



Implementation Curriculum Delivery	To be able to:		
Learning Outcomes (Knowledge)	School Systems	Log on, Office 365, All about me presentation, Teams	Understand how to access the school system, Office 365, Classcharts, Teams
	Using Computers Safely Effectively Responsibly	File Management	To learn the policy regarding school computer use found in planner To learn to manage files in File Explorer To learn some useful tips for using software packages To understand the importance of backup
		Social Networking	Learn about the possible dangers of social networking sites Learn how to respond to threats on the Internet Learn how to keep your identity secure on the Internet
		Keeping your data safe	Learn how to create a secure, memorable password Learn how to identify a phishing scam Learn how to avoid being a victim of an email scam
		Using email	To learn how to send, respond to and forward emails search your old emails for a sender, subject, etc. resize large image files before sending manage your contacts list Be aware of the advantages and disadvantages of email
		Searching the web	Define the term "search engine" and name examples Learn techniques to use a search engine efficiently Appreciate that there is no guarantee that the information on the Internet is accurate
Current learning to be developed in the future within:	<p>This SOW will be built upon in year 8 when pupils will learn about cyber security and how to keep personal data safe and the consequences of breaking the computer misuse act, copyright and plagiarism.</p> <p>The use of Office 365, Classcharts and Teams will impact every lesson and across the curriculum and the students digital literacy skills to confidently access the school systems in any location.</p> <p>Alan Turing and Caesar Cipher will be linked to Networks in year 8 when learning about encryption to secure data and hacking.</p>		
Assessment	<ul style="list-style-type: none">Refer to assessment maps for formative and summative assessment opportunities.		
Impact	<ul style="list-style-type: none">Learning will be tested during Summative Assessment 1.Assessment results will indicate pupils emerging, developing, securing or mastering.Data review documentation will indicate if pupils are underachieving, meeting or exceeding MEG grade.In line with the departmental marking policy, quality written feedback will be provided for the specified marked piece		