

<b>Subject: Computing</b>	<b>Year: 7</b>
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**INTENT**

It is important at the beginning of Year 7 that we ensure that all students can use the school computer system. Time is spent teaching the best approach to file management, organisation and covering general skills. They become confident logging on to the school network and VLE. In Year 7 we endeavour to introduce students to a range of computing skills, such as PowerPoint, python, word and spreadsheets. Students will learn how computers work and components that make a computer. Students will be exposed to a range of subject specific terminology and will learn how to use this accurately and appropriately in their writing.

**IMPLEMENTATION**

The Computing Department at BGN aims to inspire and develop awareness of technology and its surrounding issues. Students are encouraged to use and become confident in a range of software. In Year 7 many types of software are introduced for the first time and students are taught initial skills to use the software confidently. The software is then revisited again in Year 8/9 to build on the level of skill, confidence, and ability to produce high quality work.

Overview of Year – Topic area and Assessment	Term 1								Term 2							Term 3						Term 4							Term 5					Term 6					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
	<p><b>Getting started:</b></p> <ul style="list-style-type: none"> <li>Logging on to computer network</li> <li>Logging on to VLE</li> <li>File management, Cloud computing and VLEs</li> <li>The internet and digital wellbeing</li> <li>Vector graphics</li> <li>Bitmap graphics</li> <li>Impossible photographs</li> </ul>	<p><b>Spreadsheets:</b></p> <ul style="list-style-type: none"> <li>Formulae, replication and referencing</li> <li>Functions using SUM, AVERAGE, MAX and MIN</li> <li>Boolean operators and the IF and COUNT functions</li> <li>Formatting, graphs and charts</li> <li>Modelling</li> <li>Theme park challenges</li> </ul>	<p><b>Computing, Past, Present and Future:</b></p> <ul style="list-style-type: none"> <li>The history of word processing</li> <li>Designing a leaflet</li> <li>Moore’s Law</li> <li>The history of computing</li> <li>Learning to present</li> <li>The future of computing</li> </ul>	<p><b>Programming in Python – Sequence:</b></p> <ul style="list-style-type: none"> <li>Computer programs</li> <li>Getting data from the user</li> <li>Data types</li> <li>Placeholders and lists</li> <li>Working with lists</li> <li>Working with strings</li> </ul>	<p><b>Sound and Video Editing:</b></p> <ul style="list-style-type: none"> <li>Planning/Asset collection</li> <li>Combined Images</li> <li>Create video with use of text and images</li> <li>Add voice recordings and sound to video</li> <li>Evaluate and present videos</li> </ul>	<p><b>Interactive Multimedia:</b></p> <ul style="list-style-type: none"> <li>Research existing interactive multimedia platforms.</li> <li>Slide template – creation of homepage.</li> <li>Duplication of homepage template and adding hyperlinks</li> <li>Creation of slides</li> <li>Adding video and animation</li> <li>Evaluate and showcase interactive information point</li> <li>Modelling</li> </ul>																																	

IMPACT				
	Topic	Assessment Method	Mark Sch / Grade Boundaries	Knowledge / Skills / Understanding To be shared with students
Topic, Assessment, Readiness	On a termly basis	<p>Through observation of confidence and ability to access and compete all skills. The ability to access classwork and homework on the VLE. To be able to hand in work on the VLE.</p> <p>Multiple choice tests will be set at the end of units. Students receive instant notification of grade achieved.</p>	Assessed work given a grade 1-9 and FAR marking on assessed piece of work at the end of the unit.	Assessed work will be graded and shared on the VLE. FAR marking on assessed task at the end of the unit. Students will be expected to respond to feedback and carry out any improvements that are required.