

**Subject: Computing**

**Year Group: 7**



| Half Term                            | 1  | 2  |  | 3&4   | 5  | 6   |
|--------------------------------------|--|--|--|---|--|---|
| <b>Topic:</b>                        | What are computers?  | Bebras   |  | Spreadsheets  | BYOB-Essentials  | BYOB- Into Practise   |
| <b>Summative Assessment Summary:</b> | <b>End of Topic Test:</b><br>Short test at the end of the unit around what computers are, convergence, networks and staying safe online. | The Bebras Challenge: this external online test gives students' problem-solving abilities, using several computational thinking techniques. Results are released after around 4 weeks. Very good indicator of how the student will progress at KS4 |  | <b>Teacher assessed:</b><br><br>Students create a working stadium model for a Quidditch pitch, using skills and tools learnt throughout the unit. | <b>End of topic test:</b><br><br>Answer questions on computational techniques they have used to create simple programs in BYOB software. | <b>Teacher Assessed:</b><br><br>Students create a project of their own, creating a game using BYOB, demonstrating their understanding of coding using the software. |

**Year Group: 8**

| Half Term                            | 1  | 2  | 3   | 4  | 5  | 6 |
|--------------------------------------|--|--|---|--|--|---|
| <b>Topic:</b>                        | App Lab  | Bebras   | Data Representation   | Algorithms   | Micro-Python   |   |
| <b>Summative Assessment Summary:</b> | <b>Teacher assessed:</b><br>Students create their own Phone App project using the skills they have learnt throughout the unit. | The Bebras Challenge: this external online test gives students' problem-solving abilities, using several computational thinking techniques. Results are released | <b>End of Topic Test:</b><br><br>Questions about how images, text and sound are converted into digital 0s and 1s and stored on media. | <b>Teacher assessed:</b><br><br>Creating a PowerPoint with animations to show their understanding of how the key searching and | <b>Teacher Assessed:</b><br><br>Students complete a project, creating a Python program to run on a MicroBit, documenting using a |   |

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|  |  | after around 4 weeks.<br>Very good indicator of how the student will progress at KS4 |  | sorting algorithms work. | PowerPoint slideshow. |  |
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**Year Group: 9**

| Half Term                            | 1   | 2   | 3  | 4  | 5   | 6 |
|--------------------------------------|---|---|--|--|---|---|
| <b>Topic:</b>                        | Blender   | Bebras  | Python 101   | Boolean Logic  | Cyber Security  |   |
| <b>Summative Assessment Summary:</b> | <p><b>Teacher Assessed:</b></p> <p>3D Animation Project. Students are given a short brief and must design a 3D animation using the skills they have learnt.</p> | <p>The Bebras Challenge: this external online test gives students' problem-solving abilities, using several computational thinking techniques. Results are released after around 4 weeks. Very good indicator of how the student will progress at KS4</p> | <p><b>End of topic Test:</b></p> <p>Students are tested on building and executing programs using the text-based Python programming language.</p> | <p><b>Teacher Assessed:</b></p> <p>Creating a PowerPoint with animation showing their understanding of how different Logic Gates work.</p> | <p><b>Teacher Assessed:</b></p> <p>Students use what they have learnt about cyber security during the unit to prevent a cyber-attack. They work as teams to use their knowledge to purchase the correct equipment/ skills to prevent each attack.</p> |   |