| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------------|--|---|--|--|--|--|
| Topic (s) Topic Objectives | Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise | Python Programming Using Turtles • Use programming languages, at least one of which is textual, to solve a variety of computational problems; design and develop modular programs that use procedures or functions | Spring 1 Image Manipulation using Bitmap Graphics • 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, reuse, revise and repurpose digital artefacts | Working World Understand the hardware and software components that make up computer systems Understand a range of ways to use technology safely, respectfully, responsibly and | Mobile App Programming • 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 | Inspiring Digital Enterprise Award Model the state and behaviour of realworld problems and physical systems 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 | | repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability | responsibly and securely, evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems | and meeting the needs of known user • Use programming languages, 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 | privacy |

| | | | | | | create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability | |
|-----------------------------------|--|--|--|------------------------------|---|--|---|
| Acquired Knowledge / Skills | The value of your data Social Engineering Hacking Automated Hacking Threats to a network Defending Cyber attacks | Problem solving challenge practice Problem solving international competition Sequences in Python User inputs and Variables Selection in Python Iteration in python Problem Solving with Python | tools Selection to Adjustment Retouching Text & Typo | tools | Modern working world Accessibility Communication & Collaboration Cloud Computing Personal Networks Remote Working | Decomposing a problem – Creative solutions -Apps Concept Driven Programming - Development of a Tappy Tap App Debugging and Identification of project User input App development Project completion | Citizen Worker Maker Entrepreneur |
| Target Vocabulary | Data, information, cybersecurity, cybercriminals, profiling, user behaviour, privacy policies, data protection, data | Sequence Module Command Function Iteration Variables | Image Editing Canvas Layers | Manipulation Resize Rotate | Stakeholders, Organisations, Accessibility, Inclusivity, Collaboration, Communication, | Decomposition, mobile app, properties, Event Driven programming, variables, sequence, workspace, | Bronze Award, Independence, Decomposition, Identification, Problem Solving, |

| | subject, data portability, | Debug | Comments | Transform | Overlap | Netiquette, Modern, Traditional, | parameters, objects ids, errors, debugging, | Communication, Collaboration |
|------------|---|--|-------------------------|-----------------------------------|---------------|---|--|--|
| | malware, Social | IF statement | While | | | Infrastructure, Local | Success Criteria, event | |
| | Engineering, | | | Crop | Quick Select | Software, Online | handler, checkbox, | |
| | phishing, blagging, shouldering, | Print | Syntax | | | Software, Processing | feedback, evaluation | |
| | scams, Cyberthreats, Hacking, Ethical, | Logical | Condition Controlled | Magic Wand | Foreground | Power, RAM, Ad hoc networks, PAN, Remote Working, Ergonomics, Mental | | |
| | illegal , DDos, DoS, Computer | Count Controlled, | String | Background | Radius | and Physical health | | |
| | Misuse Act, Penetration Testing, | Concatenation | Index | Edge | Brush | | | |
| | Ransomware, Malware, Viruses, Trojans, Worms, | | | Clipping Mask | Flip | | | |
| | Adware, Spyware, Bots, Botnet, Firewall, | | | Hue | Saturation | | | |
| | Authentication, Biometrics, Two- Factor | | | Threshold | Gradient | | | |
| | Authentication, | | | Invert | Red Eye | | | |
| | | | | Spot Healing | Healing Brush | | | |
| | | | | Font | Vertical | | | |
| | | | | Horizontal | Opacity | | | |
| | | | | | | | | |
| Assessment | Lesson starters, Homework and End of Unit Assessment | Lesson starters, and End of Unit Bebras Compet | Assessment | Lesson starters and End of Uni | | Lesson starters, Homework and End of Unit Assessment | Lesson starters, Homework and End of Unit Assessment | Lesson starters, Homework and End of Unit Assessment |
| | | | | | | | | |

| | SUBJECT: | SUBJECT: COMPUTING & DIGITAL MEDIA | | | /EAR | 9 | OVERVIEW | |
|--|----------|------------------------------------|--|--|------|---|----------|--|
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