Curriculum Map – Dawlish College

Subject: Core IT **Year group: Year 7**

	Autumn		Spring		Summer	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Declarative Knowledge – 'Know What'	***Introduction/Systems/Online Safety*** Au1.1 How to access the network Au1.2 How to access OneDrive from school and home Au1.3 Logging into ePraise Au1.4 Accessing Seneca Au1.5 Kooth Au1.6 Understanding safety systems and being safe online	***Social Media/Email use/Code.org*** Au2.1 Social media – laws and use Au2.2 Email etiquette Au2.3 Email tools, tips and tricks Au2.4 eSafety quiz planning Au2.5 Intro to Code.org Au2.6 Code.org - course 2	***Scratch*** Sp1.1 History and introduction to the working area Sp1.2 The stage and Motion Sp1.3 Looks Sp1.4 Sound and Events Sp1.5 Control, Sensing and Operators Sp1.6 Variables and My Blocks	***Intro to Spreadsheets*** Sp2.2 Key terms/layouts Sp2.2 Writing simple formulae Sp2.3 Combining formulae Sp2.4 Fill down Sp2.5 Auto functions + Count If Sp2.6 Graphs and Charts	***Input and Output devices/History of computers/Computational Thinking*** Su1.1 Computing through time Su1.2 Parts of a PC Su1.3 Input devices Su1.4 Output devices Su1.5 Basic computational thinking Su1.6 Algorithms/searches	***Photoshop*** Su2.1 Introduction to Photoshop Su2.2 Commercial uses Su2.3 Layers and how to build them Su2.4 Removing and changing backgrounds Su2.5 Adding special effects Su2.6 Using text to create posters and other digital artwork

Curriculum Map – Dawlish College

Skills *Sequential Knowledge – 'Know How'*	Au1.1 How to access the network • Login information • School email address • Using the Microsoft login options Au1.2 How to access OneDrive from school and home • How to find OneDrive • Login options • Access on different platforms and devices • Setting up folders • Syncing work • Autosave Au1.3 Logging into ePraise • How to login at school or home • Using different devices • Navigating the system • Finding work set • Clearing work done • Praise points • Messages and reports Au1.4 Accessing Seneca • How to login at school or home • Using different devices • Navigating the	Au2.1 Social media – laws and use • What social media is there • Age requirements • Social media and the law • Safety on social media • Dangers of social media • Privacy Au2.2 Email etiquette • Proper and professional use • Title bar/subject/greetings/salutations • How to attach documents • How to insert links • Limitations Au2.3 Email tools, tips and tricks • The tool bar • How to format an email • Advanced use of tools • CC and BCC • Recalling emails Au2.4 eSafety quiz planning • Key points to	Sp1.1 History and introduction to the working area • Understanding the mission of Scratch • Common uses • Best practice examples • Analysing outcomes • The working interface Sp1.2 The Stage and Motion • What is the stage • How to change the stage • Best settings and visuals • Introducing characters • Changing a character • Basic motion • Advanced motion paths Sp1.3 Looks • Initial settings • Developing looks for scenes	Sp2.1 Key terms/layouts • Key terms used in Excel • Terms and definitions • Commonality with Office Sp2.2 Writing simple formulae • Addition • Subtraction • Multiplication • Division • Referenced cells Sp2.3 Combining formulae • Compatible formulae • Why formulas clash • Overcoming problems • Presenting formulae for scrutiny Sp2.4 Fill down • Purpose of fill down • How to execute effective and accurate fill down • Best use and where not appropriate Sp2.5 Auto functions and CountIf • Introducing auto functions • Effective use of auto	Su1.1 Computing through time • History of computing • Major players in the computing evolution • Important moments in computing • Power and size Su1.2 Parts of a PC • Identification of key components • Identification of additional components • Peripherals • Compatibility of devices • What is memory • What types of memory Su1.3 Input devices • What is an input • What receives inputs • Why we need inputs • Developments	Su2.1 Introduction to Photoshop • What is Photoshop • Basic interface • Best practice examples • Poor practice examples Su2.2 Commercial uses • Advertising industry • Websites • Apps development • Gaming • Newspaper and magazine use Su2.3 Layers and how to build them • The background • What is a layer • Why have multiple layers • Adjusting layers • Locking layers • Hiding layers Su2.4 Removing and changing backgrounds • Importing backgrounds • Exporting backgrounds • Removing parts of a background • Adjusting the style

Curriculum Map – Dawlish College

	system • Repeating sections • Submitting and extending work Au1.5 Kooth • How to login at school or home • Using different services • Navigating the service • Proper and appropriate use • Further help Au1.6 Understanding safety systems and being safe online • What systems are in place at school • Why we have safety systems • What systems and apps can be used outside of school • Staying safe online • Dangers of being online • Issues within social media • AI use	cover • Software to use • Format preferences • Using Metalinks • Colour palate for on-screen use Au2.5 Intro to Code.org • What is code.org • Setting up an account • Navigating the website • Saving the progress Au2.6 Code.org - course 2 • Introduction to the course • Purpose of the course • Importance of sequential learning styles	• Importing other images • Manipulating other images • Drawing your own image • Sp1.4 Sound and Events • The sound stage • Syncing sound with characters • Importing sound • Creating events • Using events for scoring • Character deletion through events • Changing stages through an event Sp1.5 Control, Sensing and Operators • Controls available and their purpose • Using controls to develop game play • Sensing	functions • When auto functions go wrong • Disabling the auto function mechanism • Checking outcomes manually and automatically • Why use CountIf • Effective and efficient use of CountIf Sp2.6 Graphs and Charts • Where to find the data • Importing data • Right choice of graph • Purpose and execution • Changing the dataset	in inputs • Compatibility of inputs Su1.4 Output devices • What is an output • What receives outputs • Why we need outputs • Developments in outputs • Compatibility of outputs Su1.5 Basic computational thinking • How do computers think • Why think differently Su 1.6 Algorithms/searches • What is an algorithm • Why algorithms are essential • Basic search parameters • Advanced search parameters	Su2.5 Adding special effects • What effects are available • What is suitable • Manipulating existing effects • Importing effects • Overuse of effects Su2.6 Using text to create posters and other digital artwork • Finding a good example through research • Deciding on a topic • Deciding on a style and theme • Copyright issues • Publishing a final product

Curriculum Map – Dawlish College

			variables • Choosing proximity for sensing • Advanced operators for game play Sp1.6 Variables and My Blocks • Introducing further variables for time and score • Adjusting variables to suit the project • Creating blocks for specific need			

Curriculum Map – Dawlish College

	The factors identified below are referred to throughout the curriculum: Developing Knowledge and Understanding of the application of topic to the real world. Objectives focus on: 1. Demonstrate knowledge and understanding of concepts and theories 2. Apply knowledge and understanding of concepts and issues to a variety of contexts 3. Analyse and evaluate information and issues to demonstrate understanding of activities through judgements and draw conclusions					
Key Questions	Why do we need these systems? Who monitors my work? Can I use these at home? Why do we need filter security? What are the common dangers online? Can parents help? What can I do personally to stay safe? Who can I report issues to?	What laws affect me? What is the right wording to use in social media settings? What is a standard layout for email? Which fonts should I use and which should I avoid? What format should a successful quiz take? What kind of coding is used in Code.org? Who runs Code.org? Why does Course 2 run sequentially?	What is Scratch? How did is emerge? What is its purpose? Can I carry on at home with my projects? Can I use my own image and drawings? What is Block coding? What skills does Scratch help develop? Where does Scratch programming lead to next?	What are the key principles of Excel? What are the basic actions of Excel? What advantages does using Excel bring a person or a business? How does Excel help with schoolwork? How does Excel help in presentations? Can Excel replace workers? What are the limitations of Excel? How can you export Excel successfully?	What leads the industry in 2023 Who are the significant players in the industry Who were the early pioneers in computing? What were the first computing tools used for? Why has the pace of change been so important? Who leads the way in the current climate? What do each part of a PC do and why? What is computational thinking and where is it used? What is the effect of good algorithms?	What is Photoshop work area? What are Smart Objects, and how are they used? How do you select the exact colour to match? Describe what Photoshop is and why is it used? What is Photoshop Lightroom? What are some important tools in Photoshop? How do you crop an image in Photoshop? What is the commercial value of Photoshop?

Curriculum Map – Dawlish College

Assessment/ Measure of success	In-class assessments Individual topic project completion (by outcome)	In-class assessments Submission and execution of quiz	In-class assessments Built game completion (by outcome)	In-class assessments Completion of effective spreadsheets	In-class assessments Successful completion of activities set	In-class assessments Completion of PS activities to industry standard
Addressing gaps, errors, misconceptions	Address at source (time allowing) Use subsequent Do Now to revisit smaller gaps/ errors /misconceptions Model through exemplars (historical or shared current student material (Impero) Use of class experts and building resilience through trial and error	Address at source (time allowing) Use subsequent Do Now to revisit smaller gaps/ errors /misconceptions Model through exemplars (historical or shared current student material (Impero) Use of class experts and building resilience through trial and error	Address at source (time allowing) Use subsequent Do Now to revisit smaller gaps/ errors /misconceptions Model through exemplars (historical or shared current student material (Impero) Use of class experts and building resilience through trial and error	Address at source (time allowing) Use subsequent Do Now to revisit smaller gaps/ errors /misconceptions Model through exemplars (historical or shared current student material (Impero) Use of class experts and building resilience through trial and error	Address at source (time allowing) Use subsequent Do Now to revisit smaller gaps/ errors /misconceptions Model through exemplars (historical or shared current student material (Impero) Use of class experts and building resilience through trial and error	Address at source (time allowing) Use subsequent Do Now to revisit smaller gaps/ errors /misconceptions Model through exemplars (historical or shared current student material (Impero) Use of class experts and building resilience through trial and error
Link to prior learning	Internet safety Use of basic Office suite products	PD sessions on effective and safe use of Social Media Coding from Year 5-6	Scratch at primary Problem solving Decision making Use of 3D Paint/CoralDraw Mouse and keyboard manipulation	Basic maths formulae used in the traditional sense Mouse and keyboard manipulation Shortcuts Data handling	History curriculum Speed of change in technology Famous scientists Role of men and women in science Development of computers and	Finding images Researching techniques online Following instructions in detail to achieve an outcome

Curriculum Map – Dawlish College

					computing Relationship between computing and world change Basic coding necessities to allow advance	
Preparation to later learning	Use of everyday tools in IT to aid workflow and comms between teacher and student/home Safety and safe use of IT a skills and experiences develop Identification of threats online and how to deal with them	Becoming an effective Digital Citizen Use of email in the workplace Quiz building within other subjects Logic thinking skills	Good for decision making Overcoming problems and adjusting existing data to suit (Debugging) Further block-based coding and leading into string coding	Use in other subjects for presentations and data handling exercises Making sense of raw data in a meaningful way Graphic representations of large datasets Advancing formulae	Preparation for the world of work Understanding that the world is truly interconnected (good for business and economics) Careers guidance Understanding the depth of history in the computing world Interrelationships between countries Speed of change in the modern world Development of computing for GCSE subjects Computational thinking	Use in other subjects for presentations and projects Developing fine motor skills Decision making skills for best outcome Resilience in activities to see through to conclusion.

Curriculum Map – Dawlish College

Literacy/ Numeracy/ SMSC/ Character	**Literacy**: Reading of source material, research as well as group and class discussion. **Numeracy**: Calculations used in Future Technologies/Spreadsheets (Formulae)/Scratch/Photoshop **SMSC:** **Spiritual development:** students explore use of various IT tools to develop understanding and are encouraged to explore these concepts and challenge the actions taken. Enabling students to develop empathy of opinions and allow them to take into consideration other people aims, values, principles, and beliefs **Moral development**: Students evaluate, comment upon and discuss various moral issues relating to IT practices and procedures. Students consider the political, social, environmental and technological issues arising from a media decision. **Social development:** Development of team working skills through collaborative work and research **Cultural development**: Students look at the changes in society and how they can affect It and how IT affects them. **Character:** case studies and mini projects will look at firms that have demonstrated various characteristics including confidence, resilience, aspiration, and initiative. Students will also have the opportunity to develop these through their activities.