



CURIOSITY

COMPASSION

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## Recovery curriculum outline 2022-23

		Computing
		Term 6 Jun-Jul
Year 7:	Networks <a href="#">Oak academy lessons 1-6</a>	
Year 8:	Media - vector graphics <a href="#">Oak academy lessons 1-5</a>	
Year 9:	Media - vector graphics <a href="#">Oak academy lessons 1-5</a>	
Year 10: GCSE	P1 - Programming: Working with data <a href="#">Oak academy lessons 3-6</a>  P2 - Computing issues <a href="#">Oak academy lessons 1-7</a>	
Year 10: BTEC IT	Comp 2: LAA Investigating use of data <a href="#">Mr Aliz Class - LAA</a>	



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## Curriculum overview

Subject	BTEC IT	Year group	10
<p><b>Vision statement:</b></p>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>‘A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.’</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
<p><b>Curriculum intent:</b></p>	<p>Computing will be central to everything students do in their future lives. This subject gives students the opportunity to utilise technology to enhance the way they live and work. It will also be used as a lens to develop their understanding of the world around them.</p> <p><i>In essence, computing should be seen as an underpinning subject that facilitates new learning and thinking in all other areas. The computer should be a tool that pupils use in the same way as a calculator or a pen.</i></p> <p>As outlined within the National Curriculum: “A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems.”</p> <p>The core of computing is <b>computer science</b>, in which students are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.</p> <p>Building on this knowledge and understanding, students are equipped to use <b>information technology</b> to create programs, systems and a range of content.</p> <p>Computing also ensures that students become <b>digitally literate</b> – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. The need to use technology with care and compassion should be considered throughout all lessons.</p>		



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Term 6 Jun-Jul

**The Big Question**

**Big picture questions:**

**What is data?**

**Content (Linked to TCs):**

TC1 (Y11)

- What data is
- That data is meaningless without converting it into information by adding structure and context
- What the different ways of representing information are
- How to explain situations where different information representations would be used
- What methods can be used to ensure data input is suitable and within boundaries so that it is ready to be processed
- How the data collection method and data collection features affect its reliability
- What factors affect the quality of information and the impact this has on decision making
- How different types of organisation use data modelling to help make decisions
- What different threats individuals face who have data stored about them

**Vocabulary Instruction:**

Structure, context, unprocessed, text, numbers, tables, graphs/charts, infographics, input, boundaries, validation, range check, type check, lookup check, data type check, presence check, length check, verification, proofreading, double entry, reliability, primary data, secondary data, information, third party, sample, big data, accuracy, completeness, format/presentation, volume, modelling, just-in-time delivery, demographic

**Assessment:**

Knowledge check  
Topic test

**Key/Historical misconceptions in this unit:**

n/a



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Term 6 Jun-Jul

**The Big Question**

**Big picture questions:**

**Why do humans need computers?**

**Content (Linked to TCs):**

- TC5 (Y10)
- How modern technologies impact on the way organisations perform tasks
  - How technologies are used to manage teams, to enable stakeholders to access tools and services, and to communicate effectively
  - The positive and negative impact that the use of modern technologies has on organisations and stakeholders

**Vocabulary Instruction:**

Structure, context, unprocessed, text, numbers, tables, graphs/charts, infographics, input, boundaries, validation, range check, type check, lookup check, data type check, presence check, length check, verification, proofreading, double entry, reliability, primary data, secondary data, information, third party, sample, big data, accuracy, completeness, format/presentation, volume, modelling, just-in-time delivery, demographic

**Assessment:**

Knowledge check  
Topic test

**Key/Historical misconceptions in this unit:**

Computers are used to perform specific tasks rather than as a tool to complete tasks that would need to be done anyway.

**Sequencing:**

**We have chosen to sequence the year 10 curriculum like this because...**

The year is split between learning about computer programming and how computers work. This is done so that the programming element is practised with appropriate spacing to aid reinforcement of concepts and development of more holistic skills.

Programming wise, there is a natural progression in skills firstly starting with basic sequential programs and then developing selection and then iteration based programs. As the term progresses, these core concepts are applied to other fundamental construct again to aid retrieval practise over time. The year culminates in the application of all these concepts to more stretching goals.

On the theory side, the model of a computer is built from what learners already know. We explore how a computer system is built from common components and how they interact is explored in detail. This allows more abstract concepts in the year to be explored form a common frame of reference and without this



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	the learning would be more difficult to grasp. The year ends by considering the wider implications of technology and a chance to develop deeper thinking about the subject.
<b>National Curriculum plus:</b>	<b>In addition to teaching the statutory elements of the national curriculum, we also include...(with justification to local context)</b> Programming is a big draw for students and there is an extended focus on trying to solve more than trivial problems. Many electing to do the subject see a benefit of learning how to program and it is important that they appreciate how their core skills are still applicable to even the most complex problems that can be solved. Whilst there is no formal requirement for this we consider this to be an important part of the learners' development in the subject.