

WHOLE SCHOOL CURRICULUM MAP –TEACH IT COMPUTING/ PROJECT EVOLVE 2023 - 24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Long term plan	The internet Managing Online Information	Audio production Copyright and Ownership Online Bullying:	Repetition in shapes Online Reputation	Data logging Privacy and Security	Photo editing Self-Image and Identity	Repetition in games. Health, Well-being and Lifestyle Online Relationships
Year 4 Project evolve	Managing Online Information I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g., social media, image sites, video sites). I can describe some of the methods used to encourage people to buy things online (e.g., advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. I can explain that technology can be designed to act like or impersonate living things (e.g., bots) and describe what the benefits and the risks might be I can explain what is meant by fake news e.g., why some people will create stories or alter photographs and put them online to pretend something is true when it isn't	Copyright and Ownership When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. Online Bullying: I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g., image, video, text, chat). I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation)	Online Reputation I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others	Privacy and Security I can describe strategies for keeping personal information private, depending on context. I can explain that internet use is never fully private and is monitored, e.g., adult supervision I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I know what the digital age of consent is and the impact this has on online services asking for consent	Self-Image and Identity: I can explain how my online identity can be different to my offline identity. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this Copyright and Ownership I can give some simple examples of content which I must not use without permission from the owner, e.g., videos, music, images.	Health, Well-being and Lifestyle I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time. Online Relationships I can describe strategies for safe and fun experiences in a range of online social environments (e.g., livestreaming, gaming platforms). I can give examples of how to be respectful to others online and describe how to recognize healthy and unhealthy online behaviours.
Year 4	Computer Systems and Networks – The Internet	Creating Media – Audio Editing	Programming A – Repetition in Shapes	Data and Information – Data Logging	Creating Media – Photo Editing	Programming B – Repetition in Games

WHOLE SCHOOL CURRICULUM MAP –TEACH IT COMPUTING/ PROJECT EVOLVE 2023 - 24

<p>Teach Computing</p>	<p>Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false</p>	<p>Learners will identify the input and output devices required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.</p>	<p>Learners will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.</p>	<p>In this unit, learners will consider how and why data is collected over time. Learners will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Learners will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Learners will spend time using a computer to review and analyse data. Towards the end of the unit, learners will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p>	<p>Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have and evaluate the effectiveness of their choices.</p>	<p>Learners will explore the concept of repetition in programming using the Scratch environment. The unit begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.</p>
------------------------	---	--	---	--	--	--