

## 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	Systems and searching  <span style="background-color: #d9ead3;">Copyright and Ownership</span>  <span style="background-color: #d9ead3;">Online Relationships</span>	Video production  <span style="background-color: #d9ead3;">Managing Online Information</span>  <span style="background-color: #d9ead3;">Self-Image and Identity</span>	Selection in physical computing  <span style="background-color: #d9ead3;">Managing Online Information</span>	Flat-file databases  <span style="background-color: #d9ead3;">Online Bullying</span>	Vector graphics  <span style="background-color: #d9ead3;">Copyright and Ownership</span>  <span style="background-color: #d9ead3;">Health, Well-being and Lifestyle</span>	Selection in quizzes  <span style="background-color: #d9ead3;">Online Reputation</span>  <span style="background-color: #d9ead3;">Health, Well-being and Lifestyle</span>
Year 5  Project evolve	<p><span style="background-color: #d9ead3;">Copyright and Ownership:</span></p> <p>I can assess and justify when it is acceptable to use the work of others.</p> <p><span style="background-color: #d9ead3;">Online Relationships:</span></p> <p>I can give examples of technology-specific forms of communication (e.g., emojis, memes and GIFS).</p> <p>I can explain that there are some people</p> <p>I communicate with online who may want to do me or my friends harm.</p> <p>I can recognize that this is not my / our fault.</p> <p>I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions (e.g., gaming communities or social media groups).</p> <p>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>I can demonstrate how to support others (including those who are having difficulties online).</p>	<p><span style="background-color: #d9ead3;">Managing Online Information</span></p> <p>I can explain the benefits and limitations of using different types of search technologies e.g., voice-activation search engine.</p> <p>I can explain how some technology can limit the information I am presented with.</p> <p>I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</p> <p>I can evaluate digital content and can explain how to make choices about what is trustworthy e.g., differentiating between adverts and search results.</p> <p>I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</p> <p><span style="background-color: #d9ead3;">Self-Image and Identity</span></p> <p>I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context</p>	<p><span style="background-color: #d9ead3;">Managing Online Information</span></p> <p>I can identify ways the internet can draw us to information for different agendas, e.g., website notifications, pop-ups, targeted ads.</p> <p>I can describe ways of identifying when online content has been commercially sponsored or boosted (e.g., by commercial companies or by vloggers, content creators, influencers).</p> <p>I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.</p> <p>I can describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful. I can explain what is meant by a 'hoax'.</p> <p>I can explain why someone would need to think carefully before they share.</p>	<p><span style="background-color: #d9ead3;">Online Bullying</span></p> <p>I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</p> <p>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</p> <p>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</p> <p>I can identify a range of ways to report concerns and access support both in school and at home about online bullying.</p> <p>I can explain how to block abusive users.</p> <p>I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g., Childline or The Mix).</p>	<p><span style="background-color: #d9ead3;">Copyright and Ownership</span></p> <p>I can give examples of content that is permitted to be reused and know how this content can be found online.</p> <p><span style="background-color: #d9ead3;">Privacy and Security</span></p> <p>I can explain what a strong password is and demonstrate how to create one.</p> <p>I can explain how many free apps or services may read and share private information (e.g., friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p> <p>I can explain what app permissions are and can give some examples.</p>	<p><span style="background-color: #d9ead3;">Online Reputation</span></p> <p>I can search for information about an individual online and summarise the information found.</p> <p>I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect.</p> <p><span style="background-color: #d9ead3;">Health, Well-being and Lifestyle</span></p> <p>I can describe ways technology can affect health and wellbeing both positively (e.g., mindfulness apps) and negatively.</p> <p>I can describe some strategies, tips or advice to promote health and well-being with regards to technology.</p> <p>I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.</p> <p>I can explain how and why some apps and games may request or take payment for additional content (e.g., in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p>
Year 5	<b>Computer Systems and Networks – Sharing Information</b>	<b>Creating Media – Video Editing</b> Learners will learn how to create short videos by working in pairs or	<b>Programming A – Selection in Physical Computing</b>	<b>Data and Information – Flat-file Databases</b>	<b>Creating Media – Vector Drawing</b>	<b>Programming B – Selection in Quizzes</b>

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<p>Teach Computing</p>	<p>Learners develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. Learners discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.</p>	<p>groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Learners are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.</p>	<p>In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program it to control components (including output devices — LEDs and motors). Learners will be introduced to conditions as a means of controlling the flow of actions in a program. Learners will make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the ‘if...then...’ structure) and write algorithms and programs that utilise this concept. To conclude the unit, learners will design and make a working model of a fairground carousel that will demonstrate their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model. Throughout this unit, learners will apply the stages of programming design.</p>	<p>This unit looks at how a flat-file database can be used to organise data in records. Learners will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question and present their work to others.</p>	<p>In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.</p>	<p>Learners will develop their knowledge of ‘selection’ by revisiting how ‘conditions’ can be used in programming, and then learning how the ‘if... then... else...’ structure can be used to select different outcomes depending on whether a condition is ‘true’ or ‘false’. They represent this understanding in algorithms, and then by constructing programs in the Scratch programming environment. They learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. They use this knowledge to design a quiz in response to a given task and implement it as a program. To conclude the unit, learners evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved.</p>
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