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

Clapgate Primary School — Inspiring Young Minds

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Long term plan	Communication and collaboration **Managing Online Information** Online Bullying	Web page creation **Managing Online Information** Copyright and Ownership	Variables in games **Health, Well-being and Lifestyle** Online Reputation	Introduction to spreadsheets **Managing Online Information** Self-Image and Identity	3D modelling **Privacy and Security**	Sensing **Online Relationships**
Year 6 Project evolve	**Managing Online Information** I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively. I can describe how some online information can be opinion and can offer examples I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. **Online Bullying** I can describe how to capture bullying content as evidence (e.g., screengrab, URL, profile) to share with others who can help me. I can explain how someone would report online bullying in different contexts.	**Managing Online Information** I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g., advertising and 'ad targeting' and targeting for fake news). I understand the concept of persuasive design and how it can be used to influence peoples' choices I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. **Copyright and Ownership** I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet.	**Health, Well-being and Lifestyle** I can describe common systems that regulate agerelated content (e.g., PEGI, BBFC, parental warnings) and describe their purpose. I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). I can assess and action different strategies to limit the impact of technology on health (e.g., night-shift mode, regular breaks, correct posture, sleep, diet and exercise). **Online Reputation** I can explain the ways in which anyone can develop a positive online reputation. I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including de	**Managing Online Information** I can describe the difference between online misinformation and dis-information. I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g., the sharing of misinformation or disinformation). I can identify, flag and report inappropriate content. **Self-Image and Identity** I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why It is important to challenge and reject inappropriate representations online. I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened I know and can give examples of how to get help, both on and offline. I can explain the importance of asking until I get the help needed.	**Privacy and Security** I can describe effective ways people can manage passwords (e.g., storing them securely or saving them in browser). I can explain what to do if a password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g., auto updates. I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g., scams, phishing). I know that online services have terms and conditions that govern their use.	**Online Relationships** I can explain how sharing something online may have an impact either positively or negatively. I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how things shared privately online can have unintended consequences for others (e.g., screengrabs). I can explain that taking or sharing inappropriate images of someone (e.g., embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.
Year 6	**Computer Systems and Networks - Communication**	**Creating Media – Web Page Creation**	**Programming A – Variables in Games**	**Data and Information - Spreadsheets**	**Creating Media – 3D Modelling**	**Programming B - Sensing**

Teach Computing	In this unit learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.	Learners will be introduced to creating websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.	This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, learners experiment with variables in an existing project, then modify them, before they create their own project. In Lesson 4, learners focus on design. Finally, in Lesson 6, learners apply their knowledge of variables and design to improve their games in Scratch.	This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create charts, and evaluate their results in comparison to questions asked.	Learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.	This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – 'Programming A'. It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro: bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro: bit. Pupils then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth.