## Year 7 Curriculum Overview [2026-2027]
## Computing

| Autumn Term | Knowledge & Understanding | | | Literacy Skills | Employability Skills | Assessment Opportunities |
|---|---|---|---|---|---|---|
| | **Composites** | **Components** [KEY concepts & subject specific vocab] | **Formal Retrieval** | **Opportunities for developing literacy skills** | | |
| **Sept – Dec 1 lesson per fortnight** | **Inside a Computer**<br><br>**Digital presentation skills** | • *Using the school computers*<br>• *Digital organisation*<br>• *Cloud Storage / OneDrive*<br>• Types of Computers<br>• Input/Output Devices<br>• Hardware and Software<br>• Methods of Storage<br>• Presentation skills<br>  ○ Slide master<br>  ○ Editing Assets<br>  ○ Using interactive features | Retrieval activity at the start of each lesson to prepare for learning<br><br>Dis | • Keyword definitions<br>• Sentence starters<br>• Use of Bloom's Taxonomy<br>• Extended writing tasks | • Competent and confident users of technology<br>• Presenting information to an audience for a specific purpose | • Mid-point formative assessment<br>• MCQ<br>• Summative end of topic assessment |

**Catholicity in this unit** – *Digital citizenship and ethical use of technology* – students learn about the need to protect the work they share online by not sharing their login details and using suitable folder structures and file names. *Community-orientated projects* – students produce a user guide to computer systems, considering how they can meet the needs of their audience. *Recognising technology as a vocation* – students are introduced to the IT Industry.


## Year 7 Curriculum Overview [2026-2027]
## Computing


| Spring Term | Knowledge & Understanding | | | Literacy Skills | Employability Skills | Assessment Opportunities |
|---|---|---|---|---|---|---|
| | **Composites** | **Components** [KEY concepts & subject specific vocab] | **Formal Retrieval** [if any] | **Opportunities for developing literacy skills** | | |
| **Jan-March** | **Data Handling – Spreadsheets** | • Data vs information<br>• Data types<br>• Data sets | Do Now at the start of every lesson | • Keyword definitions<br>• Sentence starters | • Data analysis<br>• Financial literacy<br>• Digital literacy | • Mid-point formative assessment |

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| **1 lesson per fortnight** | | • Formulae<br>• Functions<br>• Data analysis<br>• Selecting and refining data | MCQ formative assessment | • Use of Bloom's Taxonomy<br>• Extended writing tasks | | • MCQ<br>• Summative end of topic assessment |
| **Catholicity in this unit** – *Encouraging minimalism in coding and storage* – learning how to make efficient formulae that reduce data capacity in files. *Understand the broader impact of technology* – students learn how data can be used to make decisions and identify trends. *Recognising technology as a vocation* – students explore how spreadsheets are used in a range of jobs across multiple industries. | | | | | | |
| **Summer Term** | **Knowledge & Understanding** | | | **Literacy Skills** | **Employability Skills** | **Assessment Opportunities** |
| | **Composites** | **Components** [KEY concepts & subject specific vocab] | **Formal Retrieval** [if any] | **Opportunities for developing literacy skills** | | |
| **April-July 1 lesson per fortnight** | **Programming-Block based language** | • Computational thinking<br>• Variables and lists<br>• Sequence<br>• Selection<br>• Iteration<br>• Subroutines | Do Now at the start of every lesson<br><br>MCQ formative assessment | • Keyword definitions<br>• Sentence starters<br>• Use of Bloom's Taxonomy<br>• Extended writing tasks | • Problem solving<br>• Programming skills<br>• System testing | • Mid-point formative assessment<br>• MCQ<br>• Summative end of topic assessment |
| **Catholicity in this unit** – *Integrity and honesty in digital work* – students learn that everyone will create individual code as there is more than one way to solve a problem. Risk taking and problem solving are valued skills that promote integrity in work. *Combating plagiarism and dishonesty* – pupils work together to discuss solutions but work independently to create systems, creating a collaborative culture that engages pupils in the whole process. *Recognising technology as a vocation* – students discuss the impact technology is having on jobs and the need for everyone to be able to talk about how systems should work, even if they aren't the programmer. | | | | | | |