

NKS Computing Curriculum Map 2021



The purpose of studying Computing at NKS is...

From KS1-3, students are required to study Computing as a foundation N/C subject and is comprised of three parts : Computer Science, Information Technology and Digital Literacy. The aim of our KS3 course in Years 7 and 8 is to consolidate the increasingly sophisticated basic programming and IT skills developed at Primary phase and then bridge towards either the specialist choice of Computer Science GCSE, or the appreciation and use of Computing in their ongoing work for other subjects. At KS4, students continue their study of computing with an extra-curricular development of further IT skills, functional training in collaborative use of cloud applications and programming using the IDEA Bronze Award.

Between 40 and 60% of students choose to study GCSE Computer Science. During Year 7 and 8, some GCSE topics are featured at basic level. Year 9 provides the opportunity to develop the programming techniques studied in Y7-8 to a deeper level as preparation for studying the higher level theory topics. The Year 9 course provides a bridge between the generalised KS3 course and the examination-focused Y10-11 courses. The focus of Year 10-11 is on completion of GCSE Practical skill project, the learning of high level topics and preparation for the terminal examinations.

For further information please contact:

Mrs M Gowen

Subject Leader for Computing

mgowen@nks.kent.sch.uk

Year 7

Prior to joining NKS students will have studied basic programming techniques using on-screen web-based (usually block based) programming tools. Some students will have experienced practical applications of these such as robotic tools and have learned basic uses of modelling packages such as Excel, and the ability to create screen/paper-based documents using software such as Word/Powerpoint, as well as the use of the internet to find information. Degree of extent to technical knowledge and terminology-use varies considerably, depending on the specialist knowledge of teachers in Year 5 and Year 6 in particular.

Our curriculum builds on and extends this by allowing students to show their existing skills, both through formal baseline testing and practical work with Scratch initially and MakeCode later in the year. Students are introduced to cloud-documentation and work-collation using OneNote in particular, and the skills of generating evidence & explanations to show their understanding. Early taster lessons of GCSE-style content (with Visual Basic and Hardware theory) give students a transition towards the Year 8 course.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	Baseline Testing IT: Presentation DL : E-Safety - - - - -	IT : Audience/Purpose Co: Block based coding (Scratch review – KS2 transition unit) - - - - -	IT : Numerical modelling (Spreadsheet) - - - - -	CS : MakeCode – Embedded devices programming IT : Advanced modelling, Data Types - - - - -	CS : Hardware GCSE-lite Theory unit - - - - -	CS : Visual Basic introduction IT/CS : Robotics and programming - RoboMind - - - - -
Skills and concepts	Knowledge of hardware (verif) Programming : Sequencing, Selection, Iteration Online safety : Digital footprint, physical and emotional risk	Research and presentation skills : difference between paper-based and screen-based presentation Understanding of programming structures : Sequence, Selection and Iteration in written statements and evidence	IT : numerical modelling concepts; formulas; relative/absolute references, cell-dependency.	Programming Structures: planning and developing algorithmic solutions, graphics, block programming, functions of embedded devices, IT: conditional formatting, formulas, Prog : selection	Comp: development of knowledge-based learning, familiarisation with CS theory learning and assessment. Input/Output and storage.	Programming: sequence, written command programming languages, use of Visual Studio IDE IT: Robotics and control, programming, C-based language structure,
Assessment	ALL YEAR 7 UNITS ASSESSED VIA PRACTICAL ASSIGNMENTS WITH FOCUS ON WRITTEN EVIDENCIAL REPORTS	Grading Scheme targeted at Grades 2-4 in CAS GCSE Pathway, and reported as W M E grades				
Enrichment and extension	Extra-curric. * Cyber-club – focuses on entry to cyber challenge competitions ME					

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Year 8

Our Y8 curriculum builds on and extends the work done in Y7 by focusing on deeper programming concepts (selection and iteration) and developing students' knowledge of data storage. Familiarisation with GCSE-style concepts and assessment. New exploration of work methods and presentation/quality of evidence to support knowledge-learning, and green-pen review of written assessments.

It prepares students for the GCSE programme by using GCSE topics to develop clear understanding of GCSE style, content and assessment.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	CS : Visual Basic – Writing algorithms with selection	CS : Binary-Decimal conversion and ASCII - GCSE-Lite theory CS : Visual Basic – Select-Case	CS : Hex-Decimal conversion - GCSE-Lite theory CS : Visual Basic – Definite loops (count controlled)	IT : Collaborative use of cloud applications and storage CS: Visual Basic – Indefinite loops (condition controlled)	IT/DL : HTML and CSS – programming the web, creating web content	CS/IT : Ext of web development ; basic Javascript CS : Game programming with Kodu (end of year non-assessed unit)
Skills and concepts	----- Programming: selection within programming using IF...THEN...ELSE...ENDIF structures. Flowcharting symbols and documentation.	----- Number representation: how denary numbers are represented in base 2 number system	----- Number representation: different number bases, denary to hexadecimal and lossless compression of number bases Programming: purpose and coding of fixed (definite) loops	----- IT: using cloud applications to share the creation of documents collaboratively Programming: purpose and coding of condition-controlled (indefinite) loops.	----- IT: Understanding how web pages are displayed with scripting and coding Programming: basic CSS scripting and javascript (extension)	----- Programming: application of seq/sel/iteration within simple object oriented coding environment within Xbox game engine
Assessment	ALL YEAR 7 UNITS ASSESSED VIA PRACTICAL ASSIGNMENTS WITH FOCUS ON WRITTEN EVIDENCIAL REPORTS	Grading Scheme targeted at Grades 3-5 in CAS Computing Progression Pathway				
Enrichment and extension	Extra-curric. * Cyber-club – focuses on entry to cyber challenge competitions ME					

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Year 9 GCSE Computer Science

Our Y9 curriculum builds on and extends the work done in Y8 by providing students with further programming experience, interleaved with further IT experience during their Computer Science lessons. During KS4, students are extended in their IT skills, Digital literacy and programming through our Duke of York Inspiring Digital Enterprise Award, and students are focused on trying to gain the Bronze award during Year 9 and 10, with encouragement to achieve Silver, as proof they are a “digital native” and have core Computing skills. This also provides a platform (with Mathematics at Grade 7 or higher) for application to the A-Level Computer Science course if students do not study GCSE Computer Science. Those that do choose to study Computer Science consolidate terminology, knowledge and skills from Years 7 and 8, and rapidly move towards GCSE-level content and expectations of quality of their written responses.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – GCSE CS Knowledge and Understanding ----- Skills and concepts	Unit 1 : Data representation part 1 Unit 2 : VB Review – Sequence, Selection ----- Data Representation : Binary, Hexadecimal and denary conversion Programming: Sequence and Selection in VB with flowchart design	Unit 1 Data Representation and logic part 2 Unit 2 – VB Review – Iteration + Prog Challenges ----- Data Representation : storage methods for text, images, sound and compression Programming: Iteration and testing evidence generation	Unit 1 CPU, Primary Storage Unit 2 Pseudocode focus ; Selection and programmable logic ----- Theory Knowledge: CPU – Fetch Execute Cycle & RAM Programming : writing pseudocode, selection and conditions	Unit 1 Secondary Storage Unit 2 : Pseudocode focus: Iteration ----- Theory knowledge: secondary storage / non-volatile and virtual storage Programming: writing pseudocode with definite and indefinite loops	Unit 1 Networking technologies Unit 2 : Data structures (Strings and arrays) ----- Theory knowledge: local and wide area networks Programming: static data structures (strings and arrays)	Unit 1 Networking Security Unit 2 : Computational thinking for creating algorithms ----- Theory knowledge: network security and preventative measures Programming: Computational thinking and problem solving
Assessment	THEORY UNITS ASSESSED VIA END-OF-UNIT EXAM QUESTION STYLE TESTS (grades 4-8)	SKILL UNITS ASSESSED VIA WRITTEN EVIDENCE REPORTS (grades 3-7)				
Enrichment and extension	Extra-curric. * G14 – Extra lunchtime study support * M24 – Lunchtime programming support and coaching (with prefects) EXTENSION BEYOND KS4 CURRICULUM : Number representation : discussion of other number bases, eg Octal Programming : encouragement to pursue and examination of other programming languages, eg Python, to encourage “bi-lingual” status Processor Architectures : mention of and contrast with Harvard Architecture, taught at A-Level, for example differences in approach of cache, and the approach to virtual memory (paging/segmentation)					

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Year 10 GCSE Computer Science

Our Y10 curriculum builds on and extends the work done in Y9 by completing the data structures and file methods, and then problem solving practise, then the completion of the 20 hour programming project ahead of Year 11. Examination practise questions are provided to review and build on the topics covered in Year 9, as well as completion of Unit 1 theory.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Content – GCSE CS</p> <p>Knowledge and Understanding</p> <p>Skills and concepts</p>	<p>Unit 1 : Review of networking ; Network Security Review</p> <p>Unit 2 : Record storage and Validation</p> <p>-----</p> <p>Theory knowledge : understanding risks to network and ways to mitigate these risks</p> <p>Programming : storage of compound data elements, fields and records, and checking user data entry errors</p>	<p>Unit 1 : Software (OS, Utilities and Applications</p> <p>Unit 2 : File I/O, Functions & Procedures</p> <p>-----</p> <p>Theory knowledge: Purpose and structure of operating systems and relationship to other software types</p> <p>Programming: secondary storage of data and modular programming structures</p>	<p>Unit 1 : Ethical, Economic, Environmental and Social Implications of Computing</p> <p>Unit 2 : Problem solving and OCR pseudocode</p> <p>-----</p> <p>Theory & exam skills : Written question argument, structuring long answer questions and question-analysis.</p> <p>Programming : algorithm design strategies – formula for algorithm questions</p>	<p>Unit 1 Test review</p> <p>Unit 2 (NEA) : Introduction and start</p> <p>-----</p> <p>Analysis of weakness : teaching the bringing together of learning evidence (incl Y10 exam) to complete audit of revision priorities.</p>	<p>Unit 1 PLC Audit</p> <p>Unit 2 : 2.1 Computational Thinking</p> <p>Unit 2 (NEA) : Analysis / Design</p> <p>-----</p> <p>Computational thinking: examination of abstraction and modular programming, and applying this to the analysis of programming project.</p>	<p>Unit 1 – 1.1-1.3 Exam Review</p> <p>Unit 2 : 2.1 Searching and sorting</p> <p>Unit 2 (NEA) : Development and Testing</p> <p>-----</p> <p>Algorithms : searching and sorting and the comparison of the efficiency and features of different algorithms.</p>
Assessment	THEORY UNITS ASSESSED VIA END-OF-UNIT EXAM QUESTION STYLE TESTS (grades 5-8)	SKILL UNITS ASSESSED VIA WRITTEN EVIDENCE REPORTS (grades 5-8)				
Enrichment and extension	<p>Extra-curric.</p> <p>* G14 – Extra lunchtime study support</p> <p>* M24 – Lunchtime programming support and coaching (with prefects)</p> <p>EXTENSION BEYOND KS4 CURRICULUM :</p> <p>Networking : application of network topology to a real life example – the Yacht project: connecting different sections of a ship given restrictions of water-tightness and bulkhead gaps</p> <p>Functions : adding the concept of recursive functions and their application</p> <p>Wider consequences of computing use: exploration of wider consequence beyond limited GCSE-specification, eg more complex legal arguments between users of copyright material and producers.</p>					

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Year 11 GCSE Computer Science

Our Y11 curriculum builds on and extends the work done in Y10 by allowing the students to conduct the review of their algorithmic skill elements alongside the practise of longer written questions, and the audit of their examination skills/weaknesses. Students spend a great deal of time being given the space to develop their confidence in context-based algorithm generation to give them the resilience/confidence to face any exam question, but also to refine their wider problem solving skills.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	Unit 1.4-1.6 Exam review Unit 2.2 Exam Review (PPE preparation)	PPE Exam period PPE review Unit 2.3 : Defensive design	Unit 2.5 : IDE features, compilation and interpretation Unit 2 Exam Review Unit 1 PPE and review Unit 2 (NEA) : Review and documentation – check & submit	Unit 2 PPE & review Mixed examination practise	Final examination preparation (Exams in wk 4)	N/A
Skills and concepts	----- Skills : how to answer conceptual programming questions and review of algorithm analysis skills – identification of errors, completion of algorithms and tracing algorithms.	----- Knowledge : Validation, verification, how to make programs easily maintainable, comments, variables, algorithm design review and practise. Exam analysis : PPE review and PLC re-generation	----- Knowledge : features of Integrated development environments and the benefits to programmers. Exam analysis : review of PLC and weaknesses	----- Examination skills : analysis of questions, timing and accuracy, presentation of working-out, SPaG, feelings under pressure of time	----- Examination experience : algorithm question experience, review of final remaining weaker areas – directing individual revision programme.	
Assessment						
Enrichment and extension	Extra-curric. * G14 – Extra lunchtime study support * M24 – Lunchtime programming support and coaching (with prefects) EXTENSION BEYOND KS4 CURRICULUM : Problem solving : key development of general problem solving strategies – breaking down of tasks, modularisation, abstraction and the KS5 concepts of concurrency. Taster of A-Level: opportunity to experience and explore A-Level teaching concepts, both theory beyond logic/number representation and language development with c#					

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Year 12

Prior to commencing A Level students will have studied KS1-KS3 Computing and most students will have studied Mathematics and Computer Science GCSE to a good grade. All students will be familiar with basic computing technology and the way computers work (CPU, memory, storage, networking), OSs and application software and experience of at least one written programming language.

An understanding of students' starting points is achieved by early initial testing and exploration of experience of initial practical tasks. Students with known gaps (eg student that begin from high Maths GCSE entry requirement) are given support materials and individual coaching.

Our Y12 curriculum builds on and extends this by...deepening the students' understanding of the hardware of a computer, and developing bilingual language status by moving all students from the common Python/Visual Basic experience at GCSE to the new language c#. Students quickly develop their ideas and preparation for their Unit 3 project.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	Unit 1.1 Harvard Architecture, Structure and function of processor Unit 1.4 Data Representation Unit 2.2 – C# Sequence, Selection, Iteration, - - - - -	Unit 1.1 : Input, Output devices, Storage and Virtual Storage Unit 1.2 – Software Development methodologies Unit 1.4 – Logic and truth tables Unit 2.2 – C# Arrays, procedures, functions - - - - -	Unit 1.3 Compression, Encryption and Hashing, Database methods Unit 1.4 Logical Expressions, Programming Paradigms, LMC Assembler Unit 2.2 – Object Oriented code development Project Idea check - - - - -	Unit 1.3 – Web Technologies Unit 1.4 – Class diagrams and definitions Unit 1.2 – System Software - - - - -	Unit 1.3 – Review and testing Unit 1.2 – Code Generation Unit 1.4 – Logical Expressions with Karnaugh Maps Project Analysis Check - - - - -	Unit 1.5 – Computing related Legislation Unit 1.4 – Data Structures : Lists, Tuples, Trees, Graphs Unit 2.3 – Algorithms for basic data structures – the Algorithm Guide study tool - - - - -
Skills and concepts	Knowledge : Deepening of CPU structure and extended F.E.Cycle Skills : Basic programming constructs converted to C# from prior language	Knowledge : IO/Storage /Cloud storage, coursework requirements and development methodologies, basic logic review from GCSE extended to additional logic gates Skills : Static data structures, combined storage using arrays and lists, and modular coding in c#	Knowledge : Additional storage methodologies, compressions and hashing storage, simplification of logical expressions, different language methodologies Skills : Practical and theoretical OOP concepts (classes, objects, inheritance, polymorphism...)	Knowledge : HTML and CSS methods and application. Understanding class UML diagrams and recall of the definitions for class structures Skills : algorithm development and OCR pseudocode writing	Knowledge : Web technologies and Unit 1 review, Compilation and Interpretation methods and stages Skills : simplification of logical expressions using a Karnaugh map.	Knowledge : How legal frameworks in the UK fit to computer science. Definitions and diagrams for all static and dynamic data structures. Basic data structure algorithms. Skills : structuring and answering longer answer examination questions.
Assessment	ASSESSMENT IS COMPLETED UNIT BY UNIT BY EXAM QUESTIONS AND PPEs	ASSESSMENT IS COMPLETED UNIT BY UNIT BY EXAM QUESTIONS AND PPEs	ASSESSMENT IS COMPLETED UNIT BY UNIT BY EXAM QUESTIONS AND PPEs	ASSESSMENT IS COMPLETED UNIT BY UNIT BY EXAM QUESTIONS AND PPEs	ASSESSMENT IS COMPLETED UNIT BY UNIT BY EXAM QUESTIONS AND PPEs	ASSESSMENT IS COMPLETED UNIT BY UNIT BY EXAM QUESTIONS AND PPEs
Enrichment and extension	EXTENSION BEYOND KS5 CURRICULUM : CPU Architecture: beyond Harvard ; differences between different types of processor models, concurrency Language development: extension beyond VB/Python and C# - examination of higher level languages such as Prolog and Haskell Project development support: tutorials to support the use of platforms such as Unity for c#-based app/game development					

NKS Computing Curriculum Map 2021

Year 13

Our Y13 curriculum builds on and extends the work done in Y12 by deepening the topics already met, applying this to examination preparation and practise, and giving view to further study. A majority of Y13 students in recent years have moved on to higher education in Computer Science.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	1.5 – Moral and Ethical Issues 1.4 – Floating point binary representation and Arithmetic 2.3 – Algorithms for searching and sorting Project Design Check - - - - -	2.3 – Path analysis (Dijkstra and A*), Algorithm Complexity (Big O) Examination preparation and practise, PPE prep Project Development check - - - - -	PPE Examination PPE Review Examination preparation and practise - - - - -	Examination practise and Unit 1 PPE - - - - -	Unit 2 PPE + review Final practise - - - - -	N/A
Skills and concepts	Knowledge : the impact of CS in moral and ethical aspects, with further long answer/essay structure training. Further algorithms for sorting and searching, and relative efficiencies using Big O notation. Skills : representation of numbers and arithmetic using a mantissa and exponent.	Knowledge: further examination of Big-O notation for time and space complexity, applied to further algorithms such as shortest path methods. Skills : finding the shortest path. Review and testing in project assignment.	Knowledge: Different phrasing of examination questions Skills: mark scheme analysis, examination technique. Developmental testing of project assignment.	Knowledge: Timing for examination questions. How keywords in examination questions change the answer you are expected to provide. Skills: Summative testing of application and evaluation applied to project assignment.	Skills: How to take existing examination questions and create alternative questions to widen experience for examination preparation	- - - - -
Assessment	ASSESSMENT IS COMPLETED UNIT BY UNIT BY EXAM QUESTIONS AND PPEs	ASSESSMENT IS COMPLETED UNIT BY UNIT BY EXAM QUESTIONS AND PPEs	ASSESSMENT IS COMPLETED UNIT BY UNIT BY EXAM QUESTIONS AND PPEs	ASSESSMENT IS COMPLETED BY EXAM QUESTIONS AND PPEs	ASSESSMENT IS COMPLETED BY EXAM QUESTIONS AND PPEs	
Enrichment and extension	EXTENSION BEYOND KS5 CURRICULUM : Number representation: application of floating point arithmetic to the process of multiplying numbers (not in GCE). Searching and sorting: different sorting algorithm comparisons beyond the four required in specification – eg bit-shifting and masking.					