



## Year 9 Computing - Curriculum Overview and KS3 Progress Descriptors

### Curriculum Overview / Topics

Students in Computer Science will learn topics that cover the three strands of the National curriculum, Programming, Digital Literacy and How to be safe online. where appropriate students will be assessed on knowledge and an final product

### Curriculum Content

Use range of online applications to ensure students can use tools effectively

Year 7 - E Safety, programming using Micro Bits, google sheets,

Year 8 - E Safety ,Data Representation, photoshop, game design and creating a google site

Year 9 - Text based programming, cyber security, app design, Using Media ( super hero project)

### Key Terms/Themes

Being safe online, using a strong password, being able to program, test and refine programs, Algorithms in the form of flow charts, hardware, software, audience, creating visual products

### How we assess at Key Stage 3

At Hitchin Girls' School our curriculum is our progress model. Students benefit from a broad, diverse and challenging curriculum which increases in difficulty and challenge as students progress through the school. The expectation is that all students meet our curriculum at their relevant age range and as such meet the minimum of the secure descriptors below. Those working at an advancing level are working above, while those excelling are consistently working at a level far above their age range.

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	<i>Developing</i>	<i>Secure</i>	<i>Advancing</i>	<i>Excelling</i>
<p>Criteria</p> <p>Knowledge</p>	<ul style="list-style-type: none"> <li>● <b>Shown a developing ability:</b> <b>Knowledge:</b> You have demonstrated basic use of skills in some applications. <b>Application:</b> You have applied this knowledge to the development and production of your prototype.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Shown a securing ability:</b> <b>Knowledge:</b> You have demonstrated consistent knowledge of using a range of skills for a given application. <b>Application:</b> You have consistently applied this knowledge to the development and production of your work.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Shown an advancing ability:</b> <b>Knowledge:</b> You have demonstrated a fully detailed knowledge of the majority of skills within an application. You also show some evidence of a wider awareness of taking into account your chosen audience <b>Application:</b> You have range applied this knowledge to the development and production of your work.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Shown an excelling ability:</b> <b>Knowledge:</b> You have demonstrated a fully detailed and extensive knowledge of a wide range of skills within an application. You also show evidence of a wider awareness of taking into account your chosen audience. <b>Application:</b> You have extensively applied this knowledge to the development and production of your work.</li> </ul>
<p>Criteria 2:</p> <p>Product</p>	<ul style="list-style-type: none"> <li>● <b>Shown a developing ability:</b> <b>Quality:</b> You have produced a final prototype of a basic standard, demonstrating some areas of quality and accuracy. <b>Making Skills:</b> You have demonstrated with a fair amount of <b>support</b>, simple processes in the making of your final product.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Shown a securing ability:</b> <b>Quality:</b> You have produced a final product of a good standard, demonstrating good quality and accuracy. <b>Making Skills:</b> You have demonstrated good practical skills and processes when making your final product. <b>Processes are carried out with some independence.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Shown an advancing ability:</b> <b>Quality:</b> You have produced a final product of a high standard, demonstrating excellent quality and precise levels of accuracy. <b>Making Skills:</b> You have demonstrated complex Practical skills and processes when making your final product. You know how to demonstrate how to adjust processes if they go wrong/do not produce the desired result. <b>You have assisted others throughout the project.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Shown an excelling ability:</b> <b>Quality:</b> You have produced a final product of an exceptional standard, demonstrating exceptional quality and precise levels of accuracy. The quality of your outcome is shop quality. <b>Making Skills:</b> You have consistently demonstrated complex practical skills and processes when making your final product. You know and can demonstrate how to adjust processes if they go wrong/do not produce the desired result. <b>You have taught others throughout the project.</b></li> </ul>

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<p>Criteria 3: Design</p> <p>Design</p>	<ul style="list-style-type: none"> <li>● <b>Design (where appropriate):</b> You have produced some basic research with some simple designs. You may have used a template to support your learning.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Design (where appropriate):</b> You have carried out some research and created relevant designs to meet a specific need. You may have considered the needs of the audience.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Design (where appropriate):</b> You have carried out some excellent research and created detailed designs to meet a specific need. You may have considered the needs of the audience.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Design (where appropriate):</b> You have carried out a considerable amount of research and created exceptional designs to meet a specific need. You also have shown evidence of taking into account your chosen audience.</li> </ul>
<p>Testing and Evaluation</p>	<ul style="list-style-type: none"> <li>● <b>Testing (where appropriate):</b> You may have carried out some tests and evaluated your product identifying some errors but may not have corrected these.</li> <li>● <b>Evaluation:</b> (where appropriate) You may have undertaken basic self or peer assessment.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Testing (where appropriate):</b> You have carried out relevant tests and evaluated your product identifying some errors and making relevant corrections.</li> <li>● <b>Evaluation:</b> (where appropriate) Self/Peer feedback will have taken place and you will have acted upon at least one piece of feedback.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Testing (where appropriate):</b> You have carried out relevant tests and evaluated your product identifying some errors and making relevant corrections to improve the outcome of your product.</li> <li>● <b>Evaluation:</b> (where appropriate) Self/Peer feedback will have taken place and you will have acted upon several pieces of feedback to improve the overall outcome of your product.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Testing (where appropriate):</b> You have carried out extensive testing and evaluated your product identifying no errors but seek feedback to ensure your product is fully fit for purpose.</li> <li>● <b>Evaluation:</b> (where appropriate) Self/Peer feedback will have taken place and you will have acted upon several pieces of feedback to improve the overall outcome of your product.. Your product is fully fit for purpose.</li> </ul>