

## Biddulph High School Curriculum Intent

To deliver a broad and enriching curriculum through engaging and challenging lessons that provide a wide range of opportunities for all students to achieve their potential.

Students will all be prepared to take their next steps in a diverse and ever changing future ready to make a positive contribution to society.

Through a broad programme of extracurricular activities students will have the opportunities to showcase their talents and experience new challenges.

We value individuals and all that they can offer as well as supporting each other with kindness and empathy.

### Curriculum Intent for Computing



*“Those who can imagine anything, can create the impossible.” Alan Turing*

Our aim in the Computing department is centred around equipping students for their future, regardless of the individual pathway they may decide to choose, ensuring that students are prepared for the challenge of a rapidly developing and changing technological world. We will equip learners with the key technical skills to support their learning across the curricula, for future studies and ultimately for their chosen career pathway. We believe in delivering a mixture of both ICT and Computer Science in our curriculum to develop core employability skills, such as problem solving and critical thinking. We also develop “Internet Citizens” who understand the importance of being responsible in the digital world. Our curriculum is mapped from KS3 to KS5 ensuring that students have the opportunity to grow both their knowledge and technical skills. We will provide a variety of extra curricula activities including entering national competitions, providing opportunities for students to acquire further technical qualifications and conferences/ visits to inspire students to follow a future in technology.

All teachers will follow the schemes of work provided by the department. This will ensure that all students receive the same high-quality provision. All units of work will provide a clear outline of the knowledge and skills required and assessments will ensure that this knowledge has been retained and that skills can be evidenced.

Teachers will ensure that gaps are closed through regular monitoring within the classroom. DINT activities will allow for interleaving and recap of previous learning. Misconceptions will be identified through effective questioning and the regular inspection of student work.

Computing Long Term Overview						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>OCR GCSE Computer Science</b>						
<b>10</b>	Computational thinking, algorithms, programming fundamentals, data types and ethical, legal and environmental considerations  <b>Booklet 1</b>	Computational thinking, algorithms, programming fundamentals, data types and ethical, legal and environmental considerations  <b>Booklet 1</b>	An understanding of different number systems used within Computer Science. They will also consider types of defence and testing to maintain computer security.  <b>Booklet 2</b>	An understanding of searching and sorting algorithms. They will also be introduced to Boolean logic and how to use logic diagrams.  <b>Booklet 3</b>	An understanding how data is stored within computer systems, and how compression be used to minimise the file sizes.  <b>Booklet 4</b>	Practical programming - Learners will develop their programming skills focusing on sequence, selection and iterations to solve a number of problems in given scenarios.
<b>11</b>	An understanding of what the CPU is responsible for, the difference between RAM and ROM and other storage types. Different types of networks are also explored in this topic and basic fundamentals of programming.  <b>Booklet 5</b>	Learners will explore different type of network topologies and potential network threats.  <b>Booklet 6</b>	Learners will discover different operating systems, utility software and explore legal, environmental, cultural and ethical impacts of computing.  <b>Booklet 7</b>	Learners will develop further their programming skills to a more advanced level through the creation of working computer programs.  <b>Booklet 8</b>	Learners will be revising theory and practical skills during this half term in preparation for their examination.	N/A
<b>12</b>						
<b>13</b>						

<b>Computing: Computer Science Medium Term Overview</b>			
<b>Year 10</b>	<b>Autumn Term 1</b>	<b>Unit Title: Booklet 1 topics 2.1.1, 2.1.2, 2.2.1, 2.2.2, 1.6.1</b>	<b>No of Lessons: 15</b>
<b>Overview</b>	<b>Learners will develop their understanding of computational thinking and algorithms. Lessons will be both theory and practical based.</b>		
<b>Assessment</b>	Students will be assessed continually on their practical work and will have a formal assessment.		
<p><b><u>Essential Knowledge (what must students know):</u></b></p> <ul style="list-style-type: none"> <li>• understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.</li> <li>• analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs</li> </ul> <p><b>Terminology:</b>                      Problem inputs, Problem processes, Problem outputs, Structure diagram, Pseudocode, Flowchart, Trace table, Searching algorithms, Binary search, Linear search, Sorting algorithm, Bubble sort, Merge sort, Insertion sort.</p>	<p><b><u>Essential Skills (what must students be able to demonstrate):</u></b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• think creatively, innovatively, analytically, logically and critically.</li> <li>• understand the components that make up digital systems, and how they communicate with one another and with other systems.</li> <li>• understand the impacts of digital technology to the individual and to wider society.</li> <li>• apply mathematical skills relevant to Computer Science</li> </ul>	<p><b>Lesson topics:</b></p> <ul style="list-style-type: none"> <li>• Introduction to Computer Science</li> <li>• Computational Thinking</li> <li>• Designing, Creating and Refining algorithms</li> <li>• Creating Flowcharts</li> <li>• Ethical, legal, cultural and environmental considerations (Piracy)</li> <li>• Programming fundamentals</li> </ul>	
<p><b><u>Careers Links:</u></b>                      Students will look at roles such as designers and learn project planning tools that would support future jobs in Computing.</p>	<p><b><u>Enrichment:</u></b>                      NA</p>		

<b>Computing: Computer Science Medium Term Overview</b>			
<b>Year 10</b>	<b>Autumn Term 2</b>	<b>Unit Title: Booklet 1 topics 2.1.1, 2.1.2, 2.2.1, 2.2.2, 1.6.1</b>	<b>No of Lessons: 14</b>
<b>Overview</b>	<b>Learners will develop their understanding of computational thinking and algorithms. Lessons will be both theory and practical based.</b>		
<b>Assessment</b>	Students will be assessed continually on their practical work and will have a formal assessment.		
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>• understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.</li> <li>• analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs</li> </ul> <p><b>Terminology:</b>                      Problem inputs, Problem processes, Problem outputs, Structure diagram, Pseudocode, Flowchart, Trace table, Searching algorithms, Binary search, Linear search, Sorting algorithm, Bubble sort, Merge sort, Insertion sort, Variable, Constant, Operator, Assignment, Programming construct, Sequence, Selection, Count controlled iteration, Condition controlled iteration, Arithmetic operator, AND, OR, NOT, ==, !=, &lt;=, &gt;, &gt;=, +, -, *, /, MOD, DIV, ^, Data type, Integer, Real, Boolean, Character, String, Casting, String manipulation, OPEN, READ, WRITE, CLOSE, Record, SQL, SELECT, FROM, WHERE, Array, Sub program, Procedure, Function,</p>	<p><b>Essential Skills (what must students be able to demonstrate):</b>  <b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• think creatively, innovatively, analytically, logically and critically.</li> <li>• understand the components that make up digital systems, and how they communicate with one another and with other systems.</li> <li>• understand the impacts of digital technology to the individual and to wider society.</li> <li>• apply mathematical skills relevant to Computer Science</li> </ul>	<p><b>Lesson topics:</b></p> <ul style="list-style-type: none"> <li>• Applying computational thinking methods to solve problems</li> <li>• Practical Programming fundamentals</li> <li>• Programming constructs – sequence and selection.</li> <li>• Ethical, legal, cultural and environmental considerations.</li> <li>• Programming constructs – iteration.</li> </ul>	
<b>Careers Links:</b>	<b>Enrichment:</b> NA		

Students will look at roles such as designers and learn project planning tools that would support future jobs in Computing.			
<b>Computing: Computer Science Medium Term Overview</b>			
<b>Year 10</b>	<b>Spring Term 1</b>	<b>Unit Title: Booklet 2 – 1.2.4, 2.3.1, 2.3.2, 2.5.1, 2.5.2</b>	<b>No of Lessons: 15</b>
<b>Overview</b>	<b>Learners will develop their understanding of different number systems used within Computer Science. They will also consider types of defence and testing to maintain computer security.</b>		
<b>Assessment</b>			
<p><b><u>Essential Knowledge (what must students know):</u></b></p> <ul style="list-style-type: none"> <li>understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.</li> <li>analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs</li> </ul> <p><b>Terminology:</b>                      Bit, Nibble, Byte, Kilobyte, Megabyte, Gigabyte, Terabyte, Petabyte, Denary numbers, Binary numbers, Binary arithmetic, Overflow, Hexadecimal, Binary shifts, Character set, ASCII, Unicode, Pixels, Metadata, Colour depth, Resolution, Image quality, Image file size, Sample rate</p>	<p><b><u>Essential Skills (what must students be able to demonstrate):</u></b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>think creatively, innovatively, analytically, logically and critically.</li> <li>understand the components that make up digital systems, and how they communicate with one another and with other systems.</li> <li>understand the impacts of digital technology to the individual and to wider society.</li> <li>apply mathematical skills relevant to Computer Science</li> </ul>	<p><b>Lesson topics:</b></p> <ul style="list-style-type: none"> <li>Binary number system</li> <li>Hexadecimal number system</li> <li>IDE Interpretation</li> <li>Planning Robust Programs</li> <li>Testing</li> </ul>	
<p><b><u>Careers Links:</u></b>                      Link to jobs that involve computer programming</p>	<p><b><u>Enrichment:</u></b>                      Bebra Challenge                      Turing Challenge</p>		

Computing: Computer Science Medium Term Overview			
Year 10	Spring Term 2	Unit Title: Booklet 3 : 2.4.1, 2.1.3, 1.2.4	No of Lessons: 14
Overview	Learners will develop their understanding of searching and sorting algorithms. They will also be introduced to Boolean logic and how to use logic diagrams		
Assessment			
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.</li> <li>analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs</li> </ul> <p><b>Terminology:</b>                      Logic diagram, Logic gate, AND, OR, NOT, Truth table, Variable, Constant, Operator, Assignment, Programming construct, Sequence, Selection, Count controlled iteration, Condition controlled iteration, Arithmetic operator, AND, OR, NOT, ==, !=, &lt;=, &gt;, &gt;=, +, -, *, /, MOD, DIV, ^, Data type, Integer, Real, Boolean, Character, String, Casting, String manipulation, OPEN, READ, WRITE, CLOSE, Record, SQL, SELECT, FROM, WHERE, Array, Sub program, Procedure, Function.</p>	<p><b>Essential Skills (what must students be able to demonstrate):</b>  <b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>think creatively, innovatively, analytically, logically and critically.</li> <li>understand the components that make up digital systems, and how they communicate with one another and with other systems.</li> <li>understand the impacts of digital technology to the individual and to wider society.</li> <li>apply mathematical skills relevant to Computer Science</li> </ul>	<p><b>Lesson topics:</b></p> <ul style="list-style-type: none"> <li>Boolean Logic Circuits</li> <li>Searching Algorithms</li> <li>Sorting Algorithms</li> <li>Binary Addition</li> </ul>	

<b>Careers Links:</b> Students will look at roles such as designers and learn project planning tools that would support future jobs in Computing.		<b>Enrichment:</b> NA	
<b>Computing: BTEC Digital IT Medium Term Overview</b>			
Year 10	<i>Summer Term 1</i>	Unit Title: Booklet 4: 1.2.4 Data Storage, 1.2.5 Compression	No of Lessons: 15
Overview	Learners will understand how data is stored within computer systems, and how compression be used to minimise the file sizes.		
Assessment			
<b>Essential Knowledge (what must students know):</b>  <ul style="list-style-type: none"> <li>understand the components that make up digital systems, and how they communicate with one another and with other systems</li> </ul> <b>Terminology:</b> Bit, Nibble, Byte, Kilobyte, Megabyte, Gigabyte, Terabyte, Petabyte, Denary numbers, Binary numbers, Binary arithmetic, Overflow, Hexadecimal, Binary shifts, Character set, ASCII, Unicode, Pixels, Metadata, Colour depth, Resolution, Image quality, Image file size, Sample rate, Sample duration, Sample bit depth, Playback quality, Sound, file size, Compression, Lossy compression, Lossless compression	<b>Essential Skills (what must students be able to demonstrate):</b> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>think creatively, innovatively, analytically, logically and critically.</li> <li>understand the components that make up digital systems, and how they communicate with one another and with other systems.</li> <li>understand the impacts of digital technology to the individual and to wider society.</li> </ul>	<b>Lesson topics:</b> <ol style="list-style-type: none"> <li>Storing Characters</li> <li>Storing Images</li> <li>Storing Sound</li> <li>Compression</li> </ol>	
<b>Careers Links:</b> Students will look at roles such as designers and learn project planning tools that would support future jobs in Computing.		<b>Enrichment:</b> NA	

<b>Computing: BTEC Digital IT Medium Term Overview</b>			
<b>Year 10</b>	<b>Summer Term 2</b>	<b>Unit Title: Practical Programming Skills</b>	<b>No of Lessons: 25</b>
<b>Overview</b>	<b>Learners will develop their programming skills focusing on sequence, selection and iterations to solve a number of problems in given scenarios.</b>		
<b>Assessment</b>	<b>Mock Examination</b>		
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>• understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation</li> </ul> <p><b>Terminology:</b> Variable, Constant, Operator, Assignment, Programming construct, Sequence, Selection, Count controlled iteration, Condition controlled iteration, Arithmetic operator, AND, OR, NOT, ==, !=, &lt;=, &gt;, &gt;=, +, -, *, /, MOD, DIV, ^, Data type, Integer, Real, Boolean, Character, String, Casting, String manipulation, OPEN, READ, WRITE, CLOSE, Record, SQL, SELECT, FROM, WHERE, Array, Sub program, Procedure, Function,</p>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand how to write a program from a flow diagram and pseudocode.</li> <li>• Understand the OCR reference language.</li> <li>• Understand how to interpret algorithms.</li> <li>• Understand how to correct algorithms.</li> <li>• Know what a syntax error is.</li> <li>• Know what a logic error is.</li> <li>• Know how identify simple syntax and logic errors in high-level code and the OCR reference language.</li> <li>• Understand how to suggest fixes to code by spotting syntax and logic errors</li> </ul>	<p><b>Lesson topics:</b></p> <ul style="list-style-type: none"> <li>• Sequence programming</li> <li>• Selection programming</li> <li>• Iteration</li> <li>• String manipulation</li> <li>• Problem solving</li> </ul>	
<p><b>Careers Links:</b> Programming.</p>	<p><b>Enrichment:</b> Bebras Challenge Hour of code</p>		



<b>Computing: Computer Science Medium Term Overview</b>			
<b>Year 11</b>	<b>Autumn Term 1</b>	<b>Unit Title: Booklet 5 – 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3</b>	<b>No of Lessons: 25</b>
<b>Overview</b>	Learners will develop their understanding of what the CPU is responsible for, the difference between RAM and ROM and other storage types as well as basic fundamentals of programming.		
<b>Assessment</b>	Mock examination		
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>• understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.</li> <li>• analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs</li> </ul> <p><b>Terminology:</b> CPU, Fetch execute cycle, ALU, CU, Cache, Register, Von Neumann architecture, MAR, MDR, Program counter, Accumulator, Clock speed, Cache size, Cores, Embedded system</p>	<p><b>Essential Skills (what must students be able to demonstrate):</b> <b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know the stages of the fetch, execute cycle.</li> <li>• Explain what a CPU does.</li> <li>• Explain what factors affect the speed of a CPU.</li> <li>• Know the different variable data types.</li> <li>• Understand the need for casting.</li> <li>• Know the arithmetic operators.</li> <li>• Know the Boolean operators.</li> <li>• Know the comparison operators.</li> <li>• Understand how to use computer-related mathematic operators.</li> <li>• Understand basic string manipulation commands.</li> </ul>	<p><b>Lesson Topics:</b></p> <ul style="list-style-type: none"> <li>• Systems architecture</li> <li>• Memory and storage</li> <li>• Programming fundamentals</li> <li>• Algorithms</li> <li>• Producing robust programs</li> </ul>	
<p><b>Careers Links:</b> Students will look at roles such as designers and learn project planning tools that would support future jobs in Computing.</p>	<p><b>Enrichment:</b> NA</p>		

<b>Year 11</b>	<b>Autumn Term 2</b>	<b>Unit Title: Booklet 6: 1.3.1, 1.3.2, 1.4.1, 1.4.2</b>	<b>No of Lessons: 25</b>
<b>Overview</b>	<b>Learners will explore different type of network topologies and potential network threats.</b>		
<b>Assessment</b>	Do It Now Task – mini tests. End of topic assessment.		
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>• understand the components that make up digital systems, and how they communicate with one another and with other systems</li> <li>• understand the impacts of digital technology to the individual and to wider society</li> </ul> <p><b>Terminology</b>                      LAN, WAN, Client-server network, Peerto-peer network, Wireless access point, Router, Switch, NIC, Transmission media, The Internet, DNS, Hosting, The cloud, Web server, Client, Network topology, Star topology, Mesh topology, Wired connection, Ethernet, Wireless connection, WiFi, Bluetooth, Encryption, IP address, MAC address, Standards, Protocol, TCP/IP, HTTP, HTTPS, FTP, POP, IMAP, SMTP, Protocol layering</p>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know what is meant by ‘stand-alone’ computers.</li> <li>• Know the different types of networks: LAN and WAN.</li> <li>• Understand the advantages of networking.</li> <li>• Understand the implications of networking.</li> <li>• Know what a client-server model is.</li> <li>• Know what a peer-to-peer model is.</li> <li>• Understand the different roles computers have in each model</li> <li>• Understand the different forms of attack to computer systems</li> <li>• Understand the threat from malware.</li> <li>• Understand how to identify and protect against malware</li> </ul>	<p><b>Lesson topics:</b></p> <ul style="list-style-type: none"> <li>• Computer networks, connections and protocols</li> <li>• Network security</li> <li>• Network Topologies</li> <li>• Cloud computing</li> <li>• Network protocols</li> <li>• DNS</li> </ul>	
<p><b>Careers Links:</b>                      Students will look at roles such as cyber crime professionals and lawyers and network engineers.</p>	<p><b>Enrichment:</b>                      NA</p>		

<b>Year 11</b>	<b>Spring Term 1</b>	<b>Unit Title: Booklet 7- 1.5.1, 1.5.2, 1.6.1</b>	<b>No of Lessons: 25</b>
<b>Overview</b>	<b>Learners will discover different operating systems, utility software and explore legal, environmental, cultural and ethical impacts of computing.</b>		
<b>Assessment</b>	Mock examination 2		
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>• understand the components that make up digital systems, and how they communicate with one another and with other systems</li> <li>• understand the impacts of digital technology to the individual and to wider society</li> </ul> <p><b>Terminology:</b> Systems software, Operating system, User interface, Memory management, Multitasking, Peripheral management, Driver, User management, File management, Utility software, Encryption, software, Defragmentation software, Data compression software, Ethical issues, Legal issues, Cultural issues, Environmental issues, Privacy issues, The Data Protection Act 2018, Computer Misuse Act 1990, Copyright Designs and Patents Act 1998, Software licences, Open source, Proprietary</p>	<p><b>Essential Skills (what must students be able to demonstrate):</b> <b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know a range of things to consider beyond development when implementing new computer systems.</li> <li>• Understand at least one ethical issue of computer technology</li> <li>• Understand at least one issue related to privacy and computer technologies</li> <li>• Know the principles of the Acts of Parliament:                             <ul style="list-style-type: none"> <li>o Data Protection Act 2018</li> <li>o Computer Misuse Act 1990</li> <li>o Copyright Designs and Patents Act 1988</li> </ul> </li> <li>• Know the purpose and functionality of operating systems.</li> <li>• Know the different types of user interface and understand the features of each.</li> <li>• Understand encryption utilities.</li> <li>• Understand defragmentation utilities.</li> <li>• Understand data compression utilities</li> </ul>	<p><b>Lesson topics:</b></p> <ul style="list-style-type: none"> <li>• Ethical and legal considerations</li> <li>• Legislation</li> <li>• Software Ownership</li> <li>• Operating Systems</li> <li>• Utility Software</li> </ul>	
<p><b>Careers Links:</b> Work within business and software development.</p>	<p><b>Enrichment:</b> NA</p>		

<b>Year 11</b>	<b>Spring Term 2</b>	<b>Unit Title: Booklet 8 – Advanced Practical Programming</b>	<b>No of Lessons: 25</b>
<b>Overview</b>	<b>Learners will develop further their programming skills to a more advanced level.</b>		
<b>Assessment</b>	Creation of working computer programs.		
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>• understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation</li> <li>• analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs</li> </ul> <p><b>Terminology:</b>                      Problem inputs, Problem processes, Problem outputs, Structure diagram, Pseudocode, Flowchart, Trace table, Searching algorithms, Binary search, Linear search, Sorting algorithm, Bubble sort, Merge sort, Insertion sort.</p>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand how to solve computational problems by applying algorithmic thinking.</li> <li>• Understand the linear search algorithm.</li> <li>• Understand it is not an efficient algorithm, but it is easier to program than alternatives and does not require the items to be in any order.</li> <li>•</li> </ul>	<p><b>Lesson topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Functions and procedures</b></li> <li>• <b>String manipulation</b></li> <li>• <b>Lists and arrays</b></li> <li>• <b>SQL</b></li> <li>• <b>Lists</b></li> <li>• <b>External data</b></li> </ul>	
<b>Careers Links:</b> Programmers	<b>Enrichment:</b> NA		

<b>Year 11</b>	<b>Summer Term 1</b>	<b>Unit Title: Revision</b>	<b>No of Lessons: 12</b>
<b>Overview</b>	<b>Learners will be revising theory and practical skills during this half term in preparation for their examination.</b>		
<b>Assessment</b>			
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>• understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation</li> </ul>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Develop effective revision techniques to close their curriculum gaps</li> </ul>	<p><b>Lesson topics:</b></p> <ul style="list-style-type: none"> <li>• <b>These will be based on the gaps of the learners in the class</b></li> </ul>	

<ul style="list-style-type: none"> <li>• analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs</li> <li>• think creatively, innovatively, analytically, logically and critically</li> <li>• understand the components that make up digital systems, and how they communicate with one another and with other systems</li> <li>• understand the impacts of digital technology to the individual and to wider society</li> <li>• apply mathematical skills relevant to Computer Science.</li> </ul>		
<p><b><u>Careers Links:</u></b> N/A</p>	<p><b><u>Enrichment:</u></b> NA</p>	