

## Curriculum Intent for Computing



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

The aim of the Computing department is to equip all students with the knowledge, skills and understanding they need to thrive in an increasingly digital and technologically advanced world, regardless of the pathway they choose. Our curriculum prepares students to adapt confidently to technological change and to become capable, informed and responsible users and creators of technology.

We provide students with a foundation in both Computer Science and ICT, ensuring they develop essential technical knowledge alongside transferable skills such as problem-solving, logical thinking, creativity and resilience. These skills support learning across the wider curriculum, future academic study and progression into a broad range of career pathways.

Our curriculum also prioritises digital literacy and online safety, developing responsible “Internet Citizens” who understand the ethical, legal and social implications of technology, including data protection, cyber security and the responsible use of emerging technologies such as artificial intelligence.

Carefully sequenced from Key Stage 3 through to Key Stage 5, our curriculum enables students to build knowledge progressively, deepen understanding and refine technical competence over time. We ensure that all students are challenged and supported to achieve their potential, and we actively celebrate student success at every stage of their learning. We are committed to following and valuing our learners’ future journeys as they progress into further education, employment and careers within a rapidly evolving technological world.

Beyond the classroom, we enrich learning through a range of extracurricular opportunities, including national competitions, additional qualifications, employer engagement, conferences and educational visits. These experiences broaden horizons, raise aspirations and inspire students to pursue further study and careers in technology-related fields.