Subject: Computer Science	Components			Composite	Mission statement
	What new knowledge do we introduce?			What do students *do* with this knowledge?	By the end of year KS3 a Sybil Andrews CS student will be able to analyse problems in computational terms and have practical experience of writing programs to solve such problems. They will also be responsible users who are competent and confident and creative users of computing and communication technology.
	Year 7	Year 8	Year 9		
Autumn	Using the internet safely and efficiently Theme Park Project (Office software)	Cybersecurity Spreadsheets and Sensitivity analysis	Understanding computers Computer networking	Students use the skills learnt throughout the topics to be able to use in their everyday lives as well as to support them in their other subjects, eg presentation of work	
Spring	Programming with Kodu Digital Graphics	Interactive presentations Comic strip	Animation Web design HTML or Python		
Summer	Introduction to programming Scratch Bronze Award (Digital Literacy)	Small Basic Silver Award (Digital Literacy)	Mobile App development Gold Award (Digital literacy)		

Rationale for these specific components and composite outcomes:	To understand dangers of online footprint and the steps that students can take to keep themselves safe online. To be able to collect, organise and present information To create flow-charts and structure diagrams	To develop what-if analysis skills To build on the knowledge of e-safety by seeing the impact of technology on society and trustworthiness of sources	To understand iteration and how if functions To create digital content to achieve a given goal though combining software packages		
	How is challenge embedded into the KS4 curriculum?			How does the KS3 curriculum above build on prior knowledge from KS2 and adequately prepare the student for KS4?	

Advanced tasks (mild, hot, volcanic) are used on the majority of lesson worksheets.	The KS3 curriculum has been derived from the KS4 exam board specifications. KS3 students are introduced to the skills needed to complete the work at KS4. Their prior knowledge from the KS2 curriculum Is used as a starting point in sequencing the learning that culminates with the complex topics in Year 9.