

CURRIULUM SUMMARY - Computing

YEAR 9 – Computer Science GCSE AQA 8525

TERM 1	TERM 2	TERM 3
CONTENT <ul style="list-style-type: none"> • Computational thinking • Programming literacy • Data types • Variables and Constants • Selection • Sequencing • Iteration • Subroutines • Error trapping 	CONTENT <ul style="list-style-type: none"> • Algorithms • Flowcharts • Pseudocode • Programming literacy • ROM and RAM 	CONTENT <ul style="list-style-type: none"> • Boolean and Logic gates • Data representation • Data compression • Computational thinking • Algorithms • Flowcharts • Pseudocode • Programming literacy • Logic circuits • Binary • Hexadecimal
ASSESSMENTS <ul style="list-style-type: none"> • Online tests • Functionality checks of programmes (does it work and do what it was supposed to do). • Peer assessment 	ASSESSMENTS <ul style="list-style-type: none"> • Online tests • Functionality checks of programmes (does it work and do what it was supposed to do). • Peer assessment 	ASSESSMENTS <ul style="list-style-type: none"> • Online tests • Functionality checks of programmes (does it work and do what it was supposed to do). • Peer assessment
HOW PARENTS CAN SUPPORT LEARNING <ul style="list-style-type: none"> • Check homework is completed • Support pupils with written work • Ensure pupils have access to a computer with Python installed and web access, so online resources can be used. • Give pupils encouragement to get past the inevitable struggles and failures inherent in programming. 	HOW PARENTS CAN SUPPORT LEARNING <ul style="list-style-type: none"> • Check homework is completed • Support pupils with written work • Ensure pupils have access to a computer with Python installed and web access, so online resources can be used. • Give pupils encouragement to get past the inevitable struggles and failures inherent in programming. 	HOW PARENTS CAN SUPPORT LEARNING <ul style="list-style-type: none"> • Check homework is completed • Support pupils with written work • Ensure pupils have access to a computer with Python installed and web access, so online resources can be used. • Give pupils encouragement to get past the inevitable struggles and failures inherent in programming.

YEAR 10 – Computer Science GCSE AQA 8525

TERM 1	TERM 2	TERM 3
<p>CONTENT</p> <ul style="list-style-type: none"> • Computational thinking • Algorithms • Flowcharts • Pseudocode • Programming literacy • Logic circuits • ROM and RAM • Different programming languages • Binary • Hexadecimal 	<p>CONTENT</p> <ul style="list-style-type: none"> • Data structures • Trees and Huffman coding • Understanding search and sort algorithms • Algorithm efficiency • Testing code • Computer system’s architecture • Von Neumann • Networks • Embedded systems • Memory ROM & RAM • Secondary storage • Flowcharts • Pseudocode • Programming literacy 	<p>CONTENT</p> <ul style="list-style-type: none"> • Fetch-execute cycle • Encryption • System security • Social engineering and cyber security • Ethics, the law and environment • Software and its development • Algorithms • Flowcharts • Pseudocode • Programming literacy • Databases
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YEAR 11 – Computer Science GCSE AQA 8525

TERM 1	TERM 2	TERM 3
CONTENT <ul style="list-style-type: none"> • Algorithms • Flowcharts • Pseudocode • Programming literacy • Data structures • Trees and Huffman coding • Understanding search and sort algorithms • Algorithm efficiency • Testing code • Computer system's architecture • Von Neumann • Networks • Embedded systems • Memory ROM & RAM • Secondary storage 	CONTENT <ul style="list-style-type: none"> • Revision and preparation for final exam. • Consolidation of programming knowledge. • Fetch-execute cycle • Encryption • System security • Social engineering and cyber security • Ethics, the law and environment • Software and its development • Algorithms • Flowcharts • Pseudocode • Programming literacy • Databases 	CONTENT <ul style="list-style-type: none"> • Preparation for final exam
ASSESSMENTS <ul style="list-style-type: none"> • Online tests • Functionality checks of programmes (does it work and do what it was supposed to do). • Peer assessment 	ASSESSMENTS <ul style="list-style-type: none"> • Online tests • Functionality checks of programmes (does it work and do what it was supposed to do). • Peer assessment 	ASSESSMENTS <ul style="list-style-type: none"> • Online tests • Functionality checks of programmes (does it work and do what it was supposed to do). • Peer assessment
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