Long Term SOW

		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year7	Topic/ Fertile Question	Clear messaging in digital media In this unit pupils will use a range of skills across several pieces of software. They will work between applications to create a poster and slides on a given theme. The unit is designed so that pupils can apply skills that they may have previously learnt as well as those learnt in the unit.	Networks & Data Transmission pupils will explore the impact networks have on our daily lives. They will define what a network is and explore the benefits of networking, before covering how data is transmitted across networks using protocols. They will investigate different types of network and hardware required.	Our online lives: How do I report and find support for things I see online? In this set of lessons, students will explore the dynamic and engaging world of online life, learning how to enjoy its benefits while staying safe and responsible. Pupils will; Celebrate the Joys of the Online World, recognise Harmful or Inappropriate Content, understand How to Report a Concern, explore What Happens After Reporting, know how to promote a Safer Online Community	Using media to gain support for a cause. During this unit, pupils develop their understanding of information technology and digital literacy skills. They will use the skills learnt across the unit to create a blog post about a real-world cause that they would like to gain support for.	fundamental programming constructs in a block-based language build their confidence and knowledge of the key programming constructs (sequence, iteration, selection and variables). Learners will use Scratch to explore the key programming constructs firstly through editing pre-existing code and then by developing their own programs	Data modelling pupils should be able to model data within a spreadsheet. Pupils will progress from using basic formulas to using inbuilt functions. Pupils will apply sorting and searching techniques to data and explore how conditional formatting can be used to present data effectively.
	Why this now?	• transitional unit to allow pupils to confidently move from Year 6 to Year 7. • Be able to use the school network safely and respectfully. • use a range of different skills across several pieces of software that will be transferable throughout the curriculum • Links in to very basics Component 3 Learning aim A and Comp 1 of KS4 BTEC course	• progresses students' knowledge and understanding of networks and associated hardware. • How data is transmitted across networks, as well as exploring the factors that can affect performance. spend time focussing on the internet and services provided over the internet. • Build on lessons learnt about privacy in KS2 and understand how default sharing of data collects personal information about users. • Links in to very basics Component 3 Learning aim A of KS4 BTEC course	• Discover the positive aspects of being online, including creativity, connection, learning, and entertainment. • identify content that may be upsetting, unsafe, or inappropriate, and understand the importance of taking action. • knowledge on how to report harmful content across different platforms and services, including social media, games, and websites • Understand the process that follows a report, including how platforms respond, what support is available, and how to follow up if needed. • Reflect on their own role in creating a respectful and safe online environment, including how to support peers and model responsible behaviour.	• progresses pupils' knowledge and understanding of licensing and legal issues on the use of online sources. • Understanding of how to apply techniques to help determine the reliability of a source. • Develop practical skills in using software to make a blog that could be published online.	• first programming unit of KS3 and reinforces key knowledge developed throughout the primary curriculum. • To build pupils' confidence and knowledge of the key programming constructs of sequencing, variables, selection, and countcontrolled iteration. • Same concepts are built upon in subsequent programming units so it is important that pupils are comfortable with understanding and applying these principles when programming.	• progresses pupils' knowledge and understanding of modelling data using spreadsheets. • Employ the principle of storing data in variables, learnt in previous programming units, to process this data into useful information to model real-life data sets and find out facts from collected data. • These techniques are fundamental to many future applications of data processing both in computing and in other subjects. Links in to very basics Component 2 KS4 BTEC course
	Key Themes	Digital Literacy Digital technology and Future	Digital literacy Digital Awareness	Digital literacy Digital Awareness	Digital literacy Digital awareness Digital technology and Future	Problem Solving Digital literacy	Problem Solving Digital literacy Digital Awareness Digital technology and Future

Year 8							
	Topic/ Fertile Question	Computer systems and data science In this unit pupils will explore the layers of computer systems from programs to the physical components that store and execute these programs. They will discover the fundamental binary building blocks that make up computer systems and how systems are evolving for developments such as AI.	Developing vector graphics In this unit pupils will design graphics using vector graphic editing software. They will apply their skills by creating an illustration, a logo, and icons. Pupils will recognise that objects and be grouped and combined to create new elements and that vector drawings are made up of paths.	Media Influence: What's a healthy way to spend by time online? In this unit, pupils will explore the impact of media and digital habits on their wellbeing, focusing on developing a healthy relationship with time spent online. Pupil's reflect on their own online behaviours, examine how screen time can affect sleep and mental health, and consider the influence of media on body image and self-esteem. The unit encourages critical thinking about digital choices and promotes positive habits that support both physical and emotional wellbeing.	Developing for the Web In this unit, pupils will explore the technologies that make up the internet and WWW. Starting with an exploration of the building blocks of the WWW, HTML, and CSS. They will construct a fully functioning website and discover how websites are catalogued for effective retrieval by search engines.	Introduction to Python programming This unit introduces pupils to text-based programming with Python. Pupils start with programs involving input and output, and gradually move on to using arithmetic operations, randomness, selection, and iteration. Pupils will consolidate these skills in a project at the end of the unit.	Mobile app development This unit takes pupils from designer to developer in order to create their own mobile app. Using App Lab from code.org, learners will familiarise themselves with the coding environment and have an opportunity to build on the programming concepts they used in previous units to undertake a project.
	Why this now?	• progresses pupils' knowledge and understanding of networks and computer systems. • investigate the different layers of computer systems from programs to the operating system. • conclude the unit pupils progress onto looking at traditional computing systems to those which use artificial intelligence. • Links in to Component 3 Learning aim A,B, C of KS4 BTEC course	• progresses pupils' knowledge and understanding of creating vector graphics. • Pupils have previously been introduced to vector graphics and working with objects, layers, and grouping. • Builds on skills needed for Component 1 of KS4 BTEC course	• Understanding how online content affects self-esteem and body image helps pupils build resilience and maintain a positive self-view. • Encourages Responsible Digital Use: Pupils develop skills to manage & balance their time online • Pupils have previously learnt about online and how to raise concerns and report behaviours. • Evaluating media messages fosters awareness of unrealistic portrayals and helps pupils make informed choices. • Reflecting on personal online habits empowers pupils to make changes that benefit their wellbeing and productivity	• pupils understand how the web works, building skills that support future learning across subjects. • explore the building blocks of websites—HTML and CSS—and learn how search engines organise and retrieve information. • creating their own functioning website, pupils gain confidence as digital creators, not just users. • hands-on experience strengthens problem-solving, creativity, and digital literacy—essential skills for education and future careers.	• builds on pupils' prior understanding and experience of key programming constructs that they have previously applied through block-based programming activities. • explore how these same constructs can be applied in a text-based programming language. • When programming in later units, pupils will apply what they have learnt in this unit to investigate how information is processed from sets of data stored in data structures.	• This unit progresses pupils' understanding of programming constructs in a new block-based programming environment. • Pupils will have the opportunity to build on the programming constructs they have used in previous programming units. • They will apply computational thinking to a larger scale project to develop their own mobile app.
	Key Themes	Digital literacy Digital Awareness Problem Solving Digital technology & Future	Digital literacy Digital technology & Future	Digital awareness Digital literacy Digital technology & Future	Digital literacy Digital technology & Future Problem Solving	Digital literacy Digital technology & Future Problem Solving	Problem Solving Digital literacy Digital technology & Future

Year9							
	Topic/ Fertile Question	3D Animation In this unit pupils will discover how to create 3D animations using industry-standard software. They will gain a greater understanding of how 3D animation is used to make the media products that we consume. They will explore the basics of modelling, texturing, animating to create 3D models.	Introduction to Python programming ** Y9's will follow this unit for 25-26 as they had not completed any python in Y8 for 26-27 the next unit will be implemented This unit introduces pupils to textbased programming with Python. Pupils start with programs involving input and output, and gradually move on to using arithmetic operations, randomness, selection, and iteration. Pupils will consolidate these skills in a project at the end of the unit.	Internet Safety & Harms: Relationships and Social media This unit will explore the complex and evolving role of social media in their lives, with a focus on building awareness, critical thinking, and healthy habits. Pupils will explore examples of positive online interactions and digital citizenship, be able to Compare Real-Life vs Online Friendships, explore the Influence of Influencers, maintain Healthy Relationships with Social Media	Introduction to Cyber Security This unit takes pupils on a journey of discovery about techniques used by cybercriminals to steal data, disrupt systems and infiltrate networks. They will consider the value of data to organisations and what it is used for. They will look at social engineering techniques and common cybercrimes.	Using Data Science & AI Tools Effectively & Safely (to download not yet released) In this unit, pupils will explore how data science and AI tools are having an impact on our daily lives. They will develop an understanding of how to use these tools effectively as well as an awareness of the issues relating to trust, bias and misinformation.	Mobile app development Y9's will follow this unit for 25-26 as they had not completed thisin Y8 for 26-27 the next unit will be implemented This unit takes pupils from designer to developer in order to create their own mobile app. Using App Lab from code.org, learners will familiarise themselves with the coding environment and have an opportunity to build on the programming concepts they used in previous units to undertake a project.
	Why this now?	• progresses pupils' understanding of animation and developing 3D images on a computer based on their experiences of creating and manipulating 2D vector images. • discover how professionals create 3D animations using an industrystandard software package. • investigate the basics of modelling, texturing, and animating, moving on to more complex modelling techniques that are used to make more organic models. • pupils will have a firm understanding of the fundamentals of media creation to allow them to tackle more demanding and involved projects. • Links in to Component 1 of KS4 BTEC course	• builds on pupils' prior understanding and experience of key programming constructs that they have previously applied through block-based programming activities. • explore how these same constructs can be applied in a text-based programming language. • When programming in later units, pupils will apply what they have learnt in this unit to investigate how information is processed from sets of data stored in data structures.	• Learn what constitutes oversharing and why it can be harmful. Understand privacy settings, footprints, long-term impact • Reflect on the between face-toface and virtual relationships. • Discuss trust, authenticity, and emotional safety in online interactions • how influencers shape opinions, trends, and self-image. • Develop media literacy skills to critically evaluate online content and advertising • Learn strategies for balancing screen time and managing emotional responses to social media. • Discuss how to set boundaries, avoid comparison culture, and seek support when needed. • Links in to previous learning in Y8 and Y7 • Links in to Component 3 Learning aim C of KS4 BTEC course	• As pupils get older, they will use a wider range of digital tools that can communicate the world over. • progresses pupils' understanding of threats posed by using networks beyond the basic risks they have encountered so far. • understand the scale of threats posed to themselves, organisations and even Governments. • identify what these threats are but, importantly, steps they can implement to stay safe and protect data. This can be on a personal level and also in the world of work. • Links in to Component 3 Learning aim B of KS4 BTEC course	• the world has been transformed by the emergence of AI, machine learning and data science. • pupils will have heard a lot about these technologies but may not have the opportunity to reflect on their own use of these systems. • pupils will learn how to use these tools effectively whilst considering the associated risks to become discerning users. • Links in to Component 3 Learning of KS4 BTEC course	• This unit progresses pupils' understanding of programming constructs in a new block-based programming environment. • Pupils will have the opportunity to build on the programming constructs they have used in previous programming units. • They will apply computational thinking to a larger scale project to develop their own mobile app.
	Key Themes	Digital literacy Digital Technology & our Future	Digital literacy Digital technology & Future Problem Solving	Digital literacy Digital awareness	Digital Awareness Digital Technology & our Future	Digital awareness Digital literacy Digital Technology & our Future	Problem Solving Digital literacy Digital technology & Future

		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year10	Topic/Fertile Question	Introduction to User Interfaces. Audience needs, design principles, planning techniques, skills	Component 1: Exploring User Interface Design Principles and Project Planning Techniques COURSEWORK – SEPT-DEC	Learning Aim A Modern Technologies and Impact of these	Learning Aim B Threats to data, prevention and management, Policies	Learning Aim C Wider implications of digital use. Responsible user, legal and ethical implications	Learning Aim D Planning and communicating in digital systems. Forms of notation
	Key Themes	Understand interface design for individuals and organisations B Be able to use project planning techniques to plan, design and develop a user interface C Be able to review a user interface		how current and modern technologies are used by and have an impact on organisations and their stakeholders. Learners need to know the ways in which organisations and associated individuals use modern technologies to exchange information, communicate, and complete work-related tasks	how the increased reliance of organisations on digital systems to hold data and perform vital functions presents a range of challenges and dangers. They should understand the nature of threats to digital systems and ways that they can be mitigated through organisation policy, procedures and the actions of individuals	understand the wider implications of digital systems and their use. Learners should understand how legislation covering data protection, computer crimes and intellectual property has an impact on the way that organisations and individuals use digital systems and data. Learners should understand the procedures that organisations must follow in order to conform to legal requirements and professional guidelines.	Learners should be able to interpret and use standard conventions to combine diagrammatical and written information to express an understanding of concepts.
Year11	Topic/Fertile Question	Spreadsheets: uses, impact of organisation, formulas and functions practice. Use of dashboards for presenting data	Component 2: Collecting, Presenting and Interpreting Data (Coursework Oct-Dec)	Revision: Learning Aim A-D JANUARY EXAM	Revision Learning Aim A-D	Revision Learning Aim A-D MAY EXAM RESITS	
	Key Theme	Understand how data is collected and used by organisations and its impact on individuals B Be able to create a dashboard using data manipulation tools C Be able draw conclusions and review data presentation methods					