

Computing						
Curriculum Intent:	At The Cowplain School, our Computing curriculum is designed to develop digitally literate, confident and responsible young people who can thrive in an increasingly technology-driven world. We believe that every student should leave school with the knowledge, skills and character needed to use technology effectively, safely and creatively in both their personal and professional lives.					
	Through a curriculum built on computer literacy, practical digital skills and real-world applications of information technology, students learn how technology shapes modern society and how it can be used to solve problems, communicate effectively and create opportunities. Our curriculum reflects the rapidly changing digital landscape and ensures that all learners develop the confidence to engage with technology both now and in the future.					
	At Key Stage 4, the OCR Cambridge National in Information Technologies provides students with opportunities to apply their knowledge through meaningful, industry-relevant projects. Learners explore areas such as data management, cybersecurity, human-computer interaction and the impact of digital technologies, helping them understand how IT is used in real-world contexts and preparing them for further study and employment.					
	We are committed to inclusivity, ensuring that all students, regardless of background, ability or prior experience, can access and succeed in Computing. We celebrate diversity within the technology sector and provide an ambitious curriculum that raises aspirations and enables every learner to see themselves as capable digital citizens and future contributors to the digital economy.					
	Our curriculum also supports the development of character. Students learn resilience when troubleshooting problems, responsibility when working with digital technologies, and integrity when considering ethical and legal issues. They are encouraged to collaborate effectively, communicate their ideas clearly and demonstrate respect for others in both physical and digital environments.					
	Central to our approach is the belief that students should think hard. We challenge learners to analyse, evaluate and solve problems independently, applying knowledge in unfamiliar contexts and reflecting on their decisions. By developing critical thinking, creativity and perseverance, students become confident learners who are prepared to meet the demands of further education, employment and life in a digital world.					
Ultimately, our aim is to equip all students with the knowledge, skills and character to become informed, independent young adults.						
Computing	Autumn Term		Spring term		Summer term	
Year 7	1	2	3	4	5	6
Topic Summary	Digital literacy/ Computing Skills		Scratch Programming 1		Introduction to Spreadsheets	
Thinking Hard	Knowing the correct icons for saving, undo, copy/paste, print, formatting text. Keyboard short-cuts for basic manipulation of text.		Identify the key features of branding and marketing.		Use Scratch to make loops to repeat sections of code and variables to create sub-routines.	
Developing Character	Mindfulness and self-control: Online responsibility & staying secure online Grit/optimism: Collaborating online in lessons. Self control - Using the school LAN Self assurance: Presenting to an audience - can you adjust how you speak depending on who you are talking to?		Mindfulness/grit - Developing stuckability, debugging your code. Independence/SA/Creativity - creating your own program Helping others, paired programming Grit: How easily do you give up? Can you predict outcomes?		Grit - writing your own formulas Self awareness/self assurance/curiosity: How could you use a spreadsheet in your life? Mastery: Why use a spreadsheet instead of a calculator?	
	Understanding environmental diversity/respecting human rights. Understanding mental and physical diversity/Optimism		Understanding environmental diversity/respecting human rights. Understanding mental and physical diversity/Optimism		Mindfulness & Grit: not fearing failure - developing resilience when using AI.	
Understanding Diversity	Understanding environmental diversity/respecting human rights. Understanding mental and physical diversity/Optimism		Mastery: take an idea and create your own programme/game.		Self assurance/kindness: Different programming languages for different purposes, ages, experiences.	
Literacy Reading, Oracy	Computer literacy and fluency - logging on to school's		Computer literacy and fluency - logging on to school's		key programming vocabulary	
Gatsby, Careers	Understand how computers are used to aid working processes in various industries.		Identify the key features of branding and marketing as a career option.		Understand how programming is used in a variety of industries.	
Inclusivity	Use of placemats for students to pre-teach vocabulary and to structure thinking and organisation (placemat left, work right). High expectations of organisation and presentation of an exercise book are explicitly taught and upheld. Cowplain Visuals used consistently. Use of physical manipulatives and visual representations wherever possible. PPTs with clear, concise layout, in easy to read fonts, with no excess information included. Choral response used to develop oracy.		Use of placemats for students to pre-teach vocabulary and to structure thinking and organisation (placemat left, work right). High expectations of organisation and presentation of an exercise book are explicitly taught and upheld. Cowplain Visuals used consistently. Use of physical manipulatives and visual representations wherever possible. PPTs with clear, concise layout, in easy to read fonts, with no excess information included. . Choral response used to develop oracy.		Use of placemats for students to pre-teach vocabulary and to structure thinking and organisation (placemat left, work right). Placemats to include more opportunities for independence. Cowplain Visuals used consistently. Use of physical manipulatives and visual representations wherever possible. PPTs with clear, concise layout, in easy to read fonts, with no excess information included. Paired talk used to develop oracy.	
	PD (online safety & responsibility) Literacy- Comprehension, SPAG, Persuasive writing History - Hidden Figures National curriculum links - Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems		Geography/Science: Environmental impacts/climate change.		Presenting and sharing ideas with one another (oracy)	
Extra-Curricular Links	Networks in your home. Careers in computing		Environmental impacts/climate change.		Use computers for sequencing and inequalities (comparison)	
Complex PLP	Turn a computer on/off/ Log in/out.		Format text in Word/PPT		Predict the outcome of a simple block of code	
Precise Learning Endpoints	What we want students to learn/be able to: 1. Turning on computers, trouble shooting a computer that is not turning on, logging on, signing out. 2. Accessing Microsoft Learning Platform, ClassCharts, OneDrive, (including downloading to Mcrosoft), user area. 3. Use Google as a browser/search engine to safely and effectively find information from credible sources (internet safety). 3. Use Microsoft programmes to display information, add content from the Internet, format, edit, save, screen captiure and snipping tool. 4. Use Outlook to send/open emails, add attachments.		1. What are brands and the purpose of logos, the importance of using contrasting colours as part of a well designed presentation. 2. Be secure in the use of Microsoft programs, including the ability to add content from the Internet and saving documents. Design, create and present a campaign for a environmental project using Microsoft software.		What we want students to learn/be able to: 1. Define a sequence and predict the outcome of a simple sequence 2. Modify a sequence 3. Define a variable as a name that refers to data being stored by the computer 4. Make a sequence that includes a variable 5. Define a condition as an expression that will be evaluated as either true or false 6. Identify where selection statements can be used in a program 7. Create conditions that use logic operators (and/or/not) 8. Identify where selection statements can be used in a program that include comparison and logical operators 9. Describe the need for iteration	
	What we want students to learn/be able to: 1. Identify columns, rows, cells, and cell references and cell ranges in spreadsheet 2. Use formatting techniques in a spreadsheet 3. Use basic formulas with cell references to perform calculations in a spreadsheet (+, -, *, /) 4. Use the autofill tool to replicate cell data 5. Understand the different types of information and data. 6. Collect data 7. Analyse data 8. Create appropriate charts in a spreadsheet 9. Use the functions SUM, COUNTA, MAX, and MIN in a spreadsheet to Analyse data 10. Use a spreadsheet to sort and filter data 11. Use the functions AVERAGE, COUNTIF, and IF in a spreadsheet		What we want students to learn/be able to: 1. Receive information based on specific enquiries 2. Use AI to create formal letters/emails 3. Use AI to generate recipes, journey plans, revision materials. 4. Use AI to research social activities/events (e.g. holidays) 5. Have an appreciation of the infrastructure that supports AI 6. Understand the environmental impacts of AI Data Centers. Be aware of the different forms of AI		What we want students to learn/be able to: 1. Define a sequence and predict the outcome of a simple sequence 2. Modify a sequence 3. Define a variable as a name that refers to data being stored by the computer 4. Make a sequence that includes a variable 5. Define a condition as an expression that will be evaluated as either true or false 6. Identify where selection statements can be used in a program 7. Create conditions that use logic operators (and/or/not) 8. Identify where selection statements can be used in a program that include comparison and logical operators 9. Describe the need for iteration	
Computing	Autumn Term		Spring term		Summer term	
Year 8	1	2	3	4	5	6
Topic Summary	Digital literacy/ Computing Skills		Representations - from clay to silicon		Augmented Reality	

Thinking Hard	Knowing the correct icons for saving, undo, copy/paste, print, formatting text. Keyboard short-cuts for basic manipulation of text. Understand the Internet of Everything.	Design characters to meet the requirements of a situation. Understand colour theory in society	Convert between binary and decimal numbers.	Understand the real-world uses and applications of AR in the workplace.	Know the differences between vector and Bitmaps. Know that vector graphics are scalable. Know that vector graphics are made of lines and curves.	Identifying how to format text suitably for given scenario. Make formatting more efficienit using CSS
Developing Character	Mindfulness and self-control: Online responsibility &	Independence and creativity	Mastery/creating independence: Moore's law: How	Independence and creativity	Mastery/creating independence: Independently	Mindfulness/being a world citizen/awareness of
Understanding Diversity	Understanding environmental diversity/respecting	Self assurance/being a world citizen: Use of universal	Self assurance/being a world citizen: Ascii v Unicode	Self assurance/being a world citizen: Use of	Self assurance/being a world citizen: Use of	Being a world citizen/PD: Digital divide lack of internet
Literacy Reading, Oracy	Computer literacy and fluency - logging on to school's	Sequencing and planning - using subject specific	Oracy - explain the need for Unicode	Narative, story-telling and sequencing of ideas.	Literacy and keywords for learning vector graphics	Literacy - Building blocks for the work wide web.
Gatsby, Careers	Understand how technology is expanding and consider how the workplace needs to adapt for this.	To know the variety of job roles within the annimation industry.	Understand the impact of networks in industries.	Have an awarenes of the uses of AR in the workplace, including simulation and testing/training.	Appreciate how visual elements are important to the promotion of any business.	Research website design companies. Could this be a career to aspire to?
Inclusivity	Use of placemats for students to pre-teach vocabulary and to structure thinking and organisation (placemat left, work right). High expectaions of organisaion and presentation of an exercise book are explicitly taught and upheld. Cowplain Visuals used consistently. Use of physical manipulatives and visual representations wherever possible. PPTs with clear, consise layout, in easy to read fonts, with no excess information included. Choral response used to develop oracy.		Use of placemats for students to pre-teach vocabulary and to structure thinking and organisation (placemat left, work right). High expectaions of organisaion and presentation of an exercise book are explicitly taught and upheld. Cowplain Visuals used consistently. Use of physical manipulatives and visual representations wherever possible. PPTs with clear, consise layout, in easy to read fonts, with no excess information included. . Choral response used to develop oracy.		Use of placemats for students to pre-teach vocabulary and to structure thinking and organisation (placemat left, work right). Placemats to include more opportunites for independence. Cowplain Visuals used consistently. Use of physical manipulatives and visual representations wherever possible. PPTs with clear, consise layout, in easy to read fonts, with no excess information included. Paired talk used to develop oracy.	
Cross-Curricular Links	PD (online safety & responsibility)	Art & Design: Use of visual elements, creative	History - the development of character sets from ASCII	Art/Design: 3D modelling, creativity, digital art	Art - 3D Design graphics and shapes	Maths - logical operators
Extra-Curricular Links	Networks in your home.	Creating digital content and understanding how digital	Creating ambition/not fearing failure: The Turing	AR - Exteneral after school club	Scratch - Exteneral after school club	Scratch - Exteneral after school club
Complex PLP	Comnfidently use Microsoft Products (Word/PPT/Outlook)	Use key frames to make a simple animation	Choose an appropriate representation for a given task	Understand the concept of Augmented Reality	Know the differences between Bitmap and images	Know that HTML is the code that creates websites
Precise Learning Endpoints	What we want students to learn/be able to:	What we want students to learn/be able to:	What we want students to learn/be able to:	What we want students to learn/be able to:	What we want students to learn/be able to:	What we want students to learn/be able to:
Computer Science	Autumn Term		Spring term		Summer term	
Year 9	1		3		5	
Topic Summary	Introduction to Spreadsheets		Augmented Reality		Data Science	
Thinking Hard	Write a variety of functions and formulas in real world situations. Using these skills independently to be able to prepare for NEA task in year 10.	Apply knowledge and understanding of how technology is adapting in the world and the advantages/disadvantages of the software we can use.	Understand the real-world uses and applications of AR in the workplace.	Acquiring knowledge / curiosity: This unit takes the students on an eye-opening journey of discovery about techniques used by cybercriminals to steal data, disrupt systems, and infiltrate networks.	Acquiring knowledge / curiosity: In this unit, learners will be introduced to data science, and by the end of the unit they will be empowered by knowing how to use data to investigate problems and make changes to the world around them.	Acquiring knowledge/ Spreadsheet Formula, Design Tools - □ Flow charts □ Mind maps □ Story board □ Visualisation diagram □ Wireframe Changing the world: What happens if the Internet goes down. Permanently. Not fearing failure/creating independence/mastery: developing Spreadsheets
Developing Character	Grit - writing your own formulas Self awareness/self assurance/curiosity: How could you use a spreadsheet in your life? Mastery: Why use a spreadsheet instead of a calculator?	Self-awareness of how our lives are impacted by the digital world.	Independence and creativity	Self control/Being a world citizen: Computer Misuse Act and Fraud Act Mindfulness: Be a good digital citizen	Grit: Demonstrate determination by analysing complex data and drawing conclusions	Grit/self-assurance - developing VB code/formulae independently Considering secondary storage - cost v capacity & performance. Protocols - what protocols are there in society? What new protocols appeared during lockdown?x Which have we adopted? Curiosity: What's in a data packet? Mindfulness: Can you imagine a world without computers?
Understanding Diversity	Self assurance/kindness: Different programming languages for different purposes, ages, experiences.	Self assurance/being a world citizen: Use of universal software	Self assurance/being a world citizen: Use of universal software	Understanding democracy: Data protection act and the right to keep information secure? Consequences of breaking the law Being a world citizen/awareness of where you live: How to protect yourself and your data on the internet. Manage security software (e.g. anti-virus, security patches, adware blockers) on my devices and understand why regular updates are important	Understanding democracy: Freedom of information Act Being a world citizen: - Anaylse data and global trends that effect citizens such as the environment	How spreadsheets can be used in a variety of business situations.
Literacy Reading, Oracy	Literacy - keyword vocabulary pertaining to spreadsheet	Analysing techniques	Narrative, story-telling and sequencing of ideas.	Literacy - Comprehension and presentation skills	Literacy - Comprehension and report writing	Literacy - keyword vocabulary pertaining to spreadsheet
Gatsby, Careers	How can spreadsheets reduce workload in other areas of life?	Recognising how different careers are impacted by the technology we use.	Have an awarenes of the uses of AR in the workplace, including simulation and testing/training.	Understand how cyber security is one of the fastest growing areas of the computing world.	Recognise careers that will have analysts as job roles and the importance of these roles to the business	How can spreadsheets reduce workload in other areas of life?
Inclusivity	Use of placemats for students if necessary. Expectaions of organisaion and presentation of an exercise book. Do-Now is fully focused on achievable skills. Use of simple task as part of lessons. ELCs pitched to meet the needs of all students. Pre-Vocab teaching where necessary. PPTs with clear, consise layout, in easy to read fonts, with no excess information included. Consistent use of language.		Expectaions of organisaion and presentation of an exercise book. Do-Now is fully focused on achievable skills. Use of simple task as part of lessons. ELCs pitched to meet the needs of all students. Pre-Vocab teaching where necessary. PPTs with clear, consise layout, in easy to read fonts, with no excess information included. Consistent use of language.		Expectaions of organisaion and presentation of an exercise book. Do-Now is fully focused on achievable skills. Use of simple task as part of lessons. ELCs pitched to meet the needs of all students. Pre-Vocab teaching where necessary. PPTs with clear, consise layout, in easy to read fonts, with no excess information included. Consistent use of language.	
Cross-Curricular Links	Maths - surveys and collecting data	Science - experiment process (problem, plan, test, analyse)	Art/Design: 3D modelling, creativity, digital art Geography: interactive maps English: story telling and narratives Science: visualisation of systems	Business - Legislation impacting business National curriculum links Understand a range of ways to use technology safely, respectfully, responsibly, and securely, including protecting their online identity and privacy; recognise inappropriate content, contact, and conduct, and know how to report concerns	Maths - Data and statistics, graphsBusiness - Data and r	PD - protocols in society
Extra-Curricular Links	Data representation	Creating digital content and understanding how digital systems work.	AR - External after school club	Careers Week	Work Experience	Careers Fair
Precise Learning Endpoints	What we want students to learn/be able to:	What we want students to learn/be able to:	What we want students to learn/be able to:	What we want the students to learn/be able to:	What we want students to learn/be able to:	What we want the students to learn/be able to:
Computer Science	Autumn Term		Spring term		Summer term	
Topis Summary	1		3		5	
Year 10	IT in the Digital World		Spreadsheets - NEA		Augmented Reality	

Thinking Hard	Apply knowledge and understanding of how technology is adapting in the world and the advantages/disadvantages of the software we can use.	Acquiring knowledge/ Spreadsheet Formula, Design Tools - □ Flow charts □ Mind maps □ Story board □ Visualisation diagram □ Wireframe Changing the world: What happens if the Internet goes down. Permanently. Not fearing failure/creating independence/mastery: developing Spreadsheets	Acquiring knowledge/ Spreadsheet Formula, Design Tools - □ Flow charts □ Mind maps □ Story board □ Visualisation diagram □ Wireframe Changing the world: What happens if the Internet goes down. Permanently. Not fearing failure/creating independence/mastery: developing Spreadsheets	Apply knowledge and understanding of how technology is adapting in the world and the advantages/disadvantages of the software we can use.	Understand the real-world uses and applications of AR in the workplace.	Understand the real-world uses and applications of AR in the workplace.
Developing Character	Self-awareness of how our lives are impacted by the digital world.	Grit/self-assurance - developing VB code/formulae independently Considering secondary storage - cost v capacity & performance. Protocols - what protocols are there in society? What new protocols appeared during lockdown?x Which have we adopted? Curiosity: What's in a data packet? Mindfulness: Can you imagine a world without computers?	Grit/self-assurance - developing VB code/formulae independently Considering secondary storage - cost v capacity & performance. Protocols - what protocols are there in society? What new protocols appeared during lockdown?x Which have we adopted? Curiosity: What's in a data packet? Mindfulness: Can you imagine a world without computers?	Self-awareness of how our lives are impacted by the digital world.	Independence and creativity	Independence and creativity
Understanding Diversity	Self assurance/being a world citizen: Use of universal software	How spreadsheets can be used in a variety of business situations.	How spreadsheets can be used in a variety of business situations.	Self assurance/being a world citizen: Use of universal software	Self assurance/being a world citizen: Use of universal software	Self assurance/being a world citizen: Use of universal software
Literacy Reading, Oracy	Analysing techniques	Literacy - keyword vocabulary pertaining to spreadsheet	Literacy - keyword vocabulary pertaining to spreadsheet	Analysing techniques	Narrative, story-telling and sequencing of ideas.	Narrative, story-telling and sequencing of ideas.
Gatsby, Careers	Recognising how different careers are impacted by the technology we use.	How spreadsheets can be used in a variety of business situations. (Marketing, data scientists, etc)	How spreadsheets can be used in a variety of business situations. (Marketing, data scientists, etc)	Recognising how different careers are impacted by the technology we use.	Have an awareness of the uses of AR in the workplace, including simulation and testing/training.	Have an awareness of the uses of AR in the workplace, including simulation and testing/training.
Inclusivity	Expectations of organisation and presentation of an exercise book. Do-Now is fully focused on achievable skills. Use of simple task as part of lessons. ELCs pitched to meet the needs of all students. Pre-Vocab teaching where necessary. PPTs with clear, concise layout, in easy to read fonts, with no excess information included. Consistent use of language.		Expectations of organisation and presentation of an exercise book. Do-Now is fully focused on achievable skills. Use of simple task as part of lessons. ELCs pitched to meet the needs of all students. Pre-Vocab teaching where necessary. PPTs with clear, concise layout, in easy to read fonts, with no excess information included. Consistent use of language. Provide clear models of coursework to use as a guide.		Expectations of organisation and presentation of an exercise book. Do-Now is fully focused on achievable skills. Use of simple task as part of lessons. ELCs pitched to meet the needs of all students. Pre-Vocab teaching where necessary. PPTs with clear, concise layout, in easy to read fonts, with no excess information included. Consistent use of language.	
Cross-Curricular Links	Science - experiment process (problem, plan, test, analyse)	PD - protocols in society	PD - protocols in society	Science - experiment process (problem, plan, test, analyse)	Art/Design: 3D modelling, creativity, digital art Geography: interactive maps English: story telling and narratives Science: visualisation of systems	Art/Design: 3D modelling, creativity, digital art Geography: interactive maps English: story telling and narratives Science: visualisation of systems
Extra-Curricular Links	Creating digital content and understanding how digital systems work.	Careers Fair	Careers Fair	Creating digital content and understanding how digital systems work.	AR - External after school club	AR - External after school club
Specific Learning Endpoints	What we want students to learn/be able to: 1. Understand and apply various design tools such as flow charts, mind maps, wire frames and visualisation diagrams to plan IT solutions. 2. Human-Computer Interface in everyday life - explore types of display devices and explore advantages/disadvantages of input devices. 3. Data and Testing - recognise the importance of data in IT systems and understand testing methods to ensure reliability and accuracy. 4. Understand various forms of digital communication and their applications in different contexts 5. Explore the concept of IOE and its impact on connectivity and data exchanges across devices.	What we want the students to learn/be able to: 1. Analyse a problem and choose appropriate formulae and layout to present outcomes. 2. Planning - mind maps, structured diagrams and flow-diagrams. 3. Design the visual, queries and pivot tables. 4. Test solutions and analyse suitability for the needs of the scenario.	What we want the students to learn/be able to: 1. Analyse a problem and choose appropriate formulae and layout to present outcomes. 2. Planning - mind maps, structured diagrams and flow-diagrams. 3. Design the visual, queries and pivot tables. 4. Test solutions and analyse suitability for the needs of the scenario.	What we want students to learn/be able to: 1. Understand and apply various design tools such as flow charts, mind maps, wire frames and visualisation diagrams to plan IT solutions. 2. Human-Computer Interface in everyday life - explore types of display devices and explore advantages/disadvantages of input devices. 3. Data and Testing - recognise the importance of data in IT systems and understand testing methods to ensure reliability and accuracy. 4. Understand various forms of digital communication and their applications in different contexts 5. Explore the concept of IOE and its impact on connectivity and data exchanges across devices.	What we want students to learn/be able to: 1. Understanding what AR is (including examples in everyday life, such as Pokemon Go, Snapchat filters and Ikea Place app) 2. Explore AR tools and platforms 3. Creative Design and Visual Thinking 4. Digital content creation 5. Collaboration and Project Work 6. Evaluation and testing of projects	What we want students to learn/be able to: 1. Understanding what AR is (including examples in everyday life, such as Pokemon Go, Snapchat filters and Ikea Place app) 2. Explore AR tools and platforms 3. Creative Design and Visual Thinking 4. Digital content creation 5. Collaboration and Project Work 6. Evaluation and testing of projects
Extended learning checkpoints		Mock NEA R060 - Spreadsheets	NEA ASSESSMENT R060 - Spreadsheets Start: w/c: 22/1/27 Complete by: 12/3/27 Moderated w/c: 12/4/27 Provisional Grade by: 23/4/27 Submit coursework 4/5/27			Mock Exam: IT in Digital World R062
Computer Science	Autumn Term		Spring term		Summer term	
Year 11	1	2	3	4	5	6
Topic Summary	Augmented Reality - NEA	Augmented Reality - NEA	IT in the Digital World	IT in the Digital World	IT in the Digital World	
Thinking Hard	Understand the real-world uses and applications of AR in the workplace.	Understand the real-world uses and applications of AR in the workplace.	Apply knowledge and understanding of how technology is adapting in the world and the advantages/disadvantages of the software we can use.	Apply knowledge and understanding of how technology is adapting in the world and the advantages/disadvantages of the software we can use.	Apply knowledge and understanding of how technology is adapting in the world and the advantages/disadvantages of the software we can use.	
Developing Character	Independence and creativity	Independence and creativity	Self-awareness of how our lives are impacted by the digital world.	Self-awareness of how our lives are impacted by the digital world.	Self-awareness of how our lives are impacted by the digital world.	
Understanding Diversity	Self assurance/being a world citizen: Use of universal software	Self assurance/being a world citizen: Use of universal software	Self assurance/being a world citizen: Use of universal software	Self assurance/being a world citizen: Use of universal software	Self assurance/being a world citizen: Use of universal software	
Literacy Reading, Oracy	Narrative, story-telling and sequencing of ideas.	Narrative, story-telling and sequencing of ideas.	Analysing techniques	Analysing techniques	Analysing techniques	
Gatsby, Careers	Have an awareness of the uses of AR in the workplace, including simulation and testing/training.	Have an awareness of the uses of AR in the workplace, including simulation and testing/training.	Recognising how different careers are impacted by the technology we use.	Recognising how different careers are impacted by the technology we use.	Recognising how different careers are impacted by the technology we use.	
Inclusivity	Expectations of organisation and presentation of an exercise book. Do-Now is fully focused on achievable skills. Use of simple task as part of lessons. ELCs pitched to meet the needs of all students. Pre-Vocab teaching where necessary. PPTs with clear, concise layout, in easy to read fonts, with no excess information included. Consistent use of language. Provide clear models of coursework to use as a guide.		Expectations of organisation and presentation of an exercise book. Do-Now is fully focused on achievable skills. Use of simple task as part of lessons. ELCs pitched to meet the needs of all students. Pre-Vocab teaching where necessary. PPTs with clear, concise layout, in easy to read fonts, with no excess information included. Consistent use of language.		Expectations of organisation and presentation of an exercise book. Do-Now is fully focused on achievable skills. Use of simple task as part of lessons. ELCs pitched to meet the needs of all students. Pre-Vocab teaching where necessary. PPTs with clear, concise layout, in easy to read fonts, with no excess information included. Consistent use of language.	

Cross-Curricular Links	Art/Design: 3D modelling, creativity, digital art	Art/Design: 3D modelling, creativity, digital art	Science - experiment process (problem, plan, test,	Science - experiment process (problem, plan, test,	Science - experiment process (problem, plan, test,	
Extra-Curricular Links	AR - External after school club	AR - External after school club	Creating digital content and understanding how digital systems work.	Creating digital content and understanding how digital systems work.	Creating digital content and understanding how digital systems work.	
Specific Learning Endpoints	What we want students to learn/be able to: 1. Understanding what AR is (including examples in everyday life, such as Pokemon Go, Snapchat filters and Ikea Place app) 2. Explore AR tools and platforms 3. Creative Design and Visual Thinking 4. Dgital content creation 5. Collaboration and Project Work 6. Evaluation and testing of projects	What we want students to learn/be able to: 1. Understanding what AR is (including examples in everyday life, such as Pokemon Go, Snapchat filters and Ikea Place app) 2. Explore AR tools and platforms 3. Creative Design and Visual Thinking 4. Dgital content creation 5. Collaboration and Project Work 6. Evaluation and testing of projects	What we want students to learn/be able to: 1. Understand and apply various design tools such as flow charts, mind maps, wire frames and visualisation diagrams to plan IT solutions. 2. Human-Computer Interface in everyday life - explore types of display devices and explore advantages/disadvantages of input devices. 3. Data and Testing - recognise the importance of data in IT systems and understand testing methods to ensure reliability and acuracy. 4. Understand various forms of digital communication and their applications in different contexts 5. Explote the concept of IOE and its impact on connectivity and data exchanges across devices.	What we want students to learn/be able to: 1. Understand and apply various design tools such as flow charts, mind maps, wire frames and visualisation diagrams to plan IT solutions. 2. Human-Computer Interface in everyday life - explore types of display devices and explore advantages/disadvantages of input devices. 3. Data and Testing - recognise the importance of data in IT systems and understand testing methods to ensure reliability and acuracy. 4. Understand various forms of digital communication and their applications in different contexts 5. Explote the concept of IOE and its impact on connectivity and data exchanges across devices.	What we want students to learn/be able to: 1. Understand and apply various design tools such as flow charts, mind maps, wire frames and visualisation diagrams to plan IT solutions. 2. Human-Computer Interface in everyday life - explore types of display devices and explore advantages/disadvantages of input devices. 3. Data and Testing - recognise the importance of data in IT systems and understand testing methods to ensure reliability and acuracy. 4. Understand various forms of digital communication and their applications in different contexts 5. Explote the concept of IOE and its impact on connectivity and data exchanges across devices.	
Extended Learning Checkpoints	NEA ASSESSMENT R061 - AR Start: w/c: 28/9/26 Complete by: 15/11/26 Moderated w/c: 30/12/26 Provisional Grade by: 11/12/26 Submit coursework 3/1/27	NEA ASSESSMENT R061 - AR Start: w/c: 28/9/26 Complete by: 15/11/26 Moderated w/c: 30/12/26 Provisional Grade by: 11/12/26 Submit coursework 3/1/27	Mock Exam - It in the Digital World			