



# COMPUTING COMPOSITE KNOWLEDGE COVERAGE KEY STAGE 4

**Intent:** Build upon previous learning to develop their digital literacy, as well as their capability, creativity and knowledge in computer science and information technology, to prepare students for their future lives.

|        |   | CYCLE A - 2025-2026                                                                                                                                                                                                                                                                                                                                                       | CYCLE B - 2026-2027                                                                                                                                                                                                                                                                                                                                                           | Running throughout each cycle                                                                                                                                                                                                                                                             |
|--------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn | 1 | <ul style="list-style-type: none"> <li>Digital Literacy</li> </ul> <b>Online Safety</b><br>National Curriculum Links: Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns. <b>National Curriculum coverage to be taught at differentiated Developmental steps.</b> | <ul style="list-style-type: none"> <li>Digital Literacy</li> </ul> <b>Digital Wellbeing</b><br>National Curriculum Links: Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns. <b>National Curriculum coverage to be taught at differentiated Developmental steps.</b> | <ul style="list-style-type: none"> <li>Digital Literacy</li> </ul> SMART<br>Logins and passwords<br>National Curriculum Links: Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns |
|        | 2 | <ul style="list-style-type: none"> <li>Digital Media</li> </ul> <b>Audio Visual Media</b><br>National Curriculum Links: Develop capability, creativity and knowledge in computer science, digital media, and information technology. <b>National Curriculum coverage to be taught at differentiated Developmental steps.</b>                                              | <ul style="list-style-type: none"> <li>Digital Media</li> </ul> <b>Websites</b><br>National Curriculum Links: Develop capability, creativity and knowledge in computer science, digital media, and information technology. <b>National Curriculum coverage to be taught at differentiated Developmental steps.</b>                                                            | <ul style="list-style-type: none"> <li>Information Technology</li> </ul> Saving work<br>Retrieving work<br>Files and folders                                                                                                                                                              |
| Spring | 1 | <ul style="list-style-type: none"> <li>Computer Science</li> </ul> <b>Computing for Function</b><br>National Curriculum Links: Develop and apply their analytic, problem-solving, design, and computational thinking skills. <b>National Curriculum coverage to be taught at differentiated Developmental steps.</b>                                                      | <ul style="list-style-type: none"> <li>Computer Science</li> </ul> <b>Computing for Entertainment</b><br>National Curriculum Links: Develop and apply their analytic, problem-solving, design, and computational thinking skills. <b>National Curriculum coverage to be taught at differentiated Developmental steps.</b>                                                     | National Curriculum Links: Develop their capability, creativity and knowledge in computer science, digital media, and information technology                                                                                                                                              |
|        | 2 | <ul style="list-style-type: none"> <li>Information Technology and Digital Literacy</li> </ul> <b>IT and the World of Work</b><br>National Curriculum Links: Develop capability, creativity and knowledge in computer science, digital media, and information technology. <b>National Curriculum coverage to be taught at differentiated Developmental steps.</b>          | <ul style="list-style-type: none"> <li>Information Technology and Digital Literacy</li> </ul> <b>IT and the World of Work</b><br>National Curriculum Links: Develop capability, creativity and knowledge in computer science, digital media, and information technology. <b>National Curriculum coverage to be taught at differentiated Developmental steps.</b>              | <ul style="list-style-type: none"> <li>Physical Computing</li> </ul> Using digital devices<br>National Curriculum Links: Develop and apply their analytic, problem-solving, design, and computational thinking skills                                                                     |

The KS4 Computing Curriculum is based on and utilises content from The National Centre for Computing Education's Teach Computing curriculum [teachcomputing.org/curriculum/key-stage-4](https://teachcomputing.org/curriculum/key-stage-4) (non-GCSE). It is adapted and differentiated to suit the individual needs of our Key Stage 4 learners

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| Summer | 1 | <ul style="list-style-type: none"> <li>Information Technology</li> </ul> <b>Dealing with Data (Project)</b><br>National Curriculum Links: Develop and apply their analytic, problem-solving, design, and computational thinking skills. <b>National Curriculum coverage to be taught at differentiated Developmental steps.</b>                                                 | <ul style="list-style-type: none"> <li>Information Technology</li> </ul> <b>Using IT in Project Management</b><br>National Curriculum Links: Develop and apply their analytic, problem-solving, design, and computational thinking skills. <b>National Curriculum coverage to be taught at differentiated Developmental steps.</b> |  |
|        | 2 | <ul style="list-style-type: none"> <li>Digital Literacy</li> </ul> <b>Digital Life Skills</b><br>National Curriculum Links: Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns. <b>National Curriculum coverage to be taught at differentiated Developmental steps.</b> |                                                                                                                                                                                                                                                                                                                                    |  |