Computing Curriculum Map: Year 7 to Year 11

Key Stage 3

Year Seven

Half term 6	Half term 5	Half term 4	Half term 3	Half term 2	Half term 1
Spreadsheets	Interactive Media	Vector Graphic Design	Intro to Scratch Programming	Computational Thinking	Online Safety & Digital Literacy
Assessment week				Assessment week	

Year Eight

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Computer Systems	Python Programming	Digital Graphics	Video Editing	Databases (Large Data)	Computer Networks
	Assessment week				Assessment week

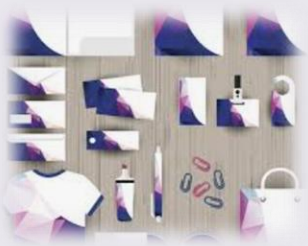
Year Nine

Half term 6	Half term 5	Half term 4	Half term 3	Half term 2	Half term 1
Idea Award	Cyber Security	Web Design	Digital Graphics (Photoshop)	Game Development	Python Programming
Assessment week				Assessment week	

Key Stage 4 – GCSE

Year Ten

Half term 1	Half term 2	Half term3	Half term 4	Half term 5	Half term 6
What is Visual Identity?	R094 Coursework	R094 Coursework	Interactive Multimedia	Creative Media In Industry	R097 Coursework
	Assessment week				Assessment week



Year Eleven

Half term 6	Half term 5	Half term 4	Half term 3	Half term 2	Half term 1
R093 Exam	R093 Mock Exam	Pre production Planning	Factors Influencing Design	R097 Coursework	R097 Coursework
		Mock exams		Mock exams	

Further Education/Employment

Shaw Education Trust

Curriculum 2025 – 2026

Rationale

Our Computing curriculum is designed to equip all students with the knowledge, skills, and digital literacy they need to thrive in a connected and evolving digital world. Through a carefully sequenced and ambitious KS3 programme, we ensure learners develop secure foundations in computer science, digital media, and responsible technology use. The curriculum is inclusive and accessible, supporting all learners — including those with SEND — to achieve success. It balances technical knowledge with creativity, builds confidence through regular revisiting of core concepts, and prepares students for a variety of future pathways, whether academic or vocational.

Intent

•To provide a **broad and balanced computing education** that develops competence in computer science, digital media, data literacy, and online safety.
•To ensure that all students, regardless of background or starting point, **develop fluency in digital tools and computational thinking** through an inclusive and engaging curriculum.
•To prepare students for **further study at KS4** (e.g. Creative iMedia or Computer Science), as well as for the digital demands of modern life and employment.
•To instill a **secure understanding of digital responsibility**, promoting safe, ethical, and informed use of technology.

Implementation

The curriculum is carefully sequenced across KS3, beginning with foundational knowledge in Year 7 (e.g. online safety, how computers work), and progressively building toward more complex technical and creative outcomes by Year 9 (e.g. game development, AI, web design).Core knowledge is interleaved and revisited (e.g. logic in Scratch, Python, spreadsheets, and games), allowing students to transfer and apply learning across contexts. Practical, hands-on learning is central — students regularly use industry-relevant tools (e.g. Python, Photoshop, Illustrator PowerPoint, HTML, databases) to complete real-world challenges. All learners have access to scaffolded resources, SEND-friendly versions of content, and opportunities for stretch and challenge. Key vocabulary is explicitly taught and reinforced. Lessons follow a clear “I do, we do, you do” model, promoting gradual independence and success for all. Units are underpinned by real-world links and careers education (e.g. game designer, cybersecurity analyst, digital content creator) to boost engagement and relevance. Assessment is formative and responsive, with regular opportunities to review, reflect and improve. Each year builds toward independent digital projects that showcase technical and creative skills.

Impact

•Students leave KS3 with a **secure and transferable skill set** across computer science,
•digital literacy, and creative media. They are confident, critical users and creators of digital content.
•Our curriculum leads to **outcomes that are consistently above national averages** in KS4 Creative iMedia. Students leave KS4 with strong technical foundations and the ability to plan, create and evaluate multimedia products independently.
•Students demonstrate **rapid progress over time**, including those with SEND and low prior attainment.

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