



# Computing/ICT Curriculum

## Intent

The core purpose of studying Computing and ICT at Chosen Hill, and what we want students to gain from it, can be summarised in two statements:

Computing and the use of ICT is central to the education of all children because they will be required to use technology, throughout their education and on into work. Students should have the opportunity to apply and develop their technological understanding and skills across a wide range of situations and tasks to allow them to deal with technology issues outside of education.

“Technology has forever changed the world we live in. We’re online, in one way or another, all day long. Our phones and computers have become reflections of our personalities, our interests, and our identities. They hold much that is important to us.”  
**James Comey**

A high-quality computing education equips students to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which students are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, students are being equipped to use information technology to create programs, systems and a range of content. Computing also ensures that students become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for use in future workplaces and as active participants in a digital world.

## Implementation

Document 1

Document 2

Document 3

Document 4

The Chosen Hill Computing and ICT curriculum is planned at three levels to meet our stated intent. Long term planning comprises Curriculum Maps (Documents 1&2) showing an overview of all topics covered for Computing, KS3 ICT and Creative iMedia, roughly by half term period, in each year group along with their key assessment points. At foundation level individual Schemes of Learning show the key learning outcomes for the unit, each with clear links to the National Curriculum Programme of Study. Topics have been carefully chosen to allow as broad an understanding of the subject as possible for those who do not continue at GCSE level beyond Year 8, while at the same time providing a sound foundation of knowledge and skills for those progressing to pathways and beyond. We believe it is essential for students studying Computing and ICT at foundation level to get as clear an idea of the level of application and academic rigour required for GCSE success before they make their options choices, to allow them to make as informed a selection as possible. These are assessed using grade descriptors created from the Computing National Curriculum (Documents 3&4).

At GCSE we recognise that all classes have students with widely differing ICT abilities and skill sets, so we offer two pathways. We follow the academic pathway OCR Computing Science (J276) and the vocational pathway OCR Creative iMedia (J817) courses over three years. The OCR computing specification is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and

