




## KS3 COMPUTER SCIENCE ASSESSMENT STATEMENTS – YEAR 7




<b>Developing</b>		<b>Secure</b>		<b>Expert</b>	
I can use computers to produce word documents, presentations and printed materials such as posters.	<input type="checkbox"/>	I am comfortable using computers to create word documents, presentations and printer materials.	<input type="checkbox"/>	I can create professional-grade documents, presentations and printed materials using computers. This includes a clear visual style and good spelling and grammar throughout.	<input type="checkbox"/>
I can state rules to help me stay safe online.	<input type="checkbox"/>	I can describe how I can stay safe online	<input type="checkbox"/>	I can explain how I can stay safe online and help others stay safe online as well.	<input type="checkbox"/>
I know I can see an adult if I or somebody else is being bullied online.	<input type="checkbox"/>	I can describe why cyberbullying can be an issue and what I can do to support myself.	<input type="checkbox"/>	I can explain the impact of cyberbullying and help myself and others report and prevent it.	<input type="checkbox"/>
I can state some of the key components of computers and what they do.	<input type="checkbox"/>	I can state and describe the key components of a computer and the role they have.	<input type="checkbox"/>	I can describe all the key components of a computer and compare why one is better at it's role than another.	<input type="checkbox"/>
I can explain the advantages and disadvantages of connecting a computer to a network.	<input type="checkbox"/>	I can discuss the considerations of using a network and I can describe how data is transmitted over a network.	<input type="checkbox"/>	I can evaluate the impact of using a network and explain in detail how data is transmitted over a network.	<input type="checkbox"/>
I can state some of the different types of software and what they do.	<input type="checkbox"/>	I can state the different types of software and describe some of the roles the Operating System has.	<input type="checkbox"/>	I can describe all types of software and describe all the roles the Operating System has in running the computer.	<input type="checkbox"/>
Using a template, I can create a basic website using HTML.	<input type="checkbox"/>	Using a template, I can create a fully featured and visually appealing website.	<input type="checkbox"/>	I can create a fully featured and visually appealing website from scratch.	<input type="checkbox"/>
I can do some basic tasks using spreadsheets, including organising data or creating charts.	<input type="checkbox"/>	I can do most basic tasks using spreadsheets, including using in-built formulas	<input type="checkbox"/>	I can do all basic tasks in excel, including organising data, creating charts, using in-built formulas and creating my own formulas.	<input type="checkbox"/>
Using a template, I can create a simple interactive app in Scratch.	<input type="checkbox"/>	Using a template, I can create an interactive app that takes multiple possible inputs from the user in Scratch	<input type="checkbox"/>	I can create an interactive app that takes multiple possible inputs from the user in Scratch, all from scratch	<input type="checkbox"/>

### CURRICULUM INTENT:

Our Computing curriculum is designed to equip students with the confidence, creativity, and critical thinking skills needed to thrive in a digital world. Through a structured progression of knowledge and skills, learners develop from basic users of technology into independent, responsible, and capable digital creators. Our intent is to foster not only technical competence, but also the resilience, independence, and ethical awareness learners need to engage meaningfully and responsibly with technology in school and beyond.



## KS3 COMPUTER SCIENCE ASSESSMENT STATEMENTS – YEAR 8

<b>Developing</b>		<b>Secure</b>		<b>Expert</b>	
I can edit a photo using basic manipulation techniques such as using filters.	<input type="checkbox"/>	I can edit a photo using intermediate techniques like using spot correction.	<input type="checkbox"/>	I can edit a photo using advanced techniques such as selecting and changing the colour of an element in a photo	<input type="checkbox"/>
I can combine different photos together if somebody has already removed the background from them	<input type="checkbox"/>	I can combine multiple photos together, including removing the background from one image	<input type="checkbox"/>	I can combine multiple photos together and use techniques to make them fit seamlessly together	<input type="checkbox"/>
I can use basic pre-production techniques such as creating a mood board and mind map.	<input type="checkbox"/>	I can use pre-production techniques such as creating a storyboard to plan out a video	<input type="checkbox"/>	I can use pre-production techniques and explain why these pre-production techniques help in the creation of media.	<input type="checkbox"/>
I can gather and put together video clips to create an advert.	<input type="checkbox"/>	I can gather and put together video clips and music to create an engaging advert.	<input type="checkbox"/>	I can gather and put together video clips, music, text and effects to create a professional advert.	<input type="checkbox"/>
I can use basic syntax and call functions with arguments in Python	<input type="checkbox"/>	I can code with some support and use strings and while loops in Python.	<input type="checkbox"/>	I can code confidently and use while loops and variables in Python	<input type="checkbox"/>
I can create a basic website about a school club I've created	<input type="checkbox"/>	I can create a website with a consistent theme and look	<input type="checkbox"/>	I can create a professional looking website with a consistent theme and no errors	<input type="checkbox"/>
I can somewhat describe how to avoid scams and avoid misinformation online.	<input type="checkbox"/>	I can give examples of scams and fake news and explain why fakes news spreads quicker when news is breaking.	<input type="checkbox"/>	I can explain discuss the impact AI is having on the world and explain.	<input type="checkbox"/>
I can create simple 2D animations and 3D models made from simple shapes.	<input type="checkbox"/>	I can create 3D models by using the extrude, scale and select tools in Blender.	<input type="checkbox"/>	I can create 3D animations using key frame animation in Blender.	<input type="checkbox"/>

### CURRICULUM INTENT:

In Year 8, students are asked to choose which computing subject they wish to study in Year 9. To help them make this choice, we have provided a curriculum that allows them to experience what these subjects may involve. Photo editing links to photography, Video Editing to Media, Python Programming to Computer Science and Web Design to Creative iMedia. We then end with Web Aware which teaches students how to avoid scams online and how to spot fake news, as well as how to avoid trouble with copyright. Finally, we end the year looking at 3D modelling and animation, using Blender to help use with this, which is free to download and use at home.



KS3 COMPUTER SCIENCE ASSESSMENT STATEMENTS – YEAR 9

Developing		Secure		Expert	
Can use arithmetic operators and understand data types.	<input type="checkbox"/>	Can use common programming techniques such as selection and iteration.	<input type="checkbox"/>	Can follow algorithms that use selection and iteration on lists of data.	<input type="checkbox"/>
Can fix basic errors in code to get code that runs.	<input type="checkbox"/>	Can fix logical errors in code to create fully running code.	<input type="checkbox"/>	Can write and evaluate algorithms for efficiency.	<input type="checkbox"/>
Can identify basic computer components and their functions.	<input type="checkbox"/>	Can compare specifications of different computer systems.	<input type="checkbox"/>	Can recommend a computer build for specific needs.	<input type="checkbox"/>
Can describe the purpose of peripherals and storage types.	<input type="checkbox"/>	Can explain how CPU and GPU affect performance.	<input type="checkbox"/>	Can justify component choices based on performance and cost.	<input type="checkbox"/>
Can describe what machine learning is and give examples.	<input type="checkbox"/>	Can explain supervised learning and classification.	<input type="checkbox"/>	Can discuss the impact of AI on the world.	<input type="checkbox"/>
Can identify types of data used in AI systems.	<input type="checkbox"/>	Can create a simple dataset for training an AI model.	<input type="checkbox"/>	Can use an AI model to create a program that uses machine learning.	<input type="checkbox"/>
Can add characters and sprites to a game.	<input type="checkbox"/>	Can implement collision detection and object interactions.	<input type="checkbox"/>	Can design a complete level with rewards and hazards.	<input type="checkbox"/>
Can use properties and particle emitters.	<input type="checkbox"/>	Can create game mechanics like falling and spawning.	<input type="checkbox"/>	Can optimize game performance and user experience.	<input type="checkbox"/>

**CURRICULUM INTENT:**

Computer Science in Year 9 is focused on building up students programming skills to prepare them for the GCSE course and enriching students by giving them the chance to explore a range of different pathways in the subject, from AI to game design. This goes far beyond the GCSE course and aims to give students a target to aim for. We also explore the topic of purchasing and building a computer and cybersecurity, to encourage students burgeoning interests in these topics.

