Year 7 Overview 2025-26 – *Computer Science & TechMedia*

<table>
<tr><th>Date</th><th>Wk</th><th>Week</th><th>Units Studied & Learning Outcomes</th><th>Key Concepts & Assessment</th></tr>
<tr><td colspan="5">8 weeks (8 Lessons) (38Days)</td></tr>
<tr><td>Tues 2-Sep
Y7 only
Wed-whole school</td><td>A</td><td>1</td><td rowspan="8">• Overview of Unit/No. lessons
Computational thinking 5-6 lessons

• Lesson Sequence of Content:
Lesson 1 - Computational thinking
Lesson 2 - Algorithmic thinking
Lesson 3 - Sequencing
Lesson 4 - Selection
Lesson 5 - End of unit assessment

• Unit Learning Outcomes:
➢ To know what the different computational thinking concepts are.
➢ To use decomposition to solve a problem.
➢ To use abstraction to solve an algorithmic problem.
➢ To know the purpose of a flow chart and what their symbols represent.
➢ To re-arrange existing algorithms into a logical order.
➢ To create an algorithm using a flow chart.
➢ To design a range of algorithms that solve real-life problems.</td><td rowspan="8">• Foundational Concepts
This unit introduces students to computational thinking, focusing on abstraction, decomposition, pattern recognition, and algorithmic thinking. Students will apply these concepts using flowcharts to design and analyse solutions before implementing them using real-world problem-solving scenarios, demonstrating the use of programming constructs such as selection, iteration, and sequence to develop structured algorithms.

• Key vocabulary
Computational Thinking, Abstraction, Decomposition, Algorithm, Flowchart, Sequence, Selection, Iteration, Input, Output, Process, Pattern Recognition, Logic, Symbol.

• Links to the Key Stage 4 curriculum
✓ BTEC Creative Media
✓ BTEC Digital Information Technology
✓ Edexcel GCSE Computer Science

• Commentary
✓ Introduction to computational thinking concepts such as abstraction, decomposition and pattern recognition.
✓ How to write algorithms using natural English
✓ Designing algorithms using flow charts.

• Assessment - Formal feedback will be given
✓ Complete end of unit assessment
✓ Mop-up of any missing work once the assessment is complete.</td></tr>
<tr><td>8-Sep</td><td>B</td><td>2</td></tr>
<tr><td>15-Sep
(INSET Friday)</td><td>A</td><td>3</td></tr>
<tr><td>22-Sep</td><td>B</td><td>4</td></tr>
<tr><td>29-Sep</td><td>A</td><td>5</td></tr>
<tr><td>6-Oct</td><td>B</td><td>6</td></tr>
<tr><td>13-Oct</td><td>A</td><td>7</td></tr>
<tr><td>20-Oct</td><td>B</td><td>8</td></tr>
<tr><td>Half-Term</td><td colspan="4">7 weeks (7 lessons) (35 Days)</td></tr>
<tr><td>3-Nov</td><td>A</td><td>9</td><td rowspan="2">Lesson 4 - Retouching
Lesson 5 - Painting
Lesson 6 - Practical project
Lesson 7 - End of unit assessment

• Unit Learning Outcomes:
➢ To understand what is meant by a digital graphic and know what they’re used for.</td><td rowspan="2">• Key vocabulary
Digital graphic, Raster, Vector, Pixel, Resolution, Canvas, Layers, Transparency, Fill, Stroke, Brush, Selection, Retouch, Paint, Object, Alignment, Export, File format, Bitmap, DPI, Design, Theme.

• Links to the Key Stage 4 curriculum
✓ BTEC Creative Media
✓ BTEC Digital Information Technology</td></tr>
<tr><td>10-Nov</td><td>B</td><td>10</td></tr>
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17-Nov	A	11	➢ To know what is meant by graphics software and understand how to use it. ➢ To know how to use a range of tools in graphic software. ➢ To use all the tools and techniques learned throughout the unit to create the digital graphic.	✓ Edexcel GCSE Computer Science • Commentary ✓ understand how data of various types (pictures) can be represented in the form of binary digits ✓ undertake creative projects that involve selecting, using, and combining multiple applications, to achieve challenging goals, including meeting the needs of known users ✓ create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability • **Assessment -** Formal feedback will be given ✓ Complete end of unit assessment ✓ Mop-up of any missing work once the assessment is complete.
24-Nov	B	ST1 (core only)		
1-Dec	A	ST1 (core only)		
8-Dec	B	14	• Overview of Unit/No. lessons **Digital Citizenship** 7-8 lessons	• Foundational Concepts Demonstrate responsible behaviour when engaging in online activities in a manner that respects the rights and well-being of others. Having the skills and knowledge to use digital technologies effectively. To know what is meant by a client brief and be able to interpret one. To create an interactive digital media product and export into a suitable file format.
15-Dec	A	15	• Lesson **Sequence** of Content: Lesson 1 - Social media Lesson 2 - Fake news Lesson 3 - Cyber security	
Christmas Holiday			6 weeks (6 lessons) (30 Days)	
5-Jan	B	16	Lesson 4 - Creating a kiosk Lesson 5 - Practical project Lesson 6 - Export project Lesson 7 - End of unit assessment	• Key vocabulary Misinformation, Source, Reliability, Credible, Bias, Scams, Phishing, Confidential, Sensitive, Suspicious, Kiosk, Hyperlinks, Ribbon, Stock images, Client, Brief, Menu, Navigation, Export, Wireframe.
12-Jan	A	17	• Unit Learning Outcomes: ➢ To understand what social media is and the features they can provide for the user. ➢ To list ways that the risks to using social media can be avoided. (i.e. how to use social media responsibly)	• Links to the Key Stage 4 curriculum ✓ BTEC Creative Media ✓ BTEC Digital Information Technology ✓ Edexcel GCSE Computer Science
19-Jan	B	18	➢ To understand what is meant by Malware and the different types. ➢ To know what is meant by phishing and how to spot a phishing attack. ➢ To understand how to set up a strong password and why it's important.	• Commentary ✓ undertake creative projects that involve selecting, using, and combining multiple applications, to achieve challenging goals, including meeting the needs of known users ✓ create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability ✓ understand a range of ways to use technology safely, respectfully, responsibly and securely
26-Jan	A	19	➢ To create the interactive product for a client. ➢ To export the interactive product into a suitable file format.	• **Assessment -** Formal feedback will be given ✓ Complete end of unit assessment ✓ Mop-up of any missing work once the assessment is complete.
2-Feb	B	20	• Overview of Unit/No. lessons **EduBlocks** 5-6 lessons	• Foundational Concepts Understand the concept of user input and program output in programming. Be able to write programs that make appropriate use of sequencing, selection, iteration. Learn how to complete a programming project.

<table>
<tr><td>9-Feb</td><td>A</td><td>21</td><td>• Lesson Sequence of Content:
Lesson 1 - Input and output
Lesson 2 - Selection</td><td>• Key vocabulary
Input, Output, Sequence, Selection, Iteration, Condition, If statement, Else, Elif, Loop, For loop, While loop, Counter, Variable, Algorithm, Syntax, Debugging, Program, Code block, Execution.</td></tr>
<tr><td>Half-Term</td><td colspan="4">6 weeks (6 lessons) (28 Days)</td></tr>
<tr><td>23-Feb</td><td>B</td><td>22</td><td rowspan="6">Lesson 3 - Iteration
Lesson 4 - Programming project
Lesson 5 - End of unit assessment

• Unit Learning Outcomes:
➢ To understand the difference between input and output.
➢ To write a program that will output / input data.
➢ To understand what is meant by sequence and selection.
➢ To write a program that uses selection with two and then more than two outcomes.
➢ To understand what is meant by iteration.
➢ To write a program that uses counter-controlled iteration.
➢ To write an algorithm that will help you create a solution to a problem.</td><td rowspan="6">• Links to the Key Stage 4 curriculum
✓ Edexcel GCSE Computer Science

• Commentary
✓ understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem.
✓ use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions

• Assessment - Formal feedback will be given
✓ Complete end of unit assessment
✓ Mop-up of any missing work once the assessment is complete.</td></tr>
<tr><td>2-Mar</td><td>A</td><td>23</td></tr>
<tr><td>9-Mar</td><td>B</td><td>24</td></tr>
<tr><td>16-Mar</td><td>A</td><td>25</td></tr>
<tr><td>23-Mar</td><td>B</td><td>26</td></tr>
<tr><td>30-Mar (finish Wed 1st April)</td><td>A</td><td>27</td></tr>
<tr><td>Easter Holiday</td><td colspan="4">5 weeks (5 lessons) (24 Days)</td></tr>
<tr><td>20-Apr</td><td>B</td><td>28</td><td rowspan="5">• Overview of Unit/No. lessons
Retrieval & Revision Practice 3-4 lessons

• Unit Learning Outcomes:
➢ Identify and recall key concepts from the term's project work
➢ Apply knowledge to a range of unseen and exam-style tasks
➢ Analyse strengths and gaps in understanding
➢ Improve performance through guided revision and peer/self-assessment</td><td rowspan="5">• Foundational Concepts
✓ Recap of core content (e.g., software tools, design theory, programming logic)
✓ Transferable skills across projects
✓ Using retrieval strategies (flashcards, brain dumps, knowledge organisers)
✓ Metacognitive strategies (thinking about thinking)

• Assessment – ST2
✓ Retrieval activities (quizzes, hinge questions, mini whiteboard tasks)
✓ Peer/self-assessment using success criteria
✓ Teacher feedback on misconceptions
✓ A formal end-of-unit exam</td></tr>
<tr><td>27-Apr</td><td>A</td><td>29</td></tr>
<tr><td>4-May (Bank holiday Mon)</td><td>B</td><td>30</td></tr>
<tr><td>11-May</td><td>A</td><td>ST2</td></tr>
<tr><td>18-May</td><td>B</td><td>ST2</td></tr>
<tr><td>Half-Term</td><td colspan="4">7 weeks (7 lessons) (35 Days)</td></tr>
<tr><td>1-Jun</td><td>A</td><td>33</td><td rowspan="2">• Overview of Unit/No. lessons
Video editing 6-7 lessons

• Lesson Sequence of Content:
Lesson 1 - Intro to digital videos
Lesson 2 - Creating assets
Lesson 3 - Character design
Lesson 4 - Sourcing assets
Lesson 5 - Closing screen</td><td rowspan="2">• Foundational Concepts
This unit is designed to introduce students to the principles and techniques of video editing. Students will learn how to use professional video editing software to create polished, visually engaging videos for a variety of purposes. They will gain an understanding of the role of video editing in the media industry, as well as the technical skills needed to produce high-quality videos.</td></tr>
<tr><td>9-Jun</td><td>B</td><td>34</td></tr>
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<tr>
<td>16-Jun</td>
<td>A</td>
<td>35</td>
<td rowspan="5">Lesson 6 - End of unit assessment

• Unit Learning Outcomes:
➢ Identify the purpose for different types of digital videos.
➢ Complete a competitor analysis to help you plan your own video.
➢ Generate a set of ideas for your own video using a mind map.
➢ Create your own characters using specialist software.
➢ Export the characters into suitable file formats
➢ Source video clips that could be used in your final video advertisement
➢ To edit video assets using a range of tools and techniques such as trim, split, filters etc.</td>
<td rowspan="5">• Key vocabulary
Purpose, Educate, Entertain, Advertise, Aspect ratio, Pixels, Streaming, Downloading, Vector, Bitmap, Export, File format, Copyright, Infringement, Assets, Fair use, Source, Promotion, House style, Background, Trim, Split, Filters, Export, Editing.

• Links to the Key Stage 4 curriculum
✓ BTEC Creative Media

• Commentary
✓ Purpose of digital videos
✓ Understand the purpose of graphics and video editing software, and some of their tools and facilities.
✓ To understand the purpose of Copyright and the consequences associated with copyrighted infringement.
✓ Know alternative methods used to source assets without being restricted by Copyright.
✓ To create and export a video advertisement to promote a given theme

• Assessment - Formal feedback will be given
✓ Complete end of unit assessment
✓ Mop-up of any missing work once the assessment is complete.</td>
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<tr>
<td>23-Jun</td>
<td>B</td>
<td>36</td>
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<tr>
<td>30-Jun</td>
<td>A</td>
<td>37</td>
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<td>7-Jul</td>
<td>B</td>
<td>38</td>
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<tr>
<td>14-Jul</td>
<td>A</td>
<td>39</td>
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<td colspan="5">(Total: 190 Days)</td>
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Year 7 CCM Curriculum Review: Summary of Implementation and Impact Overview

This year we delivered a revised Year 7 curriculum introducing students to digital media, computing concepts, and responsible technology use. Our aim is to develop creative and technical skills while building knowledge that supports progression to Level 2 qualifications.

What We Taught (Key Units)

- **Computational Thinking:** Problem-solving using algorithms and flowcharts.
- **Digital Graphics:** Designing images using software tools.
- **Digital Citizenship:** Staying safe and responsible online.
- **Programming with EduBlocks:** Basic coding concepts like sequence, selection, and iteration.
- **Video Editing:** Creating and editing digital videos with purpose.

What Students Learned

- How to use digital tools confidently and creatively.
- Key computing ideas that prepare them for future study.
- How to be safe and responsible digital citizens.
- To plan, create, and improve digital projects.

Links to Other Subjects & Real Life

- Connections to art, media studies, and online safety education.
- Use of real-world examples like social media and advertising.
- Skills that reflect future digital careers and Level 2 qualification requirements.