



Year 8 ICT - Curriculum Map

	8A	8C
Autumn 1	<p style="text-align: center;">E-Safety + Apps4Good</p> <ul style="list-style-type: none"> Identifying and selecting Hardware and Software Different types of data and how they are stored Using ICT to communicate Protecting physical safety when using ICT Protecting emotional well-being when using ICT Recognising inappropriate conduct, content and contact Knowing how to report concerns 	<p style="text-align: center;">E-Safety + Apps4Good</p> <ul style="list-style-type: none"> Identifying and using Hardware and Software Different types of data and how they are stored Using ICT to communicate Protecting physical safety when using ICT Protecting emotional well-being when using ICT Recognising inappropriate conduct, content and contact Knowing how to report concerns
Autumn 2	<p style="text-align: center;">Apps4Good</p> <ul style="list-style-type: none"> Understanding the project cycle (DRPEPPER) Exploring uses of mobile technologies in the wider world User Interfaces User Experience Teamwork Problem solving Communication and presentation skills 	<p style="text-align: center;">Apps4Good</p> <ul style="list-style-type: none"> Planning, Making and Evaluating Exploring uses of mobile technologies in the wider world User Interfaces User Experience Teamwork Problem solving Communication and presentation skills
Spring 1	<p style="text-align: center;">Programming - Logo</p> <ul style="list-style-type: none"> Understanding the coding project cycle (PRIMM) Identifying a range of algorithms Comparing algorithms to solve a given problem Using a textual programming language Developing a program using procedures and loops 	<p style="text-align: center;">Programming - Logo</p> <ul style="list-style-type: none"> Using examples to inform coding choices Identifying basic algorithms Comparing algorithms Using a textual programming language Using loops
Spring 2	<p style="text-align: center;">Programming - Scratch</p> <ul style="list-style-type: none"> Using PRIMM and DRPEPPER Modelling real-world behaviours and objects Using a programming language Using selection, variables and dependency Considering elements in different game genres Choosing relevant and suitable tools and objects in Scratch to create a playable game Considering audience, purpose and usability 	<p style="text-align: center;">Programming - Scratch</p> <ul style="list-style-type: none"> Exploring the project cycle (DRPEPPER) Modelling real-world behaviours Using a programming language Using selection and variables Identifying elements in different kinds of game Using tools and objects in Scratch to create game elements Identifying audience and purpose
Summer 1	<p style="text-align: center;">Hardware and Software</p> <ul style="list-style-type: none"> To be able to categorise devices and identify components To be able to categorise software To begin using generic terms for software and devices To be able to describe the IPO cycle including storage (xtn memory) Exploring the Digital Divide and investigating ways it is being overcome 	<p style="text-align: center;">Hardware and Software</p> <ul style="list-style-type: none"> To be able to identify input, output and storage devices Identifying points in the IPO cycle To be able to identify system, utility and application software Recognising the Digital Divide and identifying ways it is being overcome

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Summer 2	<p style="text-align: center;">Data Handling</p> <ul style="list-style-type: none">• Using, editing and developing existing spreadsheets• Using, editing and developing existing databases• Developing data handling skills• Selecting and using a range of data structures• Sorting, searching, and reporting - converting data into information• Exploring data visualisation	<p style="text-align: center;">Data Handling</p> <ul style="list-style-type: none">• Using and editing existing spreadsheets• Using, editing and developing existing databases• Developing data handling skills• Using data structures• Sorting, searching and reporting - finding and/or organising specified data
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