# Computer Science – Year 7 Long-Term Plan 2025-2026

| Calendar | Topic | Assessment | Sequencing and Coherence<br>*concepts - themes - skills* | Literacy<br>*reading - vocabulary - oracy - writing* |
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| **Autumn**<br><br>**Half Term 1** | **Unit 1 Using Computers Safely and Effectively:**<br>• File management<br>• Social Networking<br>• Keeping data safe<br>• Using email<br>• Searching the web | Baseline digital skills check at the start of the unit.<br><br>End-of-unit task: Pupils complete a scenario-based practical task covering file management, email use, and web searching.<br><br>Self-assessment checklist to encourage reflection on safe and effective computer use. | Knowledge and skills to begin using computers – checks pupils understanding and keeps them safe on starting at Fairfield.<br>**NC threads:**<br>• Impact of tech<br>• Safety and security | • Knowledge organisers including glossaries<br>• Oracy opportunities within discussions<br>• Reading task given at the end of the unit. |
| **Autumn**<br><br>**Half Term 2** | **Unit 2 Managing Online Safety:**<br>• Managing Online information | | Safe use of computers and tech online<br>As pupils increase their online presence, we cover methods to stay safe.<br>**NC Thread:**<br>• Impact of technology<br>• Safety and Security | • Knowledge organisers including glossaries<br>• Oracy opportunities within discussions<br>• Reading task given at the end of the unit. |
| **Spring**<br><br>**Half Term 3** | **BEBRAS Challenge** | The Bebras Challenge introduces computational thinking to students worldwide.<br>Each participant has 45 minutes to tackle a series of interactive tasks, designed to encourage logical thinking and problem-solving skills appropriate for their age group. Students don't need to excel in maths or computing to take part in the Bebras Challenge. The tasks are designed to allow every student the opportunity to showcase their potential. | | |
| | **Unit 3 Clear messaging in digital media:**<br>• Get the message across<br>• Poster making<br>• Brand<br>• Creating a brand<br>• Adding content<br>• Presenting | Use of an assessment rubric, which is introduced in Lesson 4; and used in Lessons 5 / 6. At the end of the unit, learners will self-assess against the rubric. Teachers can also use the rubric to make their own assessment of students' work. | Builds on e-safety and digital responsibility from Units 1 and 2 by applying safe and effective media practices. Introduces digital creativity and branding concepts. Prepares pupils for more technical units like Understanding Computers and Physical Computing.<br>**NC Thread:**<br>• Creating Media<br>• Safety and Security<br>• Impact of technology<br>• Design and Development | • Knowledge organisers including glossaries<br>• Oracy opportunities within discussions<br>• Reading: Analysis of example posters<br>• Writing: Planning notes for message, tagline, and justification of design choices |

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| **Spring**<br><br>**Half Term 4** | **Unit 4 Understanding Computers:**<br>• Elements of a computer<br>• The CPU<br>• Understanding Binary | Full end of year Assessment covering all units covered so far in the year.<br><br>Marks will be issued with Next steps feedback | Key principles of what a computer is following practical units that have engaged the interest, this unit gives a background of what a computer is and the base to build on for theory, links to computer systems learnt practically on a Micro Bit.<br><br>**NC Thread:**<br>• Creating Media<br>• Computer systems<br>• Computer Networks<br>• Design and Development | • Knowledge organisers including glossaries<br>• Oracy opportunities within discussions<br>• Knowledge organisers including glossaries<br>• Reading task given at the end of the unit.<br>• Oracy opportunities within discussions |
| **Summer**<br><br>**Half Term 5** | **Continue…**<br>**Unit 4 Understanding Computers:**<br>• Binary Addition<br>• Storage Devices<br>• New Technology | | | |
| **Summer**<br><br>**Half Term 6** | **Unit 5 Physical Computing Micro:Bit:**<br>• Hello World<br>• Bare Bones<br>• Connections<br>• Further Programming | Assessment with a final pupil created program. The assessment looks at skills used and gives a BCDM level for pupils and allows pupils to self-evaluate. | Builds on logic and hardware knowledge from Understanding Computers and problem-solving skills developed through the Bebras Challenge.<br>Applies theoretical understanding in a hands-on environment using real-world devices.<br>Introduces fundamental programming concepts in a physical context, bridging software and hardware.<br>Prepares pupils for KS3/KS4 programming units by embedding core skills: inputs/outputs, sequencing, selection, iteration.<br><br>**NC Threads:**<br>• Programming<br>• Computer Systems<br>• Physical Systems<br>• Impact of Technology | • Knowledge organisers including glossaries<br>• Oracy opportunities within discussions |