# Computing at Woodlands - Specific Pathways

## Key Stage Four - Qualification Pathways

| Year 11 | Computing Entry Level 2 | Computing Entry Level 3 | Functional Skills Level 1 | Functional Skills Level 2/GCSE (1-4) | GCSE (4-9) |
|---|---|---|---|---|---|
| **Content** | • Use software and hardware.<br>• Understand the need to stay safe.<br>• Use simple search facilities.<br>• Simple editing and formatting techniques.<br>• Identify and correct errors.<br>• Read, send, and receive emails. | • Use input and output devices.<br>• Open and save files.<br>• Insert media.<br>• Use and change passwords.<br>• Search web-based sources.<br>• Enter, edit and format text and graphics.<br>• Check suitability of information. | • Interact with a use applications.<br>• Work and organise files.<br>• Maintain system security.<br>• Recognise bias and relevance in information.<br>• Process numerical data.<br>• Use field names and data types.<br>• Enter, search, and edit records. | • Use and analyse complex tasks.<br>• Select appropriate software to meet needs and solve complex problems.<br>• Search queries and use wild cards.<br>• Analyse and draw conclusions from data.<br>• Organise and integrate information.<br>• Use collaborative tools appropriately. | • Decomposition and abstraction.<br>• Algorithms using variables, strings, & records<br>• Data representation and encoding.<br>• Concepts of hardware and software.<br>• Use programming languages.<br>• Understand the use of networks.<br>• Develop code and use binary.<br>• Use constructs, data structures, input/output, operators, and subprograms.<br>• Environment, ethical and legal and cybersecurity issues. |
| **Year 10** | **Computing Entry Level 1** | **Computing Entry Level 2** | **Computing Entry Level 3** | **Functional Skills Level 1/GCSE (1-4)** | **Functional Skills Level 2/GCSE (4-9)** |
| **Content** | • Use and recognise interface features.<br>• Minimise visual and physical stress.<br>• Keeping access secure.<br>• Identify simple errors.<br>• Label an image.<br>• Receive and open emails. | • Use software and hardware.<br>• Understand the need to stay safe.<br>• Use simple search facilities.<br>• Simple editing and formatting techniques.<br>• Identify and correct errors.<br>• Read, send, and receive emails. | • Use input and output devices.<br>• Open and save files.<br>• Insert media.<br>• Use and change passwords.<br>• Search web-based sources.<br>• Enter, edit and format text and graphics.<br>• Check suitability of information. | • Interact with a use applications.<br>• Work and organise files.<br>• Maintain system security.<br>• Recognise bias & relevance in information.<br>• Process numerical data.<br>• Use field names and data types.<br>• Enter, search, and edit records. | • Use and analyse complex tasks.<br>• Select appropriate software to meet needs and solve complex problems.<br>• Search queries and use wild cards.<br>• Analyse and draw conclusions from data.<br>• Organise and integrate information.<br>• Use collaborative tools appropriately. |

## Adapted Curriculum (Key Stage 1 – 3)

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| **Step 9** | | | | | • Create and edit animations.<br>• Data science and capture form.<br>• Cybersecurity and malware threats.<br>• Analyse programming skills with physical computing. |
| **Step 8** | | | | | • Vector graphics and application of operations.<br>• Layering computer systems and use of logical operators.<br>• Use HTML code and modify CSS.<br>• Mobile app development using block-based programming language. |
| **Step 7** | | | | • Logos and marketing in digital media.<br>• Create and edit a blog.<br>• Model data and solve problems in spreadsheets.<br>• Programme using scratch – debug and create condition control iterations. | |
| **Step 6** | | | | • How we communicate and work together online.<br>• Create and maintain web page.<br>• Apply and use formulas.<br>• Present data.<br>• Variables in games – design and edit. | |
| **Step 5** | | | • Understand how search engines work.<br>• Create and edit videos.<br>• Answer questions using a database.<br>• Design a program using selection.<br>• Recognise bias and origin of sources. | | |
| **Step 4** | | | • How the internet works.<br>• Create and edit audio files.<br>• Log and analyse data.<br>• Use loops in a project.<br>• Understand system security. | | |
| **Step 3** | | • How devices are connected.<br>• Use the internet responsibly.<br>• Edit desktop publishing.<br>• Create a database.<br>• Create and sequence a project. | | | |
| **Step 2** | | • Recognise technology & how it helps us.<br>• Explain how to use technology safely.<br>• Take and edit photographs.<br>• Understand sources online.<br>• Create & sort pictograms.<br>• Create simple input quiz. | | | |
| **Step 1** | • Recognise key software and hardware of computers.<br>• Paint and edit pictures on a computer.<br>• Label objects & compare groups.<br>• Move a character on scratch.<br>• Receive and send emails.<br>• Key online safety rules. | | | | |
| **Engagement Model** | • Explore systems involving technology including on the iPad & with games on the computer.<br>• Use the interactive whiteboard to solve problems. | | | | |