

National curriculum or specification coverage

The National Curriculum for Computer states that at KS3 pupils should be taught to:

- design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- 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
- understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]
- understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits
- undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users create, re-use, revise and re-purpose 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, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

Date	Exams/ Assessments	Learning Intentions	Core Task/Assessments
31/08/26		Introduction Unit and E-safety (1 Lesson) Unit 21 – Control systems using Flowol (Lessons 1-5 + 2 catch-up lessons) In this module, students program using flowcharts. Students are presented with mimics that simulate a real-life scenario and they then need to use a variety of techniques to monitor inputs and control outputs such as motors.	Unit 21 assessment
07/09/26			
14/09/26			
21/09/26			
28/09/26			
05/10/26			
12/10/26			
19/10/26			
26/10/26	HALF TERM		
02/11/26		Unit 13 – Designing websites (Lessons 1-6 + 1 catch-up lesson)	Unit 15 assessment

Year 9 Long Term Scheme of Learning 2026-2027

Subject: Computer Science

09/11/26		While it is possible to use drag-and-drop-style software and templates to create a website, it is far more powerful to create your own by writing the source code yourself. This module looks at how HTML and CSS interact to define and display a website, together with the principles of good website design.	
16/11/26			
23/11/26			
30/11/26			
07/12/26			
14/12/26			
21/12/26	CHRISTMAS HOLIDAY		
28/12/26			
04/01/27		Unit 24 – Business project (6 lessons)	Unit 24 assessment
11/01/27	Y9	This module will encourage students to think about the business world and consider how new products enter the market. Students will conduct market research when considering a new product, as well as analysing the consumer profile. Students will then design the new product, justify suitable methods of promotion and create a profit and loss account.	
18/01/27	Y9		
25/01/27			
01/02/27			
08/02/27			
15/02/27	HALF TERM		
22/02/27		Unit 15 – Programming in Python: Iteration (Lesson 1-5)	Unit 15 assessment
01/03/27		This module covers the third key programming construct, iteration, and the use of condition-controlled loops. Throughout this module, students write and test their own code to solve coding challenges and develop their programming skills.	
08/03/27			
15/03/27			
22/03/27			
29/03/27	SPRING BREAK		
05/04/27			
12/04/27		Unit 15 – Programming in Python: Iteration (Lesson 6 + 2 catch-up lessons)	Unit 15 assessment
19/04/27		This module covers the third key programming construct, iteration, and the use of condition-controlled loops. Throughout this module, students write and test their own code to solve coding challenges and develop their programming skills.	
26/04/27			
03/05/27			
10/05/27		Project 1, 2 or 3 – (Lesson 1-3)	
17/05/27		<u>Project 1</u>	
24/05/27		This project requires students to use the Python programming skills they have developed throughout the course to write two programs: an arithmetic quiz and a password strength program. It also introduces them to the iterative approach to project development, including testing at every stage and versioning.	
31/05/27	HALF TERM		
07/06/27	Y9	Project 1, 2 or 3 – (Lesson 4-6 + 2 catch-up lessons)	Project 1, 2 or 3 assessment

Year 9 Long Term Scheme of Learning 2026-2027

Subject: Computer Science

14/06/27	Y9	<u>Project 2</u>	
21/06/27		This project requires students to use the spreadsheet skills they have developed throughout the course to build a finance system for a hotel. They are given data about guests, hotel charges and costs and must use formulae to link data and perform calculations to populate an invoice and simple accounts. They are also asked to review the profitability of a number of scenarios.	
28/06/27			
05/07/27			
12/07/27			
		<u>Project 3</u> This project requires students to use the image creation and audio- and video-editing skills they have learnt throughout the course to create a 30-second multi-media advert to promote a theme park. Students will be supplied with a range of sound and video files but can choose to source their own.	