RECOVERY CURRICULUM

Subject: CS Year 7
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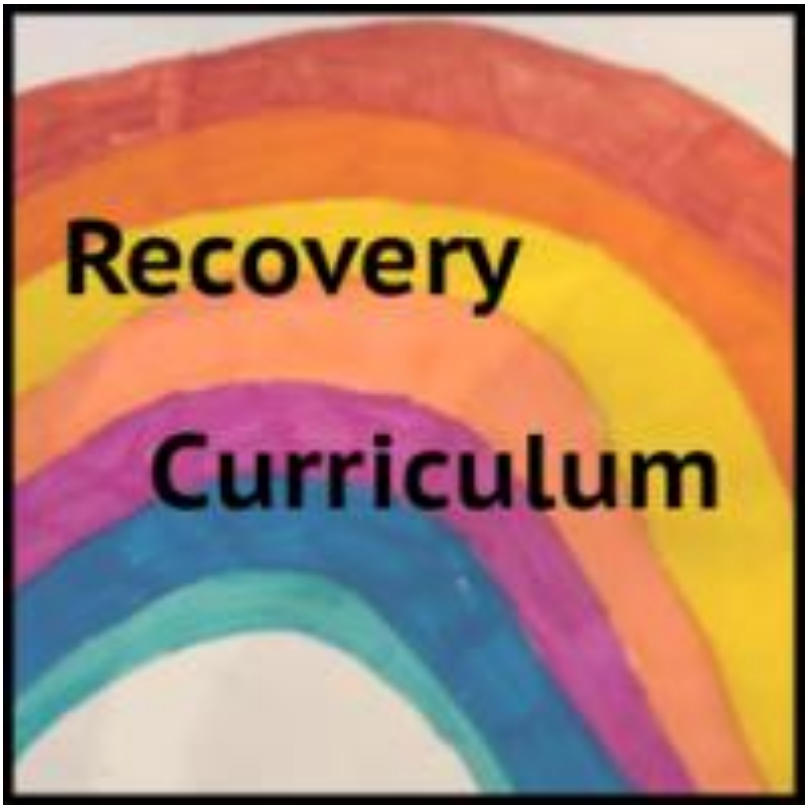
Created: 29.06.20
Updated: N.A.



Subject:	CS	Teacher:	Lead: CMI
Year:	7	Class:	All
Unit title:	Introduction to Computer Science/ Networks		
Duration:	7 weeks		

Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this unit/topic?

This topic will focus on student recovery following the pandemic, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to transition students back to Academy life and support with the issues resulting from loss.

Aims - what do you want pupils to be able to know and do by the time they finish this unit/topic?

Are responsible, competent, confident and creative users of information and communication technology.
Become digitally literate in order to able to use, and express themselves and develop their ideas through, information and communication technology
Become digitally literate in order to become active participants in a digital society and workplace.

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

Brave: Empower pupils to become digitally literate in order to able to use, and express themselves and develop their ideas through, information and communication technology.

Ambitious: Delivery of challenging concepts and ideas.

Kind: To become digitally literate in order to become active participants in a digital society and workplace.

Content – what is being covered, ensuring breadth & depth?	National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?
Unit: Networks Topics: 1. Networks and Protocols 2. Hardware and Software 3. Wired / Wireless networks 4. The internet	understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems

Powerful Knowledge - what powerful knowledge is included in this SoW? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?
To know the difference between hardware and software and their uses.

Implementation

GAPS	
Identification – how are you going to identify the gaps in knowledge/skills?	**Triage** – how are you going to rank order these gaps in knowledge/skills and 'fill' them, in order of importance?
Baseline test. Lesson 2. Using paper based exam.	Used to support groupings of pupils into sets. Identify which topics may need more / less attention. Identify gaps between primary schools.

KEY CONCEPTS	
Key Concepts – what are the key concepts being taught?	**Progression** – how will studying these key concepts support progression to the traditional curriculum that has been planned?

Networks and Protocols: Define networks and explain data transfer. Hardware and Software: Types and Uses. Wired / Wireless networks: Types, uses and protocols. The internet: difference between the internet and world wide web.	Allows pupils to refine knowledge and understanding in preparation for KS4. Taken from traditional curriculum but reordered to allow learning without ICT access. This will hopefully allow learners to use the ICT facilities for programming units.
WELLBEING	
Lockdown – how will students share their experiences of lockdown?	**Social and Emotional** – how will student social and emotional health be supported?
Discussions on how they found using technology helped them when working from home. Conversations and resources linking how beneficial technology was in keeping people communicating during lockdown and how technology helped peoples social and emotional health thanks to this technology The big discussion will be part of a pupils learning during tutor time. This will encourage pupil dialogue and discuss issues of technologies impact on social and emotional wellbeing. For example is Facebook a positive for society?	Conversations and resources linking how beneficial technology was in keeping people communicating during lockdown and how technology helped peoples social and emotional health thanks to this technology The big discussion will be part of a pupils learning during tutor time. This will encourage pupil dialogue and discuss issues of technologies impact on social and emotional wellbeing. For example is Facebook a positive for society?
RE-ESTABLISH	
Learning Skills – how are you going to re-establish the skills for learning?	**Relationships** – how are you going to re-establish classroom relationships?

Introduction lesson: create rules for the Computer Science classroom. The big discussion will be part of a pupils learning during tutor time. This will encourage pupil dialogue and discuss issues of technologies impact on social and emotional wellbeing. For example is Facebook a positive for society?	Introduction focused on kindness and compassion. New relationships for all. The big discussion will be part of a pupils learning during tutor time. This will encourage pupil dialogue and discuss issues of technologies impact on social and emotional wellbeing. For example is Facebook a positive for society?
OPPORTUNITIES	
Discussion – what are the discussion based opportunities?	**Group** – what are the group work based opportunities (while still ensuring social distancing)?
Discussion of rules of the classroom including the virtual classroom. **The big discussion will be part of a pupils learning during tutor time. This will encourage pupil dialogue and discuss issues of technologies impact on social and emotional wellbeing. For example is Facebook a positive for society?** **Discussion of the history of networks / communication.**	The big discussion will be part of a pupils learning during tutor time. This will encourage pupil dialogue and discuss issues of technologies impact on social and emotional wellbeing. For example is Facebook a positive for society? Work can be marked and improved by peers using the visualizer on the board.

Delivery – Lesson 1 Only as an example.

		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
1		Classroom (whole sequence completed)	✓	BEBRAS Computational Thinking Questions	What	To understand the importance of Password Security and why keeping files organised is important
		Blended (live and remote as independent study) **IF A BLENDED LEARNING APPROACH IS REQUIRED, AN ALTERNATIVE LESSON ON**			Why	To improve understanding on password security and how to keep files organised

		THE SAME CONTENT IF AVAILABLE FROM THE TEACH COMPUTING HOME TEACHING REPOSITORY (6 LESSONS AVAILABLE).		How: You will be able to explain why password security is important, and also good practice on keeping files well organised	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		Rules and Expectations for Computer Science at LFATA (Including both real and virtual classroom) Information on Password Security Guidance on good file naming and structure, how to keep files well organised	Class questioning and general discussion on password safety, folder structures and the importance of protecting our personal data	Model how to logon to the academy computers, access applications and organise documents.	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Independent answering of questions related to file structure, appropriately naming documents, organising work and password security.	Light feedback, giving general feedback to student responses.		
2		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed) ☐	BEBRAS Computational Thinking Questions	What: Networks Why: How:	
		Blended (live and remote as independent study) **IF A BLENDED LEARNING APPROACH IS REQUIRED, AN ALTERNATIVE LESSON ON THE SAME CONTENT IF AVAILABLE FROM THE TEACH COMPUTING HOME TEACHING REPOSITORY (6 LESSONS AVAILABLE).** ☐			
	Number of lessons in	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)

		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)

3		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)
		Classroom (whole sequence completed) ☐		
		Blended (live and remote as independent study) **IF A BLENDED LEARNING APPROACH IS REQUIRED, AN ALTERNATIVE LESSON ON THE SAME CONTENT IF AVAILABLE FROM THE TEACH COMPUTING HOME TEACHING REPOSITORY (6 LESSONS AVAILABLE).** ☐		What Why How
	Number of lessons in cycle:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold) — Synchronous (live)
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly) — Asynchronous (remote)

4		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)
		Classroom (whole sequence completed) ☐		What Why How
		Blended (live and remote as independent study) ☐		

		IF A BLENDED LEARNING APPROACH IS REQUIRED, AN ALTERNATIVE LESSON ON THE SAME CONTENT IF AVAILABLE FROM THE TEACH COMPUTING HOME TEACHING REPOSITORY (6 LESSONS AVAILABLE).			
	Number of lessons in cycle:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
5		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed) ☐			
		Blended (live and remote as independent study) **IF A BLENDED LEARNING APPROACH IS REQUIRED, AN ALTERNATIVE LESSON ON THE SAME CONTENT IF AVAILABLE FROM THE TEACH COMPUTING HOME TEACHING REPOSITORY (6 LESSONS AVAILABLE).** ☐		What / Why / How	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchro
