# Computing Intent, Implementation and Impact

## Intent

To ensure a personalised computing curriculum that embeds a broad digital literacy within the children as confident users of modern technology.
To have create positive relationships with technology and have a clear understanding of digital wellbeing.

At the Reddings Primary School we are creating children who can smoothly and easily use multiple types of computer equipment and software, depending on the needs of the activity. It is our aim to produce children who have the digital literacy to send useful emails through to programming a pedestrian crossing.

We provide a computing curriculum that has a balance of coding, publishing, creativity and safety to allow the children to develop all the skills equally, giving all children the opportunity to move into any of the different fields that they wish later in life.

The children are encouraged to think independently about the work and make design choices for themselves; when using information technologies, how outcomes are achieved can vary by device or software. Allowing this choice encourages all children within the school to consider their work more carefully and be safer users of computing materials.

## Implementation

As a school, we maintain strong links to the National Curriculum subject content to ensure all aspects of computing are being taught across all year groups.

We use progression of skills, knowledge and vocabulary across the school which are created as knowledge organisers so that staff are clear on what to teach, allowing them to focus on how to teach specific cohorts. Teaching in computing is through weekly lessons, as this helps keep all of the functional skills active and used. Not all lessons are on the computers; where appropriate, lessons can be in our dedicated computer suite, on laptops in their own classroom, using other technologies such as BeeBots or iPads, or sometimes through paper and pencils. This choice of technology vs not is a valuable way or encouraging quality digital wellbeing and safe use.

We will use assessment for learning to ensure all lessons are relevant and will help to plan for next steps. Foundation subjects are assessed at the end of each unit and analysis of this assessment is then used to make sure all children are continuing to make progress throughout our curriculum.

Subject leads are given regular time to ensure resources are kept up to date, to monitor the subject across the school, create action plans and to provide subject feedback to SLT as appropriate.

| **Impact** |
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| Through pupil voice children will be able to talk about the skills and knowledge they have acquired.<br>Children will be engaged in computing lessons, drawing on new teaching and prior learning and want to find out more.<br>Outcomes will demonstrate the range of computing domains covered, as well as children's skills and the children will be pleased with what they have achieved. |

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| Sequencing May or may not apply. |
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| We start in year 1 linking to personal history, developing the skills and vocabulary of timelines based upon their time in school as well as changes over time from a baby to now. The focus is upon developing the vocabulary that compares old and new. Primary sources are explored by asking historically based questions of family/ older members of staff. We move to introducing a person and event from the past, linked to the geography learning and to the English text, enabling learning to be undertaken holistically. Year 2 looks at significant events from the past, The Great fire of London and builds upon knowledge of timelines to be able to sequence events within a period of the past as well as further developing the vocabulary of comparison. Using Samuel Pepys's diary they are introduced to other types of sources A significant person from the past links to explorers from year 1 (Polar exploration), developing understanding of how events from the past changed our understanding at the time. Ks2- Year 3 starts at the beginning of one of the early British histories, in the Stone Age. Timelines and chronology develop so that they are over a longer period, deepening and developing the vocabulary of historical times. The Ancient Egyptians is studied in Year 3 as an earliest civilisation so that learners can begin to link what was happening in different countries at similar periods of time to start to be able to make comparisons between civilisations In year 4 timelines and chronology begin to be developed further as a means of linking events from different periods …where does this fit in in relation to x?… as well as in creating their own timelines of events within historical periods. The Ancient Greeks are studied first so that links to the ending of the civilisation can be made with the rise of the Ancient Roman civilisation. Year 5 The Maya civilization was chosen as it links to Geography of South America (Year 2) and a geographical understanding of the Americas and Biomes (also studied in Year 5) and to develop their chronology from the period beyond the Ancient Romans. Links are also made between Year 1 and 2- explorers -discovering this non-European civilisation. The concept of sources of information is developed and this continues as the move into year 6 with children becoming more aware of the limits of sources and the need to understand that sources may be unreliable and the need to take into account who wrote them. WW2 was chosen as the post 1066 event to enable Year 6 to focus both on more recent history but also the use of sources as propaganda during this time, further developing their historical questioning and responses. Children also link their learning of the local area which was studied as part of geography in Year 3 and also in Year 1, to the local history study in Year 6. The ending of WW2 had a huge impact on the local area due to its designation as a new town and so is studied after the WW2 topic tracing how aspects of national history are reflected in our locality. |