

# Highgate Primary

## Year 6 Computing Curriculum

Understanding Technology/Digital Literacy	Programming	Digital Citizenship
<p>Pupils understand and can explain how computer networks work, including the Internet. They begin to understand how data travels across networks in packets and how these can be broken up and reconstructed.</p> <p>When accessing information online, pupils recognise that opinions may be presented as facts. They can describe why an opinion may easily become popular online but they understand that this doesn't necessarily make it true.</p> <p>They understand that some online content may be commercially sponsored such as adverts in search results or content presented by social media influencers.</p> <p>Pupils are confident, capable and creative users of technology.</p> <p>Within both specific computing lessons and cross curricular contexts, pupils are able to:</p> <ul style="list-style-type: none"> <li>• create and effectively follow lines of enquiry to support their learning, and are discerning in evaluating digital content they encounter</li> <li>• identify, collect and analyse different types of data (e.g. numerical, words, images, video etc.) which they manipulate and re-present as information for a variety of audiences and purposes.</li> <li>• select and make effective use of digital tools to create digital artefacts both under instruction and of their own choosing;</li> </ul> <p>Decide on the most appropriate way to present their learning - thinking about aesthetics, functionality and impact on the user, and responding appropriately.</p>	<p>Pupils create, deconstruct and refine an increasingly complex range of programs to accomplish specific goals.</p> <p>Pupils create programs which store, change and report variables (e.g. scores in a game or time) and can include multiple variables in a single program.</p> <p>Pupils can explain why they have structured algorithms as they have and describe the effect this has on a program.</p>	<p>Pupils identify and manage the benefits and risks of a range of online activities in terms of content, contact and conduct to ensure they are safe, respectful and responsible online. They know how to report concerns, seek support for themselves and others and persist until they get the help they need.</p> <p>Pupils make responsible choices about their own online identity and consider the potential impact of this on their digital footprint. They understand that online identities can be copied or modified and some of the possible implications of this.</p> <p>They can describe times when they might responsibly share personal information (including payment details), the importance of seeking permission and the need for strong passwords.</p> <p>They can describe ways technology may impact their own and others' physical and mental wellbeing (positively and negatively), understand their responsibilities in regard to this and can suggest a range of positive strategies to limit the negative impact of technology and online behaviours.</p>

Autumn 1 Pendarren	Autumn 2 Our Island History	Spring 1 The Human Body	Spring 2 The Swinging 60s	Summer 1 The First Emperor of China	Summer 2 What a Performance!
<p><u>Mountains of the world</u></p> <ul style="list-style-type: none"> <li>Use internet apps and geo mapping tools to build fact file on Mountains. Publish as interactive Smart note book.</li> </ul> <p><u>Finding My Media Balance</u></p> <ul style="list-style-type: none"> <li>Digital Passport: Twalkers</li> <li>Children's Commissioner: Digital 5 a Day</li> </ul> <p>KS2 E-Safety assembly</p>	<p><u>What is the World Wide Web?</u></p> <ul style="list-style-type: none"> <li>Children explore the WWW and learn about search hierarchy through modifying search terms.</li> </ul> <p><u>Viking battle!</u></p> <ul style="list-style-type: none"> <li>Barefoot computing – Viking Raid animation – Scratch</li> </ul> <p><u>Is It Cyberbullying?</u></p> <ul style="list-style-type: none"> <li>Digital Passport: E-volve</li> <li>Net Aware:</li> <li>Apps, Games and Social Media Sites</li> </ul> <p><u>E-Safety Jenga (UKS2)</u></p> <ul style="list-style-type: none"> <li>children design own version of game for younger key stages</li> </ul>	<p><u>Digest this</u></p> <ul style="list-style-type: none"> <li>Use scratch to create the journey of a mouthful of food. Explore and use variables.</li> <li>Children code a 'game' of choice...a bolus through the gastrointestinal tract or the path of a red blood cell through the chambers of the heart</li> </ul> <p><u>Reading News Online</u></p> <ul style="list-style-type: none"> <li>Digital Passport: Mix-n-Mash</li> <li>BBC Young Reporter: Fake or Real</li> </ul> <p>Safer Internet Day</p>	<p><u>Dance-a-thon</u></p> <ul style="list-style-type: none"> <li>Introduction to code dance programming</li> </ul> <p><u>You Won't Believe This!</u></p> <ul style="list-style-type: none"> <li>Digital Passport: Password Protect</li> <li>Website Cookies Explained</li> </ul> <p><u>E-safety what if?</u></p> <ul style="list-style-type: none"> <li>Scenarios and responses</li> </ul>	<p><u>My Chinese website</u></p> <ul style="list-style-type: none"> <li>Children use webpage builder and internet research to create a 3 page website:</li> <li>Home page</li> <li>2 x pages</li> <li>Index page</li> <li>Links</li> </ul> <p><u>Beyond Gender Stereotypes</u></p> <ul style="list-style-type: none"> <li>Digital Passport: Share Jumper</li> <li>Are You Living an Insta Lie? Social Media vs. Reality</li> </ul> <p>KS2 E-Safety assembly</p>	<p>Behind the scenes / bloopers</p> <p>Children use iMovie to record the making of the summer show</p> <p>Collaborative work resulting in published film for parent audience</p> <p><u>Exploring Python 2</u></p> <ul style="list-style-type: none"> <li>Code a random number generator using the computer clock.</li> </ul> <p><u>Digital Friendships</u> Childnet: Trust Me Lessons</p> <p><u>Moving on</u></p> <ul style="list-style-type: none"> <li>Children use qQuizlet to design a mobile phone safety test</li> </ul>