**Computer Science Year 11 (J277)**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | Paper 2: 2.1 Algorithms and 2.2 Programming Fundamentals | Paper 2: 2.3 Producing Robust Programs and 2.4a Boolean Logic | Paper 2: 2.4b Boolean Logic and 2.5 Programming languages and IntegratedDevelopment Environments | Paper 1&2 Revision- Recap of most challenging areas of course. Programming booster sessions | Paper 1&2 Revision- Recap of most challenging areas of course. Programming booster sessions | Paper 1 and 2 Revision- Topics upon student request |
| **Topics****Assessment** | End of topic tests, portfolio of tasks. | End of topic tests, portfolio of tasks.Paper 1 Mock Exam | End of topic tests, portfolio of tasks. | Past PapersPaper 2 Mock Exam | Past Papers, Final Exam Papers 1 and 2 | Final Exam Papers 1 and 2 |
| **H/WK** | Craig ‘n’ Dave Videos- Cornell Notes. Smart Revise | Craig ‘n’ Dave Videos- Cornell NotesSmart Revise | Craig ‘n’ Dave Videos- Cornell NotesSmart Revise | Revision and Past PapersSmart Revise | Revision and Past PapersSmart Revise | Revision and Past PapersSmart Revise |
| **Arts Mark** | Role play of common sort and search algorithms | Accurate technical drawings (logic diagrams etc.) | Accurate technical drawings (logic diagrams etc.). Designing a GUI. | N/A | N/A | N/A |

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| **Responding to post Covid gaps in learning** | Later parts of unit 1 were carried out via home learning. These will be retaught as a priority during Spring 2 of year 11 to address any gaps in knowledge and sure up the topics. |
| **Building on prior learning** | Year 11 takes the programming techniques acquired during Year 10 and develops understanding using a theoretical approach.Year 11 revisits topics from year 10 for revisions while developing in areas like Logic and Algorithms |
| **Enrichment within the Curriculum** | Trip to Bletchley Park and National Museum of Computing |
| **Extracurricular opportunities** | Coding workshops involving experimenting with BBC Microbits and Raspberry Pi’s. Revision workshops. |
| **Positive impacting on** **personal development (SMSC)** | Opportunity to work on a programming project to build confidence and independence. Bletchley trip builds on discovering the importance of female roles in Computing and the positive effect that Computer Science has had on our History in Britain. |
| **Preparing for the next stage of education** | The GCSE covers all the main topic areas to prepare them for A Level and encourages independent thinking and research throughout the 2 years. Year 11 also includes an A-Level taster session. |
| **Ways to support your child’s learning** |  Praise for effort rather than being ‘clever’ shows them that by working hard they can always improve |
| Visits and tripsWebsites / books /papers / magazinesTV/FilmsBlogs/ podcasts | * Purchase the CGP revision guide which runs alongside the course
* If possible watch the YouTube HW videos with your child and get them to explain the content to you.
* Encourage them to read the latest technology and innovation blogs online (like [www.computerweekly.com/blogs](http://www.computerweekly.com/blogs))
* Watch films and documentaries relating to Bletchley park like ‘Code-Breakers: Bletchley Park's Lost Heroes’ and ‘Bletchley Park: Code-breaking's Forgotten Genius’
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