National Centre for Computing Education

Raspberry Pi

Teach Computing Curriculum Map

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Welcome to the Teach Computing Curriculum Map. This document provides an overview of the units and lessons designed for students aged 7 to 11 (key stage 2). Additional mapping documents are available for teaching students of other ages at **teachcomputing.org/curriculum**.

Use this document to explore the curriculum, how it is structured, and most importantly, how it meets the objectives of the English national curriculum. You can also use this document to discover how the curriculum content connects to other frameworks such as Education for a Connected World and various exam specifications (where relevant).

You can also explore progression within the curriculum materials, as each objective is mapped to one or more of the ten strands within our content taxonomy. For example, if you want to understand how skills and concepts around networks are developed, you can do so by filtering your view to hide all objectives that are not related to networks.

On the next sheet, you'll find details of every unit, lesson, and learning objective, arranged in their suggested teaching order. Every column can be filtered to enable you to focus on what you want.

To filter a column, click the filter control button in the column header and select the desired data from the drop-down menu.


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National Curriculum Statement
design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
use sequence, selection, and repetition in programs; work with variables and various forms of input and output
use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

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Abbreviation	Strand
NW	Networks
CM	Creating Media
DI	Data & Information
DD	Design & Deveopment
CS	Computing Systems
IT	Impact of Technology
AL	Algorithms
PG	Programming
ET	Effective Use of tools
SS	Safety & Security

h Computing Taxonomy
Description
Understand how networks can be used to retrieve and share information, and how they come with associated risks
Select and create a range of media including text, images, sounds, and video
Understand how data is stored, organised, and used to represent real-world artefacts and scenarios
Understand the activities involved in planning, creating, and evaluating computing artefacts
Understand what a computer is, and how its constituent parts function together as a whole
Understand how individuals, systems, and society as a whole interact with computer systems
Be able to comprehend, design, create, and evaluate algorithms
Create software to allow computers to solve problems
Use software tools to support computing work
Understand risks when using technology, and how to protect individuals and systems