



## INTENT, IMPLEMENTATION, IMPACT - STRAND SCHEME OF WORK.

The curriculum is designed with our pupils and the Skidby community in mind. At Skidby CE VC Primary School we strive to be ‘A Christian School in a small community, making a big difference.’ This vision underpins every decision we make and drives the curriculum we teach. Though their educational journey with us we will develop the knowledge of every individual, help them to understand the challenges they will face in life and ultimately develop their skills to cope in an ever-changing society with the aim of helping the children to become respectful, responsible and resilient members of the community.

Subject	Relevant Curriculum Statements	Related Vocabulary
<b>COMPUTING-USING TECHNOLOGY IN THE WIDER WORLD</b>	EYFS	“Children recognise that a range of technology is used in places such as homes and schools.”
	KS1	“Recognise common uses of information technology beyond school”
	KS2	“Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content”

<p><b>SCHOOL AIMS</b> Our curriculum focuses on these three key Christian values, giving children a deep level of knowledge and understanding to help them make their own decisions about how they can make a ‘big difference’.</p> <ul style="list-style-type: none"> <li>✓ <b>Respect</b></li> <li>☐ <b>Responsibility</b></li> <li>✓ <b>Resilience</b></li> </ul>	<p><b>BRITISH VALUES</b></p> <ul style="list-style-type: none"> <li>☐ Democracy.</li> <li>☐ The rule of law.</li> <li>✓ Individual liberty.</li> <li>✓ Mutual respect.</li> <li>✓ Tolerance of those of different faiths and beliefs</li> </ul>
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**CULTURAL CAPITAL**  
In the context of using search technology and retrieval of digital content, children may be able to describe a range of uses of technology in both a professional and personal capacity. They may be able to describe the history of technological advancement, and the impact that has had on a social and economic level. Children may be able to demonstrate some understanding of the impact of technology on globalisation, and the life chances offered through proficiency in computing.

### IMPLEMENTATION AND SEQUENCING

**What will be made, produced, performed, or published?**

Children will use the technology available to produce a piece of work related to the appropriate curriculum strand. This may be in the form of a research paper or in a less formal project using a range of appropriate technology to produce a finished piece of work

**What sequence of activity and pedagogy will be undertaken?**

**EYFS:** Children recognise that a range of technology is used in places such as homes and schools. Children select and use a range of technology for particular purposes.

**Year 1:** Children can select appropriately from a basic range of technology when given a task.

**Year 2:** Children are able to give examples of technology used in a range of occupations, beyond school life.

**Year 3:** Children begin to use search engines with support to effectively research given subjects.

**Year 4:** Children confidently use search engines to support research, understanding the use of key words and search functions.

**Year 5:** Children use search technologies effectively, appreciating how results are selected and ranked in order to develop their research.

**Year 6:** Children use search technologies effectively, appreciating how results are selected and ranked, and be discerning in evaluating digital content.

**Mastery:** Children confidently use search technologies effectively, with a developed and detailed understanding of how search engines function and rank selections. They are able to explain with confidence how to discern and evaluate digital content, including giving real world examples.

### IMPACT

**What knowledge will the children have embedded?**

In the context of using search technology and the retrieval of digital context, children will be able to explain how technology is used in different environments, such as their immediate experiences and later on in the wider world.

They will be able to select technology appropriate for different purposes, and talk about how technology is used in different professions and the impact on globalisation, and how it will help in the future.

**What retention may be demonstrated?**

*Here are some example questions that may be used to assess children’s understanding.*

**EYFS:** What technology do you have at school? What could you use a tablet for?

**KS1:** Can you think of any jobs where using a search engine would be useful? How could you use technology to help in [situation]?

**KS2:** How could you use technology to help find out about [topic]? What are the risks of malware, and how could you prepare and mitigate for it?