**High Tunstall College of Science Curriculum Intent**

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| Topic: | How does a computer work? | Year: | 9 | Half Term: | 5 |

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|  | **Computing** | **Progress** |  |  |
| **Topic** | **Key Ideas** | **R** | **A** | **G** |
| Heroes of ICT | * + I can define what a computer is |  |  |  |
|  | * + I can list peripheral devices and say if they're input or output devices |  |  |  |
|  | * + I know the difference between primary memory and secondary storage. I know I can't permanently save my work in RAM |  |  |  |
|  | * + I know that a CPU is the brains of a computer |  |  |  |
|  | * + I know that the CPU works its way though small instructions and programs are made up of lots of instructions |  |  |  |
|  | * + I know that the CPU performs the Fetch decode execute cycle |  |  |  |

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| **Lesson** | **Learning Focus** | **Assessment** | **Key words** |
| **1** | Define a computer | Formative questioning  Populated pages in OneNote  Socrative assessment | Computer, input process output |
| **2** | Define and explore common hardware, be able to explain what a peripheral device is | Formative questioning  Populated pages in OneNote  Socrative assessment | Peripheral device, hardware |
| **3** | Be able to name and explain the role of internal components including CPU and memory | Formative questioning  Populated pages in OneNote  Socrative assessment | CPU, RAM, memory, storage |
| **4** | Be able to explain how the components work together to store retrieve, edit and store files | Formative questioning  Populated pages in OneNote  Socrative assessment | CPU, RAM, memory, storage |
| **5** | Be able to identify the cycle the CPU performs (Fetch , decode, Execute) Recap learning | Formative questioning  Populated pages in OneNote  Socrative assessment | Fetch decode execute cycle |
| **6** | Assessment, feedback & response | Formative questioning  Populated pages in OneNote  Socrative assessment | All of the above |