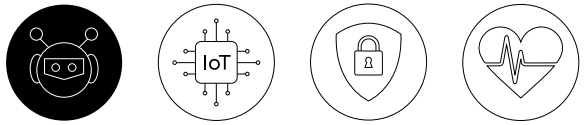
AI

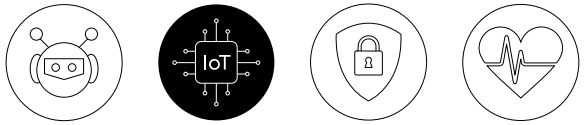


Computing curriculum links

Outlined below are the computing curriculum links for each module, relevant to all UK nations.

England (KS3 Computing - National Curriculum)	Wales (Progression Step 3 + 4 - The Digital Competence Framework)	Scotland (Level 3 Technologies - Curriculum for Excellence)	Northern Ireland (KS3 – 'Using ICT' Curriculum)
Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem Understand simple Boolean logic [for example, AND, OR and NOT]	Show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each Suggest and make improvements that are relevant for audience and purpose, based on feedback and self-evaluation of my digital work Identify repeating patterns within an algorithm and use iteration to make the algorithm more efficient Create and refine algorithms and flowcharts to solve problems, making use of features such as loops, Boolean values and formulae Use a range of software to select, produce and edit a range of multimedia components for a purpose, such as: text and images, presentations	Explore and use the features of a range of digital technologies, integrated software and online resources to determine the most appropriate way to solve problems I am developing my understanding of information and can use an information model to describe particular aspects of a real-world system I can select appropriate development tools to design, build, evaluate and refine computing solutions based on requirements	Investigate, make predictions and solve problems through interaction with digital tools Reflect on the process and outcome of ICT work and think about how a task was carried out and how it can be improved and refined

IoT



Computing curriculum links

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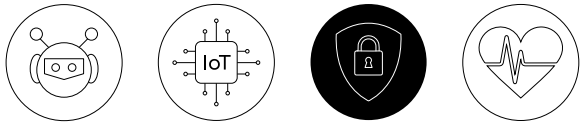
England (KS3 Computing - National Curriculum)	Wales (Progression Step 3 + 4 - The Digital Competence Framework)	Scotland (Level 3 Technologies - Curriculum for Excellence)	Northern Ireland (KS3 – 'Using ICT' Curriculum)
Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns	Select and use a variety of appropriate software, tools and techniques to create, modify and combine multimedia components for a range of audiences and purposes Suggest and make improvements that are relevant for audience and purpose, based on feedback and self-evaluation of my digital work	Explore and use the features of a range of digital technologies, integrated software and online resources to determine the most appropriate to solve problems Use digital technologies to process and manage information responsibly and can reference sources accordingly	Use appropriate ICT tools and features to carry out ongoing improvements and evaluate process and outcome Process found and self-produced assets, integrating text, data, sound, still and moving images to create, present and communicate their work, demonstrating a clear understanding of audience and purpose Use a range of contemporary digital methods to communicate, exchange and share their work, collaborating online with peers

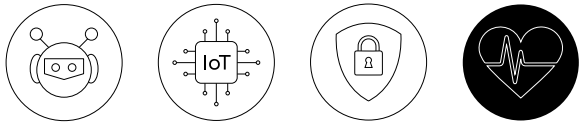
Cybersecurity



Computing curriculum links

Outlined below are the computing curriculum links for each module, relevant to all UK nations.

England (KS3 Computing - National Curriculum)	Wales (Progression Step 3 + 4 - The Digital Competence Framework)	Scotland (Level 3 Technologies - Curriculum for Excellence)	Northern Ireland (KS3 – 'Using ICT' Curriculum)
Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns	Work with others to create an online collaborative project for a specific purpose, sharing and appropriately setting permissions for other group members Ensure output is appropriate for specific purposes Independently select and use a range of online collaboration tools to create a project with others in one or more languages Use a range of software to select, produce and edit a range of multimedia components for a purpose, such as: text and images, presentations	Explore and use the features of a range of digital technologies, integrated software and online resources to determine the most appropriate way to solve problems Stay safe and secure in online environments and be aware of the importance and consequences of doing this for oneself and others	Being creative and developing and presenting their ideas using text, sound, music and still or moving images Managing and showcasing work digitally Collaborating with others online to share and develop ideas using safe and acceptable online behaviour

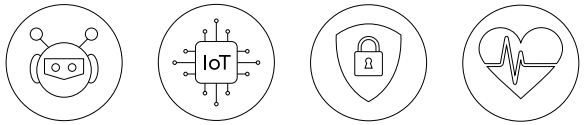


Computing curriculum links

Outlined below are the computing curriculum links for each module, relevant to all UK nations.

England (KS3 Computing - National Curriculum)	Wales (Progression Step 3 + 4 - The Digital Competence Framework)	Scotland (Level 3 Technologies - Curriculum for Excellence)	Northern Ireland (KS3 – 'Using ICT' Curriculum)
Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users	Understand the advantages and disadvantages of different forms of communication and when it is appropriate to use each Work with others to create an online collaborative project for a specific purpose, sharing and appropriately setting permissions for other group members Select and use different online communication tools for specific purposes with higher levels of competence Use a range of software to select, produce and edit a range of multimedia components for a purpose, such as: text and images, presentations	Explore and use the features of a range of digital technologies, integrated software and online resources to determine the most appropriate to solve problems Use digital technologies to process and manage information responsibly and can reference sources accordingly	Process found and self-produced assets, integrating text, data, sound, still and moving images to create, present and communicate their work, demonstrating a clear understanding of audience and purpose Use a range of contemporary digital methods to communicate, exchange and share their work, collaborating online with peers

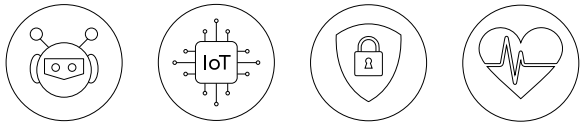
PSHE curriculum links for all modules



Outlined below are the PSHE curriculum links for all modules, relevant to all UK nations.

England (KS3 Computing - National Curriculum)	Wales (Progression Step 3 + 4 - The Digital Competence Framework)	Scotland (Level 3 Technologies - Curriculum for Excellence)	Northern Ireland (KS3 – 'Using ICT' Curriculum)
Develop strategies to develop and build resilience, as well as how to respond to disappointments and setbacks Develop the skills of active listening, clear communication, negotiation, and compromise Understand different work roles and career pathways, including clarifying own early aspirations	Reflect on the way that past events and experiences have affected my thoughts, feelings and actions Anticipate how future events may make me and others feel Empathise with others Understand how and why experiences affect me and others Make considered decisions, taking into account available information, including past experiences Communicate my needs and feelings, and respond to those of others	Offer ideas and give some reasons to support them Describe an event/process and begin to give reasons for its characteristics Recognise another view about an issue and give reasons for someone holding that view Develop empathy with a variety of viewpoints and provide explanations for them during a class debate	Manage personal profile evidencing own skills, and behaviours required, which link to the world of work Explore a range of learning opportunities and career pathways

Careers learning links for all modules



Outlined below are the careers learning links for all modules, relevant to all UK nations.

England (Gatsby Benchmarks) Experiences)	Wales (Careers and Work-related Experiences)	Northern Ireland (KS3 - Employability Thinking Skills and Personal Capabilities Progression Maps)	Scotland (Career Education Standard 3-18: Suite of learning resources)
Benchmark 2 - Every pupil should have access to good-quality information about future study options and labour market opportunities. Benchmark 4 - All curriculum learning	Explore progression pathways Use examples from careers and the world of work as a resource and a context for learning Explore work tasks, roles and workplaces associated with various occupations Explore the changing nature and future of work Meet role models Engaging in 'Learning by doing' activities to become more enterprising and employable by developing skills such as measured risk-taking, leadership, problem-solving, working in a team and customer care.	Describe some characteristics of a problem/image/ issue/event Explore a wider range of options, identifying the pros and cons for each and justifying choices Evaluate and refine choice based on experience of other related situations Work in different roles and take responsibility in group tasks Explain their approaches to thinking and learning	Demonstrate diverse thinking when exploring learning opportunities and pathways Learn about the world of work from visits, projects and my experience