

Our computing curriculum is built upon a cumulative, spiral model across four core substantive threads: **Computing Systems and Networks** , **Creating Media** , **Data and Information** , and **Programming** . These threads are systematically revisited across every year group from Year 1 to Year 6. Rooted in cognitive load theory and schema development, each iteration deliberately activates prior declarative and procedural knowledge, systematically increasing abstraction and technical complexity while reducing extraneous load.

Computing Systems and Networks

This thread explores how digital hardware, software, and communication infrastructures function, interact, and govern modern information exchange. Pupils develop a deep understanding of physical computing systems, local network architectures, and global internet mechanics, progressing from concrete device awareness to abstract network protocols and cloud collaboration.

Creating Media

Creating Media focuses on the purposeful authoring, design, manipulation, and evaluation of digital assets across visual, auditory, and structural formats. It balances creative intentionality with technical discipline, teaching pupils how digital artefacts are engineered for specific audiences and contexts, rather than merely consumed.

Data and Information

This thread equips pupils with the analytical and mathematical foundations required to collect, structure, interrogate, and interpret data. Pupils progress from physical sorting and discrete data representation to multi-field relational databases and computational spreadsheet modelling.

Programming

Programming encompasses the formulation, execution, and debugging of computational algorithms. Taught via evidence-informed frameworks , pupils systematically master the core control structures of computer science —sequence, repetition, selection, and variable state management —across both software and physical computing environments.