Computing Progression Pathways –

Mapped to Computer Science, Information Technology and Digital Literacy strands of the National Curriculum Programme of Study

Pupil Progression	Computer Science	Information Technology	Digital Literacy
(pink)	Understands what an algorithm is and is able to express simple linear (non-branching) algorithms symbolically. Understands that computers need precise instructions. Demonstrates care and precision to avoid errors. Knows that users can develop their own programs, and can demonstrate this by creating a simple program in an environment that does not rely on text e.g. programmable robots etc. Executes, checks and changes programs. Understands that programs execute by following precise instructions. Understands that computers have no intelligence and that computers can do nothing unless a program is executed. Recognises that all software executed on digital devices is programmed.	Recognises that digital content can be represented in many forms. Distinguishes between some of these forms and can explain the different ways that they communicate information. Obtains content from the world wide web using a web browser. Uses software under the control of the teacher to create, store and edit digital content using appropriate file and folder names. Understands that people interact with computers. Talks about their work and makes changes to improve it.	Understands the importance of communicating safely and respectfully online, and the need for keeping personal information private. Knows what to do when concerned about content or being contacted. Knows common uses of information technology beyond the classroom. Shares their use of technology in school.
(yellow)	Understands that algorithms are implemented on digital devices as programs. Designs simple algorithms using loops, and selection i.e. if statements. Uses logical reasoning to predict outcomes. Detects and corrects errors i.e. debugging, in algorithms. Uses arithmetic operators, if statements, and loops, within programs. Uses logical reasoning to predict the behaviour of programs. Detects and corrects simple semantic errors i.e. debugging, in programs. Recognises that a range of digital devices can be considered a computer. Recognises and can use a range of input and output devices. Understands how programs specify the function of a general purpose computer.	Recognises different types of data: text, number. Appreciates that programs can work with different types of data. Recognises that data can be structured in tables to make it useful. Recognises that a range of digital devices can be considered a computer. Recognises and can use a range of input and output devices. Navigates the web and can carry out simple web searches to collect digital content. Uses technology with increasing independence to purposefully organise digital content. Uses a variety of software to manipulate and present digital content: data and information. Shares their experiences of technology in school and beyond the classroom. Talks about their work and makes improvements to solutions based on feedback received.	Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online. Shows an awareness for the quality of digital content collected.
(orange)	Designs solutions (algorithms) that use repetition and two-way selection i.e. if, then and else. Uses diagrams to express solutions. Uses logical reasoning to predict outputs, showing an awareness of inputs. Creates programs that implement algorithms to achieve given goals. Declares and assigns variables. Uses post-tested loop e.g. 'until', and a sequence of selection statements in programs, including an if, then and else statement. Knows that computers collect data from various input devices, including sensors and application software. Understands the difference between hardware and application software, and their roles within a computer system. Understands the difference between the internet and internet service e.g. world wide web.	Understands the difference between data and information. Knows why sorting data in a flat file can improve searching for information. Uses filters or can perform single criteria searches for information. Shows an awareness of, and can use a range of internet services e.g. VOIP. Collects, organises and presents data and information in digital content. Creates digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience e.g. blogging. Makes appropriate improvements to solutions based on feedback received, and can comment on the success of the solution.	Recognises what is acceptable and unacceptable behaviour when using technologies and online services.
(blue)	Shows an awareness of tasks best completed by humans or computers. Designs solutions by decomposing a problem and creates a sub-solution for each of these parts (decomposition). Recognises that different solutions exist for the same problem. Understands the difference between, and appropriately uses if and if, then and else statements. Uses a variable and relational operators within a loop to govern termination. Designs, writes and debugs modular programs using procedures. Knows that a procedure can be used to hide the detail with sub-solution (procedural abstraction). Understands why and when computers are used. Understands the main functions of the operating system. Understands how to effectively use search engines, and knows how search results are selected, including that search engines use 'web crawler programs'.	Performs more complex searches for information e.g. using Boolean and relational operators. Analyses and evaluates data and information, and recognises that poor quality data leads to unreliable results, and inaccurate conclusions. Knows the difference between physical, wireless and mobile networks. Recognises the audience when designing and creating digital content. Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution, and future solutions.	Makes judgements about digital content when evaluating and repurposing it for a given audience. Demonstrates responsible use of technologies and online services, and knows a range of ways to report concerns. Selects, combines and uses internet services. Understands the potential of information technology for collaboration when computers are networked.
(purple)	Understands that iteration is the repetition of a process such as a loop. Recognises that different algorithms exist for the same problem. Represents solutions using a structured notation. Can identify similarities and differences in situations and can use these to solve problems (pattern recognition). Understands that programming bridges the gap between algorithmic solutions and computers. Has practical experience of a high-level textual language, including using standard libraries when programming. Uses a range of operators and expressions e.g. Boolean, and applies them in the context of program control. Selects the appropriate data types. Defines data types: real numbers and Boolean. Knows that digital computers use binary to represent all data. Understands how bit patterns represent numbers and images. Knows that computers transfer data in binary. Understands the relationship between binary and file size (uncompressed). Recognises and understands the function of the main internal parts of basic computer architecture. Understands the concepts behind the fetch-execute cycle. Understands how search engines rank search results. Understands how to construct static web pages using HTML and CSS. Understands data transmission between digital computers over networks, including the internet i.e. IP addresses and packet switching.	Queries data on one table using a typical query language. Knows that there is a range of operating systems and application software for the same hardware. Evaluates the appropriateness of digital devices, internet services and application software to achieve given goals. Designs criteria to critically evaluate the quality of solutions, uses the criteria to identify improvements and can make appropriate refinements to the solution.	Recognises ethical issues surrounding the application of information technology beyond school.
(red)	Understands a recursive solution to a problem repeatedly applies the same solution to smaller instances of the problem. Recognises that some problems share the same characteristics and use the same algorithm to solve both (generalisation). Understands the notion of performance for algorithms and appreciates that some algorithms have different performance characteristics for the same task. Uses nested selection statements. Appreciates the need for, and writes, custom functions including use of parameters. Knows the difference between, and uses appropriately, procedures and functions. Understands and uses negation with operators. Uses and manipulates one dimensional data structures. Detects and corrects syntactical errors. Understands how numbers, images, sounds and character sets use the same bit patterns. Performs simple operations using bit patterns e.g. binary addition. Understands the relationship between resolution and colour depth, including the effect on file size. Distinguishes between data used in a simple program (a variable) and the storage structure for that data. Understands the von Neumann architecture in relation to the fetch-execute cycle, including how data is stored in memory. Understands the basic function and operation of location addressable memory	Knows the names of hardware e.g. hubs, routers, switches, and the names of protocols e.g. SMTP, iMAP, POP, FTP, TCP/IP, associated with networking computer systems. Justifies the choice of and independently combines and uses multiple digital devices, internet services and application software to achieve given goals. Evaluates the trustworthiness of digital content and considers the usability of visual design features when designing and creating digital artifacts for a known audience. Designs criteria for users to evaluate the quality of solutions, uses the feedback from the users to identify improvements and can make appropriate refinements to the solution.	Uses technologies and online services securely, and knows how to identify and report inappropriate conduct. Identifies and explains how the use of technology can impact on society.
(black)	Recognises that the design of an algorithm is distinct from its expression in a programming language (which will depend on the programming constructs available). Evaluates the effectiveness of algorithms and models for similar problems. Recognises where information can be filtered out in generalizing problem solutions (abstraction). Uses logical reasoning to explain how an algorithm works. Represents algorithms using structured language. Appreciates the effect of the scope of a variable e.g. a local variable can't be accessed from outside its function. Understands and applies parameter passing. Understands the difference between, and uses, both pre-tested e.g. 'while', and post-tested e.g. 'until' loops. Applies a modular approach to error detection and correction. Knows the relationship between data representation and data quality. Understands the relationship between binary and electrical circuits, including Boolean logic. Understands how and why values are data typed in many different languages when manipulated within programs. Knows that processors have instruction sets and that these relate to low-level instructions carried out by a computer. Understands the client-server model including how dynamic web pages use server-side scripting and that web servers process and store data entered by users.	Knows the purpose of the hardware and protocols associated with networking computer systems. Undertakes creative projects that collect, analyse, and evaluate data to meet the needs of a known user group. Effectively designs and creates digital artefacts for a wider or remote audience. Considers the properties of media when importing them into digital artefacts. Documents user feedback, the improvements identified and the refinements made to the solution.	Recognises that persistence of data on the internet requires careful protection of online identity and privacy. Explains and justifies how the use of technology impacts on society, from the perspective of social, economical, political, legal, ethical and moral issues.
(white)	Designs a solution to a problem that depends on solutions to smaller instances of the same problem (recursion). Understands that some problems cannot be solved computationally. Designs and writes nested modular programs that enforce reusability utilising sub-routines where ever possible. Understands the difference between 'While' loop and 'For' loop, which uses a loop counter. Understands and uses two dimensional data structures. Performs operations using bit patterns e.g. conversion between binary and hexadecimal, binary subtraction etc. Understands and can explain the need for data compression, and performs simple compression methods. Has practical experience of a small (hypothetical) low level programming language. Understands and can explain Moore's Law. Understands and can explain multitasking by computers.	Knows what a relational database is, and understands the benefits of storing data in multiple tables. Understands the hardware associated with networking computer systems, including WANs and LANs, understands their purpose and how they work, including MAC addresses.	Understands the ethical issues surrounding the application of information technology, and the existence of legal frameworks governing its use e.g. Data Protection Act, Computer Misuse Act, Copyright etc.

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