Kahoot – Virtual School Trip (Secondary)

Overview & Mapping – Programme of Study (Computing)

POS	Referred to
design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems	N/A
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	✓
use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions	N/A
understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]	N/A
understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems	N/A
understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits	✓
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.	✓

Overview & Mapping – Gatsby Benchmarks

Benchmark	Gatsby Statement	Covered in Alexa
BM 1	A stable careers programme.	N/A
BM 2	Learning from career and labour market information.	✓
BM 3	Addressing the needs of each pupil.	
BM 4	Linking curriculum learning to careers.	✓
BM 5	Encounters with employers and employees.	✓
BM 6	Experiences of workplaces.	✓
BM 7	Encounters with further and higher education.	
BM 8	Personal guidance.	

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