

KEVICC KS3 Curriculum:	Subject: Computer Science	Key terms and vocabulary.
Year: 9 Term: 4	Topic: Cyber Security	Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?
<p>What is the essential knowledge from this unit? What do students need to remember and understand?</p> <ul style="list-style-type: none"> • Understand the importance of protecting computer systems and their data • Be able to name and describe common threats to computer systems • Be able to describe methods of preventing or minimising these threats • Be able to name and describe different forms of malware • Be able to name and describe different forms of attacks on computer system • Understand what is meant by the term Social Engineering • Be able to name and describe social engineering techniques and how to prevent them • Understand the importance of training in preventing Social Engineering • Understand the operation and purpose of password procedures, CAPTCHA and email confirmation • Be able to describe the purpose of penetration testing • Understand the difference between white-box and black-box penetration testing 		<p>Malware Removable media Social Engineering Phishing Pharming Blagging Baiting Shouldering Virus Worm Spyware Trojan Brute force Denial of service CAPTCHA Penetration testing White box testing Black box testing</p>
<p>What prior learning supports understanding of this content?</p> <ul style="list-style-type: none"> • Year 8 lessons on how to keep data secure when using online device 	<p>How does this content link to future learning?</p> <ul style="list-style-type: none"> • Essential learning for students going on to take GCSE Computer Science course 	Used in context during lessons and understanding checked in end of unit assessment
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <ul style="list-style-type: none"> • Students will be directed to read age-appropriate content from BBC Bitesize pages and other relevant online sources 	<p>Writing: <i>Independent writing tasks and how they are structured</i></p> <ul style="list-style-type: none"> • Short written answers to worksheet questions • Extended written descriptions using key words as prompts 	
<p>Key assessments: <i>How will students review the information learned?</i> <i>How will feedback be seen?</i></p> <ul style="list-style-type: none"> • Students will get short personalised feedback (mainly verbal) on individual tasks • End of unit assessment in penultimate lesson, with final lesson used to give feedback and enable corrections/improvements 		