Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Computing - Online Safety	LKS2 Year 4

NC/PoS:
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Prior Learning (what pupils already know and can do)
- Explain what is meant by the term 'identity'.
- Explain how people can represent themselves in different ways online
- Explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.
- Explain what it means to 'know someone' online and why this might be different from knowing someone offline.
- Explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.
- Explain how to search for information about others online
- Explain the need to be careful before sharing anything personal.
- Explain how the internet can be used to sell and buy things
- Explain that not all opinions shared may be accepted as true or fair by others
- Explain why spending too much time using technology can sometimes have a negative impact on anyone.
- Explain why some online activities have age restrictions and why it is important to follow them.
- Know that connected devices can collect and share anyone's information with others.
- Explain why copying someone else's work from the internet without permission is not allowed.

End Points (what pupils MUST know and remember)
- Explain how their online identity can be different to their offline identity.
- Explain that others online can pretend to be someone else, including their friends
- Explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.
- Explain ways that some of the information about anyone on line could have been created, copied or shared by others.
- Know that people can be bullied through a range of media (e.g. image, video, text, chat).
- Know some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.
- Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.
- Explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.
- Explain what is meant by fake news
- Explain how using technology can be a distraction from other things, in both a positive and negative way.
- Explain that internet use is never fully private and is monitored[1] e.g. adult supervision.
- Know some online services may seek consent to store information
- Know what the digital age of consent is and the impact this has on online services asking for consent.
- Explain the term 'copyright' and what this means when using content online

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Recommendations:

Staff should use Project Evolve to create an assessment quiz for their class. This can cover many topics depending on the number of questions available..Following the completion of the baseline assessment, staff should complete lessons using the resources provided that meet any of the unmet objectives.

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Autumn Term: Managing Online Information

At the end of this strand, all children should be able to:

- Explain the difference between a 'belief, an 'opinion' and a 'fact'.
- Analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.
- Understand what criteria have to be met before something is a 'fact'.
- Explain how to evaluate evidence to determine its credibility.
- Identify how to get help from a trust d adult if needed.
- Describe how they can search for information within a wide group of technologies (e.g. social media, image sites, video sites).
- Describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups, product reviews, product placement, influencer reviews/use, sponsored search results, gambling, recommendation algorithms, in-game performance, fake editorial).
- Describe techniques to recognise advertising (e.g. motivation, call to action, if advert is paid, use of advertising hashtags).
- Recognise some of these techniques when they appear online.
- Describe what is a 'bot'.
- Explain how bots are used online (e.g. boost follower/retweet numbers, chat bot for help on a site, or as part of an app or game, impersonation).
- Describe techniques to identify when talking to a bot
- Explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.
- Describehow fake news may affect someone's emotions and behaviour, and explain why this may be harmful.
- Explain what is meant by a 'hoax'.
- Explain why some people will pretend something is true when it isn't.
- Explain why someone would need to think carefully before they share.

Autumn Term: Privacy and Security

At the end of this strand, all children should be able to:

- Identify the risks posed by over-sharing information online.
- Suggest appropriate strategies for keeping personal information private in different contexts.
- Explain the reasons why internet use may be monitored.
- Understand how monitoring services are used to keep children and users safe online.
- Structure an argument from one perspective and convey this with effective and clear contributions.
- describe how some online services may seek consent to store information about me;
- Know what the digital age of consent is;
- Know how to get help if they are unsure about consenting to an online service.

Autumn Term: Copyright and Ownership

At the end of this strand, all children should be able to:

- Demonstrate ways of recognising who might own online content.
- Explain what reuse is.

- Give examples of when they are/are not permitted to reuse online content.

Spring Term: Self-Image and Identity

At the end of this strand, all children should be able to:

- Explain how their online identity can be different to the identity they present in 'real life'.
- Explain the reasons for and against changing your identity online and explain how someone might do so.
- Describe the right decisions about how they interact with others online and how this will impact on how others perceive me.
- Understand the issue of impersonation and how this can impact on their personal online. reputation and. relationships.
- Describe some of the motives behind online impersonation.

Spring Term: Online Relationships

At the end of this strand, all children should be able to:

- Describe what it feels like to be safe oriline.
- List a number of things they can do to make sure they have a positive and safe experience online.
- Give examples of when thJy have used or may have to use these in their online life.
- Understand and can explain what is meant by respect.
- Give examples of how online behaviour is either respectful or disrespectful.
- Describe how it is possible to be respectful online.

Summer Term: Online Reputation

At the end of this strand, all children should be able to:

- Understand that others may search their name online to find information about me.
- Know that not all information about them online may have been posted online by me.
- Understand that people may alter information or utt untrue information about them online with or without their knowledge.

Summer Term: Online Bullying

At the end of this strand, all children should be able to:

- Understand bullying behaviour can make someone feel upset, hurt or angry.
- Be aware of online behaviours that may show that someone is feeling upset, hurt or angry.
- Understand that someone may try to pretend they are not .upset, hurt or angry online.
- Know what are different types of media online.
- Explain the different features of different media.
- Simply describe what bullying online may look like on these different forms of media.
- Know that what they do online can affect other people's feelings.
- Understand that what they do online can influence how someone feels about me.
- Understand they should not be mean online.

Summer Term: Health, Well-being and Lifestyle

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At the end of this strand, all children should be able to:

- Give examples of tech/online activities that effectively hold their attention and engagement.
- Explore the value they place in different tech/online activities (e.g. priorities, more important/less important than...)
- Recognise some of the limitations that tech/online activities may place on their attention (e.g. when I'm playing on their PS4, they can't be with their friends in the park, when I'm watching their favourite YouTuber, they can't practise their spellings, etc.)
- Give examples of tech/online activities that they engage with for extended periods of time.
- Demonstrate an awareness of the effects of over engagement on physical health, wellbeing, relationships and work.
- Give examples of what happens when they have been online for too long.
- Identify times when someone might need to limit the amount of time they use technology.
- Recognise and explain a range of strategies to limit time spent online/using tech. (e.g. self-management strategies, technical solutions such as timers/reminders, external influences)
- Begin to evaluate the effectiveness of these strategies on their own use of technology.

Future learning this content supports:
The content of this unit will support other units on online safety, creative media and programming.