

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Computing - Online Safety	UKS2 Year 5
<p>NC/PoS:</p> <ul style="list-style-type: none">• 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.	
<p>Prior Learning (what pupils already know and can do)</p> <ul style="list-style-type: none">• 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 online 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, 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	

End Points (what pupils MUST know and remember)

- Explain how identity online can be copied, modified or altered.
- Explain that there are some people online who may wish to harm others
- Explain how someone can get help if they are having problems and identify when to tell a trusted adult.
- Recognise online bullying can be different to bullying in the physical world and can describe some of those differences.
- Know a range of ways to report concerns and access support both in school and at home about online bullying.
- Explain how to block abusive users.
- Explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine.
- Explain what is meant by 'being sceptical'.
- Explain what is meant by the term 'stereotype'
- Explain how fake news may affect someone's emotions and behavior.
- Explain what is meant by a 'hoax'.
- Know ways technology can affect health and well-being both positively and negatively.
- Explain how and why some apps and games may request or take payment for additional content/
- Explain what a strong password is and demonstrate how to create one.
- Explain how many free apps or services may read and share private information with others,
- Explain what app permissions are and can give some examples.
- Be aware that the data we share is valuable to app developers

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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.

The terms shown should act as a guide. The time required to teach each strand will ultimately depend on the class and number of lessons required.

Autumn Term: Managing Online Information

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

- Use different search technologies.
- Evaluate digital content and can explain how they make choices from search results.
- Explain what is meant by 'being sceptical'.
- Understand the difference between online miss-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).
- Evaluate flawed reasoning.
- Explain why information they see online may be personalized.
- Identify some of the methods used to get their attention online
- Understand that the information they see may be targeted based on their interests.
- Understand that some online content may be commercially promoted.
- Know what is meant by content that is sponsored or boosted.
- Understand that some influencers or vloggers are paid to promote items.
- Recognise that where content is sponsored, it is not always apparent.
- Know what the term 'stereotype' means.
- Understand how stereotypes may be reinforced online.
- Recognise how stereotypes can influence perceptions of others online.
- Describe how fake news may affect someone's emotions and behavior 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: Copyright and Ownership

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

- Recognise fair dealing situations.
- Understand that some work is in the public domain.
- Know that *even* copyrighted work can be used, if this use is fair.

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Spring Term: Self-Image and Identity

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

- Explain someone's online identity can be different to their identity in 'real life'.
- Describe how someone might change their identity online.
- Explain the positive reasons for changing your online identity and the negative reasons for doing so.
- Understand that show their online identity in different ways.
- Know that their online identity can have an impact on others, both positively and negatively.
- Demonstrate responsible choices about their online identity, depending on context. .

Spring Term: Online Relationships

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

- Understand that communication online does not have to be text-based.
- Understand that a variety of communication methods have been developed specific to online communication eg gifs, memes.
- Understand that the appropriate use of technology specific communication eg meme and gifs depends on circumstance and context.
- Describe what is meant by harm.
- Understand that not everyone they communicate with online is pleasant and may not have their best intentions at heart
- Explain why some people choose to act in a certain way online, that it is their decision and that they are not responsible.
- Give examples of the online (or offline) communities to which they belong.
- Describe some of the positive things they do in these communities and can explain how their behavior impacts on others.
- Describe how online communities collaborate and the benefit of doing this.
- Understand some of the difficulties some people may have, including online
- describe what do to support others online, both friends and people they know less well
- Understand how to report problems online and can name a number of reporting routes that they could use or suggest to someone else.

Summer Term: Online Reputation

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

- Use a search engine to search for information about other people and present that information for others to read
- Understand that the information they find may not be accurate
- Understand that people may make judgements against others on the information that they find.

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Summer Term: Online Bullying

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

- Explain some differences between online and offline bullying
- Know some of the different ways people can be hurtful to others online
- Know how to be an 'upstander' online
- Describe what 'banter' is.
- Describe how they would know if something was banter.
- Know that bullying is different from banter.
- Know who to speak to if someone they know were being bullied online.
- Identify different support that is available to someone who is being bullied online.
- Understand if someone is at risk of harm they need to tell a responsible adult.
- Know how to block abusive users on the different platforms, apps and games that they use.
- Understand how to report posts, images, videos and photos on the different platforms, apps and games that they use.
- Describe these processes to someone else.

Summer Term: Health, Well-being and Lifestyle

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

- Understand simple properties of healthy sleep
- Can recount simple benefits of sleep on body's health
- Can offer suggestions on how use of technology before sleep could affect quality of sleep
- Recount the concept of healthy sleep
- Can identify activities when using technology that could negatively impact on sleep
- Can offer simple strategies to manage technology before bedtime
- Differentiate between fact and fake information.
- Make a balanced judgement when researching information online.
- Know what a trusted source of online website/information looks like.
- Explain what in-app purchasing is (including loot boxes).
- Identify the benefits but also the risks of in-app purchases.
- Know that they should always ask permission when making an online purchase.

Future learning this content supports:

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