



Computing 'Children Build Skills' Overview: (Keeping Safe in the) Digital World

Digital World	
Y1	<ul style="list-style-type: none"> Begin to understand where their work is being stored
Y2	<ul style="list-style-type: none"> Understand that information can be stored in many different places either locally or remotely
Y3	<ul style="list-style-type: none"> Draw a diagram to show the school's Local Area Network, how the computers and other devices are connected together and what the main parts of the network do.
Y4	<ul style="list-style-type: none"> Draw diagrams to explain how the school network is connected to the Internet and computers beyond the school.
Y5	<ul style="list-style-type: none"> Demonstrate an understanding of the main parts of a network and the internet and the ways that data can be transferred and stored
Y6	<ul style="list-style-type: none"> Demonstrate an understanding of computer networks including the internet; discuss the kinds of services they provide such as the World Wide Web and how different communication tools connect.
Managing Online Information - https://projectevolve.co.uk/toolkit/resources/strand/managing-online-information/	
Y1	<ul style="list-style-type: none"> I can use the internet to find things out. I can use simple keywords in search engines. I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.
Y2	<ul style="list-style-type: none"> I can use keywords in search engines. Use a safe search engine (e.g. Kidrex) to find answers to specific questions I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs, and sections). I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. I can explain why some information I find online may not be true.
Y3	<ul style="list-style-type: none"> I can use key phrases in search engines. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things. I can explain the difference between a 'belief', an 'opinion' and a 'fact'.
Y4	<ul style="list-style-type: none"> I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria must be met before something is a 'fact'. I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). I can describe 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. I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.
Y5	<ul style="list-style-type: none"> I can use different search technologies I can evaluate digital content and can explain how I make choices from search results. I can explain key concepts including data, information, fact, opinion belief, true, false, valid, reliable and evidence. I understand the difference between online misinformation (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'. I can explain what is meant by a 'hoax'. I can explain why I need to think carefully before I forward anything online. I can explain why some information I find online may not be honest, accurate or legal. I can explain why information that is on many sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).
Y6	<ul style="list-style-type: none"> I can use search technologies effectively. I can explain how search engines work and how results are selected and ranked. I can demonstrate the strategies I would apply to be discerning in evaluating digital content. I can describe how some online information can be opinion and can offer examples. I can explain how and why some people may present 'opinions' as 'facts.'

	<ul style="list-style-type: none"> I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting'). I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies is important. I can identify, flag and report inappropriate content.
Privacy and security - https://projectevolve.co.uk/toolkit/resources/strand/privacy-and-security/	
Y1	<ul style="list-style-type: none"> I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). I can explain why I should always ask a trusted adult before I share any information about myself online. I can explain how passwords can be used to protect information and devices.
Y2	<ul style="list-style-type: none"> I can describe how online information about me could be seen by others. I can describe and explain some rules for keeping my information private. I can explain what passwords are and can use passwords for my accounts and devices. I can explain how many devices in my home could be connected to the internet and can list some of those devices.
Y3	<ul style="list-style-type: none"> I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. I understand and can give reasons why passwords are important. I can describe simple strategies for creating and keeping passwords private. I can describe how connected devices can collect and share my information with others.
Y4	<ul style="list-style-type: none"> I can explain what a strong password is. I can describe strategies for keeping my personal information private, depending on context. I can explain that others online can pretend to be me or other people, including my friends. I can suggest reasons why they might do this. I can explain how internet use can be monitored.
Y5	<ul style="list-style-type: none"> I can create and use strong and secure passwords. I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.
Y6	<ul style="list-style-type: none"> I use different passwords for a range of online services. I can describe effective strategies for managing those passwords (e.g. Password managers, acronyms, stories). I know what to do if my password is lost or stolen. I can explain what app permissions are and can give some examples from the technology or services I use. I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).
Copyright and ownership - https://projectevolve.co.uk/toolkit/resources/strand/copyright-and-ownership/	
Y1	<ul style="list-style-type: none"> I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). I can save my work so that others know it belongs to me (e.g. filename, name on content)
Y2	<ul style="list-style-type: none"> I can describe why other people's work belongs to them. I can recognise that content on the internet may belong to other people.
Y3	<ul style="list-style-type: none"> I can explain why copying someone else's work from the internet without permission can cause problems. I can give examples of what those problems might be.
Y4	<ul style="list-style-type: none"> When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it (and I can give some simple examples). I can explain how I could show ownership or give credit for content belonging to others on the internet.
Y5	<ul style="list-style-type: none"> I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused.

Y6	<ul style="list-style-type: none">• I can demonstrate the use of search tools to find and access online content which can be reused by others.• I can demonstrate how to make references to and acknowledge sources I have used from the internet.
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