

**Uplands Computing Progression of Skills 2021-2022**

<b>ONLINE SAFETY</b>		
<p><b><u>National Curriculum Objectives</u></b></p> <ul style="list-style-type: none"> <li>• <b>Co2/1.4</b> Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.</li> <li>• <b>Co2/1.5</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>• <b>Co2/1.7</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>		
<p><b><u>Prior Learning (Year 2)</u></b></p> <ul style="list-style-type: none"> <li>• <b>Co2/1.5</b> recognise common uses of information technology beyond school</li> <li>• <b>Co2/1.6</b> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</li> </ul>	<p><b><u>Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>-Online Search      -Stereotype</li> <li>- Keyword</li> <li>- Website</li> <li>-Webpage</li> <li>- Smart Speaker</li> <li>-Digital Assistant</li> <li>-True/False</li> <li>-Autocomplete</li> <li>-In-app purchasers</li> <li>-Influencers</li> <li>-Belief</li> <li>-Opinion/Fact</li> <li>- Social media</li> <li>- Image sites</li> <li>-Video sites</li> <li>- Algorithms</li> <li>-In-game performance</li> <li>-Fake editorial/Fake news</li> <li>- Advertising hashtags/Targeted Ads</li> <li>-Techniques</li> <li>-Bot</li> <li>-Hoax</li> <li>-Sceptical</li> <li>-Promote/ Persuade/Manipulate/Influence</li> </ul>	<p><b><u>Apps &amp; Links</u></b></p> <p>Project Evolve Jigsaw</p>

## Progression of Skills Managing Online Information

Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
<p>-I know the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p>	<p>-I understand that autocomplete suggestions may not be truthful.</p> <p>- I know what autocomplete is and know how to choose the best suggestion.</p> <p>- I know how the internet can be used to sell and buy things.</p> <p>- I understand what criteria have to be met before something is a 'fact'.</p> <p>-I know that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p>	<p>-I understand what criteria have to be met before something is a 'fact'.</p> <p>- I know how I can search for information within a wide group of technologies.</p> <p>- I know what methods are used to encourage people to buy things online.</p> <p>-I know what a 'bot' is.</p> <p>- I know 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.</p> <p>- I know how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p>	<p>- I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead.)</p> <p>- I know what is meant by 'being sceptical'.</p> <p>- I know what is meant by the term 'stereotype.'</p> <p>-I know what is meant by 'fake news.'</p> <p>- I know what is meant by the term 'hoax.'</p>	<p>-I know how search engines work and how results are selected and ranked.</p> <p>- I know why some online information can be opinions and can offer examples.</p> <p>- I understand the concept of persuasive design and how it can be used to influence peoples' choices.</p>
Skills:	Skills:	Skills:	Skills:	Skills:
<p>- I can use keywords in search engines.</p> <p>-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.</p> <p>-I can demonstrate how to navigate a simple webpage to get to information I need (e.g.</p>	<p>- I can demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>- I can use key phrases in search engines.</p> <p>-I can explain what autocomplete is.</p> <p>-I can explain how to choose the best suggestion.</p>	<p>- I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</p> <p>- I can explain the difference between a 'belief', an 'opinion' and a 'fact'.</p>	<p>- I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with.</p> <p>-I can use different search technologies.</p>	<p>- I can use search technologies effectively.</p> <p>-I can explain how search engines work.</p> <p>-I can explain how results are selected and ranked.</p> <p>- I can explain how and why some people may present 'opinions' as 'facts'.</p> <p>-I can define the terms 'influence', 'manipulation' and</p>

<p>home, forward, back buttons; links, tabs and sections.)</p> <ul style="list-style-type: none"> <li>- I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).</li> <li>-I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</li> <li>-I can explain why some information I find online may not be true.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain how the internet can be used to sell and buy things.</li> <li>-I can describe different contexts for buying/selling online e.g. websites, auctions, social media, streaming services, app store, apps, in-app/game purchases, influencers.</li> <li>- I can explain the difference between a 'belief', an 'opinion' and a 'fact'.</li> <li>-I can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</li> <li>- I can explain the difference between a 'belief', an 'opinion' and a 'fact'.</li> <li>-I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.</li> <li>- I can explain how to evaluate evidence to determine its credibility.</li> <li>-I can identify how to get help from a trusted adult if needed if we see content that makes us feel sad, uncomfortable, worried or frightened.</li> </ul>	<ul style="list-style-type: none"> <li>- I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.</li> <li>- I can explain how to evaluate evidence to determine its credibility.</li> <li>- I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites.)</li> <li>- I can 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).</li> <li>-I can describe techniques to recognise advertising (e.g. motivation, call to action, if advert is paid, use of advertising hashtags.)</li> <li>-I can recognise some of these techniques when they appear online.</li> <li>- I can 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.)</li> </ul>	<ul style="list-style-type: none"> <li>-I can evaluate digital content and can explain how I make choices from search results.</li> <li>- I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</li> <li>- I can evaluate flawed reasoning.</li> <li>- I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</li> <li>- I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads</li> <li>- I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).</li> <li>- I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.</li> </ul>	<p>'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting'.)</p> <ul style="list-style-type: none"> <li>-I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.</li> <li>-I can identify, flag and report inappropriate content.</li> <li>- I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.</li> </ul>
---	---	---	---	---

		<ul style="list-style-type: none"><li>-I can describe techniques to identify if I'm talking to a bot.</li><li>-I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.</li><li>- I can explain how recommendation algorithms can amplify inaccurate information.</li><li>- I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.</li><li>- I can explain what is meant by a 'hoax'.</li><li>-I can explain why some people will pretend something is true when it isn't.</li><li>-I can explain why someone would need to think carefully before they share.</li></ul>	<ul style="list-style-type: none"><li>- I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</li><li>-I can explain what is meant by a 'hoax'.</li></ul>	
--	--	--	--	--