



Inkberrow Primary School

Computing Progression

In this document you will find:

- Substantive and disciplinary skills and knowledge for Year 1 - 6
- Yellow Boxes: The National Curriculum Expectations
- Black Targets: Expected Level
- Purple Targets: Greater Depth

SCHOOL ICT MAP – NATIONAL CURRICULUM CONTENT

National Curriculum

Purpose of study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Key Stage 1

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content □ recognise common uses of information technology beyond school
- 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.

Key Stage 2

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- 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
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Key Stage 1 – Year 1

Computer Science	Information Technology	Digital Literacy	Online Safety
<ul style="list-style-type: none"> • I can explain that an algorithm is a set of instructions • I know that a computer program turns an algorithm into code that the computer can understand • I can work out what is wrong when the steps are out of order in instructions • I can try and fix my code if it isn't working properly • I can make good guesses of what is going to happen in a program 	<ul style="list-style-type: none"> • I can sort sound, pictures and text • I can add sound, pictures and text to a program such as 2Create a Story • I can change content on a file such as text, sound and images • I can name my work • I can save my work 	<ul style="list-style-type: none"> • I can say what technology is • I can say what examples of technology are in school • I can say what examples of technology are at home • I know that a chair uses old technology and a smart phone uses new technology • I can keep my login information safe • I can save my work in a safe place such as 'My Work' folder 	<ul style="list-style-type: none"> • I can recognise, online or offline, that anyone can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. • I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. • If something happens that makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult I can trust and how they can help. • I can recognise some ways in which the internet can be used to communicate. • I can give examples of how I (might) use technology to communicate with people I know. • I can give examples of when I should ask permission to do something online and explain why this is important. • I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). • I can explain why it is important to be considerate and kind to people online and to respect their choices. • I can explain why things one person finds funny or sad online may not always be seen in the same way by others. • I can identify ways that I can put information on the internet. • I can recognise that information can stay online and could be copied. • I can describe what information I should not put online without asking a trusted adult first. • I can describe ways that some people can be unkind online. • I can offer examples of how this can make others feel.

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| | | | <ul style="list-style-type: none">• I can describe how to behave online in ways that do not upset others and can give examples.• I can recognise, online or offline, that anyone can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.• I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.• If something happens that makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult I can trust and how they can help.• I can recognise some ways in which the internet can be used to communicate.• I can give examples of how I (might) use technology to communicate with people I know.• I can give examples of when I should ask permission to do something online and explain why this is important.• I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).• I can explain why it is important to be considerate and kind to people online and to respect their choices.• I can explain why things one person finds funny or sad online may not always be seen in the same way by others.• I can identify ways that I can put information on the internet.• I can recognise that information can stay online and could be copied.• I can describe what information I should not put online without asking a trusted adult first.• I can describe ways that some people can be unkind online.• I can offer examples of how this can make others feel. |
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			<ul style="list-style-type: none"> I can describe how to behave online in ways that do not upset others and can give examples.
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Key Stage 1 – Year 2

Computer Science	Information Technology	Digital Literacy	Online Safety
<ul style="list-style-type: none"> I can explain an algorithm is a set of instructions to complete a task I know I need to carefully plan my algorithm so it will work when I make it into code I can design a simple program using 2Code that achieves a purpose I can find and correct some errors in my program I can say what will happen in a Program I can spot something in a program that has an action or effect (does something) 	<ul style="list-style-type: none"> I can organise data – for example, using a database such as 2Investigate I can find data using specific searches – for example, using 2Investigate I can use several programs to organise information – for example, using binary trees such as 2Question or spreadsheets such as 2Calculate I can edit digital data such as data in music composition software like 2Sequence I can name, save and find my work I can include photos, text and sound in my creations 	<ul style="list-style-type: none"> I can find information I need using a search engine I know the consequences of not searching online safely I can share work and communicate electronically – for example using 2Email or the display boards I can report unkind behaviour and things that upset me online, to a trusted adult I can see where technology is used at school such as in the office or canteen I understand that my creations such as programs in 2Code, need similar skills to the adult world. e.g., The program used for collecting money for school trips 	<ul style="list-style-type: none"> I can explain how other people may look and act differently online and offline. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help. I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky (e.g. email, online gaming, a pen-pal in another school/country). I can explain who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give or deny my permission online and can identify who can help me if I am not sure. I can explain why I have a right to say, 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. I can identify who can help me if something happens online without my consent. I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online. I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others.

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| | | | <ul style="list-style-type: none">• I know who to talk to if something has been put online without consent or if it is incorrect.• I can explain what bullying is, how people may bully others and how bullying can make someone feel.• I can explain why anyone who experiences bullying is not to blame.• I can talk about how anyone experiencing bullying can get help.• I can use simple keywords in search engines.• 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, and I know it is not a real person (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 real or true.• I can explain simple guidance for using technology in different environments and settings (e.g. accessing online technologies in public places and the home environment).• I can say how those rules/guides can help anyone accessing online technologies.• I can explain how passwords can be used to protect information, accounts and devices.• I can explain and give examples of what is meant by 'private' and 'keeping things private'.• I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).• I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions). |
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			<ul style="list-style-type: none"> • I can recognise that content on the internet may belong to other people. • I can describe why other people's work belongs to them.
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Key Stage 2 – Year 3

Computer Science	Information Technology	Digital Literacy	Online Safety
<ul style="list-style-type: none"> • I can base a written algorithm for a program upon a real-life situation • I can design an algorithm carefully, thinking about what I want the program to do and how I could turn my algorithm into code • I can design an algorithm carefully, thinking about what I want the program to do and how I could turn my algorithm into code • I can experiment with timers in my programs • I can experiment with the effect of using repeat commands • I can identify the difference in using the effect of a timer or repeat command in my code • I can identify an error in my program and fix it • I can read programs with several steps and predict what it will do 	<ul style="list-style-type: none"> • I can carry out searches to find digital content on a range of online systems, such as within Purple Mash or on an Internet search engine • I can collect data and input it into software • I can analyse data using features within software to help such as, formula in 2Calculate (spreadsheets) • I can present data and information using different software such as 2Question (branching database) or 2Graph (graphing tool) • I can consider what the most appropriate software to use when given a task by my teacher • I can create purposeful (appropriate) content and attach this to emails 	<ul style="list-style-type: none"> • I can create a secure password • I can explain the importance of having a secure password and not sharing it with others • I can explain the negative consequences of not keeping passwords safe and secure • I understand the importance of keeping safe online and behaving respectfully • I can use communication tools such as 2Email respectfully and use good etiquette • I can report unacceptable content and contact online in more than one way to a trusted adult 	<ul style="list-style-type: none"> • I can explain what is meant by the term 'identity'. • I can explain how people can represent themselves in different ways online. • I can 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. • I can describe ways people who have similar likes and interests can get together online. • I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. • I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online, including what information and content they are trusted with. • I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. • I can explain how someone's feelings can be hurt by what is said or written online. • I can explain the importance of giving and gaining permission before sharing things online and how the principles of sharing online are the same as sharing offline (e.g. sharing images and videos). • I can explain how to search for information about others online. • I can give examples of what anyone may or may not be willing to share about themselves

<ul style="list-style-type: none">• I can identify different ways that the Internet can be used for communication• I can use email such as 2Email to respond to others appropriately and attach files			<p>online. I can explain the need to be careful before sharing anything personal.</p> <ul style="list-style-type: none">• I can explain who someone can ask if they are unsure about putting something online.• I can describe appropriate ways to behave towards other people online and why this is important.• I can give examples of how bullying behaviour could appear online and how someone can get support.• I can demonstrate how to use key phrases in search engines to gather accurate information online.• 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 and can give examples of how and where they might be shared online (e.g. in videos, memes, posts, news stories).• I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).• I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.• I can explain why spending too much time using technology can sometimes have a negative impact on anyone (e.g. mood, sleep, body, relationships). I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).• I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).
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			<ul style="list-style-type: none"> • I can describe simple strategies for creating and keeping passwords private. • I can give reasons why someone should only share information with people they choose and can trust. I can explain that if they are not sure or feel pressured, they should tell a trusted adult. • I can describe how connected devices can collect and share anyone's information with others. • I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.
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Key Stage 2 – Year 4

Computer Science	Information Technology	Digital Literacy	Online Safety
<ul style="list-style-type: none"> • I can turn a real-life situation to solve into an algorithm, using a design that shows how I can accomplish this in code • I can use repetition in my code. For example, using a loop that continues until a condition is met such as the correct answer being entered • I can use timers within my program designs more accurately to create repetition effects • I can use selection (decision) in my programming. For example, using an 'if 	<ul style="list-style-type: none"> • I understand the purpose of a search engine and the main features within it • I can look at information on a webpage and make predictions about the accuracy of information contained within it • I can create and improve my solutions to a problem based on feedback. For example, create a program using 2Code • I can review solutions that others have created, using a checklist of criteria 	<ul style="list-style-type: none"> • I can search precisely when using a search engine. For example, I know I can add additional words or removes words to help find better results • I can explain in detail how accurate, safe and reliable the content is on a webpage • I can make appropriate improvements to digital work I have created • I can comment on how successful a digital solution is that I have created. For example, a program built in 2Code that sorts decimals numbers • I can work collaboratively with others creating solutions to problems using 	<ul style="list-style-type: none"> • I can explain how my online identity can be different from my offline identity. • I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. • I can explain that others online can pretend to be someone else, including my friends, and I can suggest reasons why they might do this. • I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). • I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. • I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs.

<p>statement' for a question being asked and the program takes one of two paths</p> <ul style="list-style-type: none"> • I can use variables within my program and know how to change the value of variables • I can use the user inputs and output features within my program, such as 'Print to screen • I can identify errors in my code by using different methods, such as stepping through lines of code and fixing them • I can read programs that contain several steps and predict the outcomes with increasing accuracy • I recognise the main component parts of hardware which allow computers to join and form a network • I understand that network and communication components can be found in many different devices which allow them to join the internet 	<ul style="list-style-type: none"> • I can work collaboratively to create content and solutions • I can share digital content using a variety of applications such as: 2Blog, 2Email and Display Boards 	<p>appropriate software such as 2Code</p> <ul style="list-style-type: none"> • I can use collaborative modes such as within 2Connect to work with others and share it 	<ul style="list-style-type: none"> • I can describe how to find out information about others by searching online. • I can explain ways that some of the information about anyone online could have been created, copied or shared by others. • I can recognise when someone is upset, hurt or angry online. • I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). • I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). • 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. • I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (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 why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. • I can 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. • I can explain what is meant by fake news; for example, why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.
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			<ul style="list-style-type: none"> • I can explain how using technology can be a distraction from other things in a positive and negative way. • I can identify times or situations when someone may need to limit the amount of time they use technology. For example, I can suggest strategies to help with limiting this time. • I can describe strategies for keeping personal information private, depending on context. • I can explain that internet use is never fully private and is monitored. • I can describe how some online services may seek consent to store information about me. I know how to respond appropriately and who I can ask if I am not sure. • I know what the digital age of consent is and the impact this has on online services asking for consent. • 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. • I can give some simple examples of content which I must not use without permission from the owner (e.g. videos, music, images).
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Key Stage 2 – Year 5

Computer Science	Information Technology	Digital Literacy	Online Safety
<ul style="list-style-type: none"> • I can make more complex real-life problems into algorithms for a program • I can test and debug my programs as I work • I can convert (translate) algorithms that contain 	<ul style="list-style-type: none"> • I can search precisely when using a search engine. For example, I know I can add additional words or removes words to help find better results • I can explain in detail how accurate, safe and reliable the content is on a webpage 	<ul style="list-style-type: none"> • I have a secure knowledge of online safety rules taught at school • I can demonstrate the safe and respectful use of different online technologies and online services • I always relate appropriate online behaviour to my right to have personal privacy 	<ul style="list-style-type: none"> • I can explain how identity online can be copied, modified or altered. • I can demonstrate how to make responsible choices about having an online identity, depending on context. • I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). • I can explain that there are some people I communicate with online who may want to

<p>sequence, selection and repetition into code that works</p> <ul style="list-style-type: none"> • I can use sequence, selection, repetition, and some other coding structures in my code • I can organise my code carefully for example, naming variables and using tabs. I know this will help me debug more efficiently • I can use logical methods to identify the cause of any bug with support to identify the specific line of code • I know the importance of computer networks and how they help solve problems and enhance communication • I recognise the main dangers that can be perpetuated via computer networks • I can explain what personal information is and know strategies for keeping this safe • I can use the most appropriate form of online communication according to the digital content. For example, use 2Email, 2Blog and Display Boards 	<ul style="list-style-type: none"> • I can make appropriate improvements to digital work I have created • I can comment on how successful a digital solution is that I have created. For example, a program built in 2Code that sorts decimals numbers • I can work collaboratively with others creating solutions to problems using appropriate software such as 2Code • I can use collaborative modes such as within 2Connect to work with others and share it • 	<ul style="list-style-type: none"> • I know how to not let my mental wellbeing or others be affected by use of online technologies and services 	<p>do me or my friends harm. I can recognise that this is not my/our fault.</p> <ul style="list-style-type: none"> • I can describe some of the ways people may be involved in online communities and how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities and social media groups). • I can explain how someone can get help if they are having problems and identify when to tell a trusted adult. • I can demonstrate how to support others (including those who are having difficulties) online. • I can search for information about an individual online and summarise the information found. • I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect. • I can recognise that online bullying can be different from bullying in the physical world and can describe some of those differences. • I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. • I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. • I can identify a range of ways to report concerns and access support in school and at home about online bullying. • I can explain how to block abusive users. • I can describe helpline services which can help people experiencing bullying and how to access them (e.g. Childline or The Mix). • I can explain the benefits and limitations of using different types of search technologies such as voice-activation search engines. • I can explain how some technology can limit the information I am presented with, for
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			<p>example voice-activated searching giving one result.</p> <ul style="list-style-type: none">• 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 evaluate digital content and can explain how to make choices about what is trustworthy, for example differentiating between adverts and search results.• I can explain key concepts, including information, reviews, fact, opinion, belief, validity, reliability and evidence.• I can identify ways the internet can draw us to information for different agendas (e.g. website notifications, pop-ups, targeted ads).• 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).• 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.• I can describe how fake news may affect someone’s emotions and behaviour and explain why this may be harmful.• I can explain what is meant by a hoax. I can explain why someone would need to think carefully before they share.• I can describe ways technology can affect health and well-being positively (e.g. mindfulness apps) and negatively.• I can describe some strategies, tips or advice regarding technology to promote health and wellbeing.• I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.
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			<ul style="list-style-type: none"> • I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing. • I can explain what a strong password is and demonstrate how to create one. • I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. • I can explain what app permissions are and can give some examples. • 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 and know how this content can be found online.
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Key Stage 2 – Year 6

Computer Science	Information Technology	Digital Literacy	Online Safety
<ul style="list-style-type: none"> • I can turn a complex programming task into an algorithm • I can identify the important aspects of a programming task (abstraction) • I can decompose important aspects of a programming task in a logical way, identifying appropriate coding structures that would work • I can test and debug my program as I work on it and use logical methods to identify a cause of a bug 	<ul style="list-style-type: none"> • I can use filters when searching for digital content • I can explain in detail how accurate and reliable a webpage and its content is • I can compare a range of digital content sources and rate them in terms of content quality and accuracy • I can consider the intended audience carefully when I design and make digital content • I can design and create my own online blogs 	<ul style="list-style-type: none"> • I can demonstrate safe and respectful use of a range of different technologies and online services • I can identify more discrete inappropriate behaviours online. For example, someone who may be trying to groom me or someone else • I can use critical thinking to help me stay safe online • I know the value of protecting my privacy and others online 	<ul style="list-style-type: none"> • I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups and explain why it is important to challenge and reject inappropriate representations online. • I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. • I know and can give examples of how to get help online and offline. • I can explain the importance of asking until I get the help needed. • I can explain how sharing something online may have an impact either positively or negatively. • I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. • I can describe how things shared privately online can have unintended consequences for others, for example screen-grabs. • I can explain that taking or sharing inappropriate images of someone, for example embarrassing images, even if they say it is okay, may have an impact for the sharer and others. I can also explain who can help if someone is worried about this. • I can explain the ways in which anyone can develop a positive online reputation.

<ul style="list-style-type: none">• I can identify a specific line of code that is causing a problem in my program and attempt a fix• I can translate algorithms that include sequence, selection and repetition into code and nest these structures within each other• I can use inputs and outputs within my coded programs such as sound, movement and buttons and represent the state of an object• I can interpret (understand) a program in parts and can make logical attempts to put the separate parts together in an algorithm to explain the program as a whole• I can explain the difference between the Internet and the World Wide Web• I can explain what a WAN and LAN is and describe the process of how access to the internet in school is possible	<ul style="list-style-type: none">• I can use criteria to evaluate the quality of my own and others digital solutions, suggesting refinements		<ul style="list-style-type: none">• I can explain strategies anyone can use to protect their digital personality and online reputation,• including degrees of anonymity.• I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.• I can explain how someone could report online bullying in different contexts.• I can explain how search engines work and how results are selected and ranked.• I can explain how to use search technologies effectively.• 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, and why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.• I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online, for example advertising, ad targeting and targeting for fake news.• I understand the concept of persuasive design and how it can be used to influence peoples' choices.• I can demonstrate how to analyse and evaluate the validity of facts and information, and I can explain why using these strategies is important.• 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.• I can describe the difference between online misinformation and disinformation.• I can explain why information that is on a large number of sites may still be inaccurate or untrue.
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| | | | <ul style="list-style-type: none">• I can assess how this might happen, for example the sharing of misinformation or disinformation.• I can identify, flag and report inappropriate content.• I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.• I recognise and can discuss the pressures that technology can place on someone and how and when they could manage this.• I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).• I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).• I can describe effective ways people can manage passwords, for example storing them securely or saving them in the browser.• I can explain what to do if a password is shared, lost or stolen.• I can describe how and why people should keep their software and apps up to date, for example auto updates.• 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).• I know that online services have terms and conditions that govern their use.• 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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