

Burradon Community Primary School

Computing Progression of Learning

Curriculum Overview

	EYFS	Key Stage 1	Key Stage 2
Computer Science	<ul style="list-style-type: none"> Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Complete a simple program on a computer. Use ICT hardware to interact with age-appropriate computer software. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Appreciate how [search] results are selected and ranked
Information Technology	<ul style="list-style-type: none"> Make comparisons between loose parts and then begin to sort and categorise objects. Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Use ICT hardware to interact with age-appropriate computer software. Select and use technology for particular purposes. 	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<ul style="list-style-type: none"> Use search technologies effectively 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
Digital Literacy	<ul style="list-style-type: none"> Know how to operate simple equipment, e.g. turns on CD player and uses remote control. Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Understand the opportunities [networks] offer for communication and collaboration Be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

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Computer Science

Early Years: Children show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Children complete a simple program on a computer. Children use ICT hardware to interact with age-appropriate computer software.

KS1 NC Links: Children understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Children create and debug simple programs. Children use logical reasoning to predict the behaviour of simple programs.

KS2 NC Links: Children design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Children use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Children use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

EYFS 1	<ul style="list-style-type: none"> • Follow short instructions (linked to algorithms and Beebots) • Give simple instructions (linked to algorithms and Beebots) • Follow instructions as part of a simple activity (handwashing, brushing teeth) • Identify what to do when something goes wrong (debugging)
EYFS 2	<ul style="list-style-type: none"> • follow a set of simple verbal directional instructions • follow a set of simple pictorial instructions • use one directional instruction at a time to control a programmable toy (e.g. Beebot) • use the clear button after each command • begin to debug algorithms with adult support.
YEAR 1	<ul style="list-style-type: none"> • explain what a given command will do • act out a given word (follow step by step instructions) • combine 'forwards' and 'backwards' commands to make a sequence • combine four direction commands to make sequences • plan a simple program • find more than one solution to a problem • choose a command for a given purpose • show that a series of commands can be joined together • identify the effect of changing a value • explain that each sprite has its own instructions • design the parts of a project

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	<ul style="list-style-type: none">• use my algorithm to create a program
YEAR 2	<ul style="list-style-type: none">• describe a series of instructions as a sequence• explain what happens when we change the order of instructions• use logical reasoning to predict the outcome of a program• explain that programming projects can have code and artwork• design an algorithm• create and debug a program that I have written• use additional features such as repeat and loop• make predictions about the outcome of a set of instructions• begin to use block coding using colours.
YEAR 3	<ul style="list-style-type: none">• explore a new programming environment• identify that commands have an outcome• explain that a program has a start• recognise that a sequence of commands can have an order• change the appearance of my project• create a project from a task description• begin to be able to solve an open-ended problem by breaking it up into smaller parts• begin to use block coding and understand the functions of each block.• keep testing a program and recognise when it needs to be debugged
YEAR 4	<ul style="list-style-type: none">• identify that accuracy in programming is important• create a program in a text-based language• explain what 'repeat' means• modify a count-controlled loop to produce a given outcome• decompose a task into small steps• create a program that uses count-controlled loops to produce a given outcome• keep testing a program and recognise when it needs to be debugged
YEAR 5	<ul style="list-style-type: none">• explain how selection is used in computer programs• relate that a conditional statement connects a condition to an outcome• explain how selection directs the flow of a program• design a program that uses selection

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	<ul style="list-style-type: none">• create a program that uses selection• evaluate my program• keep testing a program and recognise when it needs to be debugged
YEAR 6	<ul style="list-style-type: none">• define a 'variable' as something that is changeable• explain why a variable is used in a program• choose how to improve a game by using variables• design a project that builds on a given example• use my design to create a project• keep testing a program and recognise when it needs to be debugged• evaluate my project

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Information Technology

Early Years: Children make comparisons between loose parts and then begin to sort and categorise objects. Children show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Children use ICT hardware to interact with age-appropriate computer software. Children select and use technology for particular purposes.

KS1 NC Links: Children can use technology purposefully to create, organise, store, manipulate and retrieve digital content

KS2 NC Links: Use search technologies effectively. Children 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. Children 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.

EYFS 1	<ul style="list-style-type: none"> • take photos using an iPad, digital camera etc. • Loose parts play: make comparisons (lengths, height, size) • Loose parts play: continue to sort and categorise objects and say how they have been sorted. • use tools such as pen size and colour (2Simple on Clever Touch boards) • interact with toys to create sound and motion
EYFS 2	<ul style="list-style-type: none"> • use tools such as pen size and colour (2Simple on Clever Touch boards and Pic collage on iPads) • add text to a template (iPad) • take photos using an iPad, digital camera etc. • Word Processing • interact with toys to create sound and motion • use a sound recorder to record own voice (e.g. iPad, voice recorder, talk tin) • use an iPad to record a short video with support
YEAR 1	<ul style="list-style-type: none"> • describe what different freehand tools do • use the shape tool and the line tools • make careful choices when painting a digital picture • explain why I chose the tools I used • use a computer on my own to paint a picture • compare painting a picture on a computer and on paper • save, retrieve and organise work with support

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	<ul style="list-style-type: none">• identify that objects can be counted• describe objects in different ways• count objects with the same properties• compare groups of objects• answer questions about groups of objects • use a computer to write• add and remove text on a computer• identify that the look of text can be changed on a computer• make careful choices when changing text• explain why I used the tools that I chose• compare typing on a computer to writing on paper
YEAR 2	<ul style="list-style-type: none">• use a digital device to take a photograph• make choices when taking a photograph• describe what makes a good photograph• decide how photographs can be improved• use tools to change an image• recognise that photos can be changed • recognise that we can count and compare objects using tally charts• recognise that objects can be represented as pictures• create a pictogram• select objects by attribute and make comparisons• recognise that people can be described by attributes• explain that we can present information using a computer • identify that there are patterns in music• experiment with sound using a computer• use a computer to create a musical pattern• create music for a purpose• review and refine our computer work

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YEAR 3	<ul style="list-style-type: none">• explain that animation is a sequence of drawings or photographs• relate animated movement with a sequence of images• plan an animation• identify the need to work consistently and carefully• review and improve an animation• evaluate the impact of adding other media to an animation • create questions with yes/no answers• identify the attributes needed to collect data about an object• create a branching database• explain why it is helpful for a database to be well structured• plan the structure of a branching database• explain why it is helpful for a database to be well structured• independently create an identification tool • recognise how text and images convey information• recognise that text and layout can be edited• choose appropriate page settings• add content to a desktop publishing publication• consider how different layouts can suit different purposes• consider the benefits of desktop publishing
YEAR 4	<ul style="list-style-type: none">• identify that sound can be recorded (input and output)• explain that audio recordings can be edited• recognise the different parts of creating a podcast project• apply audio editing skills independently• combine audio to enhance my podcast project• evaluate the effective use of audio • explain that data gathered over time can be used to answer questions• use a digital device to collect data automatically• explain that a data logger collects 'data points' from sensors over time• recognise how a computer can help us analyse data• identify the data needed to answer questions

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	<ul style="list-style-type: none"> • use data from sensors to answer questions • explain that the composition of digital images can be changed • explain that colours can be changed in digital images • explain how cloning can be used in photo editing • explain that images can be combined • combine images for a purpose • evaluate how changes can improve an image
YEAR 5	<ul style="list-style-type: none"> • explain what makes a video effective • use a digital device to record video • capture video using a range of techniques • create a storyboard • identify that video can be improved through reshooting and editing • consider the impact of the choices made when making and sharing a video <ul style="list-style-type: none"> • use a form to record information • compare paper and computer-based databases • outline how you can answer questions by grouping and then sorting data • explain that tools can be used to select specific data • explain that computer programs can be used to compare data visually • use a real-world database to answer questions <ul style="list-style-type: none"> • identify that drawing tools can be used to produce different outcomes • create a vector drawing by combining shapes • use tools to achieve a desired effect • recognise that vector drawings consist of layers • group objects to make them easier to work with • apply what I have learned about vector drawings
YEAR 6	<ul style="list-style-type: none"> • review an existing website and consider its structure • plan the features of a web page • consider the ownership and use of images (copyright) • recognise the need to preview pages • outline the need for a navigation path

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- recognise the implications of linking to content owned by other people
- create a data set in a spreadsheet
- build a data set in a spreadsheet
- explain that formulas can be used to produce calculated data
- apply formulas to data
- create a spreadsheet to plan an event
- choose suitable ways to present data

- recognise that you can work in three dimensions on a computer
- identify that digital 3D objects can be modified
- recognise that objects can be combined in a 3D model
- create a 3D model for a given purpose
- plan my own 3D model
- create my own digital 3D model

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Digital Literacy

Early Years: Children know how to operate simple equipment, e.g. turns on CD player and uses remote control. Children show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Children recognise that a range of technology is used in places such as homes and schools. Children select and use technology for particular purposes.

KS1 NC Links: Children recognise common uses of information technology beyond school. Children 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.

KS2 NC Links: Children understand the opportunities [networks] offer for communication and collaboration. Children be discerning in evaluating digital content. Children use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

EYFS 1	<ul style="list-style-type: none"> • name different types of technology used at home • name different types of technology used at school • choose the appropriate technology to complete an activity e.g. using an iPad to take a photo, turning on a CD player to listen to music etc. • know who to ask for help
EYFS 2	<ul style="list-style-type: none"> • name different types of technology used at home • name different types of technology used at school • choose the appropriate technology to complete an activity e.g. using an iPad to take a photo, turning on a CD player to listen to music etc. • know who to ask for help • logging onto computers • accessing the school website
YEAR 1	<ul style="list-style-type: none"> • identify technology • identify a computer and its main parts • use a mouse in different ways • use a keyboard to type on a computer • use the keyboard to edit text <ul style="list-style-type: none"> • talk about the ways in which different technology is used at home and at school

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	<ul style="list-style-type: none"> • explore the school website to find links to desired websites • begin to use safe search filters such as Swiggle • create rules for using technology responsibly
YEAR 2	<ul style="list-style-type: none"> • recognise the uses and features of information technology • identify the uses of information technology in the school • identify information technology beyond school • explain how information technology helps us • explain how to use information technology safely • recognise that choices are made when using information technology • talk about the purpose of different technology and why we use it • use links to websites to find information • recognise age-appropriate websites • use safe search filters such as Swiggle
YEAR 3	<ul style="list-style-type: none"> • explain how digital devices function • identify input and output devices • recognise how digital devices can change the way that we work • explain how a computer network can be used to share information • explore how digital devices can be connected • recognise the physical components of a network • use safe search filters to find and use appropriate website and content
YEAR 4	<ul style="list-style-type: none"> • describe how networks physically connect to other networks • recognise how networked devices make up the internet • outline how websites can be shared via the World Wide Web (WWW) • describe how content can be added and accessed on the World Wide Web (WWW) • recognise how the content of the WWW is created by people • evaluate the consequences of unreliable content

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YEAR 5	<ul style="list-style-type: none">• explain that computers can be connected together to form systems• recognise the role of computer systems in our lives• identify how to use a search engine• describe how search engines select results• explain how search results are ranked• recognise why the order of results is important, and to whom• use strategies to check the reliability of information (e.g. cross check with another source such as books)
YEAR 6	<ul style="list-style-type: none">• explain the importance of internet addresses• recognise how data is transferred across the internet• explain how sharing information online can help people to work together• evaluate different ways of working together online• recognise how we communicate using technology• evaluate different methods of online communication

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Online Safety (Part of digital literacy)

Early Years: Children know that information can be retrieved from computers. Children use ICT hardware to interact with age-appropriate computer software. Children select and use technology for particular purposes.

KS1 NC Links: Children 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.

KS2 NC Links: Children use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

EYFS 1 and 2	<ul style="list-style-type: none"> - I can identify rules that help keep us safe and healthy in and beyond the home when using technology - I can attempt to say why they are allowed or not allowed to do these things. - I can state what to do if they are worried or unsure about something online. - I can describe specific examples/ ways people can be unkind online - I know what being 'unkind online' means and looks like - I understand that you can be unkind and kind to someone online - I can identify and name examples of their own personal information. - I can name people they trust and why. - I can describe who would be trustworthy to share this information with; I can explain why they are trusted. - I know that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset - I can give different examples of how to say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' - I can explain how this could be better to do in real life or online - I can name some ways that members of my family talk to each other and other people using the internet - I can name an app, a piece of software or a technology that I use or could use to talk to people I know - I know that work I create belongs to me. - I can understand the benefits of naming my electronic work.
YEAR 1	<ul style="list-style-type: none"> - I can explain how passwords are used to protect information, accounts and devices. - I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names). - I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. - I can explain rules to keep myself safe when using technology both in and beyond the home - I can access the school website. - I can describe how to behave online in ways that do not upset others and can give examples.

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	<ul style="list-style-type: none"> - I can explain how passwords are used to protect information, accounts and devices. - I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). - 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 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 work I create using technology belongs to me - I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). - I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content). - I understand that work created by others does not belong to me even if I save a copy.
<p>YEAR 2</p>	<ul style="list-style-type: none"> - 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 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 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). 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 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. I know who to talk to if something has been put online without consent or if it is incorrect 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 why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online I can recognise that content on the internet may belong to other people.

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	<p>I can describe why other people's work belongs to them</p>
<p>YEAR 3</p>	<p>I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged</p> <p>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).</p> <p>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.</p> <p>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 to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others.</p> <p>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 online. I can explain the need to be careful before sharing anything personal. I can explain who someone can ask if they are unsure about putting something online. 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.</p> <p>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; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos. 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.</p>
<p>YEAR 4</p>	<p>I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.</p> <p>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).</p> <p>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, e.g. adult supervision. 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.</p>

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	<p>I know what the digital age of consent is and the impact this has on online services asking for consent.</p> <p>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 explain how my online identity can be different to my offline identity.</p> <p>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 can suggest reasons why they might do this.</p> <p>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</p> <p>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.</p>
YEAR 5	<p>I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology. 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. I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.</p> <p>I can recognise online bullying can be different to 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 both in school and at home about online bullying. I can explain how to block abusive users. I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p> <p>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.</p> <p>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 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.</p> <p>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 do me or my friends harm. I can recognise that this is not my / our fault. I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p>

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	<p>I can demonstrate how to support others (including those who are having difficulties) online..</p> <p>I can assess and justify when it is acceptable to use the work of others.</p> <p>I can give examples of content that is permitted to be reused and know how this content can be found online.</p>
YEAR 6	<p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</p> <p>I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p> <p>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).</p> <p>I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.</p> <p>I can explain how someone would report online bullying in different contexts.</p> <p>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</p> <p>I can explain what to do if a password is shared, lost or stolen.</p> <p>I can describe how and why people should keep their software and apps up to date, e.g. auto updates</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>- I can describe ways in which some online content targets people to gain money or information illegally.</p> <p>I can describe strategies to help me identify such content (e.g. scams, phishing).</p> <p>I know that online services have terms and conditions that govern their use.</p> <p>I can explain the ways in which anyone can develop a positive online reputation.</p> <p>I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p> <p>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</p> <p>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, both on and offline.</p> <p>I can explain the importance of asking until I get the help needed.</p> <p>I can explain how sharing something online may have an impact either positively or negatively</p> <p>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.</p> <p>I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p> <p>- I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p> <p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>