

Overview For Lessons of Project Evolve (Digital literacy) across EYFS – Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception (14 Lessons)	Self-Image and Identity 1 lesson Online Relationships 2 lessons	Online Reputation 1 lesson Online Bullying 2 lessons	Managing Online Information 2 Lessons	Health, Wellbeing and Lifestyle 2 Lessons	Privacy and Security 2 Lessons	Copyright and Ownership 2 Lessons
Year 1 (20 Lessons)	Self-Image and Identity 2 lessons Online Relationships 4 lessons	Online Reputation 2 lessons Online Bullying 1 lessons	Managing Online Information 3 lessons	Health, Wellbeing and Lifestyle 1 Lesson	Privacy and Security 3 Lessons	Copyright and Ownership 4 Lessons
Year 2 (28 Lessons)	Self-Image and Identity 3 lessons Online Relationships 6 lessons	Online Reputation 3 lessons Online Bullying 3 lessons	Managing Online Information 5 Lessons	Health, Wellbeing and Lifestyle 2 Lessons	Privacy and Security 4 Lessons	Copyright and Ownership 2 Lessons
Year 3 (26 Lessons)	Self-Image and Identity 3 lessons Online Relationships 6 lessons	Online Reputation 3 lessons Online Bullying 2 lessons	Managing Online Information 6 Lessons	Health, Wellbeing and Lifestyle 2 Lessons	Privacy and Security 3 Lessons	Copyright and Ownership 1 Lesson
Year 4 (25 Lessons)	Self-Image and Identity 3 lessons Online Relationships 3 lessons	Online Reputation 2 lessons Online Bullying 3 lessons	Managing Online Information 6 Lessons	Health, Wellbeing and Lifestyle 2 Lessons	Privacy and Security 4 Lessons	Copyright and Ownership 2 Lesson
Year 5 (33 Lessons)	Self-Image and Identity 2 lessons Online Relationships 5 lessons	Online Reputation 2 lessons Online Bullying 6 lessons	Managing Online Information 9 Lessons	Health, Wellbeing and Lifestyle 4 Lessons	Privacy and Security 3 Lessons	Copyright and Ownership 2 Lesson
Year 6 (34 Lessons)	Self-Image and Identity 3 lessons Online Relationships 4 lessons	Online Reputation 2 lessons Online Bullying 2 lessons	Managing Online Information 11 Lessons	Health, Wellbeing and Lifestyle 4 Lessons	Privacy and Security 6 Lessons	Copyright and Ownership 2 Lesson

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>EYFS knowledge: The children will know:</p> <ul style="list-style-type: none"> • Self-image and Identity • The difference between online and offline • Different apps and games they use that are online • How to access basic online resources • That being online can be positive but there may be reasons it makes us uncomfortable or upset • Who to speak to if they are uncomfortable or upset about something online • Online Relationships • What 'technology' is and some places it can be found • An app, a piece of software or a technology that we use or could be used to talk to people we know 	<p>EYFS knowledge: The children will know:</p> <ul style="list-style-type: none"> • Online Reputation • What the word 'information' means • What 'online' means • There are different ways of sharing things online • That putting something online often means it can be seen by others • Online Bullying • What being 'unkind online' means • Specific examples/ways that people can be unkind through technology and the internet • Differences between kind and unkind behaviours 	<p>EYFS knowledge: The children will know:</p> <ul style="list-style-type: none"> • Managing Information Online • How we can use the internet to find things out • Devices we could use to access information on the internet • That information comes in different formats, depending on what it is • That there are different ways to access information online 	<p>EYFS knowledge: The children will know:</p> <ul style="list-style-type: none"> • Health, Wellbeing and Lifestyle • The things that they are allowed/not allowed to do when using technology/the internet. • Some things that might make them happy/unhappy/angry/sad when they use technology and the internet • At least one trusted adult who can help them stay safe when using technology/internet • Some examples of the rules they have about using technology • Why they are allowed or not allowed to do these things • What to do if they are worried or unsure about something online 	<p>EYFS knowledge: The children will know:</p> <ul style="list-style-type: none"> • Privacy and Security • Examples of their own personal information • People they trust and why they are good choices • When it is ok to share personal information and when it needs to be kept secret 	<p>EYFS knowledge: The children will know:</p> <ul style="list-style-type: none"> • Copyright and Ownership • That objects and work can belong to them • How and why they own digital work they have created • Why digital work belongs to them and be able to explain
	<ul style="list-style-type: none"> • Self-image and Identity • 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. • Online Relationships • 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 	<ul style="list-style-type: none"> • Online Reputation • I can identify ways that I can put information on the internet • Online Bullying • I can describe ways that some people can be unkind online • I can offer examples of how this can make others feel 	<ul style="list-style-type: none"> • Managing Information Online • I can talk about how to use the internet as a way of finding information online • I can identify devices I could use to access information on the internet 	<ul style="list-style-type: none"> • Health, Wellbeing and Lifestyle • I can identify rules that help keep us safe and healthy in and beyond the home when using technology • I can give some simple examples of these rules 	<ul style="list-style-type: none"> • Privacy and Security • I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location) • I can describe who would be trustworthy to share this information with; I can explain why they are trusted. 	<ul style="list-style-type: none"> • Copyright and Ownership • I know that work I create belongs to me • I can name my work so that others know it belongs to me
Year 1	<p><u>What makes me marvellous?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> • Self-Image and Identity • That there may be people online who could make me feel sad, embarrassed or upset • When I should ask an adult for help with things online that upset me • Examples of different adults I can ask for help • Online Relationships • How to ask permission to use technology/do something online • How to ask permission to do something that affects someone else online 	<p><u>What's in the toy box?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> • Online Reputation • Different types of information that can be shared online • That there are various ways to share information online • That information that is shared online can stay there for a very long time • That information can be copied off the internet • That information about ourselves can be copied by others • Various ways to protect information that is shared online 	<p><u>What makes our school ground special?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> • Managing Information Online • Which devices access the internet • Simple examples of how to find information (e.g. search engine, voice activated searching) • How to use the internet to find things out • That we can encounter a range of things online including things we like and don't like • That we can encounter things online which are real or make believe / a joke 	<p><u>Where do I live?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> • Health, Wellbeing and Lifestyle • The rules around their own use of technology in and beyond the home • Why these rules help keep them safe • Rules that apply to safety and rules that apply to health/well-being • How rules may change with simple changes in context (where they are, what they are doing and who they might be with) 	<p><u>What is the weather like today?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> • Privacy and Security • What a password and PIN is • When passwords and PINs are important • How passwords and PINs keep devices and information secure • Some examples of strong and poor password practice • The types of data that may be personal to you • Under what conditions I would ask an adult for help 	<p><u>Why does Falmouth have a castle?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> • Copyright and Ownership • That objects and work can belong to them • How and why they own digital work they have created • Why digital work belongs to them • The benefits of naming my electronic work • Ways of naming files to help me find them later

	<ul style="list-style-type: none"> Examples of situations where permission must always be sought 	<ul style="list-style-type: none"> That we should not share our personal information online Different types of personal information that can be shared (photos, text, video) Three adults that can help us if we are unsure about information we want to share Online Bullying That certain behaviours online can upset others Examples of behaviours that are unlikely to upset others Examples of behaviours that can make others feel more pleasant emotions (e.g. happy, satisfied, proud, etc.) 	<ul style="list-style-type: none"> How to get help if we see content that makes us feel sad, uncomfortable, worried or frightened. How to get help from a trusted adult 			
	<ul style="list-style-type: none"> Self-Image and Identity 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 Online Relationships 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. 	<ul style="list-style-type: none"> Online Reputation 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 Online Bullying I can describe how to behave online in ways that do not upset others and can give examples 	<ul style="list-style-type: none"> Managing Information Online I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened 	<ul style="list-style-type: none"> Health, Wellbeing and Lifestyle I can explain rules to keep myself safe when using technology both in and beyond the home 	<ul style="list-style-type: none"> Privacy and Security 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 	<ul style="list-style-type: none"> Copyright and Ownership 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
Year 2	<p><u>How would I survive on a desert island?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> That people can choose different pictures online to what they actually look like in real life Why someone might want to change their appearance online Ways in which people might make themselves look different online Issues online that might make me feel sad, worried uncomfortable or frightened Who I can go to for help 	<p><u>What made the fire of London so great?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Online Reputation How to find information online How to find information online that is older than I am That my information can stay online for a very long time How anyone's online information can be seen by others Strategies to protect my online information 	<p><u>Why are Florence Nightingale and Rosa Parks remembered today?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Managing Online Information How to use keywords in search engines How to get help from a trusted adult or helpline if we find content that makes us feel sad, uncomfortable, worried or frightened How to navigate a simple webpage to get to information we need (e.g. home, forward, 	<p><u>What makes Constantine special?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Health, Wellbeing and Lifestyle Rules, guidance or conversations around their own use of technology that they think are important A range of simple health/ well-being issues on which technology can impact How they can reduce the impact of these issues when using technology Ways in which they can self-manage their use of technology 	<p><u>Why are rainforests unique?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Privacy and Security The features of effective passwords Why we need passwords for accounts/devices The difference between information shared on public platforms (YouTube) and privately (WhatsApp/Direct message). The appropriate types of content that can be shared online and suggest ways to protect this 	<p><u>What was is like to be a tin miner?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Copyright and Ownership Digital content that belongs to them Why content on the internet may belong to others

	<ul style="list-style-type: none"> • How to ask for help • How you might send a message to someone you know using technology • Ways people might use technology to talk to different people • Some of the risks in doing this • Online Relationships • The word consent and give examples when they might ask for permission • When they might need to ask for help if something happens online without their consent • Examples of where to find support and who they might ask if they are unsure • The word permission and give examples when they might ask for permission • Examples of when they might need to ask for, give or deny permission when online or when using technology • The feelings associated with being asked to do something positive and something which concerns them • When to say 'no' and that they have the right to say 'no' online and when to seek advice • How someone might feel if permission is not sought or if content is shared against someone's wishes • Understand next steps and the importance of requesting and giving permission before sharing • The online world is full of things we might not like to see • That sometimes things online are designed online to encourage us to click 'yes' or 'accept' because they want us to agree to things or take us to view something else we didn't intend • When to seek advice from a trusted adult before clicking online • Who they might ask if they are not sure or have concerns 	<ul style="list-style-type: none"> • What is ok to share and what isn't • That if I have a worry about something someone else has put online I should talk to a trusted adult • Three different people that can help me if I am worried about something a friend has shared online • Online Bullying • Some characteristics that are typical of bullying behaviour (online and offline) • The motives behind bullying behaviour • Of the range of emotions that people involved in a bullying situation may feel. • Examples of bullying behaviour • The difference between accidental and intentional behaviours that may affect others • Reasons why the blame lies with those who display bullying behaviours, not the target • Who they can turn to for help and support • Some sources of support in different contexts (e.g. school, home, online) • Why people sometimes don't ask for help when being bullied 	<p>back buttons; links, tabs and sections).</p> <ul style="list-style-type: none"> • What voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). • The difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. • Why some information we find online may not be true 	<p>or with support from their parent/carer/mentor</p> <ul style="list-style-type: none"> • Physical health risks around over engagement. eg eyes get tired; sitting in one place for a long time; missing meals/drinks etc • Simple well-being awareness; eg not physically socialising; not listening to parents/carers; being bored etc • How to recognise that rules and guidance can vary by context 	<ul style="list-style-type: none"> • The wide range of internet connected devices at home • Some of the features of a connected device 	
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	<ul style="list-style-type: none"> • Self-Image and Identity • 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) • Online Relationships • 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 	<ul style="list-style-type: none"> • Online Reputation • 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 • Online Bullying • 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 	<ul style="list-style-type: none"> • Managing Online Information • 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 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 	<ul style="list-style-type: none"> • Health, Wellbeing and Lifestyle • 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 	<ul style="list-style-type: none"> • Privacy and Security • 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) 	<ul style="list-style-type: none"> • Copyright and Ownership • I can recognise that content on the internet may belong to other people • I can describe why other people's work belongs to them
Year 3	<p><u>What was life like in the Stone Age?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> • Self-Image and Identity • What is meant by the term 'identity' • How I can represent myself in different ways online • Ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media) • Online Relationships 	<p><u>What is it like to live in Greece?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> • Online Reputation • How to use a search engine to find information about me and my family • How to use " " to narrow a search • That we should check the images, news and video results as well as the regular search results • What 'personal' information is 	<p><u>How did the ancient Greeks change the world?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> • Managing Online Information • Key phrases in search engines • What autocomplete is • How to choose the best suggestion • That autocomplete suggestions may not be truthful • How the internet can be used to sell and buy things • Different contexts for buying/selling online e.g. websites, auctions, social media, 	<p><u>Why is fair trade important?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> • Health, Wellbeing and Lifestyle • Examples of and explain the positive impact of using technology and the internet • Examples of tech/online activities that they (could) engage with for extended periods of time • Examples of and explain the negative impact of excessive technology use on health and bodies 	<p><u>How has holiday in Cornwall changed over time?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> • Privacy and Security • That passwords protect my reputation and the information that I consider important • Methods for keeping password safe and secure • The people I trust • What information they share and with whom • Recognise that smart devices often collect and share personal information and other 	<p><u>Why are our coasts changing?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> • Copyright and Ownership • That we all have rights over the content we create • That whilst the internet may be 'Free' not all content is 'Free to use'

<ul style="list-style-type: none"> • That there are places online that are for sharing interests and can name at least an example • What it means to communicate online • That when communicating online some people use a different 'language' to when they are speaking face to face • What it means to 'know' someone • Different examples of how well I know people eg friends, family, teachers. • The differences between 'knowing' someone online compared to offline • What is meant by trusting someone online • Examples of what 'liking' someone online means and how it can be done • The difference between trusting and liking someone online • What trust means and why it is so important, including online • That we should be careful when sharing some information about myself and about other people online • That trust has to be earned and can give examples of how trust in someone might be lost because of something that happens online • How it might feel if someone has their feelings hurt by something someone says online • That when people talk online, it is different to communicating face to face and that sometimes people act differently online • That sometimes people say or write things online which are not meant as it seems • The importance of giving permission before sharing things online • The importance of gaining permission before sharing things online • The principles of sharing online is the same as sharing offline e.g. sharing images and videos 	<ul style="list-style-type: none"> • That we must always ask before we share information about others online • Three different places or people that we can go to if we are unsure if information is safe to share • Online Bullying • Why we should be kind online vs. unkind • How we should act online • How we make sure we are being kind online • What harmful online behaviour looks like • Methods people may use to bully others including online and offline methods • Simple examples of where online bullying can take place and what it might look like 	<p>streaming services, app store, apps, in-app/game purchases, influencers</p> <ul style="list-style-type: none"> • The difference between a 'belief', an 'opinion' and a 'fact' • How to analyse information and differentiate between 'opinions', 'beliefs' and 'facts' • What criteria have to be met before something is a 'fact' • How to evaluate evidence to determine its credibility • How to get help from a trusted adult if needed 	<ul style="list-style-type: none"> • Examples of and explain the negative impact of excessive technology use on thoughts and feelings • Examples of and explain the negative impact of excessive technology use on relationships and work (e.g. homework/chores/etc.) • Simple rules/strategies they use to reduce the impact of these issues • Why some online activities have age restrictions • How children can be pressured into watching or doing something online • Who we can talk to if other people pressure us into doing something that makes us feel uncomfortable 	<p>information about people (e.g. tech usage)</p>		
<ul style="list-style-type: none"> • Self-Image and Identity • I can explain what is meant by the term 'identity' • I can explain how people can represent themselves in different ways online 	<ul style="list-style-type: none"> • Online Reputation • 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 	<ul style="list-style-type: none"> • Managing Online Information • 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 	<ul style="list-style-type: none"> • Health, Wellbeing and Lifestyle • 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 	<ul style="list-style-type: none"> • Privacy and Security • 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 		<ul style="list-style-type: none"> • Copyright and Ownership • 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

	<ul style="list-style-type: none"> 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. Online Relationships 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 	<p>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 Online Bullying 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 	<ul style="list-style-type: none"> 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 etc 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 	<p>easy to spend a lot of time engaged</p> <ul style="list-style-type: none"> 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>they are not sure or feel pressured then they should tell a trusted adult</p> <ul style="list-style-type: none"> I can describe how connected devices can collect and share anyone's information with others 	
Year 4	<p><u>Where in the world is Nigeria?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Self-Image and Identity How our online identity can be different to the identity we present in 'real life' The reasons for and against changing your identity online and explain how someone might do so The right decisions about how we interact with others online and how this will impact on how others perceive us The issue of impersonation and how this can impact on our personal online reputation and relationships Some of the motives behind online impersonation Online Relationships What it feels like to be safe online 	<p><u>What happened to the kingdom of Benin?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Online Reputation That others may search our name online to find information about us That not all information about us online may have been posted online by ourselves That people may alter information or put untrue information about us online with or without our knowledge Online Bullying Bullying behaviour can make someone feel upset, hurt or angry Online behaviours that may show that someone is feeling upset, hurt or angry 	<p><u>What makes our Earth angry?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Managing Online Information The difference between a 'belief', an 'opinion' and a 'fact' How to analyse information and differentiate between 'opinions', 'beliefs' and 'facts' What criteria have to be met before something is a 'fact' How to evaluate evidence to determine its credibility How to get help from a trusted adult if needed How we can search for information within a wide group of technologies (e.g. social media, image sites, video sites) 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, 	<p><u>What have the Romans ever done for us?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Health, Wellbeing and Lifestyle Examples of tech/online activities that effectively hold their attention and engagement The value they place in different tech/online activities (e.g. priorities, more important/less important than...) Some of the limitations that tech/online activities may place on their attention (e.g. when I'm playing on my PS4, I can't be with my friends in the park, when I'm watching my favourite YouTuber, I can't practise my spellings, etc.) Examples of tech/online activities that they engage with for extended periods of time 	<p><u>Why are the Tudors remembered?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Privacy and Security The risks posed by over-sharing information online Appropriate strategies for keeping personal information private in different contexts The reasons why internet use may be monitored Monitoring services are used to keep children and users safe online An argument from one perspective and convey this with effective and clear contributions How some online services may seek consent to store information about us What the digital age of consent is How to get help if we are unsure about consenting to an online service 	<p><u>How does the river get to the sea?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Copyright and Ownership Ways of recognising who might own online content What reuse is Examples of when they are/are not permitted to reuse online content

<ul style="list-style-type: none"> • A number of things we can do to make sure we have a positive and safe experience online • Examples of when we have used or may have to use these in our online life • What is meant by respect • Examples of how online behaviour is either respectful or disrespectful • How it is possible to be respectful online 	<ul style="list-style-type: none"> • That someone may try to pretend they are not upset, hurt or angry online • What are different types of media online • The different features of different media • What bullying online may look like on these different forms of media • What we do online can affect other people's feelings • That what we do online can influence how someone feels about us • We should not be mean online 	<p>influencer reviews/use, sponsored search results, gambling, recommendation algorithms, in-game performance, fake editorial)</p> <ul style="list-style-type: none"> • Techniques to recognise advertising (e.g. motivation, call to action, if advert is paid, use of advertising hashtags) • Some of these techniques when they appear online • What is a 'bot' • 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) • Techniques to identify if we are talking to a bot • Why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true • That information which is repeated is more likely to be believed • How recommendation algorithms can amplify inaccurate information • How fake news may affect someone's emotions and behaviour, and explain why this may be harmful • What is meant by a 'hoax' • Why some people will pretend something is true when it isn't • Why someone would need to think carefully before they share 	<ul style="list-style-type: none"> • The effects of over engagement on physical health, wellbeing, relationships and work • Examples of what happens when they have been online for too long • When someone might need to limit the amount of time they use technology • A range of strategies to limit time spent online/using tech. (e.g. self-management strategies, technical solutions such as timers/reminders, external influences) • The effectiveness of these strategies on their own use of technology 		
<ul style="list-style-type: none"> • Self-Image and Identity • I can explain how my online identity can be different to 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 can suggest reasons why they might do this • Online Relationships • 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 	<ul style="list-style-type: none"> • Online Reputation • 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 • Online Bullying • 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) 	<ul style="list-style-type: none"> • Managing Online Information • 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 	<ul style="list-style-type: none"> • Health, Wellbeing and Lifestyle • 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 	<ul style="list-style-type: none"> • Privacy and Security • 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 • I know what the digital age of consent is and the impact this has on online services asking for consent 	<ul style="list-style-type: none"> • Copyright and Ownership • 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

	<ul style="list-style-type: none"> 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>beliefs online do not make those opinions or beliefs true</p> <ul style="list-style-type: none"> 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 e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't 			
Year 5	<p><u>Why is the planet melting?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Self-Image and Identity How someone's online identity can be different to their identity in 'real life' How someone might change their identity online The positive reasons for changing your online identity and the negative reasons for doing so That we can show our online identity in different ways That our online identity can have an impact on others, both positively and negatively How to make responsible choices about my online identity, depending on context Online Relationships That communication online does not have to be text-based That a variety of communication methods have been developed specific to online communication eg gifs, memes That the appropriate use of technology specific communication eg meme and gifs depends on circumstance and context What is meant by harm That not everyone we communicate with online is pleasant and may not have our best intentions at heart Why some people choose to act in a certain way online, that it is their decision and that we are not responsible Examples of the online (or offline) communities to which we belong Some of the positive things we do in these communities and can 	<p><u>What was it like to be a Victorian?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Online Reputation How to use a search engine to search for information about other people and present that information for others to read That the information we find may not be accurate That people may make judgements against others on the information that they find Online Bullying Some differences between online and offline bullying Some of the different ways people can be hurtful to others online How to be an 'upstander' online What 'banter' is How we would know if something was banter That bullying is different from banter Who to speak to if someone we know was being bullied online Different support that is available to someone who is being bullied online If someone is at risk of harm we need to tell a responsible adult How to block abusive users on the different platforms, apps and games that we use How to report posts, images, videos and photos on the different platforms, apps and games that we use How to describe these processes to someone else Who to speak to if someone we know is being bullied online If someone is at risk of harm we need to tell a responsible adult 	<p><u>Why did the world go to war?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Managing Online Information How to use different search technologies How to evaluate digital content and can explain how we make choices from search results What is meant by 'being sceptical' The difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead) How to evaluate flawed reasoning Why information we see online may be personalised Some of the methods used to get our attention online That the information we see may be targeted based on our interests That some online content may be commercially promoted What is meant by content that is sponsored or boosted That some influencers or vloggers are paid to promote items That where content is sponsored, it is not always apparent What the term 'stereotype' means How stereotypes may be reinforced online How stereotypes can influence perceptions of others online How fake news may affect someone's emotions and behaviour, and explain why this may be harmful What is meant by a 'hoax' 	<p><u>Why is London an important city?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Health, Wellbeing and Lifestyle Simple properties of healthy sleep Simple benefits of sleep on body's health Suggestions on how use of technology before sleep could affect quality of sleep How to identify activities when using technology that could negatively impact on sleep Simple strategies to manage technology before bedtime How to differentiate between fact and fake information How to make a balanced judgement when researching information online What a trusted source of online website/information looks like What in-app purchasing is (including loot boxes) The benefits but also the risks of in-app purchases That we should always ask permission when making an online purchase 	<p><u>How do forces work?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Privacy and Security The risks posed by not protecting accounts and information online Appropriate strategies for creating strong passwords and explain why these are effective How apps request permission to access data and functions on a device Some reasons as to why apps/companies request access to personal data That app permissions allow access to our personal information The relationship between the value of data and the ethics of collecting that data That the data we share is valuable to app developers 	<p><u>Who won the Space Race?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> Copyright and Ownership How to recognise fair dealing situations That some work is in the public domain That even copyrighted work can be used, if this use is fair

	<p>explain how our behaviour impacts on others</p> <ul style="list-style-type: none"> • How online communities collaborate and the benefit of doing this • Some of the difficulties some people may have, including online • What we can do to support others online, both friends and people we know less well • How to report problems online and can name a number of reporting routes that we could use or suggest to someone else 		<ul style="list-style-type: none"> • Why someone would need to think carefully before they share • Why some people will pretend something is true when it isn't 			
	<ul style="list-style-type: none"> • Self-Image and Identity • 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 • Online Relationships • 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 • I can demonstrate how to support others (including those who are having difficulties) online 	<ul style="list-style-type: none"> • Online Reputation • 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 • Online Bullying • 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) 	<ul style="list-style-type: none"> • Managing Online Information • 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 • 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 e.g. 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 	<ul style="list-style-type: none"> • Health, Wellbeing and Lifestyle • 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 	<ul style="list-style-type: none"> • Privacy and Security • 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 	<ul style="list-style-type: none"> • Copyright and Ownership • 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

Year 6	<p><u>What did the Egyptians teach us?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> • Self-Image and Identity • Ways in which media can shape ideas about gender, race, religion, disability, culture and other groups • How to identify messages about stereotyped roles and make judgements based on them • Why it is important to reject inappropriate representations online • How issues online might make me or others feel sad, worried, uncomfortable or frightened • How we might get help, both on and offline. • Why we should keep asking until we get the help we need • Online Relationships • The concept of consequence online and give examples • That reactions to events online can determine the consequences • That sharing online can be positive as well as negative and be able to give examples of both • What 'boundaries' are, including online • The concepts of respect and self-respect and give examples of how this can be shown online • How to respect others' boundaries online, particularly regarding sharing information about them • The term inappropriate, give alternatives, and understand that 'inappropriate' might mean different things to different people • What an 'inappropriate' picture might be and give examples • The potential impact of sharing 'inappropriate' pictures, both for the sharer and the person having pictures shared 	<p><u>Are rainforests important?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> • Online Reputation • What an online reputation is • That people may do an online search to find out information about us • That the information that people find about us will allow them to form an opinion about us • What a digital personality is • Strategies anyone can use to protect their 'digital personality' and online reputation • How online anonymity can protect online reputation • Online Bullying • There are different ways to gather evidence of bullying behaviour online • Some different ways to use technology to protect ourselves from bullying behaviour • It's important to talk to a trusted adult about being bullied online • Routes for reporting bullying and harmful behaviours they witness or experience online • About the suitability of different reporting routes based on context • Strategies for safely and positively intervening 	<p><u>What legacy did the Celts leave in Cornwall?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> • Managing Online Information • How to use search technologies effectively • How search engines work • How results are selected and ranked • How some online information can be opinion and can offer examples • How and why some people may present 'opinions' as 'facts' • The terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting') • What is meant by persuasive design • How it may be used to influence behaviour • Some examples of persuasive design • Strategies to enable us to analyse and evaluate the validity of 'facts' and we can explain why using these strategies is important • How to identify, flag and report inappropriate content • How companies and news providers target people with online news stories they are more likely to engage with and how to recognise this • What the terms misinformation and disinformation mean • The difference between misinformation and disinformation • Examples of misinformation and disinformation • If something is popular online, it may still be inaccurate or untrue • How this may happen • Ways to report illegal content on different platforms • That there are different types of illegal content online • Some of the laws that relate to different types of illegal content 	<p><u>What powers Earth?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> • Health, Wellbeing and Lifestyle • Content rating symbols and describe what they mean/what content they may cover (e.g. PEGI icons for content, BBFC symbols for age ratings, etc). • The purpose and limitations of these systems (e.g. purpose is to inform about the themes present in the content, not all content is age regulated, not all content is covered under the same rating system.) • Why some content is age regulated (e.g. affects mood, affects thinking, may result in emulation, could result in harm?) • The features of a healthy media balance • How technology can place pressure on someone • How to positively address peer pressure and can apply this in online situations • Examples of persuasive design. • The purpose of features that persuade or nudge users into certain behaviours • Strategies for mitigating the effects of persuasive design on technology use • Knowledge of age appropriate strategies that can limit the impact of technology on health • Suitable strategies based on their own personal needs, use and experience of tech and the internet • Positive outcomes that would show a strategy is successful 	<p><u>Were all Vikings vicious?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> • Privacy and Security • Effective strategies for managing passwords • Methods for managing situations where passwords are lost or stolen • Why people should keep their software and apps up to date • How people can keep their software and apps up to date e.g. auto updates • That app permissions allow access to our personal information • The relationship between the value of data and the ethics of collecting that data • That the data we share is valuable to app developers • How to distinguish between genuine and fake content/sites • Some tactics employed by scammers • The features of scam communications • That online services have terms and conditions that govern their use • That terms and conditions say what the company is allowed to do and what a user is allowed to do • That terms and conditions may include information about how an online service makes money 	<p><u>Can you find your way home?</u></p> <p>Knowledge The children will know:</p> <ul style="list-style-type: none"> • Copyright and Ownership • Ways of searching for reusable content • Content that is appropriate for reuse in my own work • How to reference online sources in my own work
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	<ul style="list-style-type: none"> • Self-Image and Identity • 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, both on and offline • I can explain the importance of asking until I get the help needed • Online Relationships • 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. e.g. screen-grabs • 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 	<ul style="list-style-type: none"> • Online Reputation • I can explain the ways in which anyone can develop a positive online reputation • I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity • Online Bullying • 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 would report online bullying in different contexts 	<ul style="list-style-type: none"> • Managing Online Information • 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'; 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 (e.g. advertising and '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 are 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. I can assess how this might happen (e.g. the sharing of misinformation or disinformation) • I can identify, flag and report inappropriate content 	<ul style="list-style-type: none"> • Health, Wellbeing and Lifestyle • 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 / 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) 	<ul style="list-style-type: none"> • Privacy and Security • I can describe effective ways people can manage passwords (e.g. 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, e.g. 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 	<ul style="list-style-type: none"> • Copyright and Ownership • 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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