

Learning journey	Computing	E-safety	Year 6	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary
<p>During Y5, pupils will have explored knowledge of why the internet is used, questioning the content that is online and thinking about what they can trust.</p> <p>The children now have a secure understanding of common online safety rules. Year 5 can show the safe and respectful use of a few different technologies and online services. Children have been taught to implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.</p>	<p>In this unit, pupils will apply learnt knowledge to understand the impact social media has on mental health, explore the support available to a young person if they have a concern or come across cyberbullying. They will recognise the importance of communicating in a responsible and respectful way. They will explore how their online identity can form an online reputation and the implications of this. They will have a greater understanding of managing personal information online and how to keep themselves safe.</p>	<p>KS3 – Use all knowledge taught at primary school to further ‘understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns’ as pupils are able to access social media sites and more online platforms.</p>	<p>Information literacy Social media Mental health Self-identify Copyright Privacy Security Spam Clickbait Reputation Internet Communication Peer pressure Cyberbullying Plagiarism Digital footprint.</p>

NC coverage and HWJS skills development	Knowledge organisers
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National curriculum coverage

Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact


HWJS skills development


Children demonstrate the safe and respectful use of a range of different technologies and online services.


Key Vocabulary


Data analysis The process of interpreting and understanding data that has been collected and organised.	Digital footprint The information about a person that exists on the internet as a result of their online activity.	Inappropriate Something that is not suitable or proper in the situation.
Location sharing A way of sharing with others your device's location, these can be switched off for added security.	Password A secret word, phrase or combination of letters, numbers and symbols that must be used to gain admission to a site or application such as a website.	PEGI rating These show the age that digital content is suitable for and the type of content that it contains.
Phishing The practice of sending email pretending to be from reputable companies in order to persuade individuals to reveal personal information, such as passwords and credit cards numbers.	Print Screen Capturing an image of the current screen on a device. Also known as a screen shot.	Screen time The time spent using a device with a screen, such as a computer, television, tablet or phone.
Secure websites Secure website have particular privacy features to look out for such as a padlock or https.	Spooof An imitation of something that appears to look genuine.	


Key Resources




2Investigate


2DIY


2DIY3D


Free code gorilla

They identify more discreet inappropriate behaviours through developing critical thinking activities. They recognise the value in preserving their privacy when online for their own and other people's safety.

Pupils can explain and evaluate why being a super digital citizen on the internet will keep them safe, allowing them to draw on different strategies to keep themselves safe.

<u>Connections / deepening understanding</u> How is the understanding of this area deepened in other areas of the curriculum? What links are there in the other subjects in the curriculum?		<u>RADE</u> Are the rights of the child relevant in this area of study - do they get referred to in the work?		<u>Assessment</u> Details of the objectives that they will have covered within this unit of work	
PSHE – keeping safe English		Promoting social development: Group working collaboration and interaction with peers		The pupils will be assessed through ongoing assessment through teacher observation and pieces of work produced throughout the sessions. By the end of the unit the children will be able to explain the support available for any negative behaviour online and understand what is required to build a positive online reputation.	
Assessment recording for the unit - checking the level of pitch of the work					
<u>Key skill(s)/ knowledge to be assessed by the end of the unit</u>		<u>Lower attaining</u>		<u>Middle attaining</u>	
The link between mental health and social media.		I can name 3 things that I can do to support my mental well-being.		I can explain the link between mental health and social media.	
I know what is required to create a positive online reputation.		I know what I post online creates my identity online		I know that the images and messages I post must be respectful to have a positive reputation.	
				I can explain how to support my own and other's mental health if social media is becoming a negative experience.	
				I understand how to create a good reputation online and what you can be judged on to have a negative reputation.	