

Chandlers Ridge Progression of Skills – Digital Literacy



| KS1 | Teaching Focus | Autumn 1 Self-Image & identity. Online Relationships | Autumn 2 Online Reputation Online Bullying | Spring 1* Managing online information | Spring 2 Health, well-being and lifestyle | Summer 1 Privacy & Security | Summer 2 Copyright and Ownership |
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| | NC OBJECTIVES | 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 | 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 | 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 | 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 | 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 | 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 |
| LESSON AIMS | *give examples of issues online that might make me feel sad, worried, uncomfortable or frightened and how I might get help *give examples of how I might use technology to communicate with others I don't know well. | *explain how information put online about me can last a long time *give examples of bullying behaviour and how it could look online | *explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' | *explain simple guidance for using technology in different environments and settings. | *explain how many devices in my home could be connected to the internet and can list some of those devices. | *Recognise that content on the internet may belong to other people. | |
| Key Vocabulary | <i>Help, Online, feeling, Communicate, technology</i> | <i>Information, Bullying, behaviour, online</i> | <i>Real, imaginary, smart speaker, digital assistant</i> | <i>technology</i> | <i>connected device, WIFI, Bluetooth</i> | <i>Copy, blog, app, post</i> | |
| Y3 | Teaching Focus | Self-Image & identity. Online Relationships | Online Reputation Online Bullying | Managing online information | Health, well-being and lifestyle | Privacy & Security | Copyright and Ownership |
| | NC OBJECTIVES | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | use search technologies effectively, appreciate how results are selected and ranked, and 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 | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact |
| | LESSON AIMS | *explain what is meant by the term 'identity' | * recognise I need to be careful before I share | * use key phrases in search engines | * explain why spending too much time using technology | ^Describe how connected devices can collect and | *explain why copying someone else's work from |

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| | | *explain what it means to 'know someone' online and why this might be different from knowing someone in real life | anything about myself or others online *explain what bullying is and can describe how people may bully others. | | can sometimes have a negative impact *give examples of activities where it is easy to spend a lot of time engaged | share my information with others. | the internet without permission isn't fair and can explain what problems this might cause. |
| | Key Vocabulary | Identify, avatar, online, information | Personal, information, Repeated, negative, intended | Search engine, recommendation, autocomplete | Balanced, sociable | Digital assistant | Image, Internet, World Wide Web |
| Y4 | Teaching Focus | Self-Image & identity. Online Relationships | Online Reputation Online Bullying | Managing online information | Health, well-being and lifestyle | Privacy & Security | Copyright and Ownership |
| | NC OBJECTIVES | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact |
| | LESSON AIMS | *explain how my online identity can be different to the identity I present in 'real life'. *describe strategies for safe and fun experiences in a range of online social environments. | *explain ways that some of the information about me online could have been created, copied or shared by others *explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). | 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 | identify times or situations when I might need to limit the amount of time I use technology | explain how internet use can be monitored. | give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images. |
| | Key Vocabulary | Identity, online profiles, Safe, unsafe, online | Consent, reputation, content | adverts, money, online | Device, mood, online | Monitored, supervised | Online content, search engine |
| Y5 | Teaching Focus | Self-Image & identity. Online Relationships | Online Reputation Online Bullying | Managing online information | Health, well-being and lifestyle | Privacy & Security | Copyright and Ownership |
| | NC OBJECTIVES | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range |

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| | | ways to report concerns about content and contact | of ways to report concerns about content and contact | of ways to report concerns about content and contact | of ways to report concerns about content and contact | of ways to report concerns about content and contact | of ways to report concerns about content and contact |
| | LESSON AIMS | *explain how identity online can be copied, modified or altered. *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. | *search for information about an individual online and create a summary report of the information I find *describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline). | understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead) | describe ways technology can affect healthy sleep and can describe some of the issues. | explain how many free apps or services may read and share my private information | Give examples of content that is permitted to be reused and know how this content can be found online. |
| | Key Vocabulary | Modify, alter, avatar | Information, reliability, Support, judgement, assumptions, ChildLine, National Bullying Helpline, | Misinformation disinformation | Health, benefits, | Consent, permission | Copy right, public domain |
| Y6 | Teaching Focus | Self-Image & identity. Online Relationships | Online Reputation Online Bullying | Managing online information | Health, well-being and lifestyle | Privacy & Security | Copyright and Ownership |
| | NC OBJECTIVES | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact |
| | LESSON AIMS | *describe ways in which media can shape ideas about gender. *explain the importance of having a choice and giving others a choice online. | *describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect. describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. | define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting') | identify commercial content (e.g. pop-ups, spam) and can discuss simple strategies to manage such content (e.g. pop-up blockers, junk folders, unsubscribing). | explain what app permissions are and can give some examples from the technology or services I use. | demonstrate how to make references to and acknowledge sources I have used from the internet. |

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| | Key Vocabulary | Gender stereotyping Choice v pressure | Judgements, Screenshot, block, report | Influence, manipulation persuasion, advertising, targeting | Commercial content, pop-up windows | permission, access | Reuse. reference, filter |
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***During Spring 1, extra activities will also be completed as part of Safer Internet Day**