



E-SAFETY KNOWLEDGE ORGANISERS

Year 1 to Year 6



Hanslope Primary School

E- Safety - Knowledge Organiser

Year 1/2 : **Health wellbeing and Lifestyle**

How does this link to my previous learning?

I can explain rules to keep myself safe when using technology both in and beyond the home.

What key vocabulary will I learn:

Technology – Allows users to access information and communication over the World Wide Web

Internet - A network, or system, that connects millions of computers worldwide

Rules – Instructions we are asked to follow.

PROJECT
EVOLVE

National Curriculum Links:

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.

How does this link to my future learning?

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

What will I know by the end of this unit:

- Demonstrate simple awareness of physical health risks around over engagement. Eg eyes get tired; sitting in one place for a long time; missing meals/drinks etc
- Explain simple well-being awareness; eg not physically socialising; not listening to parents/carers; being bored etc
- Begin to recognise that rules and guidance can vary by context.





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Year 1/2 :: **Online Bullying**

How does this link to my previous learning?

I can describe how to behave online in ways that do not upset others and can give examples.

What key vocabulary will I learn:

Behaviour – How someone acts

Online - Connected to or reached through a computer or computer network

Bullying - Intentional behaviour that hurts someone else

Emotions - A person's inner feeling

PROJECT
EVOLVE

National Curriculum Links:

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.

How does this link to my future learning?

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

What will I know by the end of this unit:

- Identify some characteristics that are typical of bullying behaviour (online and offline)
- Consider the motives behind bullying behaviour.
- Show awareness of the range of emotions that people involved in a bullying situation may feel.





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Year 3: Self Image and Identity

How does this link to my previous learning?

I can explain how other people may look and act differently online and offline.

What key vocabulary will I learn:

Identity - How you define who you are and how you fit into the world

Avatar - Something that embodies something else.

PROJECT
EVOLVE

National Curriculum Links:

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

How does this link to my future learning?

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. (KS3)

What will I know by the end of this unit:

- I can explain what is meant by the term 'identity'.
- I can explain how I can represent myself in different ways online.
- I can explain 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).
- I can explain how people can represent themselves in different ways online.





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Year 4: Managing online information

How does this link to my previous learning?

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.

What key vocabulary will I learn:

Bot - A computer program that performs automatic, repetitive, and sometimes harmful tasks

Opinion - What one thinks about something or somebody;

Belief - An idea accepted as true; something that is believed.

Inaccurate - Not correct, true, or exact.

PROJECT
EVOLVE

National Curriculum Links:

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

How does this link to my future learning?

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. (KS3)

What will I know by the end of this unit:

- I can describe what is a 'bot'.
- I can explain 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).
- I can describe techniques to identify if I'm talking to a bot.
- I understand that information which is repeated is more likely to be believed.
- I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.
- I can explain how recommendation algorithms can amplify inaccurate





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Year 5: Managing Information Online

How does this link to my previous learning?

I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads

What key vocabulary will I learn:

Sceptical - not easily convinced; having [doubts](#) or reservations

Min-information - inaccurate information distributed by accident

Dis-information - inaccurate information deliberately distributed and intended to mislead

Flawed reasoning - The use of faulty logic or incorrect assumptions in forming conclusions or arguments.

PROJECT
EVOLVE

National Curriculum Links:

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

How does this link to my future learning?

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. (KS3)

What will I know by the end of this unit:

- I can explain what is meant by 'being sceptical'.
- I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead).
- I can evaluate flawed reasoning





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Year 5: Self Image and Identity

How does this link to my previous learning?

I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.

What key vocabulary will I learn:

Self-image - The idea one has of one's abilities, appearance, and personality.

Identity - How you define who you are and how you fit into the world

PROJECT
EVOLVE

National Curriculum Links:

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

How does this link to my future learning?

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. (KS3)

What will I know by the end of this unit:

- I can explain someone's online identity can be different to their identity in 'real life'.
- I can describe how someone might change their identity online.
- I can explain the positive reasons for changing your online identity and the negative reasons for doing so.





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Year 6: Managing Information Online

How does this link to my previous learning?

I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads

What key vocabulary will I learn:

Opinion - A view or judgement formed about something, not necessarily based on fact or knowledge

Fact - A thing that is known or proved to be true.

Influence - The capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself.

Manipulation - the action of [manipulating](#) something in a [skilful](#) manner.

Persuasion - induce (someone) to do something through [reasoning](#) or argument.

PROJECT
EVOLVE

National Curriculum Links:

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

How does this link to my future learning?

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. (KS3)

What will I know by the end of this unit:

- 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](#)'.
- I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting')





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Year 6: Online Bullying

How does this link to my previous learning?

I can recognise when someone is upset, hurt or angry online.

National Curriculum Links:

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

How does this link to my future learning?

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. (KS3)

What key vocabulary will I learn:

Bullying - Intentional behaviour that hurts someone else

PROJECT
EVOLVE

What will I know by the end of this unit:

- Identify routes for reporting bullying and harmful behaviours they witness or experience online.
- Make decisions about the suitability of different reporting routes based on context.
- Consider strategies for safely and positively intervening.

