Computing Curriculum Intent

At Linden Road Academy, we value the fundamental role that technology plays in the life of the school and in the future of our children. In line with the 2014 National Curriculum for Computing, we aim to provide a high-quality computing education, which equips children to use computational thinking and creativity to understand and prepare for the changing world. We prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever-changing digital world. Knowledge and understanding of computing is of increasing importance for children's future. Our Computing curriculum focuses on a progression of skills in digital literacy (including on-line safety), computer science and information technology to ensure that children become competent in safely using and understanding technology. Our intention is that this learning is embedded; knowledge is successfully developed, and that Computing supports children's creativity and cross curricular learning: engaging children and enriching their experiences in school.

In such a fast-moving curriculum, we are constantly looking at new ways of delivering relevant and exciting activities, while still delivering the fundamental knowledge needed for computing. Using technology safely and responsibly is a main priority and ensuring all pupils are able to use the internet and equipment appropriately is of paramount importance. We encourage our pupils to make links across the curriculum, the world and our local community, to reflect on their own experiences, which are designed in our curriculum, allowing horizontal and vertical links with previous year groups.

Implementation

We aim to provide our children with a high-quality computing education. Our whole curriculum is shaped by our school vision which aims to enable all children to flourish and excel becoming the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear knowledge progression. This ensures that procedural and declarative knowledge is built on year by year and sequenced appropriately to maximise learning for all children. To ensure a broad range of knowledge and understanding, Computing is taught across three main strands: digital literacy, computer science and information technology. As part of information technology, children learn to use and express themselves and develop their ideas through ICT. Within digital literacy, children develop practical knowledge in the safe use of technology and the ability to apply this knowledge to solving relevant, worthwhile problems. In computer science, we teach children to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. At Linden Road Academy, we give children access to a wide range of good quality resources and provide cross-curricular opportunities for children to apply their Computing knowledge. Online safety is taught within each Computing lesson as part of a retrieval starter activity, as well as being taught as individual lessons each half term. Safer Internet Day is celebrated annually. Wherever possible, the computing strands will be linked to the topic covered.

Impact

The implementation of this curriculum ensures that when children leave Linden Road Academy, they are competent and safe users of ICT with an understanding of how technology works. Our approach to the curriculum results in a fun, engaging, and high-quality computing education. They will have developed knowledge to express themselves and be creative in using digital media and be equipped to apply this knowledge in Computing to different challenges they will face in the future.

The impact this curriculum will have shown that:

- Children will be confident users of technology, able to use it to accomplish a wide variety of goals, both in school and at home.
- Children will have a secure and comprehensive knowledge of the implications of technology and digital systems, which is important in our ever-evolving society.
- Children will be able to apply the British Values of democracy, tolerance, mutual respect, rule of law and liberty when using digital systems.
- Children will be able to solve problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Children will be able to evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Children are responsible, competent, confident and creative users of information and communication technology.

Computing Strands

The curriculum is split into three sections: **Computer Science –** *coding, control and simulation*   **Digital Literacy** *- online safety and research*   **Information Technology –** *Communication, Data and Multi-Media*

Computer Science	Digital Literacy	Information Technology		
Programming and Theory	E-Safety & Searching and selecting	Communication	Data	Multimedia

Computing Progression

The table below outlines the prerequisite skills for computing within the national curriculum using the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception.

The most relevant statements for computing are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Understanding the World
- Expressive Arts and Design

Computing			
Three and Four-Year-Olds	Personal, Social and Emotional Development		• Increasingly follow rules, understanding why they are important.
	Physical Development		• Match their developing physical skills to tasks and activities in the setting.
	Understanding the World		• Explore how things work.
Reception	Personal, Social and Emotional Development		• Show resilience and perseverance in the face of a challenge.
	Physical Development		• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Know and talk about the different factors that support their overall health and wellbeing:: sensible amounts of 'screen time'.
	Expressive Arts and Design		• Explore, use and refine a variety of artistic effects to express their ideas and feelings.
ELG	Personal, Social and Emotional Development	Managing Self	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Expressive Arts and Design	Creating with Materials	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

	EYFS	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Basic Computer Skills **Automaticity**	• Turn on/off digital equipment. • Start to learn key letters on a keyboard.	• Open and close programmes. • Log on and logout of programs • Print work. • **Log in** practice • Developing keyboard and mouse skills.	• Log on and off a computer. • Save, find and open work • **To understand what cut, copy and paste does.**	• Find, open and edit work before re-saving. • Log on to Teams and retrieve work • To use keyboard shortcuts for **underline and bold (Ctrl U, B)**	• Create folders to store digital documents. • Begin to upload work onto Teams • To use keyboard shortcuts for **Cut, copy and paste Ctrl X C, V**	• Organise folders to store digital documents. • Independently upload work onto Teams • To use **copy, paste in spreadsheet** to automate formula.	• To use different types of mouse and keyboard combination such as **drag and drop and two finger scrolling.** • To confidently use a range of keyboard shortcuts

ELT Computing Curriculum Sequence of Knowledge – adapted for Linden Road Academy and its students.

Early Years - Although there are no expectations for learning within the Computing Curriculum in the Early Years Framework, we believe that all children should experience and interact with computing during their time within provision. This ensures that children have a wide variety of rich experiences and have foundational knowledge about Computing which means they are Year 1 ready.

Computer Science

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Algorithms and Programming (Sequence/ selection/ repetition)	I can follow a simple **algorithm.** I can put simple instructions in order. I can create a **sequence** of instructions. I can plan a route for a friend or robot. I can **code** a robot to go to a certain place. I can **debug** an algorithm or some code.	I understand that **algorithms** are a set of instructions. I can **create** simple programmes. I can **debug** simple programmes. I understand **debugging** means to fix an error in an algorithm. I know **unambiguous** in computing is a very clear instruction or command. I can **predict** the behaviour of simple algorithms. I can **solve problems** by splitting them into smaller parts.	I understand and can explain what **algorithms** are. I can **create** and **debug** simple programmes. I know **debugging** is fixing an error in an algorithm. I know **unambiguous** means a very clear instruction or command. I can **predict** an algorithm by saying what I think will happen. I know a **programme** is a set of instructions for a computer. I understand computers, digital devices and robots follow **precise, unambiguous** instructions.	I use the term **algorithm** correctly. I can **predict** and explain what an algorithm will do. I can **run** the code. I can **investigate** a sequence of instructions and discuss if my predictions were correct. I can fix any mistakes **(Debugging)** I understand the concept of coding – **coding** tells computers what to do, **developers** write code to build their own apps and games. I can construct simple **sequences** and understand the importance of orders.	I can **run (execute)** the code. I can **investigate** a sequence of instructions and discuss if my **predictions** were correct. I can **modify** an algorithm by changing part of the code. I understand the **sequence of the instructions** are important. I can use my **debugging** skills to detect and correct errors in my algorithms. I understand what **repetition** is in coding. I can describe the **two types of repetition** in coding: I understand what a forever (infinite) **loop** is used for. I can make an algorithm	I can **predict, run (execute)** and **investigate** a sequence of instructions and discuss if my **predictions** were correct. I can **modify** an algorithm and use new learning to **make** my own algorithms. I know the definition of algorithm and I can use **logical reasoning** to explain how some **simple algorithms** work. I can **detect and correct errors** in algorithms and programmes. **(debugging)** I can identify, describe and demonstrate how to use **sequence, repetition,**	I can **predict, run, investigate** and **modify** an algorithm and use new learning to **make** my own **algorithms**. I am confident using **logical reasoning** to explain how an algorithm works and I can **detect and correct errors** in algorithms. I can **use logical reasoning** to explain what an algorithm does and why an algorithm is not working. I can define, identify and demonstrate how to use **sequence, repetition, selection** and **variables** in programmes. I can define, identify and demonstrate how to use

Computer Science

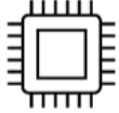|	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			I know **repetition** is doing an action more than once. I can use an orange 'repeat' block to create my algorithm. I can use **logical reasoning** to predict the behaviour of a simple algorithm. I can use **logical reasoning** to predict which algorithm will be successful and which will be unsuccessful.	I understand what **repetition** is in coding. I can write an algorithm that uses repetition. I understand what a **forever (infinite) loop** is used for. I can make an algorithm repeat a set number of times **(count-controlled loop)**. I understand basic conditions in code – **if/then.** I can understand **selection (if/then/else)** and can use a **logic selection** block in my code. I can **modify** an algorithm by changing part of the code.	**repeat** a set number of times (count-controlled loop). I understand **selection (if /then/else)** and can use a logic selection block in my code. I can use **conditional statements** for different contexts. I can combine selection with the inputs and outputs of a Micro:bit. I can use a **variable** in my programme. I understand that a **variable** is data stored within a computer programme. This data can be changed, recalled or used in my programme. I can use **abstraction** (Identifying and focusing on the most important information) and I can use **decomposition** to break down a problem into smaller tasks.	**variables** and **selection** within the same programme. I can identify, describe and demonstrate different types of repetition and know how to use forever loops and count-controlled loops. I can use **selection** (if/then/else) in various contexts. I can **create my own variables** for different scenarios. I understand that a **variable** can be changed, recalled or used in my programme. I can write and debug programmes that accomplish specific goals. When I **make** my own algorithms, I can use **abstraction** (Identifying and focusing on the most important information) and I can use **decomposition** to break down a problem into smaller tasks.	count-controlled and infinite loops within my programmes. I can create an algorithm with a **logic if/then/else block inside a white nested loop** within a forever loops. I am developing my knowledge and can identify nested loops and how to use them effectively. I can identify when I **need to create a variable** within a programme. This data can be changed, recalled or used in my programme. I can **design, write and debug** programmes that accomplish specific goals. When I **make** my own algorithms, I can use abstraction and I can use decomposition to break down a problem into smaller tasks.
Data (use component knowledge to support understanding of data)	I can count, sort and group information on a digital device.			I can recognise different **connections**. I can explain how messages are passed through multiple **connections**. I can discuss why we need a **network switch**. I can recognise that a		I understand and can describe how a **network operates** (school and internet), and how networks communicate with other networks to deliver messages (data). I can talk about the benefits of having a **computer network.**	I can recognise that **data is transferred** using agreed methods. I can explain that internet devices have **addresses**. I can describe how

Computer Science

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				computer network is made up of a number of **devices**. I can demonstrate how **information can be passed between devices** and how devices are connected. I can explain the role of a **switch, server, and wireless access point in a network.** I can identify the benefits of **computer networks.**		I can explain how the following devices contribute to our school network: **Server, Switch, Wireless Access Point (WAP), Router, Touch Screen, Printers, iPads, Laptops, Desktop PCs.** I can identify if a device is wired or wireless. I can discuss why a network needs **protecting**. I can recognise that the **World Wide Web** is the part of the internet that contains websites and web pages. I can explain the types of **media that can be shared on the WWW** I can explain that there are **rules to protect content.** I can explain why some **information online** may not be honest, accurate, or legal. I can explain why I need to think carefully before I **share or reshare content** online.	computers use addresses to access websites. I can identify and explain the main parts of **a data packet a**nd how data is transferred over networks. I can create an algorithm for my Micro:Bit using **python** programming language. I understand that **Python is the language that powers websites** and apps. I know the difference between **visual (blocks) and scripted (text) programming** languages.

Computer Science

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Systems (input, output and process)	I can investigate how toys work using buttons/switches	I can find and use the commands to move a sprite. I can use more than one block by joining them together. I can use a **Start** block in a programme I can run my programme I can find blocks that have numbers and know what happens if I change the value. I can design a project include more than one sprite and can add blocks to each of my sprites. I can delete a sprite/ sprites. I can decide how each sprite will move by creating an algorithm for each sprite. I can use sprites that match my design and design. I can add code blocks based on my algorithm. I can test the code I have created.	I can identify the start of a sequence. I can identify that a programme needs to be started and how to run my programme. I can **predict** the outcome of a sequence of commands/actions of a spite in an algorithm I can **match two** sequences with the same outcome. I can **change the outcome** of a sequence of commands. I can decide which blocks to use and **build a sequence** of block to meet the aims of my programme. I can choose characters and backgrounds for the design I can compare my project to my design and improve my project by adding features.	I understand how use Bluetooth connections to attach my Micro:bit to myiPad (or use USB if working on Windows). I understand the different ways to connect a Micro:bit to a device to **run my code**. I can **flash my algorithm** to an Micro:bit. I can **troubleshoot** any issues that may arise when connecting my Micro:bit. I am starting to understand various methods of **input** and **output** - (buttons, LEDs, sound/speaker, light sensor, accelerometer for movement/shake). I can **control** basic features of a **physical device**	I know how use Bluetooth connections to attach my Micro:bit to my iPad (or use USB if working on Windows). I understand the different ways to connect a Micro:bit to a device **to run my code**. I can **flash my algorithm** to a Micro:bit. I can t**roubleshoot** any issues that may arise when connecting my Micro:bit. I have a clear understanding of various methods of **input** and **output** - (buttons, LEDs, sound/speaker, light sensor, accelerometer for movement/shake) I know that **input devices** can be used to **send data** to the computer. (E.g. buttons)	I know that **output devices** that can be used to **present data** that has been generated to a computer. (E.g. LEDs) I can identify the **inputs and outputs** on my Micro:bit. I know that an LED is a Light Emitting Diode. I know that the accelerometer is a sensor that can be used to measure if the Micro:Bit is moving, (on shake block).	**NC- Design, write and debug programmes that accomplish specific goals, including controlling or simulating physical systems).** I know how to create a variable to: change a timer by 1 second, reset a timer, instruct Micro:bit to start a game, count data in a data logger programme. I can create an algorithm that controls the inbuilt speaker on a Micro:bit to turn it on and off during a game. I can use the accelerometer to reset a timer. I can identify and describe the GPIO (General Purpose Digital Input and Output) pins on Micro:bit (0, 1, 2, 3V, GND). I can identify each component on a Micro:bit and describe if it is an **input** or an **output**. I can create an algorithm to log data. I can label columns with individual values. I can reconnect my Micro:bit to my device and analyse the data that I have collected. And choose a relevant graph to display my data.

Information Technology

There is an expectation that knowledge learned within computing lessons will be used effectively in other areas of the curriculum. Year 6 have the opportunity to use all the knowledge around the different apps from previous years to showcase their depth of understanding with an end of Key Stage production.

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Information Technology							
Data Handling and Data Collection		.	**Data Collection** I can organise data by labelling, matching, grouping and counting. I can collect data and present data. I can explain its meaning. I can recognise how data is organised electronically. I can add and remove columns and rows from a table	**Data Collection** I can collect and present data (unplugged) I can use a digital device to collect and log live data. I can input data and represent it in a graph. I can analyse data. I can record data in a tally chart. I can use Office Forms to collect data			**Data Collection - Numbers** I can add formula and format cells to budget for an event
	Use the key skills of data collection within your Wider Curriculum – these will be evidenced in Subject Plans						
Multimedia Production	**Taking Photographs** I can turn live pictures on and off. I can zoom in and zoom out. I can focus on a specific object.	**Taking Photographs** I can create and organise photos. I can know how to take a good photograph. I know how to improve my photograph when retaking. I can manipulate photographs through editing, using filters, cropping and rotating. I can create digital content in other formats (slow motion, video, panorama, time lapse). I can organise digital content into folders.	**Use the key skills of Taking Photographs within the Wider Curriculum – these will be evidenced in Subject Plans.**				

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Information Technology

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Clips –Using a camera to take photos and adding sounds and my voice. I can take photos on Clips. I can record sound and add it to the clip.	**Clips – Using a camera to record video.** I can take and review photos and digital content I can add audio to a photograph I can manipulate content using stickers, filters and emojis. I can move clips in the timeline. I can add a poster to showcase my project.	**Clips – Adding titles and music to clips.** **Designing an e-book** I can add music, titles and posters onto Clips. I can create, organise content for an e-book I can add images, text and voice recordings to an e-book	**Create iMovie Project** Adding photos, voice over and working with a timeline. I can create content that includes photo, video and voiceover. I can design and create content for a presentation	**Create iMovie** Adding titles, music, transitions and green screen.	**Create iMovie** Use of autocue and importing video files.	**Create iMovie** Advanced understanding of quality presentation and production.
				GarageBand I can use loops in GarageBand I can record voice in small segments and organise it on GarageBand I can combine software to create a music video.	**Pages, iMotion, Halo AR** I can create a storyboard for a stop frame animation. I can design and create a stop frame animation. I can combine software to complete my animation. I can combine software to complete my animation	**GarageBand, TinkerCAD and Keynote** I can create a script for a podcast. I can use the autocue function on Pages. I can edit settings to record audio effectively on GarageBand. I can add effects to audio I can add 3D shapes to a project and view them from different perspectives. I can move 3D shapes relative to one another. I can rotate objects in three dimensions. I can duplicate and group 3D objects.

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							I can accurately size 3D objects. I can show that placeholders can create holes in 3D objects. I can construct a 3D model based on a design I can explain how my 3D model could be improved. I can modify my 3D model to improve it.
	Use the key skills of Multimedia within your Wider Curriculum – these will be evidenced in Subject Plans						
Office 365 & Windows Mechanics	**Pupils use Office 365 Applications within the wider curriculum**			**Search Engines** I can use search engines effectively and understand how results are ranked. I can use search engines effectively	**Email** I can use email as a form of communications. I can create content to inform		**Communication** I can explain and identify that there are a variety of ways to communicate over the internet. I can choose methods of communication to suit particular purposes. I can collaborate ideas using different technology.

Digital Literacy

PROJECT EVOLVE® Progression	Online Relationships	Online Reputation	Managing Online Information	Privacy & Security	Copyright & Ownership	Self Image & Identity	Online Bullying	Health, Wellbeing & Lifestyle
EYFS	I can give examples of how I (might) use technology to communicate with people I know		I can talk about how to use the internet as a way of finding information online.	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). 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 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.		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
Year 1	I can recognise some ways in which the internet can be used to communicate.	I can identify ways that I can put information on the internet.	I can talk about how to use the internet as a way of finding information online. I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. I can use simple keywords in search engines	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 describe ways that some people can be unkind online.	I can explain rules to keep myself safe when using technology both in and beyond the home.

PROJECT EVOLVE® Progression

	Online Relationships	Online Reputation	Managing Online Information	Privacy & Security	Copyright & Ownership	Self Image & Identity	Online Bullying	Health, Wellbeing & Lifestyle
Year 2		I can recognise that information can stay online and could be copied.	I can explain why some information I find online may not be real or true. 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 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 what a strong password is and demonstrate how to create one. I can explain how passwords can be used to protect information, accounts and devices	I can name my work so that others know it belongs to me. 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 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 what bullying is, how people may bully others and how bullying can make someone feel.	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
Year 3			I can use key phrases in search engines. 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 describe simple strategies for creating and keeping passwords private. I can describe strategies for keeping personal information private, depending on context. I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).	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. I understand that work created by others does not belong to me even if I save a copy		I can describe appropriate ways to behave towards other people online and why this is important.	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).

	Online Relationships	Online Reputation	Managing Online Information	Privacy & Security	Copyright & Ownership	Self Image & Identity	Online Bullying	Health, Wellbeing & Lifestyle
Year 4	I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).	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 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.

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. | 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 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.

I can explain how identity online can be copied, modified or altered.

I can explain how identity online can be copied, modified or altered. | I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). | |

	Online Relationships	Online Reputation	Managing Online Information	Privacy & Security	Copyright & Ownership	Self Image & Identity	Online Bullying	Health, Wellbeing & Lifestyle
Year 5	I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.

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 strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. | I can explain what autocomplete is and how to choose the best suggestion.

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 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 demonstrate the use of search tools to find and access online content which can be reused by others. | I can demonstrate how to make responsible choices about having an online identity, depending on context. | I can give examples of how bullying behaviour could appear online and how someone can get support. | |
| Year 6 | 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. | I can explain how to search for information about others online

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 search for information about an individual online and summarise the information found.

I can explain what a digital personality is. | | I can explain what to do if a password is shared, lost or stolen. | I can demonstrate how to make references to and acknowledge sources I have used from the internet. | 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 how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. | |

* Objectives in bold are what Project Evolve stipulate should be taught as part of a Computing Curriculum.

* The other objectives may already be taught in other subjects such as RSE or PSHE for example and would be at your judgement whether to teach these as part of your Computing lessons

At the start of each lesson, reflect on the objectives taught in the previous term to ensure that children's knowledge of these topics has been retained. Revisit any lessons where you feel this would be of benefit.