

# St Oswald's Catholic Primary School – Curriculum Overview 2023/2024

Computing and Online Safety

	Autumn 1		Autumn 2	Spring 1	Sprin	g 2	Summer 1	Summer 2
Nursery	DL Who can I trust? Using Technology Safely 6 Lessons Pupils learn to recognise v links to the online world.	who we can trust with inf	ormation and how that	about different kinds of in	of a computer the different parts of a comp formation such as pictures, d touch screen to move object	videos, text and sound.	to give a floor robot instruction to m	& to give and follow instructions. Be able ake it move, use simple software and rstand what happens when you click a
	DL and IT Can I describe how to use if something goes wrong? I am a super surfer 6 Lessons Pupils develop skills and u both on and offline. This w support internet based we	understanding of how to u will also include the role of	use a range technologies	Look at what I can do 10 Lessons Pupils learn how a wide ra	ologies to create multi-medi ange of technologies can be nger to accommodate the w	used to capture and	CS Can I use basic programming to make I am a computer scientist 6 Lessons An introduction to early programmin floor turtles. Pupils will learn cause a	g through the use of Beebots and other
Reception	SETTLE WEEK Self-image and Identity I can recognise, online or offline, that anyone can say 'no' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. <u>https://projectevolve.co</u> <u>.uk/toolkit/resources/y</u> <u>ears/early-years-7/self- image-and-identity/</u>	AUTUMN 1 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. https://projectevolve. co.uk/toolkit/resource s/years/early-years- 7/online- relationships/	AUTUMN 2 Online Reputation I can identify ways that I can put information on the internet. https://projectevolve. co.uk/toolkit/resource s/years/early-years- 7/online-reputation/	SAFER INTERNET DAY Online Bullying I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel. https://projectevolve.co .uk/toolkit/resources/y ears/early-years- 7/online-bullying/	SPRING 1 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. https://projectevolve.co. uk/toolkit/resources/year s/early-years- 7/managing-online- information/	SPRING 2 Health, Wellbeing and Lifestyle I can identify rules that help keep us safe and healthy in and beyond home when using technology. I can give some simple examples of these rules. https://projectevolve. co.uk/toolkit/resource s/years/early-years- 7/health-well-being- and-lifestyle/	SUMMER 1 Privacy and Security I can identify some simple examples of my personal information. I can describe who would be trustworthy to share this information with; I can explain why they are trusted. <u>https://projectevolve.co.uk/toolkit</u> <u>/resources/years/early-years-</u> <u>7/privacy-and-security/</u>	SUMMER 2 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. https://projectevolve.co.uk/toolkit/re ources/years/early-years-7/copyright- and-ownership/

IT Can I log on and off a computer Basic Computing Skills 6 Lessons Pupils will learn how to log in ar shut down a computer accurate and begin to understand the importance of a password. They will develop keyboard and mous skills.	Using text-bas and format tex 6 Lessons d ly Pupils will lear processing pro- format text. Th	nage onto a document? eed programs to process at and images n how to use a word ogram to write and ney will add in digital nsider the audience for	CS Can I create basic algorith Unplugged Algorithms 6 Lessons Pupils learn what an unplu algorithm is and create an them to an on-screen prop	ugged nd apply	instructions? Programming, 6 Lessons Pupils explore	me a robot to follow Coding and Robots how to control both irtual robots with a ommands.	<ul> <li>Π</li> <li>Can I create a pictogram?</li> <li>Data collection and representation using Pictograms</li> <li>6 Lessons</li> <li>In the unit, pupils will explore how to transfer physical data from a tally chart into a digital pictogram. They will compare the difference with creating a physical pictogram.</li> </ul>	IT Can I present information using different sources? Producing digital media 6 Lessons Pupils will produce a range of digital media including photographs, images, text and sound. Calculations can be made for different purposes.
Self- and IdentityOnlineI can recognise that there may be people online who could make someone feel sad, embarrassed or upset.I can some online explaining import import import import import that makes me feel sad or uncomfortable I can give examples of when and how to speak to an adult I can trust and how they can help.I can with georg import import to people or uncomfortable I can people adult I can trust and how they can help.https://projectevolve.co .uk/toolkit/resources/y ears/year-one/self- image-and-identity/I can thing finds online in th othe	JMN 1 ne Relationships give examples of n I should ask hission to do ething online and ain why this is ortant. use the internet adult support to municate with de I know. explain why it is ortant to be iderate and kind eople online and ect their choices. explain why ts one person funny or sad e may not b seen e same way by rs. :://projectevolve. k/toolkit/resource ars/year- online- ionships/	AUTUMN 2 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. https://projectevolve. co.uk/toolkit/resource s/years/year- one/online- reputation/	SAFER INTERNET DAY Online Bullying I can describe how to behave online in ways that do not upset others and can give examples. https://projectevolve.co .uk/toolkit/resources/y ears/year-one/online- bullying/	online I can give si examples of information technologie I understan encounter things onlin things we li like as well are make b I know how from a trus see conten us feel sad, uncomforta frightened.	of how to find in using digital es. and that we can a range of he including ike and don't as things that elieve. If to get help ted adult if we t that makes able or <u>jectevolve.co.</u> <u>resources/year</u> <u>(managing-</u>	SPRING 2 Health, Wellbeing and Lifestyle I can explain rules to keep myself safe when using technology both in and beyond the home. https://projectevolve. co.uk/toolkit/resource S/years/year- one/health-well- being-and-lifestyle/	SUMMER 1 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. I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. https://projectevolve.co.uk/toolkit/reso urces/years/year-one/privacy-and- security/	SUMMER 2 Copyright and Ownership I can explain why work I create using technology belongs to me I can say why it belongs to me. I can save my work under a suitable title or name so that others know it belongs to me. I understand work created by others does not belong to me even if I save a copy. https://projectevolve.co.uk/too /resources/years/year- one/copyright-and-ownership/

IT Can I describe different types of computers and how we use them? What is a Computer? 6 Lessons Pupils will learn how to identify a computer's different parts and talk about the role computers play in our society.	how to find and f Unplugged Algor 6 Lessons Pupils build on th what an algorithm	-	CS Can I navigate around the Junior app to create block Programming using Scrate 6 Lessons In this unit pupils will use Scratch Jnr app to write the block code in a number of cross curricula projects.	code? ch Jnr the the own	data storage a and charts? Storing and Pr 6 Lessons Pupils to unde how we store ways. Storing o allows us to qu	different methods of nd know about graphs esenting Data rstand what data is, and that data in different data on a computer nickly sort it and present on in graphs and charts.	ITCan I format text and practise my keyboard skills?Modifying Text and Images6 LessonsPupils will look at software they can use to present their work. They will expand on previous skills such as using a keyboard, formatting text and how to use images in their work.	IT and DL Can I create a presentation using the Shadow Puppet app? Presenting Information to an audience 6 Lessons Pupils will explore and learn how to present information to an audience using technology. (MGL BIS)
I can explain how other people may look and act differently online. I can give examples of issues online that make someone uncomfortable and how they might get help. https://projectevolve.co .uk/toolkit/resources/y ears/year-two/self- image-and-identity/ I can ex should a sharing I can de different for, give permiss explain to say n I can ide help me happen how iss others f	RelationshipsCre examples ofImeone mightirmology toanicate withIadon't knowIay thus mightaon't knowIay thus mightaonline.irplain who Isaask beforeIonline.ifscribept ways to askcae, or deny myirion online andhI have a rightcao.sae if somethingras online andraues may makeeel.projectevolve.colkit/resourceyear-ine-	AUTUMN 2 Online Reputation can explain how information put online about someone can ast for a long time. can describe how inyone's online information could be even by others. know who to talk to f something has been out online without consent or if its incorrect. https://projectevolve. co.uk/toolkit/resource /years/year- wo/online- eputation/	SAFER INTERNET DAY 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. https://projectevolve.co .uk/toolkit/resources/y ears/year-two/online- bullying/	online I can use s words in s engines. I can dem to navigat webpage informatio I can expla activated and how i used. I can expla difference things tha and things I can expla informatio may not b <u>https://pr</u> .uk/toolki ears/year	onstrate how te a simple to get to on. ain what voice searching is t might be ain the e between t are made up s that are real. ain why some on I find online te real or true. tojectevolve.co t/resources/y aging-online-	Spring 2 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'. I can describe and explain some rules for keeping personal information private. I can explain how some people may have devices in their homes connected to the internet. https://projectevolve.co .uk/toolkit/resources/y ears/year-two/privacy- and-security/	Summer 1 Health, Wellbeing and Lifestyle I can explain simple guidance for using technology in different environments and settings. I can say how those rules/guides can help anyone accessing online technologies. https://projectevolve.co.uk/toolkit/reso urces/years/year-two/health-well- being-and-lifestyle/	SUMMER 2 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. https://projectevolve.co.uk/toolki /resources/years/year- two/copyright-and-ownership/

	IT Can I use Microsoft Word to compose an email? Composing Emails	CS Can I use various digital commands to create a program? Introduction to Scratch 6 Lessons	<u>CS</u> Can I use prediction skills to debug a program? Prediction and Debugging	IT Can I understand how digital media can be altered and how I need to be critical of the media I consume? Altering Digital Media	<u>CS</u> Can I identify the parts of a computer? Inside a computer 6 Lessons	IT and DL Can I promote my own content of graphic design? Publishing Online Content
Year	6 Lessons Pupils will explore the different advanced features of Microsoft Word. They will also use these skills to compose an email.	Pupils will learn how to program sprites using a range of blocks to add animation, sound and other effects. (MGL BIS)	6 Lessons Pupils will learn how to use prediction when coding to test and debug written programs.	6 Lessons Pupils will look at the skills behind taking a good photograph and how these can be edited in various ways.	Pupils will identify the different parts of a computer and explore how computers have evolved over the last 100 years.	<b>6 Lessons</b> Pupils will learn about graphic design, marketing and will develop their publishing skills.

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offline e.g. sharing   images and videos.   https://projectevolve.   co.uk/toolkit/resource   s/years/ year-		-					
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three/onlinerelationsh							
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Unit Link: Staff Share > Computing > 23-24 > MGL SOL

cribe simple strategies for and keeping passwords private. reasons why someone should e information with people they o and can trust. I can explain ey are not sure or feel I then they should tell a dult. I can describe how d devices can collect and share information with others. rojectevolve.co.uk/toolkit/reso ors/ year-three/privacy-

### SUMMER 2

#### 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. <u>https://projectevolve.co.uk/toolkit</u> /resources/years/ yearthree/copyright-andownership/

<u>IT</u>		<u>cs</u>		DL		<u>cs</u>		<u>π</u>
Can I explain the concept of branching databases and of the second secon		coding?	epeated loops in my	Can I use a search engine and efficiently?	safely	Can I use my kno create a game?	owledge of Scratch to	Can I create my own vi editing and special effe
my own?		Repetition and 6 Lessons	d forever loops	Smarter searching and O	nline	Designing a gam	ne	Making a special effect
Branching Databases		U LESSONS		Safety		6 Lessons		6 Lessons
6 Lessons		Pupils learn to loops when co	use repetition and	6 Lessons		Dunila usa thair	lungual and a st Countrals to	Dunile exects their sur
Pupils learn about the con branching database and co their own using presentation software	reate	loops when co	ung.	Pupils to gain awareness of best ways to use a search and to continue to develo awareness of online dang	engine p		knowledge of Scratch to a One style game.	Pupils create their own apply special effects to (MGL BIS)
SETTLE WEEK	AUTUM	N 1	AUTUMN 2	SAFER INTERNET DAY	SPRING 1		SPRING 2	SUMMER 1
Self- and Identity	Online F	Relationships	Online Reputation	Online Bullying	Privacy a	nd Security	Health, Wellbeing and	Managing informatior
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. https://projectevolve.co .uk/toolkit/resources/y ears/ 4/self-image-and- identity/	fun experience of environment environment environment environment environment environment environment examples respect for online a how to represent the environment envinter environment environment environment environment environment	es for safe and eriences in a fonline social ments (e.g. ming, gaming hs) I can give es of how to be ful to others and unhealthy ehaviours. I ain how shared online I unimportant erson but may rtant to other and beliefs. <u>orojectevolve.</u> <u>alkit/resource</u> <u>4/online-</u>	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. https://projectevolve. co.uk/toolkit/resource s/years/ 4/online- reputation/	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). https://projectevolve.co .uk/toolkit/resources/y ears/ 4/online-bullying/	for keepir informatic dependin can explai use is new and is mo adult supe describe h online ser consent to informatic know how appropria can ask if know wha of consen impact th services a consent. <u>https://pr</u>	vices may seek o store on about me; I v to respond tely and who I I am not sure. I at the digital age t is and the is has on online	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. https://projectevolve. co.uk/toolkit/resource s/years/ 4/health- well-being- andlifestyle/	I can analyse informati judgement about prob and I understand why make my own decision content and that my d respected by others. I to search for informati group of technologies judgement about the p (e.g. social media, imag sites). I can describe so methods used to enco buy things online (e.g. offers; in-app purchase can recognise some of appear online. I can ex people sharing the sam beliefs online do not m opinions or beliefs true that technology can be like or impersonate liv bots) and describe wha and the risks might be what is meant by fake some people will creat photographs and put t pretend something is t https://projectevolve.ou urces/years/ 4/manage onlineinformation/

ideo including ects? c <b>ts movie</b> n videos and	IT Can I create art using a grid format? Pixel Art 6 Lessons Pupils create a piece of pixel artwork using a grid format.
o them.	
n online	SUMMER 2 Convright and Ownership
n online ion to make a pable accuracy it is important to ns regarding lecisions are can describe how ion within a wide and make a probable accuracy ge sites, video ome of the purage people to advertising es, pop-ups) and these when they cplain why lots of me opinions or nake those e. I can explain e designed to act ring things (e.g. at the benefits . I can explain news e.g. why te stories or alter them online to true when it isn't. co.uk/toolkit/reso	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. https://projectevolve.co.uk/toolkit /resources/years/ 4/copyright- andownership/

2	IT Can I use excel to create and search a database? Create/Search Database 6 Lessons	<u>CS</u> Can I explain how variables are used in computer programming? Using Variables 6 Lessons	<u>CS</u> Can I program using Micro:Bits? Coding using Micro:Bits 6 Lessons	ITCan I use a storyboard creating my own stop frame animation?Stop Motion Animation 6 Lessons	<u>CS and DL</u> Can I describe the differences between the World Wide Web and the Internet? The internet and the World Wide Web 6 Lessons	IT Can I use CAD to create a 3D model? 3D Modelling 6 Lessons
Year	In this unit the children will use Excel to create and search a database.	Pupils identify different types of variables, what conditionals are and understand how variables are used in computer programming.	Pupils to program Micro:Bit to make a variety of practical and usable devices. (MGL BIS)	Pupils will learn about all aspects of stop frame animation. They will storyboard their own story before using a software package to create their own stop frame animation.	In this unit the children will learn the difference between the WWW and the internet. They will also understand what is meant by IP address.	Children will learn to design models using online CAD software.

#### SETTLE WEEK

#### Self- 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. https://projectevolve.co .uk/toolkit/resources/y ears/ 5/self-image-andidentity/

#### AUTUMN 1

forms of

**Online Relationships** 

I can give examples of

technology-specific

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

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

positive contributions.

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

to support others

online.

can demonstrate how

(including those who

are having difficulties)

https://projectevolve.

co.uk/toolkit/resource

s/years/ 5/online-

relationships/

others and make

(e.g. gaming

friends harm. I can

#### Online Reputation

AUTUMN 2

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 https://projectevolve. co.uk/toolkit/resource s/years/ 5/onlinereputation/

#### SAFER INTERNET DAY SPRING 1

#### 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). https://projectevolve. co.uk/toolkit/resource s/years/ 5/onlinebullying/

### 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. https://projectevolve.co. uk/toolkit/resources/year s/5/health-well-beingandlifestyle/

#### <u>SU</u>

## Managing information online

I can explain the

SPRING 2

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

SUMMER 1

## 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. https://projectevolve.co.uk/toolkit/reso

https://projectevolve.co.uk/toolkit/resc urces/years/ 5/privacy-and-security/

#### SUMMER 2

#### 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.

https://projectevolve.co.uk/toolkit /resources/years/ 5/copyrightandownership/

	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.         https://projectevolve.co         .uk/toolkit/resources/y         ears/ 5/managing-         onlineinformation/

Unit Link: Staff Share > Computing > 23-24 > MGL SOL

<u>cs</u>		Ш		<u>cs</u>		<u>II</u>		Ш
Can I use Python to creat		-	data and make	Can I create an animation	using	Can I create a podo	ast?	How are websites code
based a text bade progra	m?	calculations in	Excel?	Scratch?		Creating a Podcast		HTML
Edublocks-Introduction	to	Creating Form	ula in Excel	Programming a game		6 Lessons		6 Lessons
Python		6 Lessons		6 Lessons				
6 Lessons						Pupils will produce	a podcast based on a	Pupils will learn how to
Pupils will learn how bloc programming compares t written code. Pupils will k introduced to Python as a based method of program	o e a text-		n how to organise data ulations using the crosoft Excel.	Using the application Scrapupils will create an interplayable game using concorder variables, and operators.	active,		m another curriculum	page informational we the layout, user experi features including hom images.
SETTLE WEEK	AUTUM	N 1	AUTUMN 2	SAFER INTERNET DAY	SPRING	1	SPRING 2	SUMMER 1
Self-image and Identity		Relationships	Online Reputation	Online Bullying	Copyrig	ht and Ownership	Health, Wellbeing	Privacy and Security
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	sharing online n impact of positive negative describe kind and for othe includin importa respecti regardir shared a online a support do not. how thin	ly or ely I can e how to be d show respect rs online g the	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. https://projectevolve. co.uk/toolkit/resource s/years/ 6/online- reputation/	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. <u>https://projectevolve.co</u> .uk/toolkit/resources/y ears/ 6/online-bullying/	of searc access of which c others. how to and ack have us internet https://	<pre>/projectevolve.co.uk /resources/years/ ight-</pre>	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	I can describe effective manage passwords (e., securely or saving ther I can explain what to d shared, lost or stolen. how and why people s software and apps up updates. I can describe increase privacy on ap that provide privacy se describe ways in which content targets people or information illegally strategies to help me i content (e.g. scams, pl that online services ha conditions that govern https://projectevolve.e.

ded? to design a multi- ebsite, considering rience and key me page, links and	IT and DL How can I stay safe online? Social Media and Being Safe Online 6 Lessons Pupils will learn about the purpose of social media and different aspects of social media and how to use it safely.
ve ways people can e.g. storing them em in the browser). do if a password is . I can describe should keep their o to date, e.g. auto oe simple ways to opps and services settings. I can ch some online le to gain money ly; I can describe identify such ohishing). I know ave terms and n their use. co.u/toolkit/reso	SUMMER 2 Managing information online 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

help needed.	consequences for		engaged (current	
https://projectevolve.co	others. e.g. screen-		and future use). I can	
.uk/toolkit/resources/y	grabs. I can explain		assess and action	
ears/ 6/self-image-and-	that taking or sharing		different strategies	
<u>identity/</u>	inappropriate images		to limit the impact of	
	of someone (e.g.		technology on health	
	embarrassing images),		(e.g. night-shift	
	even if they say it is		mode, regular	
	okay, may have an		breaks, correct	
	impact for the sharer		posture, sleep, diet	
	and others; and who		and exercise).	
	can help if someone is		https://projectevolv	
	worried about this.		e.co.uk/toolkit/resou	
	https://projectevolve.		rces/years/ 6/health-	
	co.uk/toolkit/resource		well-being-	
	s/years/6/online -		andlifestyle/	
	relationships/			
	<u> </u>			

understand the concept of persuasive design and how it can be used to influences 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 dis - information 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. https://projectevolve.co.uk/toolkit /resources/years/ 6/managing online - information/