



St Oswald's Catholic Primary School – Curriculum Overview 2025/2026

Computing and Online Safety

| | Autumn 1 | | Autumn 2 | | Spring 1 | Spring 2 | Summer 1 | | Summer 2 | |
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| Nursery | <u>DL</u> Who can I trust? Using Technology Safely 6 Lessons Pupils learn to recognise who we can trust with information and how that links to the online world. | | | | <u>IT</u> What are parts of a computer? Understanding the parts of a computer 6 Lessons Pupils learn to recognise the different parts of a computer. They can talk about different kinds of information such as pictures, videos, text and sound. They can use a mouse and touch screen to move objects on a screen and create shapes and text on a screen. | | <u>CS</u> Can I make instructions? Using Programming Devices 6 Lessons Pupils use different types of devices & to give and follow instructions. Be able to give a floor robot instruction to make it move, use simple software and explain what you are doing and understand what happens when you click a button or touch an icon. | | | |
| | <u>DL and IT</u> Can I describe how to use a range of technology safely and who to turn to if something goes wrong? I am a super surfer 6 Lessons Pupils develop skills and understanding of how to use a range technologies both on and offline. This will also include the role of trusted adults to support internet based work. | | | | <u>IT</u> Can I use a range of technologies to create multi-media? Look at what I can do 10 Lessons Pupils learn how a wide range of technologies can be used to capture and create multimedia. It is longer to accommodate the wider opportunities for cross curricular work. | | <u>CS</u> Can I use basic programming to make a robot move? I am a computer scientist 6 Lessons An introduction to early programming through the use of Beebots and other floor turtles. Pupils will learn cause and effect in computing. | | | |
| Reception | <u>AUTUMN TAUGHT IN UNIT 1</u> Self-image and Identity Covered in MGL SOL I can recognise, online or offline, that anyone can say ‘no’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset. https://projectevolve.co.uk/toolkit/resources/years/early-years-7/self-image-and-identity/ | <u>AUTUMN TAUGHT IN UNIT 1</u> Privacy and Security Covered in MGL SOL 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. https://projectevolve.co.uk/toolkit/resources/years/early-years-7/privacy-and-security/ | <u>Autumn</u> Online Reputation I can identify ways that I can put information on the internet. https://projectevolve.co.uk/toolkit/resources/years/early-years-7/online-reputation/ | <u>SAFER INTERNET DAY</u> 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/years/early-years-7/online-bullying/ | | <u>Spring</u> 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/years/early-years-7/managing-online-information/ | <u>Summer</u> 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/resources/years/early-years-7/health-well-being-and-lifestyle/ | <u>Summer</u> 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/resources/years/early-years-7/online-relationships/ | <u>Summer</u> 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/resources/years/early-years-7/copyright-and-ownership/ | |
| | Unit Link: Staff Share > Computing > 25-26> MGL SOL | | | | | | | | | |

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| Year 2 | <p>IT</p> <p>Can I describe different types of computers and how we use them?</p> <p>What is a Computer? (2.1)</p> <p>6 Lessons</p> <p>Pupils will learn how to identify a computer’s different parts and talk about the role computers play in our society.</p> | <p>CS</p> <p>Can I explain what an algorithm is and how to find and fix a bug?</p> <p>Unplugged Algorithms (2.2)</p> <p>6 Lessons</p> <p>Pupils build on their knowledge of what an algorithm is and how we can program computers to use algorithms.</p> | <p>CS</p> <p>Can I navigate around the Scratch Junior app to create block code?</p> <p>Programming using Scratch Jnr (2.3)</p> <p>6 Lessons</p> <p>In this unit pupils will use the Scratch Jnr app to write their own block code in a number of different cross curricula projects.</p> <p>MGL BIS</p> | <p>DL</p> <p>Can I compare different methods of data storage and know about graphs and charts?</p> <p>Storing and Presenting Data (2.4)</p> <p>6 Lessons</p> <p>Pupils to understand what data is, and how we store that data in different ways. Storing data on a computer allows us to quickly sort it and present it as information in graphs and charts.</p> | <p>IT</p> <p>Can I format text and practise my keyboard skills?</p> <p>Modifying Text and Images (2.5)</p> <p>6 Lessons</p> <p>Pupils 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.</p> | <p>IT and DL</p> <p>Can I create a presentation using the Shadow Puppet app?</p> <p>Presenting Information to an audience (2.6)</p> <p>6 Lessons</p> <p>Pupils will explore and learn how to present information to an audience using technology.</p> | | |
| | <p>AUTUMN 1 TAUGHT IN 2.1 and 2.4</p> <p>Privacy and Security</p> <p>Covered in MGL SOL</p> <p>I can explain how passwords can be used to protect information, accounts and devices.</p> <p>I can explain and give examples of what is meant by ‘private’.</p> <p>I can describe and explain some rules for keeping personal information private.</p> <p>I can explain how some people may have devices in their homes connected to the internet.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/year-two/privacy-and-security/</p> | <p>Autumn 1</p> <p>Online Relationships</p> <p>I can give examples of how someone might use technology to communicate with people don’t know and why thus might be risky.</p> <p>I can explain who I should ask before sharing online.</p> <p>I can describe different ways to ask for, give, or deny my permission online and explain I have a right to say no.</p> <p>I can identify who can help me if something happens online and how issues may make others feel.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/year-two/online-relationships/</p> | <p>Autumn 2</p> <p>Online Reputation</p> <p>I can explain how information put online about someone can last for a long time.</p> <p>I can describe how anyone’s online information could be seen by others.</p> <p>I know who to talk to if something has been put online without consent or if its incorrect.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/year-two/online-reputation/</p> | <p>Spring 2</p> <p>Managing information online</p> <p>I can use simple key words in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get to information.</p> <p>I can explain what voice activated searching is and how it might be used.</p> <p>I can explain the difference between things that are made up and things that are real.</p> <p>I can explain why some information I find online may not be real or true.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/year-two/managing-online-information/</p> | <p>SAFER INTERNET DAY</p> <p>Online Bullying</p> <p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame.</p> <p>I can talk about how anyone experiencing bullying can get help.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/year-two/online-bullying/</p> | <p>Summer 1</p> <p>Health, Wellbeing and Lifestyle</p> <p>I can explain simple guidance for using technology in different environments and settings.</p> <p>I can say how those rules/guides can help anyone accessing online technologies.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/year-two/health-well-being-and-lifestyle/</p> | <p>Summer 2</p> <p>Copyright and Ownership</p> <p>I can recognise that content on the internet may belong to other people.</p> <p>I can describe why other people’s work belongs to them.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/year-two/copyright-and-ownership/</p> | <p>SUMMER 2 TAUGHT IN 2.6</p> <p>Self- and Identity</p> <p>Covered in MGL SOL</p> <p>I can explain how other people may look and act differently online.</p> <p>I can give examples of issues online that make someone uncomfortable and how they might get help.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/year-two/self-image-and-identity/</p> |
| | <p>Unit Link: Staff Share > Computing > 25-26> MGL SOL</p> | | | | | | | |

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| Year 3 | IT Can I use Microsoft Word to compose an email? Composing Emails (3.1) 6 Lessons Pupils will explore the different advanced features of Microsoft Word. They will also use these skills to compose an email. | CS Can I use various digital commands to create a program? Introduction to Scratch (3.2) 6 Lessons Pupils will learn how to program sprites using a range of blocks to add animation, sound and other effects. | CS Can I use prediction skills to debug a program? Prediction and Debugging (3.3) 6 Lessons Pupils will learn how to use prediction when coding to test and debug written programs. | 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 (3.4) 6 Lessons Pupils will look at the skills behind taking a good photograph and how these can be edited in various ways. | CS Can I identify the parts of a computer? Inside a computer (3.5) 6 Lessons Pupils will identify the different parts of a computer and explore how computers have evolved over the last 100 years. | IT and DL Can I promote my own content of graphic design? Publishing Online Content (3.6) 6 Lessons Pupils will learn about graphic design, marketing and will develop their publishing skills. | | |
| | Autumn 2 Health, Wellbeing and Lifestyle I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged 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). https://projectevolve.co.uk/toolkit/resources/years/year-three/health-wellbeing-and-lifestyle/ | AUTUMN 2 TAUGHT IN 3.1 Privacy and Security Covered in MGL SOL I can describe simple strategies for creating and keeping passwords private. 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. https://projectevolve.co.uk/toolkit/resources/years/year-three/privacy-andsecurity/ | AUTUMN 2 TAUGHT IN 3.1 Self- and Identity Covered in MGL SOL I can explain what is meant by the term ‘identity’. I can explain how people can represent themselves 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). https://projectevolve.co.uk/toolkit/resources/years/year-three/self-image-andidentity/ | AUTUMN 2 TAUGHT IN 3.1 Online Relationships Covered in MGL SOL I can describe ways people who have similar likes and interests can get together online. I can explain what it means to ‘know someone’ online and why this might be different from knowing someone offline. I can explain what is meant by ‘trusting someone online’, why this is different from ‘liking someone online’, and why it is important to be careful about who to trust online including what information and content they are trusted with. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I can explain how someone’s feelings can be hurt by what is said or written online. I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos. https://projectevolve.co.uk/toolkit/resources/years/year-three/online-relationships/ | AUTUMN 2 TAUGHT IN 3.1 Online Reputation Covered in MGL SOL I can explain how to search for information about others online. I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. I can explain who someone can ask if they are unsure about putting something online. https://projectevolve.co.uk/toolkit/resources/years/year-three/online-reputation/ | Spring 1 Managing information online I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things 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 explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. https://projectevolve.co.uk/toolkit/resources/years/year-three/managing-online-information/ | SAFER INTERNET DAY (Spring 2) Online Bullying I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support. https://projectevolve.co.uk/toolkit/resources/years/year-three/online-bullying/ | 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. https://projectevolve.co.uk/toolkit/resources/years/year-three/copyright-andownership/ |
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| Year 5 | <p>IT</p> <p>Can I use excel to create and search a database?</p> <p>Create/Search Database (5.1)</p> <p>6 Lessons</p> <p>In this unit the children will use Excel to create and search a database.</p> | <p>CS</p> <p>Can I explain how variables are used in computer programming?</p> <p>Using Variables (5.2)</p> <p>6 Lessons</p> <p>Pupils identify different types of variables, what conditionals are and understand how variables are used in computer programming.</p> | <p>CS</p> <p>Can I program using Micro:Bits?</p> <p>Coding using Micro:Bits (5.3)</p> <p>6 Lessons</p> <p>Pupils to program Micro:Bit to make a variety of practical and usable devices.</p> | <p>IT</p> <p>Can I use a storyboard creating my own stop frame animation?</p> <p>Stop Motion Animation (5.4)</p> <p>6 Lessons</p> <p>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.</p> | <p>CS and DL</p> <p>Can I describe the differences between the World Wide Web and the Internet?</p> <p>The internet and the World Wide Web (5.5)</p> <p>6 Lessons</p> <p>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.</p> | <p>IT</p> <p>Can I use CAD to create a 3D model?</p> <p>3D Modelling (5.6)</p> <p>6 Lessons</p> <p>Children will learn to design models using online CAD software.</p> | | |
| | <p>Autumn 1</p> <p>Self- and Identity</p> <p>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.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/5/self-image-and-identity/</p> | <p>Autumn 2</p> <p>Online Relationships</p> <p>I can give examples of technology-specific forms of 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 friends harm. I can 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 others and make positive contributions. (e.g. gaming 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 can demonstrate how to support others (including those who are having difficulties) online.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/5/online-relationships/</p> | <p>Spring 1</p> <p>Health, Wellbeing and Lifestyle</p> <p>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.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/5/health-well-being-andlifestyle/</p> | <p>SAFER INTERNET DAY</p> <p>Online Bullying</p> <p>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).</p> <p>https://projectevolve.co.uk/toolkit/resources/years/5/online-bullying/</p> | <p>Spring 2</p> <p>Managing information online</p> <p>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 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 someone’s emotions and behaviour, and explain why this may be harmful.</p> <p>I can explain what is meant by a ‘hoax’. I can explain why someone would need to think carefully before they share.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/5/managing-onlineinformation/</p> | <p>Summer 1</p> <p>Copyright and Ownership</p> <p>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.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/5/copyright-andownership/</p> | <p>SUMMER 2 TAUGHT IN 5.5</p> <p>Online Reputation</p> <p>Covered in MGL SOL</p> <p>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</p> <p>https://projectevolve.co.uk/toolkit/resources/years/5/online-reputation/</p> | <p>SUMMER 2 TAUGHT IN 5.5</p> <p>Privacy and Security</p> <p>Covered in MGL SOL</p> <p>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.</p> <p>https://projectevolve.co.uk/toolkit/resources/years/5/privacy-and-security/</p> |
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| Year 6 | <p>IT</p> <p>Can I organise data and make calculations in Excel?</p> <p>Creating Formula in Excel (6.1)</p> <p>6 Lessons</p> <p>Pupils will learn how to organise data and make calculations using the application Microsoft Excel.</p> | <p>CS</p> <p>Can I use Python to create text-based a text bade program?</p> <p>Edublocks- Introduction to Python (6.2)</p> <p>6 Lessons</p> <p>Pupils will learn how block-based programming compares to written code. Pupils will be introduced to Python as a text-based method of programming.</p> | <p>CS</p> <p>Can I create an animation using Scratch?</p> <p>Programming a game (6.3)</p> <p>6 Lessons</p> <p>Using the application Scratch, pupils will create an interactive, playable game using conditionals, variables, and operators.</p> | <p>IT</p> <p>Can I create a podcast?</p> <p>Creating a Podcast (6.4)</p> <p>6 Lessons</p> <p>Pupils will produce a podcast based on a piece of writing from another curriculum area or aspect of school life.</p> | <p>IT</p> <p>How are websites coded?</p> <p>HTML (6.5)</p> <p>6 Lessons</p> <p>Pupils will learn how to design a multi-page informational website, considering the layout, user experience and key features including home page, links and images.</p> | <p>IT and DL</p> <p>How can I stay safe online?</p> <p>Social Media and Being Safe Online (6.6)</p> <p>6 Lessons</p> <p>Pupils will learn about the purpose of social media and different aspects of social media and how to use it safely.</p> | | |
| | <p>Autumn 1</p> <p>Self-image and Identity</p> <p>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 of asking until I get the help needed.</p> <p>https://projectevolve.co.uk/toolkit/resources/yards/6/self-image-and-identity/</p> | <p>Spring 1</p> <p>Copyright and Ownership</p> <p>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 references to and acknowledge sources I have used from the internet.</p> <p>https://projectevolve.co.uk/toolkit/resources/yards/6/copyright-andownership/</p> | <p>SAFER INTERNET DAY</p> <p>(Spring 2)</p> <p>Online Bullying</p> <p>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.</p> <p>https://projectevolve.co.uk/toolkit/resources/yards/6/online-bullying/</p> | <p>Summer 1</p> <p>Privacy and Security</p> <p>I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen. 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 describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). I know that online services have terms and conditions that govern their use.</p> <p>https://projectevolve.co.uk/toolkit/resources/yards/6/privacy-and-security/</p> | <p>SUMMER 2 TAUGHT IN 6.6</p> <p>Online Relationships</p> <p>Covered in MGL SOL</p> <p>I can explain how sharing something online may have an impact either positively or negatively I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. 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.</p> <p>https://projectevolve.co.uk/toolkit/resources/yards/6/online-relationships/</p> | <p>SUMMER 2 TAUGHT IN 6.6</p> <p>Health, Wellbeing and Lifestyle</p> <p>Covered in MGL SOL</p> <p>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 used to keep users engaged (current and future use). I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p> <p>https://projectevolve.co.uk/toolkit/resources/yards/6/health-well-being-andlifestyle/</p> | <p>SUMMER 2 TAUGHT IN 6.6</p> <p>Online Reputation</p> <p>Covered in MGL SOL</p> <p>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.</p> <p>https://projectevolve.co.uk/toolkit/resources/yards/6/online-reputation/</p> | <p>SUMMER 2 TAUGHT IN 6.6</p> <p>Managing information online</p> <p>Covered in MGL SOL</p> <p>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 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.</p> <p>https://projectevolve.co.uk/toolkit/resources/yards/6/managing-online-information/</p> |
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