

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Computing – Online Safety	Year: PHASE 3 – Year B – UNIT 1 OF 4
NC/PoS: <ul style="list-style-type: none">• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	
Prior Learning (what pupils already know and can do) <p>What personal information is and the importance of keeping it protected online, how to stay safe online when communicating with other, how to flag upsetting content, how to complete safe searches, how people can be someone else online, that smart device are becoming increasingly common in households, the need to respect copyright laws, artificial intelligence is when computers appear to have human intelligence, websites track consumers and how they have used their site, fake news, negative impact of overuse/overshare, using citations and reference to support copyright</p>	
End Points (what pupils MUST know and remember) <ul style="list-style-type: none">• I can identify and reject inappropriate representations online• I can keep asking to get help when needed• I understand responsibilities online• I can describe some ways that build a positive reputation• I can explain the importance of self-regulating my use of technology• I can describe strategies for managing passwords• I can explain how impulsive communications cause problems• I can apply strategies to evaluating digital content• I can describe ways apps and services can conflict privacy• I can explain the importance of self-regulating my use of technology• I can demonstrate how to make references• I know the boundaries I should follow	
Key Vocabulary <p>equality, inequality, hate speech, discrimination, trolling, gender, race, culture, evaluate, inappropriate, stereotypical, sociological, flag, trusted, target, negative, positive, reporting, admin, peer pressure, popular culture, encryption, security, hacking, privacy, Fear of missing out, distraction, rewards, balance, moderation, Citation, ownership, copyright, trademark, Harvard reference, plagiarism, phishing, persuasive, influences, access, malicious, crawler, rank, hyperlink, clickbait, mis-information, fake news, neutral, bias</p>	
Session 1: Staying Safe Online <p>Children should understand:</p> <ul style="list-style-type: none">• content online pertaining to race, gender, religion, disability, culture and other groups should be challenged and reported as required• any content, especially comments/messages aimed at an individual, should be reported and a trusted adult informed; it is important that, as in the real world, these incidents don't go on unresolved• social media has greatly influenced societal pressure and peer pressure, and it is imperative that we seek support in these instances especially when it is having an impact on our mental well-being• screen shots can be used as a form of evidence to support reporting• most apps and websites have reporting tools within them• it is imperative we continue to be sceptical about those we meet online and separate them from our 'real' friends• encryption is used by websites to give information secure• password managers can be used to generate strong passwords and to store them securely• most of the content on the world wide web has been designed for adults by adults• PEGI ratings are used to protect minors from inappropriate content	

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- most social media platforms have a age limit of 13; due to the nature of these platforms it is difficult to regulate the content being shared
- being exposed to inappropriate content at a young age can cause us to become desensitised to illegal subjects
- posting on social media can impact our online reputation
- law states children from 10 years can be charged with a criminal offence for posting hurtful messages and inappropriate pictures

Vocabulary: equality, inequality, hate speech, discrimination, trolling, gender, race, culture, evaluate, inappropriate, stereotypical, sociological, flag, trusted, target, negative, positive, reporting, admin, peer pressure, popular culture, encryption, security, hacking, privacy,

Session 2: Living in a Connected World

Children should understand:

- spending too much time online can impact our mental health
- sitting for prolonged periods of time can impact our physical fitness
- our social skills can be impacted as well as moods and self esteem
- we need sufficient sleep each night so that we can we learn and concentrate
- phones, even in night mode, stimulate our brains and impact on sleep

Vocabulary: Fear of missing out, distraction, rewards, balance, moderation,

Session 3: Copyright and Plagiarism

Children should understand:

- search engines use tools and filters to search by 'Usage Rights'
- content in the 'Public Domain' is no longer protected by copyright or intellectual property laws; copyright on the content has expired)
- no one 'owns' the public domain content – it is owned by the public
- Creative Commons (CC) is used by copyright holders to allow others to reuse their content
- citations/references should be made to the owner of any CC material used

Vocabulary: Citation, ownership, copyright, trademark, Harvard reference, plagiarism,

Session 4: Scams

Children should understand:

- scam emails are used to access personal information or for financial gain
- scam emails can be used to distribute viruses or malware
- URL shorteners can be useful but hide the true web address
- companies try to imitate others and run premium rate text services; these companies extract personal information and setup subscription unbeknown to the bill payer
- unsecured websites can be identified with an open padlock and http
- secure websites can be identified with a locked padlock and https
- crawler programs are used by search engines to identify an untrustworthy website and search algorithms to lower the rank of the page

Vocabulary: Privacy, phishing, persuasive, influences, access, malicious, crawler, rank, hyperlink, clickbait, mis-information, fake news, neutral, bias

Future learning this content supports:

The content of this unit will support other units on