



Digital Learners



Engineers



Global Enquirers



Designers

ASHINGTON
LEARNING
PARTNERSHIP



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers



Digital Learners

Medium Term Plan Digital Learners

Using the K,S,U you have learnt in this unit, what different ways can you report concerns about online content, contact and conduct in and out of school?
Independently select appropriate software to present your



Digital Learners

Aspect of Study

E-safety
IT - Independently selecting, using software

Transferable Knowledge:

Understanding of responsible use of technology, how to report concerns and presenting information using appropriate software

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

During this area of study students should be taught to:

Use technology respectfully and responsibly
Identify a range of ways to report concerns about content, contact and conduct in and out of school.
Be discerning in evaluating digital content
Independently select and use software to create content for a given audience.

The majority of this unit of work is delivered using the Be Internet Legends resources produced by Google and Parentzone. The pdf of the scheme of works is in the google drive folder. Look at opportunities in the lessons for pupils to record understanding using the computers rather than on paper, as this will develop IT skills as well as providing evidence towards IT strands.



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Substantive Knowledge (subject-specific)

What is meant by content, contact and conduct in relation to technology

Range of ways that concerns regarding online content, contact and conduct can be reported through youtube, instagram, online gaming etc

Further develop understanding of how to be responsible and respectful online - considering their own actions in relation to content, contact and conduct.

Be able to evaluate digital content, photographs, videos, text and justify if the information is reliable, accurate, biased.

Disciplinary Knowledge?

Real World Links:

Pupils will learn what is unacceptable online content, contact and conduct, thus providing them with the knowledge to make appropriate choices when using technology. They will be able to use their knowledge to know how to report concerns, giving them control over their experiences online.



Opportunity for Skills for Life - linked to progression framework.

Influential Figures

OPAL links

Links to opportunities linked to OPAL

Curriculum Coverage

(Previous, expected and what follows on)

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
<p>Year 4 - The different ways people communicate online (mobile phones, email, facetime, gaming etc) and that this type of communication can be seen by others. Recognising irresponsible behaviour online by using different scenarios. Knowing what type of information they should keep private online.</p> <p>Year 5 - What is meant by age appropriate content, why it is important that people know what Pegi ratings mean. Why some of the content of some games might not be appropriate for pupils of their age.</p> <p>Further developed pupil's understanding of being responsible online and discussed cyberbullying, effects on it's victims and others involved.</p> <p>Safer Internet Day - 2019 Safer Internet Day resources looked at permissions. Pupils discussed what is meant by giving permission, having permission to share photographs, download apps, purchase things in a game.</p>	<p>Use technology respectfully and responsibly</p> <p>Identify a range of ways to report concerns about content, contact and conduct in and out of school.</p> <p>Be discerning in evaluating digital content</p>	<p>Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns</p>

Key vocabulary	Concepts	Language skills
content conduct contact abuse inappropriate appropriate discerning digital content genuine fraud unreliable suspicious phishing trustworthy authentic firewall	peer pressure personal responsibility morals	