

Online safety long term curriculum map

Year A

| class | Unit | Aims | End of unit outcomes |
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| Ash | unit 1.1 online safety and exploring purple mash | <ul style="list-style-type: none"> • To log in safely. • To start to understand the idea of ‘ownership’ of their creative work. • To learn how to find saved work in the Online Work area and find teacher comments. • • To learn how to search Purple Mash to find resources. • To become familiar with the types of resources available in the Topics section. • To become more familiar with the icons used in the resources in the Topics section. • To start to add pictures and text to work. • To explore the Tools section of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New. • To explore the Games section on Purple Mash. • To understand the importance of logging out when they have finished. | <p>Pupils demonstrate an understanding of the importance of online safety, using their own private usernames and passwords for Purple Mash. Most pupils will be able to demonstrate an understanding of the reasons for keeping their password private including talking about the meaning of ‘private information’. Pupils take ownership of their work and will be able to save their work, using a memorable file name, to their own personal space on Purple Mash and understand that this can be retrieved later.</p> <p>Most pupils will be able to add their name to their picture. Most pupils will be able to give a simple explanation of the way to word comments online when given the example of their teacher commenting upon their work. Throughout this unit most pupils will be able to contribute their ideas about communicating appropriately and relate online and off-line appropriate behaviour. Most pupils will be able to open Purple Mash and use the search bar within Purple Mash to find resources. They can suggest appropriate words to search with to find the results that they are looking for.</p> |
| Oak | 3.2 online safety | <ul style="list-style-type: none"> • To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. •To understand how the Internet can be used to help us to communicate effectively. •To understand how a blog can be used to help us communicate with a wider audience. For pupils to consider if what they read on websites is true? •To look at a ‘spoof’ website. •To create a ‘spoof’ webpage. •To think about why these sites might exist and how to check that the information is accurate. <p>To learn about the meaning of age restrictions symbols on digital media and devices.</p> <ul style="list-style-type: none"> •To discuss why PEGI restrictions exist. •To know where to turn for help if they see inappropriate content or have inappropriate contact from others <p>To learn how to use email safely.</p> | <p>Pupils understand the importance of a secure password and not sharing this with anyone else and can understand the negative implications of failure to keep passwords safe and secure and can suggest examples of good and poor passwords. When using the internet, pupils can appraise the accuracy of the information on a website and make decisions on whether it is a trustworthy source of information Most pupils will have gained an understanding that it is not acceptable to use the work of others or post images of others without consent. Most pupils recognise the PEGI ratings and can give examples of why content is rated and how this protects them. Most pupils can express the need to tell a trusted adult if they are upset by anything online. Most pupils will be able to use Purple Mash as a platform for collaboration. Specifically, they will create a spoof website for other pupils to read and share on a class display board. Most pupils can use suitable keywords when trying to verify sources.</p> <p>Pupils understand the importance of staying safe when using email and have demonstrated knowledge of this through the writing of class rules for their conduct when using email systems. Pupils apply their knowledge of email safety through the creation of a quiz on staying safe when emailing Pupils can suggest why they need to seek permission before sharing photos. Pupils can refer to what</p> |

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| | | | they learnt in Unit 3.2 regarding Online Safety when suggesting the way to communicate appropriately online. Pupils' email messages illustrate that they have taken on board messages about appropriate communication with a regard for their audience. |
| Beech | 5.2 online safety | <p>To gain a greater understanding of the impact that sharing digital content can have.</p> <ul style="list-style-type: none"> • To review sources of support when using technology. • To review pupils' responsibility to one another in their online behaviour. <p>To know how to maintain secure passwords.</p> <ul style="list-style-type: none"> • To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. <p>To learn about how to reference sources in their work</p> <ul style="list-style-type: none"> • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. Ensuring reliability through using different methods of communication. | <p>Pupils demonstrate an understanding of their responsibility to others as well as to themselves when communicating and sharing content online. Pupils demonstrate a clear understanding of what the SMART rules are and how they should be applied to using technology safely and respectfully. Pupils demonstrate that they are developing critical thinking skills in their online experience and know what sorts of inappropriate content should be reported. They can apply their knowledge in the creation of a comic strip to teach other pupils about online safety. When doing image editing they are able to see both the positive and negative consequences of technological developments including altering images both in terms of impact upon themselves and impact upon others. Pupils can explain why citations must be considered when using the work of others. They know that there is a convention for recording citations and can put this into practice in their work. Pupils' contributions demonstrate a growing awareness of the context of communication and an ability to view the communication from the intended audience's point-of view. Most pupils will be able demonstrate that they understand what is meant by reliable and can build on their ability to identify reliable content.</p> |
| Hawthorn | 5.2 online safety | <p>To gain a greater understanding of the impact that sharing digital content can have.</p> <ul style="list-style-type: none"> • To review sources of support when using technology. • To review pupils' responsibility to one another in their online behaviour. <p>To know how to maintain secure passwords.</p> <ul style="list-style-type: none"> • To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. <p>To learn about how to reference sources in their work</p> <ul style="list-style-type: none"> • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. Ensuring reliability through using different methods of communication. | <p>Pupils demonstrate an understanding of their responsibility to others as well as to themselves when communicating and sharing content online. Pupils demonstrate a clear understanding of what the SMART rules are and how they should be applied to using technology safely and respectfully. Pupils demonstrate that they are developing critical thinking skills in their online experience and know what sorts of inappropriate content should be reported. They can apply their knowledge in the creation of a comic strip to teach other pupils about online safety. When doing image editing they are able to see both the positive and negative consequences of technological developments including altering images both in terms of impact upon themselves and impact upon others. Pupils can explain why citations must be considered when using the work of others. They know that there is a convention for recording citations and can put this into practice in their work. Pupils' contributions demonstrate a growing awareness of the context of communication and an ability to view the communication from the intended audience's point-of view. Most pupils will be able demonstrate that they understand what is meant by reliable and can build on their ability to identify reliable content.</p> |

Year B

| class | Unit | Aims | Success criteria |
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| Ash | unit 2.2 online safety | <p>To know how to refine searches using the Search tool.</p> <ul style="list-style-type: none"> • To know how to share work electronically using the display boards. • To use digital technology to share work on Purple Mash to communicate and connect with others locally. • To have some knowledge and understanding about sharing more globally on the Internet. <p>To introduce Email as a communication tool using 2Respond simulations.</p> <ul style="list-style-type: none"> • To understand how we talk to others when they are not there in front of us. • To open and send simple online communications in the form of email. <p>To understand that information put online leaves a digital footprint or trail.</p> <ul style="list-style-type: none"> • To begin to think critically about the information they leave online. • To identify the steps that can be taken to keep personal data and hardware secure. <p>To gain a better understanding of searching the Internet.</p> | <p>Pupils understand how to use the Purple Mash search bar and know the implications of inappropriate searches. Most pupils will be able to explain what a digital footprint is, that it is permanent and their online behaviour influences what it shows. Most pupils will be able to give reasons for keeping their password safe that include protecting their personal information. Most pupils will be able to express the good and bad sides of digital technology and can give examples of positive effects on life as well as negative. Pupils add their name to work but show a differentiation between full name and first name only when information is to be shared online. Most pupils will be able to share their work to a display board. By sharing their work using the display board, pupils begin to understand how things are shared electronically. Most pupils will be able to open and respond to simulated emails in 2Email. Most pupils will be able to open and send email responses to simulated emails in 2Email. Furthermore, using 2Respond activities the pupils develop an understanding of how to use email safely and responsibly. They also know how to report inappropriate content to their teacher.</p> |
| Oak | 4.2- online safety | <p>To understand how pupils can protect themselves from online identity theft.</p> <ul style="list-style-type: none"> • Understand that information put online leaves a digital footprint or trail and that this can aid identity theft. <p>To Identify the risks and benefits of installing software including apps.</p> <p>To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.</p> <ul style="list-style-type: none"> • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. | <p>Pupils have decided upon the most important online safety messages to communicate and have shared these ideas in their Top Tips for Online Safety publication. They put this knowledge into action in their own online activity. Pupils can explore key concepts relating to online safety using 2Connect. Pupils can give some examples of things to look out for in an email to ensure that it from a valid source and is not a phishing scam email. They can explain what can be learnt by looking at the padlock details for a website. Most pupils can reflect upon positive and negative aspects of a digital footprint and can give examples of the care they would take when sharing online in relation to their and others' digital footprint. Most pupils can give reasons for</p> |

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| | | <p>To identify the positive and negative influences of technology on health and the environment.</p> <ul style="list-style-type: none"> • To understand the importance of balancing game and screen time with other parts of their lives. | <p>taking care when installing apps or software. They know what Malware is and the possible impact of computer viruses and can give recommendations for how best to ensure that they only install valid software as part of their top tips document. Most pupils can give reasons for limiting screen time that include the effect on physical and mental health and can reflect on their own screen time and collective class screen time and begin to make informed decisions about when to limit their own screen time. Most pupils can explain how plagiarism is stealing, they are beginning to be able to identify the aspects of sharing that would be classed as plagiarism. Most pupils would have saved both online and locally to a device and are able to explain the differences between the two storage types. Most pupils will be able to identify key messages that should be shared with other pupils and parents about online safety, including identification of reliable content from websites found via common search engines.</p> |
| Beech | 4.2- online safety | <p>To understand how pupils can protect themselves from online identity theft.</p> <ul style="list-style-type: none"> • Understand that information put online leaves a digital footprint or trail and that this can aid identity theft. <p>To Identify the risks and benefits of installing software including apps.</p> <p>To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.</p> <ul style="list-style-type: none"> • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. <p>To identify the positive and negative influences of technology on health and the environment.</p> <ul style="list-style-type: none"> • To understand the importance of balancing game and screen time with other parts of their lives. | <p>Pupils have decided upon the most important online safety messages to communicate and have shared these ideas in their Top Tips for Online Safety publication. They put this knowledge into action in their own online activity. Pupils can explore key concepts relating to online safety using 2Connect. Pupils can give some examples of things to look out for in an email to ensure that it from a valid source and is not a phishing scam email. They can explain what can be learnt by looking at the padlock details for a website. Most pupils can reflect upon positive and negative aspects of a digital footprint and can give examples of the care they would take when sharing online in relation to their and others' digital footprint. Most pupils can give reasons for taking care when installing apps or software. They know what Malware is and the possible impact of computer viruses and can give recommendations for how best to ensure that they only install valid software as part of their top tips document. Most pupils can give reasons for limiting screen time that include the effect on physical and mental health and can reflect on their own screen time and collective class screen time and begin to make informed decisions about when to limit their own screen time. Most pupils can explain how plagiarism is stealing, they are beginning to be able to identify the aspects of sharing that would be classed as plagiarism. Most pupils would have saved both online and locally to a device and are</p> |

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| | | | able to explain the differences between the two storage types. Most pupils will be able to identify key messages that should be shared with other pupils and parents about online safety, including identification of reliable content from websites found via common search engines. |
| Hawthorn | 6.2- online safety | <p>Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location.</p> <ul style="list-style-type: none"> • Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon. • Identify the benefits and risks of giving personal information and device access to different software. <p>To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.</p> <ul style="list-style-type: none"> • To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. • To begin to understand how information online can persist and give away details of those who share or modify it. <p>To understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health.</p> <ul style="list-style-type: none"> • To identify the positive and negative influences of technology on health and the environment. | <p>Pupils have a good knowledge of the benefits and risks to working collaboratively. They have no trouble navigating networks within Purple Mash (Work folders, class folders and group folders), the local network (school) and the Internet (using as a source for research or leisure time). They can use a variety of networked devices such as webcams, online tools, printers, and tablets in a connected way for their educational benefit. Pupils can use search tools and routinely try to verify the validity and reliability of their sources. They look for corroborating sources for information and enter keywords that help them to choose the best results. Pupils demonstrate an understanding of their responsibility to others as well as to themselves when communicating and sharing content online. They can identify a variety of risks and benefits of technology. They feel confident in having strategies to help them promote a positive online image of themselves in their digital footprint. Pupils can identify location sharing as a risk to online safety and could relate this to work done on protecting their identifying private information. Pupils were able to identify the padlock and https as aids to the online safety in lesson 1 and could explain what these means referring to the work that they did on this in previous years' online safety units. Pupils' have a clear understanding of terms such as Computer virus, Location sharing, phishing scams, spam email, Malware and Identity theft. In lesson 2, they make sensible contributions to the question of what risks there are when installing an App and the possible risks hidden in the small print. Pupils' work as digital footprint detectives demonstrates that they understand the impact of a positive and negative digital footprint and how to take control of their own online virtual image. Most pupils can balance the positive impact of technology with the reasons for limiting screen time that include the effect on physical and mental health. Pupils routinely include citations in their research work across subjects. They also take care to credit the artist when using images from the Internet. They can explain the difference between copyright and privacy and are mindful</p> |

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| | | | <p>of both aspects when working with images. Most pupils can make informed choices when communicating online for example selecting the appropriate form of communication for its purpose and audience. They can discuss the use of instant messaging in social contexts, aware of the pros and cons of using such tools.</p> |
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