



Education for a Connected World: Progression of Skills

February 2023

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Digital Literacy - Education for a connected world (Project Evolve) | <p>Identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.</p> | <p>Self-Image and Identity: Recognise that there may be people online who could make me feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened. I can give examples of when and how to speak to an adult I trust.</p> <p>Online Relationships: Use the internet with adult support to communicate with people I know. Explain why it is important to be considerate and kind to people online.</p> <p>Online Reputation: Recognise that information can stay online and couple be copied. Describe what information I should</p> | <p>Self-Image and Identity: Explain how other people's identity online can be different to their identity in real life. Describe ways in which people might make themselves look different online. Give examples of issues online that might make me feel sad, worried, uncomfortable or frightened and give examples of how I might get help.</p> <p>Online Relationships: Use the internet to communicate with people I don't know well. Give examples of how I might use technology to communicate with others I don't know well.</p> <p>Online Reputation: Explain how information put online about me</p> | <p>Self-Image and Identity: Explain what is meant by the term 'identity'. Explain how I can represent myself in different ways online. 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).</p> <p>Online Relationships: Describe ways people who have similar likes and interests can get together online. Give examples of technology- specific forms of communication (e.g. emojis, acronyms, text speak) Explain some risks of communicating online with other I don't know well. Explain how my and other people's feelings can be hurt</p> | <p>Self-Image and Identity: Explain how my online identity can be different to the identity I present in 'real life'. Describe the right decisions about how I interact with others and how others perceive me.</p> <p>Online Relationships: Describe strategies for safe and fun experiences in a range of online social environments. Give examples of how to be respectful to others online.</p> <p>Online Reputation: Describe how others can find out information about me by looking online. Explain ways that some of the information about me online could have been created,</p> | <p>Self-Image and Identity: Explain how identity online can be copied, modified or altered. Demonstrate responsible choices about my online identity, depending on context.</p> <p>Online Relationships: Explain that there are some people I communicate with online who may want to do me or my friend harm. Recognise that this is not my/our fault. Make positive contributions and be part of online communities. Describe some of the communities in which I am involved. Describe how I collaborate with others positively.</p> <p>Online Reputation: Search for information about an individual online</p> | <p>Self-Image and Identity: Describe ways in which media can shape ideas about gender. Identify messages about gender roles and make judgements based on them. Challenge and explain why it is important to reject inappropriate messages about gender online. Describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. Know and give examples of how I might get help both online and offline. Explain why I should keep asking until I get the help I need.</p> <p>Online Relationships: Show understanding of responsibilities for the well-being of others in my online social group.</p> |

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| | | <p>not put online without asking a trusted adult first.</p> <p>Online Bullying: Describe how to behave online in ways that do not upset others and can give examples.</p> <p>Managing Online Information: Use the internet to find things out. Use simple keywords in search engines. Describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable, worried or frightened.</p> <p>Health, wellbeing and lifestyle: Explain rules to keep us safe when we are using technology both in and beyond the home. Give examples of some of these rules.</p> <p>Privacy and Security:</p> | <p>can last for a long time. Know who to talk to if I think someone has made a mistake about putting something online.</p> <p>Online Bullying: Give examples of bullying behaviour and how it could look online. Understand how bullying can make someone feel. Talk about how someone can/would get help about being bullied online or offline.</p> <p>Managing Online Information: Use key words in search engines. Demonstrate how to navigate a simple webpage to get to information needed (e.g. home, forward, back buttons, links, tabs and sections). Explain what voice activated searching is and how it might be used (e.g. Alexa, Google, Now, Siri).</p> | <p>by what is said or written online. Explain why I should be careful who I trust inline and what information I can trust them with. Explain why I can take back my trust in someone or something of I feel nervous, uncomfortable or worried. Explain what it means to 'know someone' online and why this might be different from knowing someone in real life. Explain what is meant by 'trusting someone online'. Explain why this is different from 'liking someone online'.</p> <p>Online Reputation: Search for information about myself online. Recognise the need to be careful before sharing anything about myself or others online. Know who I should ask if I am not sure</p> | <p>copied or shared by others.</p> <p>Online Bullying: Identify some online technologies where bullying might take place. Describe ways people can be bullied through a range of media (e.g. image, video, text, chat) Explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p> <p>Managing Online Information: Analyse information and differentiate between 'opinions', 'belief' and 'facts'. Understand what criteria have to be met before something is a 'fact'. Describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).</p> | <p>and create a summary report of the information I find. Describe ways that information about people online can be used by others to make judgements about an individual.</p> <p>Online Bullying: Recognise when someone is upset, hurt or angry online. Describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. Explain how to block abusive users. Explain how I would report online bullying on the apps and platforms that I use. Describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline).</p> <p>Managing Online Information: Use different search engines.</p> | <p>Explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). Demonstrate how I would support others (including those who are having difficulties) online. Demonstrate ways of reporting problems online for both myself and my friends.</p> <p>Online Reputation: Explain how I am developing an online reputation which will allow other people to form an opinion of me. Describe some simple ways that help build a positive online reputation.</p> <p>Online Bullying: Describe how to capture bullying content as evidence (e.g. screen- grab, URL, profile) to share with others</p> |
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| | | <p>Recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).</p> <p>Explain why I should always ask a trusted adult before I share any information about myself online.</p> <p>Copyright and Ownership: Explain why work I create using technology belongs to me. Say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). Save my work so that others know it belongs to me (e.g. filename, name on content).</p> | <p>Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>Explain why some information found online may not be true.</p> <p>Health, Wellbeing and lifestyle: Explain simple guidance for using technology in different environments and settings. Say how those rules/guides can help me.</p> <p>Privacy and Security: Describe how online information about me could be seen by others. Describe and explain some rules for keeping my information private. Explain what passwords are and use passwords for accounts and devices. Explain how many devices in my home could</p> | <p>if I should put something online.</p> <p>Online Bullying: Explain what bullying is. Describe how people may bully others. Describe the rules about how to behave online and how to follow them.</p> <p>Managing Online Information: Use key phrases in search engines. Explain what autocomplete is and how to choose the best suggestion. Explain how the internet can be used to sell and buy things. Explain the difference between a 'belief' an 'opinion; and a 'fact'.</p> <p>Health, Wellbeing and lifestyle: Explain why spending too much time using technology can sometimes have a negative impact on me.</p> | <p>Describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. Explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. Explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.</p> <p>Health, Wellbeing and lifestyle: Explain how using technology can distract me from other things I might do or should be doing. Identify times or situations when I might need to limit the amount of time I use technology.</p> | <p>Evaluate digital content and explain how I make choices from search results. Explain key concepts including: data, information, fact, opinion, belief, true, false, valid, reliable and evidence. Understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). Explain what is meant by 'being sceptical'. Give examples of when and why it is important to be 'sceptical'. Explain what is meant by a 'hoax'. Explain why I need to think carefully before I forward anything online. Explain why some information that is</p> | <p>who can help me. Identify a range of ways to report concerns both in school and at home about online bullying.</p> <p>Managing Online Information: Use search technologies effectively. Explain how search engines work and how results are selected and ranked. Demonstrate the strategies I would apply to be discerning in evaluating digital content. Describe how some online information can be opinion and can offer examples. Explain how and why some people may present 'opinions' as 'facts'. Define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').</p> |
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| | | | <p>be connected to the internet and list some of those devices.</p> <p>Copyright and Ownership: Describe why other people's work belongs to them. Recognise that content on the internet may belong to other people.</p> | <p>Give some examples of activities where it is easy to spend lots of time engaged (e.g. games, films, videos).</p> <p>Privacy and Security: Give reasons why I should only share information with people I choose to and can trust. Explain that if I am not sure or I feel pressured, I should ask a trusted adult. Understand and give reasons why passwords are important. Describe simple strategies for creating and keeping passwords private. Describe how connected devices can collect and share my information with others.</p> <p>Copyright and Ownership: Explain why copying someone else's work from the</p> | <p>Suggest strategies to help me limit this time.</p> <p>Privacy and Security: Explain what a strong password is. Describe strategies for keeping personal information private, depending on context. Explain that others online can pretend to be me or other people, including my friends. Suggest reasons why they might do this. Explain how internet use can be monitored.</p> <p>Copyright and Ownership: When searching the internet for content to use, explain why I need to consider who owns it and whether I have the right to reuse it and give some examples.</p> | <p>on a large number of sites may still be inaccurate or untrue. Asses how this might happen (e.g. the sharing of misinformation either by accident or on purpose).</p> <p>Health, Wellbeing and lifestyle: Describe ways technology can affect healthy sleep and can describe some of the issues. Describe some strategies, tips or advice to promote healthy sleep with regards to technology.</p> <p>Privacy and Security: Create and use strong and secure passwords. Explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages,</p> | <p>Demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and explain why using these strategies are important. Identify, flag and report inappropriate content.</p> <p>Health, Wellbeing and lifestyle: Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. Assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise). Explain the importance of self-regulating my use of technology. Demonstrate strategies I use to do this (e.g. monitoring my time</p> |
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| | | | | <p>internet without permission can cause problems. Give examples of what those problems might be.</p> | | <p>geolocation) with others. Explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.</p> <p>Copyright and Ownership: Assess and justify when it is acceptable to use the work of others. Give examples of content that is permitted to be reused.</p> | <p>online, avoiding accidents).</p> <p>Privacy and Security: Use different passwords for a range of online services. Describe effective strategies for managing those passwords (e.g. password manager, acronyms, stories). Know what to do if my password is lost or stolen. Explain what app permissions are and give some examples from the technology or services I use. Describe simple ways to increase privacy on apps and services that provide privacy settings. Describe ways in which some online content targets people to gain money or information illegally. Describe strategies to help me identify such content (e.g. scams, phishing).</p> |
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| | | | | | | | <p>Copyright and Ownership: Demonstrate the use of search tools to find and access online content which can be reused by others. Demonstrate how to make references to and acknowledge sources I have used from the internet.</p> |
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