

**Ashwell Primary School  
Computing Curriculum  
Online Safety Progression – Knowledge & Skills Organiser**



**Introduction**

This progression includes only the learning objectives relating to online safety within the Computing Scheme of Work. Within the scheme, there are additional opportunities to reference safe online practices within lessons that are not specifically noted as a learning objective of the lesson, these are not included here. Online safety is not only taught discretely through computing but additionally during PSHE lessons and whole school sessions and as part of other subjects where pupils might use technology, such as for email, blogging and online research.

**Year 1 – Online Safety**

**Core Knowledge / skills to be acquired: (Unit 1.1)**

- To log in safely.
- 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 icons and types of resources available in the Topics section.
- To start to add pictures and text to work.
- To explore the Tools and Games section of Purple Mash.
- To learn how to open, save and print.
- To understand the importance of logging out.

**Key Vocabulary:**

- Log in** - Using a username and password to access a system.
- Username** - A name that is used by a person to access an online site.
- Password** - A series of letters, numbers and special characters that is entered after the username to access an online site.
- Avatar** - A digital picture to represent someone.
- My Work** - The place on Purple Mash where your work is stored.
- Log out** - Leaving a computer system.
- Topics** - The area on Purple Mash that contains ready-made resources.
- Save** - Store your work as you create something so it can be accessed later.
- Notification** - A system that lets you know if you have something to look at.
- Tools** - The area on Purple Mash with the different learning apps.

**Curriculum Enrichment / Cultural Capital Opportunities**

- Online Safety Day (annually)
- Through PSHCE lessons

**Prior knowledge / skills this builds on: (EYFS Framework)**

**PSED**

- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'.

**EAD**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**UW**

- Explore how things work.

**What comes next: (Unit 2.2)**

- To know how to refine searches using the Search tool.
- 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.
- To introduce Email as a communication tool using 2Respond simulations.
- To understand how we should talk to others in an online situation.
- To open and send simple online communications in the form of email.
- To understand that information put online leaves a digital footprint or trail.
- To identify steps that can be taken to keep personal data secure.

## Year 2 – Online Safety

### Core Knowledge / skills to be acquired: (Unit 2.2)

- To know how to refine searches using the Search tool.
- 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.
- To introduce Email as a communication tool using 2Respond simulations.
- To understand how we should talk to others in an online situation.
- To open and send simple online communications in the form of email.
- To understand that information put online leaves a digital footprint or trail.
- To identify the steps that can be taken to keep personal data and hardware secure.

### Key Vocabulary:

- Search** - Look for information in (in a database or the World Wide Web) using a search engine.
- Displayboard** - In Purple Mash, this is a tool that enables you to share work with a wide audience.
- Internet** - A way to send information from one computer to another anywhere in the world using technology such as phones, satellites and radio links.
- Sharing** - Post or repost (something) on a website.
- Email** - Messages distributed by electronic means from one computer user to one or more people.
- Attachment** - A computer file sent with an email.
- Digital Footprint** - The information about a person that exists on the Internet as a result of their online activity.

### Curriculum Enrichment / Cultural Capital Opportunities

- Online Safety Day (annually)
- Through PSHCE lessons

### Prior knowledge / skills this builds on: (Unit 1.1)

- To log in safely.
- 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 icons and types of resources available in the Topics section.
- To start to add pictures and text to work.
- To explore the Tools and Games section of Purple Mash.
- To learn how to open, save and print.
- To understand the importance of logging out.

### What comes next: (Unit 3.2)

- To know what makes a safe password.
- To learn methods for keeping passwords safe.
- To understand how the Internet can be used in effective communication.
- To understand how a blog can be used to communicate with a wider audience.
- To consider the truth of the content of websites.
- To learn about the meaning of age restrictions symbols on digital media and devices.

## Year 3 – Online Safety

### Core Knowledge / skills to be acquired: (Unit 3.2)

- To know what makes a safe password.
- To learn methods for keeping passwords safe.
- To understand how the Internet can be used in effective communication.
- To understand how a blog can be used to communicate with a wider audience.
- To consider the truth of the content of websites.
- To learn about the meaning of age restrictions symbols on digital media and devices.

### Key Vocabulary:

- Password** - A secret word, phrase or combination of letters, numbers and symbols that must be used to gain admission to a site or application such as a website.
- Blog** - A regularly updated website or web page, typically one run by an individual or small group, that is written in an informal or conversational style.
- Website** - A set of related web pages located under a single name.
- Webpage** - A page online that makes up one screen of a website.
- Internet** - A global computer network providing a variety of information and communication facilities, consisting of interconnected networks and computers.
- Concept map** - A diagram that shows how different objects or ideas are related and connected.
- Spoof website** - A website that uses dishonest designs to trick users into thinking that it represents the truth.
- PEGI rating** - A rating that shows what age a game is suitable for.

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### Prior knowledge / skills this builds on: (Unit 2.2)

- To know how to refine searches using the Search tool.
- 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.
- To introduce Email as a communication tool using 2Respond simulations.
- To understand how we should talk to others in an online situation.
- To open and send simple online communications in the form of email.
- To understand that information put online leaves a digital footprint or trail.
- To identify the steps that can be taken to keep personal data and hardware secure.

### What comes next: (Unit 4.2)

- To understand how children can protect themselves from online identity theft.
- To understand that information put online leaves a digital footprint or trail and that this can aid identity theft.
- To identify the risks and benefits of installing software including apps.
- To understand that copying the work of others, presenting it as their own is called 'plagiarism' and to consider the consequences.
- To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.
- To identify the positive and negative influences of technology on health and the environment.
- To understand the importance of balancing game and screen time with other parts of their lives.

## Year 4 – Online Safety

### Core Knowledge / skills to be acquired: (Unit 4.2)

- To understand how children can protect themselves from online identity theft.
- To understand that information put online leaves a digital footprint or trail and that this can aid identity theft.
- To identify the risks and benefits of installing software including apps.
- To understand that copying the work of others, presenting it as their own is called 'plagiarism' and to consider the consequences.
- To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.
- To identify the positive and negative influences of technology on health and the environment.
- To understand the importance of balancing game and screen time with other parts of their lives.

### Key Vocabulary:

- Computer virus** - A piece of code which can copy itself and typically has a damaging effect on the device, such as corrupting the system or destroying data.
- Digital footprint** - The information about a person that exists on the Internet as a result of their online activity.
- Phishing** - Practice of sending email pretending to be from reputable companies in order to persuade individuals to reveal personal information, such as passwords and credit cards numbers.
- Email** - Messages sent by electronic means.
- Cookies** - A small amount of data generated by a website and saved by a web browser. Its purpose is to remember information about the user.
- Identity theft** - When a person pretends to be someone else.
- Plagiarism** - When you use someone else's words or ideas.
- Copyright** - When the rights to something belong to a specific person.
- Malware** - Software that is designed to disrupt, damage, or gain unauthorized access to a computer system.
- Spam** - Messages sent over the Internet, typically to many users, for the purposes of advertising, phishing or spreading malware.

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### Prior knowledge / skills this builds on: (Unit 3.2)

- To know what makes a safe password.
- To learn methods for keeping passwords safe.
- To understand how the Internet can be used in effective communication.
- To understand how a blog can be used to communicate with a wider audience.
- To consider the truth of the content of websites.
- To learn about the meaning of age restrictions symbols on digital media and devices.

### What comes next: (Unit 5.2)

- To gain a greater understanding of the impact that sharing digital content can have.
- To review sources of support when using technology and children's responsibility to one another in their online behaviour.
- To know how to maintain secure passwords.
- 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.
- To learn about how to reference sources in their work.
- 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.
- To ensure reliability through using different methods of communication.

## Year 5 – Online Safety

### Core Knowledge / skills to be acquired: (Unit 5.2)

- To gain a greater understanding of the impact that sharing digital content can have.
- To review sources of support when using technology and children’s responsibility to one another in their online behaviour.
- To know how to maintain secure passwords.
- 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.
- To learn about how to reference sources in their work.
- 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.
- To ensure reliability through using different methods of communication.

### Key Vocabulary:

- Online safety** - Refers to staying safe when having a presence online.
- Encryption** - The process of converting information or data into a code, especially to prevent unauthorised access.
- Identity theft** - When a person pretends to be someone else.
- Plagiarism** - When you use someone else’s words or ideas.
- Citations** - A quotation from or reference to a book, paper, or author, especially in an academic work.
- Reference** - A mention of a source of information in a book or article including online.
- Bibliography** - A list of all the books and articles used in a piece of work.

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### Prior knowledge / skills this builds on: (Unit 4.2)

- To understand how children can protect themselves from online identity theft.
- To understand that information put online leaves a digital footprint or trail and that this can aid identity theft.
- To identify the risks and benefits of installing software including apps.
- To understand that copying the work of others, presenting it as their own is called ‘plagiarism’ and to consider the consequences.
- To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.
- To identify the positive and negative influences of technology on health and the environment.
- To understand the importance of balancing game and screen time with other parts of their lives

### What comes next: (Unit 6.2)

- To identify benefits and risks of mobile devices broadcasting the location of the user/device.
- To identify secure sites by looking for privacy seals of approval.
- To identify the benefits and risks of giving personal information.
- To review the meaning of a digital footprint.
- To have a clear idea of appropriate online behaviour.
- To begin to understand how information online can persist.
- To understand the importance of balancing game and screen time with other parts of their lives.
- To identify the positive and negative influences of technology on health and the environment.

## Year 6 – Online Safety

### Core Knowledge / skills to be acquired: (Unit 6.2)

- To identify benefits and risks of mobile devices broadcasting the location of the user/device.
- To identify secure sites by looking for privacy seals of approval.
- To identify the benefits and risks of giving personal information.
- To review the meaning of a digital footprint.
- To have a clear idea of appropriate online behaviour.
- To begin to understand how information online can persist.
- To understand the importance of balancing game and screen time with other parts of their lives.
- To identify the positive and negative influences of technology on health and the environment.

### Key Vocabulary:

- Digital footprint** - The information about a person that exists on the Internet as a result of their online activity.
- PEGI rating** - A rating that shows what age a game is suitable for.
- Spoof website** - A website that uses dishonest design to trick users into thinking that it represents the truth.
- Phishing** - The practice of sending email pretending to be from reputable companies in order to persuade individuals to reveal personal information, such as passwords and credit cards numbers.

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### Prior knowledge / skills this builds on: (Unit 5.2)

- To gain a greater understanding of the impact that sharing digital content can have.
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- To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.
- To learn about how to reference sources in their work.
- 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.
- To ensure reliability through using different methods of communication.

### What comes next: (Key Stage 3)

- online bullying
- sexting
- online relationships
- pressures of a digital world
- privacy
- digital footprint
- self-esteem
- consequences to our behaviour and
- where support can be accessed should they come across an issue online