

**St Anthony of Padua Catholic Primary School**

**Computing Medium Term Plan – Year 6 – Autumn 1 – Online Safety Dilemmas**

Lesson	Driving Question	Activity	Assessment
1	How does the internet and media shape our views?	<ol style="list-style-type: none"> <li>1. Introduce topic and class discussion about what they do online.</li> <li>2. Distribute pupil's digital learning journal template (challenge 1).</li> <li>3. Watch video <a href="https://www.youtube.com/watch?v=Zgdj5FXOOp8">https://www.youtube.com/watch?v=Zgdj5FXOOp8</a></li> <li>4. Discuss issue of media's portrayal of gender.</li> <li>5. Watch Video <a href="#">Best and Worst of Online life</a> and discuss childrens own experiences. Complete Challenge 2.</li> </ol>	<p>(DL) I can describe ways in which media can shape ideas about gender.</p> <p>(DL) I can identify messages about gender roles and make judgements based on them.</p> <p>(DL) I can challenge and explain why it is important to reject inappropriate messages about gender online.</p> <p>(DL) I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline.</p> <p>(DL) I can explain why I should keep asking until I get the help I need.</p>
2	How can you be a good Digital Citizen?	<ol style="list-style-type: none"> <li>1. Discuss children's online relationship and identify difference in behaviours between online and offline.</li> <li>2. Watch the <a href="https://vimeo.com/227210174">https://vimeo.com/227210174</a></li> <li>3. Complete challenge 3 &amp; 4 and discuss answers.</li> </ol>	<p>(DL) I can show I understand my responsibilities for the well-being of others in my online social group.</p> <p>(DL) I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).</p> <p>(DL) I can demonstrate how I would support others (including those who are having difficulties) online.</p> <p>(DL) I can demonstrate ways of reporting problems online for both myself and my friends.</p>
3	What does the information online say about us?	<ol style="list-style-type: none"> <li>1. Discuss children's online reputation.</li> <li>2. Complete challenge 5, 6 &amp; 7 and discuss answers</li> </ol>	<p>(DL) I can explain how I am developing an online reputation which will allow other people to form an opinion of me.</p> <p>(DL) I can describe some simple ways that help build a positive online reputation.</p>
4	How would you deal with online bullying?	<ol style="list-style-type: none"> <li>1. Discuss online bullying with the children and their experiences of it.</li> <li>2. Watch the video <a href="#">Abbie's Story</a> and discuss.</li> <li>3. Complete challenges 8 &amp; 9.</li> </ol>	<p>(DL) I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.</p> <p>(DL) I can identify a range of ways to report concerns both in school and at home about online bullying.</p>
5	How do you make informed decisions online? Can you trust everything you read online?	<ol style="list-style-type: none"> <li>1. Class discussion - children believe everything they read online, particularly on social media.</li> <li>2. Complete challenges 10, 11 &amp; 12.</li> </ol>	<p>(DL) I can use search technologies effectively.</p> <p>(DL) I can explain how search engines work and how results are selected and ranked.</p> <p>(DL) I can demonstrate the strategies I would apply to be discerning in evaluating digital content.</p> <p>(DL) I can demonstrate how some online information can be opinion and can offer examples.</p> <p>(DL) I can explain how and why some people may present 'opinions' as 'facts'</p> <p>(DL) I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and ad targeting).</p> <p>(DL) I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why these strategies are important.</p> <p>(DL) I can identify, flag and report inappropriate content.</p>

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6	Can technology impact on your health?	<ol style="list-style-type: none"> <li>1. Discuss what online games children are playing.</li> <li>2. Complete challenge 13, discuss PEGI rating why do we have them?</li> <li>3. Discuss technology addiction/ too much technology and complete challenge 14.</li> </ol>	<p>(DL) I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warning) and describe their performance.</p> <p>(DL) I can assess and action different strategies to limit the impact of technology on my health (e.g. night shift mode, regular break, correct posture, sleep, diet and exercise).</p> <p>(DL) I can explain the importance of self-regulating my use of technology: I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).</p>
7	How secure are you with your online information and accounts?	<ol style="list-style-type: none"> <li>1. Discuss how children can keep themselves secure online.</li> <li>2. Watch the video <a href="#">Scola Identity Theft</a>, would the children have known what to do in that situation?</li> <li>3. Complete challenge 15.</li> <li>4. Discuss hacking and phishing with the children.</li> </ol>	<p>(DL) I use different password for a range of online services.</p> <p>(DL) I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories).</p> <p>(DL) I know what to do if my password is lost or stolen</p> <p>(DL) I can explain what app permissions are and can give some examples from the technology or services I use.</p> <p>(DL) I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>(DL) I can describe ways in which some online content targets people to gain money or information illegally: I can describe strategies to help me identify such content (e.g. scams, phishing).</p>
8	Who owns the information on the internet?	<ol style="list-style-type: none"> <li>1. Class Discussion about who owns online content.</li> <li>2. Watch <a href="#">Copyright and Fair Use</a> Video.</li> <li>3. Self Assessment and computing vocabulary.</li> </ol>	<p>(DL) I can demonstrate the use of search tools to find and access online content which can be reused for you.</p> <p>(DL) I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>