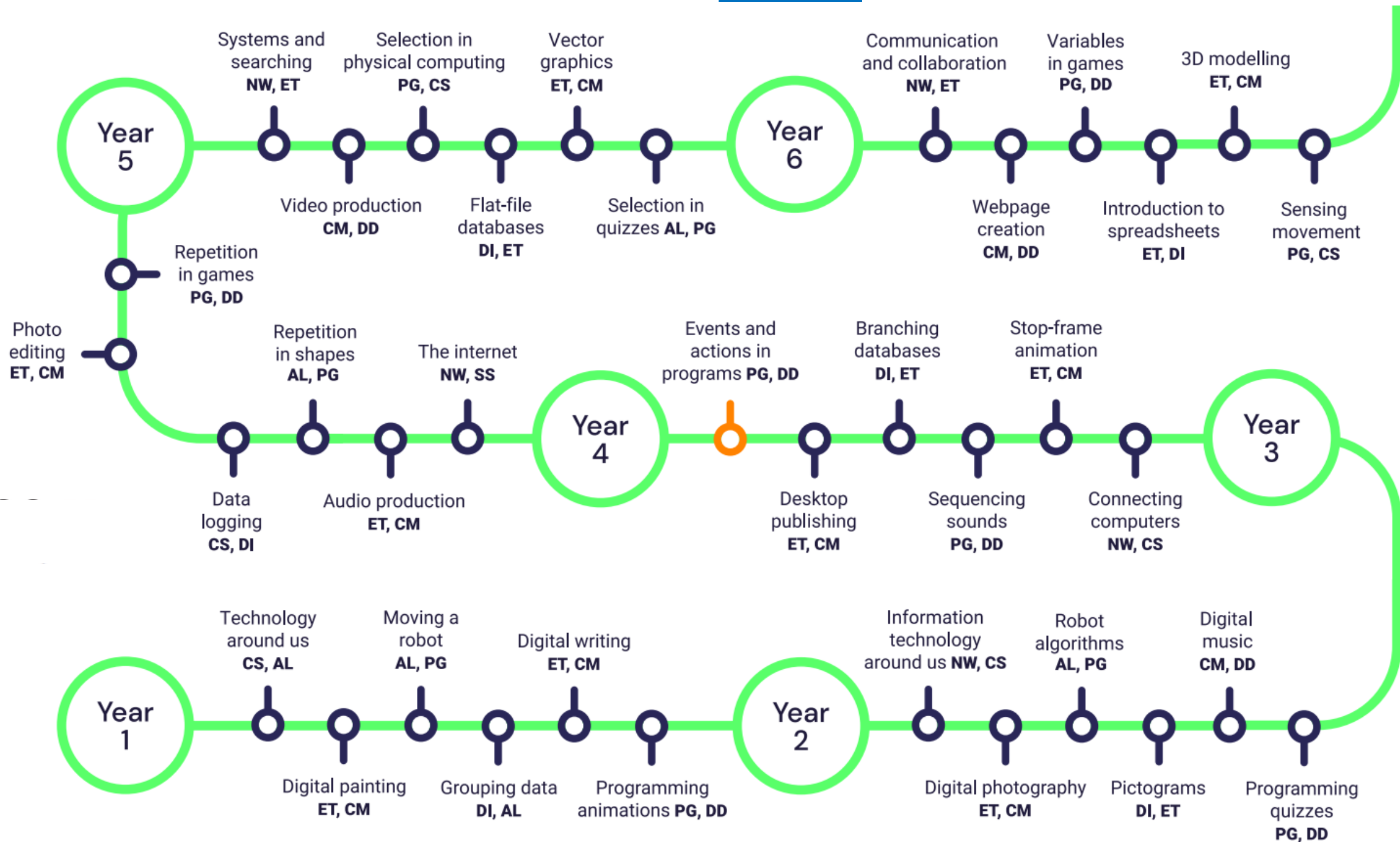


# Computing Roadmap: Teach Computing Units



AL: Algorithms; NW: Computer networks; CS: Computer Systems; CM: Creating media; DI: Data and information; DD: Design and development; ET: Effective use of tools; PG: Programming; SS: Safety and security;

# Project Evolve progression (online safety units)

## Year 1 to Year 3

	Self-image and identity	Online Relationships	Online reputation	Online bullying	Managing online information	Privacy and security
<b>Year 1</b>	-I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.	I can explain why it is important to be considerate and kind to people online and to respect their choices.	I can recognise that information can stay online and could be copied.	I can describe how to behave online in ways that do not upset others and can give examples.	I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.	I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.
<b>Year 2</b>	I can explain how other people may look and act differently online and offline.	I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.	I know who to talk to if something has been put online without consent or if it is incorrect.	I can talk about how anyone experiencing bullying can get help.	I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).	I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).
<b>Year 3</b>	I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.	I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.	I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.	I can give examples of how bullying behaviour could appear online and how someone can get support.	I can explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.	I can describe simple strategies for creating and keeping passwords private.

# Project Evolve progression (online safety units)

## Year 4 to Year 6

	Self-image and identity	Online Relationships	Online reputation	Online bullying	Managing online information	Privacy and security
<b>Year 4</b>	I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).	I can describe how to find out information about others by searching online.	I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.	I know what the digital age of consent is and the impact this has on online services asking for consent.
<b>Year 5</b>	I can explain how identity online can be copied, modified or altered.	I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).	I can search for information about an individual online and summarise the information found.	I can identify a range of ways to report concerns and access support both in school and at home about online bullying.	I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.	I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.
<b>Year 6</b>	I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.	I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.	I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.	I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.	I can explain how to use search technologies effectively	I can describe simple ways to increase privacy on apps and services that provide privacy settings.