Project Evolve Online Progression

GILES BROOK SCHOOL

Foundation	Self Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online information	Health, well-being and lifestyle	Privacy and security	Copyright and Ownership
	I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know	I can identify ways that I can put information on the internet.	I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel	I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet.	I can identify rules that help keep us safe and healthy in and beyond the home when using technology I can give some simple examples of these rules	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they are trusted.	I know that the work I create belongs to me. I can name my work so that others know it belongs to me.
Year 1	Self Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online information	Health, well-being and lifestyle	Privacy and security	Copyright and Ownership
	I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something happens	I can give examples of when I should ask permission to do something online and explain why this is important. I can use the	I can recognise that information can stay online and could be copied. I can describe what information I	I can describe how to behave online in ways that do not upset others and can give examples.	I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.	I can explain rules to keep myself safe when using technology both in and beyond the home.	I can explain how passwords are used to protect information, accounts and devices.	I can explain why work I create using technology belongs to

	that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.	internet with adult support to communicate with people I know (e.g. video call apps or services). I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	should not put online without asking a trusted adult first.		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 know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.		I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	me. I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it''). I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content). I understand that work created by others does not belong to me even if I save a copy.

Year 2	Self Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online information	Health, well-being and lifestyle	Privacy and security	Copyright and Ownership
	I can explain what is meant by the term 'identity'.

I can explain how people can represent themselves in different ways online

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 describe ways people who have similar likes and interests can get together online.
I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.
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 explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.
I can explain how someone's feelings can be hurt by what is said or written | I can explain how to search for information about others online.

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 describe appropriate ways to behave towards other people online and why this is important.

I can give examples of how bullying behaviour could appear online and how someone can get support. | I can demonstrate how to use key phrases in search engines to gather accurate information online.

I can explain what autocomplete is and how to choose the best suggestion.

I can explain how the internet can be used to sell and buy things

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 explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).

I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, | I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged

I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites). | I can describe simple strategies for creating and keeping passwords private.

I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.

I can describe how connected devices can collect and share anyone's information with others. | I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause. |

		Self Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online information	Health, well-being and lifestyle	Privacy and security	Copyright and Ownership
		online. I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.			uncomfortable, worried or frightened.				
Year 3		Self Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online information	Health, well-being and lifestyle	Privacy and security	Copyright and Ownership
		I can explain what is meant by the term 'identity'.

I can explain how people can represent themselves in different ways online

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 describe ways people who have similar likes and interests can get together online.

I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. 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 explain how to search for information about others online

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 what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything | I can describe appropriate ways to behave towards other people online and why this is important.

I can give examples of how bullying behaviour could appear online and how someone can get support. | I can demonstrate how to use key phrases in search engines to gather accurate information online.

I can explain what autocomplete is and how to choose the best suggestion.

I can explain how the internet can be used to sell and buy things

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 explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do | I can describe simple strategies for creating and keeping passwords private.

I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.

I can describe how connected devices can collect and share anyone's | I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause. |

	Self Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online information	Health, well-being and lifestyle	Privacy and security	Copyright and Ownership
			personal.		I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).	information with others.	
Year 4	Self Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online information	Health, well-being and lifestyle	Privacy and security	Copyright and Ownership
	I can explain how my online identity can be different to my offline identity. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. live streaming, gaming platforms) I can give examples of how to be respectful to others online and describe how to recognise healthy and	I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why people need to think carefully about how content they post might affect others,	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 can describe how to search for information within a	I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time	I can describe strategies for keeping personal information private, depending on context. I can explain that internet use is never fully private and is monitored, e.g. adult supervision.	When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.

I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	unhealthy online behaviours. I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.		their feelings and how it may affect how others feel about them (their reputation).	wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). I can 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. I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.	they use technology e.g. I can suggest strategies to help with limiting this time.	I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I know what the digital age of consent is and the impact this has on online services asking for consent.	I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.

Year 5	Self Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online information	Health, well-being and lifestyle	Privacy and security	Copyright and Ownership
	I can explain how someone's online identity can be different to their identity in 'real life'. I can describe how someone might change their identity online. I can explain the positive reasons for changing your online identity and the negative reasons for doing so. I understand that I can show my online identity in different ways. I know that my online identity can have an impact on others, both positively and negatively. I can demonstrate responsible choices about my online identity, depending on context.	Understand that communication online does not have to be text-based. Understand that a variety of communication methods have been developed specific to online communication eg gifs, memes. Understand that the appropriate use of technology specific communication eg meme and gifs depends on circumstance and context. I can describe what is meant by harm. I understand that not everyone I communicate with online is pleasant and may not have my best intentions at heart I can explain why some people choose to act in a certain way online, that it is	I can use a search engine to search for information about other people and present that information for others to read I understand that the information I find may not be accurate I understand that people may make judgements against others on the information that they find I can use a search engine to search for information about other people and present that information for others to read I understand that the information I find may not be accurate I understand that people may make judgements against others on the information that they find	I can explain some differences between online and offline bullying I know some of the different ways people can be hurtful to others online I know how to be an 'upstander' online I can describe what 'banter' is. I can describe how I would know if something was banter. I know that bullying is different from banter. I would know who to speak to if someone I know was being bullied online. I can identify different support that is available to someone who is being bullied online.	I can use different search technologie. I can evaluate digital content and can explain how I make choices from search results. I can explain what is meant by 'being sceptical'. I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). I can evaluate flawed reasoning. I can explain why information I see online may be personalised I can identify some of the methods used to get my attention	I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology. I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. I can explain how and why some apps and games may	I can explain what a strong password is and demonstrate how to create one. 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. I can explain what app permissions are and can give some examples. I can explain what app permissions are and can give some examples.	I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused and know how this content can be found online.

		their decision and that I am not responsible. I can give examples of the online (or offline) communities to which I belong. I can describe some of the positive things I do in these communities and can explain how my behaviour impacts on others. I can describe how online communities collaborate and the benefit of doing this. I understand some of the difficulties some people may have, including online I can describe what I can do to support others online, both friends and people I know less well I understand how to report problems online and can name a number of reporting routes that I could use or		I understand if someone is at risk of harm I need to tell a responsible adult. Lesson 4: I would know who to speak to if someone I know was being bullied online. I can identify different support that is available to someone who is being bullied online. I understand if someone is at risk of harm I need to tell a responsible adult. Know how to block abusive users on the different platforms, apps and games that they use. Understand how to report posts, images, videos and photos on the different platforms, apps and games that they use. Describe these processes to someone else. I would know who to	online I understand that the information I see may be targeted based on my interests Understand that some online content may be commercially promoted. Know what is meant by content that is sponsored or boosted. Understand that some influencers or vloggers are paid to promote items. Recognise that where content is sponsored, it is not always apparent. Know what the term 'stereotype' means. Understand how stereotypes may be reinforced online. Recognise how stereotypes can influence perceptions of others online.	request or take payment for additional content (e.g. in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing.		

	Self Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online information	Health, well-being and lifestyle	Privacy and security	Copyright and Ownership
		suggest to someone else		speak to if someone I know was being bullied online I can identify different support that is available to someone who is being bullied online I understand if someone is at risk of harm I need to tell a responsible adult	Describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. Explain what is meant by a 'hoax'. Explain why someone would need to think carefully before they share. I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.			
Year 6	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 how sharing something online may have an impact either positively or negatively. I can describe how to be kind and show respect for others online including the importance of	I can explain the ways in which anyone can develop a positive online reputation. I can explain strategies anyone can use to protect their 'digital personality' and online reputation,	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 someone would report online bullying in different	I can explain how someone would report online bullying in different contexts. I can explain how to use search technologies effectively. I can describe how some online	I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a	I can demonstrate the use of search tools to find and access online content which can be reused

I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. I can explain the importance of asking until I get the help needed.	respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.	including degrees of anonymity.	contexts.	information can be opinion and can offer examples. I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). I understand the concept of persuasive design and how it can be used to influences peoples' choices. I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are	I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).	password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g. auto updates. I can describe simple ways to increase privacy on apps and services that provide privacy settings. 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). I know that online services have terms and conditions that govern their use.	by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet.

					important. I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. I can describe the difference between online misinformation and dis-information I can identify, flag and report inappropriate content.			