Orton Wistow Primary School – Curriculum Plan

Subject: Online Safety | **Year : 5** | **Term : Autumn**

Vocabulary	**Knowledge** What children will know	**Understanding** What children will understand	**Skills** What children will be able to do
Define the word and include etymology if useful.	**Learning** (Remembering) / **Teaching** (Telling) / **Assessment** (Testing)	**Learning** (Practising) / **Teaching** (Coaching) / **Assessment** (Observing)	**Learning** (Reflecting) / **Teaching** (Facilitating) / **Assessment** (Evaluating)
Finding My Media Balance (media balance and well-being)	https://www.commonsense.org/education/digital-citizenship/lesson/finding-my-media-balance		
Balance – a situation in which different elements are equal or in the correct proportions **Media** – the main means of mass communication (broadcasting, publishing, and the Internet) regarded collectively. **Digital media** - can be created, viewed, distributed, modified and preserved on digital electronics devices.	• Children will know what media-balance means. They will be able to identify digital-media and non-digital media. • Know that a balanced choice of activities would include a mix of digital media, non-digital media, time with friends/family, being outdoors, alone time and hobbies	• Consider what "media balance" means, and how it applies to them. • Understand the impact of an imbalance of media (what effect too much digital media can have on them and others)	• Reflect on how balanced they are in their daily lives. • Consider which activities they do too much of or too little of.
You Won't Believe This (privacy and security)	https://www.commonsense.org/education/digital-citizenship/lesson/you-wont-believe-this		
Clickbait – The desire we have to figure out missing information **Security** – the state of being free from danger or threat. **Advertising** – the activity of producing advertisements for commercial products or services **Curiosity gap** – A way of enticing you in to fill a gap in your knowledge, the desire to find missing information	• Know that clickbait uses strategies such as making something seem impossible, tries to shock you or uses celebrity or a popular topic to make you click. • Know that clicking on 'click bait' sites could lead to potentially visiting unwanted sites, viruses or someone stealing information.	• Understand that clickbait is there for alternative reasons such as advertising. • Understand that these sites can be potentially dangerous	• Explain how clickbait uses the curiosity gap to get your attention. • Use strategies for avoiding clickbait (identify the tactics used eg. Impossible/unbelievable, shock or celebrity.

Orton Wistow Primary School – Curriculum Plan

Subject: Online Safety | **Year : 5** | **Term : Spring**

Vocabulary	**Knowledge** What children will know	**Understanding** What children will understand	**Skills** What children will be able to do
Define the word and include etymology if useful.	**Learning** (Remembering) / **Teaching** (Telling) / **Assessment** (Testing)	**Learning** (Practising) / **Teaching** (Coaching) / **Assessment** (Observing)	**Learning** (Reflecting) / **Teaching** (Facilitating) / **Assessment** (Evaluating)
Beyond Gender Stereotypes (digital footprint & identity)	https://www.commonsense.org/education/digital-citizenship/lesson/beyond-gender-stereotypes		
Avatar - an image or character that represents a person online **Bias** - an unfair belief about a person or group based on a stereotype **gender stereotypes** - oversimplified ideas about how women and men are or should be	• Children will know what gender stereotypes means and that they can be reinforced online • Children will know that gender stereotypes can change how someone views another person (presuming because they are a girl they won't be competitive)	• Children will understand that gender stereotypes can lead to unfairness or bias, putting people at an unfair disadvantage just because of their gender.	• Children will be able to identify statements and actions that reinforce gender stereotypes.
Digital Friendships (relationships & communication)	https://www.commonsense.org/education/digital-citizenship/lesson/digital-friendships		
Benefit - something positive that results from a situation **private information** - information about you that can be used to identify you because it is unique to you (e.g. your full name or your address) **risk** - something negative or dangerous that could come from a situation	• Children will know that they can make friends online as well as in the real world. • Children will know the benefits (social, common interest) and risks (could be anyone) of online friends	• Children will understand that they should treat people online, the same way as they would treat people in the real world.	• Children will be able to recognise when an online friend acts in a way that makes them uncomfortable and know what to do.

Orton Wistow Primary School – Curriculum Plan

Subject: Online Safety | **Year : 5** | **Term : Summer**

Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
Is It Cyberbullying? (we are kind & courageous)	https://www.commonsense.org/education/digital-citizenship/lesson/is-it-cyberbullying								
Bystander - someone who sees a bullying or cyberbullying situation, but doesn?☼t do anything to stop it **cyberbullying** - using digital devices, sites, and apps to intimidate, harm, and upset someone **empathy** - to imagine the feelings that someone else is experiencing **target** - the person who is on the receiving end of the bullying **upstander** - a person who supports and stands up for someone else	• Children will know that the internet can, at times, be quite negative and they have a responsibility to make positive choices when online. • Children will know how they can be an upstander for those being bullied			• Children will understand the impact cyberbullying can have on an individual. • They will understand that cyberbullying has some similarities with in-person bullying but there are some very distinct differences also			• Children will be able to identify what behaviour is and isn't cyberbullying when they are online • Children will be able to support victims of cyberbullying with confidence.		
Reading news online (we are critical thinkers & creators)	https://www.commonsense.org/education/digital-citizenship/lesson/reading-news-online								
Article - a written story in a newspaper, magazine, or online news site **Commercial** - intended to make money **News** - new information about recent or important events	• Children will know the common parts of an online news article and will be able to identify them (headline,byline,URL, section title, image, date, related articles, advertisements, sponsored content, comments) • Children will know that some parts are for commercial purposes			• Children will understand the purpose for the different parts of an online news page (headline,byline,URL, section title, image, date, related articles, advertisements, sponsored content, comments)			• Children will be able to spot things they should be wary of including sponsored content and advertisements		