Beech Hill Primary School Knowledge Organiser

Topic: Computing – Digital literacy	Year group	Term
Digital Citizenship 2	Year 2	Spring 1 4 sessions

Background knowledge

Digital Citizenship 2 aims to provide children with the knowledge and skills required to navigate the digital world safely and responsibly, expanding their understanding of the ethical and societal implications of digital technology. This is a 'Big Question' unit and children will be working towards answering the following question… How do online behaviours impact our digital footprint and why does it matter? The steps in this unit include concepts and activities designed to support children in answering the unit's Big Question.

To teach this unit confidently, it is useful to be aware that the children will have a range of experiences with digital devices and accessing the Internet, with some children being very familiar with online possibilities and other children having very limited access and experience with going online. Having a good understanding of the advantages and disadvantages of using the Internet is essential.

Being able to identify appropriate online behaviour and content is crucial, as well as knowing how to protect against inappropriate behaviour and content. Having a solid grasp of offline expectations is beneficial to support the children in understanding that their online behaviour and activity should reflect the same standard of conduct and honesty offline, including the importance of respect for others and keeping themselves safe.

Being aware of age restrictions and knowing that children under the age of 13 are not advised to use social media is important for ensuring that discussions about staying safe on apps, games and websites are addressed in an age-appropriate manner. It is also important to be aware that some children may have experience with social media apps and websites outside of school. To gain a better understanding of the children's online usage at home, a discussion with parents before teaching this step would be beneficial. If needed, each step includes a CPD in 3 Video and a CPD Quick Guide that aim to develop subject knowledge before teaching the step.

What should I already know?
Before beginning this Digital Citizenship 2 unit, it would be beneficial for children to explore some of the knowledge and skills covered within Digital Citizenship 1. This will give them an introduction to recognising different ways to go online, identifying personal information and exploring safely online.

National Curriculum Objectives / Key Skills	The Journey
NC Children should be taught to: * recognise common uses of information technology beyond school; * use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies. **Key Skills** This unit provides children with knowledge and skills that can be applied in their use of technology throughout the curriculum, for example: *recognising online safety rules and precautions when using digital devices; * demonstrating positive online behaviours; * supporting and extending learning in PSHCE/RSHE units of work. * Beyond their learning opportunities, children will be able to apply their understanding of key online safety concepts to enable them to engage with appropriate online opportunities safely and responsibly.	1. To understand that we should behave online in a kind and respectful way. (Kindness is key activity) 2. To identify and report unkind and bullying behaviour online. (Beat online bullying activity) 3. To understand what a digital footprint is and why it is important. (Online activity card and digital details) 4. To understand how we can leave a small and positive digital footprint. (Discussion: Awesome advice discussion cards)

Outcomes

This unit works towards the following milestone concepts:

* Children will understand that the same standard of behaviour and honesty applies online and offline, including the importance of respect for others.

* Children will recognise examples of online bullying, the effects it can have and how to seek support.

* Children will understand that all devices, websites and apps that connect to the Internet collect information about them, creating a digital footprint that can be seen and copied by others.

Throughout the unit, children will:

I know to behave online in ways that do not upset others.
I know why it is important to be kind to people online and to respect their choices.
I know that people may not always think or feel the same way.

I know that some people can be unkind online.
I know what online bullying is and how it can happen.
I know some ways online bullying can make someone feel.
I know what to do if I or someone else is being bullied online.

I know that our online information makes up our digital footprint.
I know that information can stay online for a long time and can be seen by others.
I know that our online information can be copied.

I know what information I should not put online without asking a trusted adult first.
I know ways to reduce my digital footprint.
I know that the way I behave and communicate online can impact my digital footprint.
I know who to talk to if something has been put online without consent or if it is incorrect.

Key Vocabulary

- **account**: A personal login created to access a website, app, or digital platform.
- **avatar**: A digital image or character that represents a person online.
- **behaviour**: The way someone acts, especially in social or digital environments.
- **browser history**: A list of web pages a person has visited, stored by the web browser.
- **bullying**: Repeated harmful actions or words intended to hurt someone.
- **Close**: A command to exit or shut down a window, app, or message.
- **communicate**: To share or exchange information, feelings, or messages.
- **consent**: Giving permission for something to happen, such as accepting cookies online.
- **cookies**: Small data files stored by websites to remember user preferences or login information.
- **deliberately**: Doing something on purpose or with intention.
- **digital footprint**: All the information about a person that exists online due to their activity.
- **essential cookies**: Necessary cookies that enable core website functions like security and accessibility.
- **Internet**: A global network that connects devices to share information and communicate.
- **kind**: Being caring, thoughtful, and considerate of others.
- **non-essential cookies**: Cookies that are not vital to website operation, often used for marketing or analytics.
- **online**: Being connected to or using the Internet.
- **online bullying**: Using digital platforms to hurt, threaten, or humiliate someone.
- **online content**: Anything you can see, hear, or interact with on the Internet, such as videos, articles, or games.
- **online reputation**: The opinion others have of a person based on their online activity and presence.
- **personal information**: Private data like name, address, or birthday that should be kept safe online.
- **positive**: Showing helpful, kind, or optimistic attitudes or actions.
- **private**: Something meant to be kept secret or only shared with a few people.
- **profile**: A description or page about a person on a website or app, often including a photo, name, and interests.
- **reduce**: To make something smaller or less—online, it may refer to limiting digital exposure or harm.
- **respectful**: Treating others with kindness, fairness, and consideration.
- **search engine**: A tool (like Google) that helps you find information on the Internet.
- **Stop**: A prompt to pause or end an action, often part of online safety strategies.
- **Tell**: Reporting something to a trusted adult, especially if you see something upsetting or unsafe online.

- **username**: A unique name used to identify a user on a website or app.
- **web browser**: A program (like Chrome or Safari) used to access and view websites.

Question of the week.

1. Tell me one way you could be kind to someone online?
2. Who would you tell if you saw unkind behaviour online?
3. What kind of things may show up on your digital footprint?
4. How can you leave a smaller and kinder digital footprint?