Beech Hill Primary School Knowledge Organiser

Topic: Computing – Digital literacy	Year group	Term
Digital Citizenship 3	Year 3	Spring 1 4 sessions

Background knowledge

Digital Citizenship 3 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 the children will be working towards answering the following question… What are the risks and consequences of cyberbullying and how do we respond if we or someone we know experiences it?

To teach this unit confidently and effectively, it is beneficial to have secure knowledge of popular digital devices, websites and social media platforms. Additionally, a good understanding of how online services track online activity and store personal information is useful for supporting children with their understanding of digital footprints. It would also be beneficial to be familiar with examples of cyberbullying typically experienced by children of this age.

What should I already know?

The children should have an understanding of what bullying is and know different examples of bullying behaviour. The children should be familiar with strategies to respond to bullying behaviour respectfully. The children should have an understanding of what the Internet is and how it enables online communication and interaction. The children should also be familiar with the concept of personal information and how it is unique to them.

National Curriculum Objectives / Key Skills	The Journey
NC Children should be taught to: * understand computer networks including the Internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration; * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **Key Skills** This unit provides the children with knowledge and skills that can be applied throughout the wider curriculum, for example: * recognising the emotions of others and how their own actions can influence this; *knowing the different ways to show kind and respectful behaviour; *knowing strategies for dealing with inappropriate behaviour or content; * understanding that actions in one context can lead to consequences in another context. Oracy **1. Sets high expectations for oracy** The are opportunities for oracy are regular, purposeful and appropriately pitched throughout this unit. **2. Values every voice** The teacher supports all students to participate in, and benefit from, oracy in the classroom. Lesson 3, in groups, gives children the chance to	1. To understand how to behave appropriately online. To recognise how someone's feelings can be hurt by what is said or written online. (Discussion of issues raised by the powerpoint) 2. To understand what cyberbullying is and how to recognise it. (Cyberbullying scenario cards) 3. To know how to respond to cyberbullying in a safe and respectful way. (Cyberbullying Scenario Sentence Sorter) 4. To understand how our online behaviour impacts our digital footprint. (T-Bytes digital footprint. Ext: Make your digital footprint in a similar style to T-Bytes').

speak to three partners, whereas they might be shy about speaking to a whole class. **3. Teaches oracy explicitly** The teacher explaining the difference between good oracy (sharing the task, taking turns, listening to team mates) rather than bad oracy (someone completing the task by themselves; someone neither talking or engaging with the task). **4. Harnesses oracy to elevate learning** The teacher considers how oracy can deepen and enhance students' knowledge and understanding within a given subject, domain or context. As a result, students are engaged in dialogue, both with the teacher and their peers, which encourages them to articulate, justify and expand their ideas and have opportunities to share, develop and consolidate their understanding through talk. Students have to explain why they and their team mates have made the choices they've made. **5. Appraises progress in oracy** Praise children who have raised their hands to speak relevant answers in lessons 1-3. Say why you liked their answer.	

Outcomes

This unit works towards the following milestone concepts:

* Children will understand that online behaviours can have real-world consequences and that they should be cautious about what they do and who they trust online.

* Children will understand strategies to handle cyberbullying effectively.

* Children will understand that posting comments, pictures and videos online creates a digital footprint that others can see.

Throughout the unit, children will:

Online Relationships
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 someone's feelings can be hurt by what is said or written 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.

Online Bullying
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.

Online Reputation
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 explain who someone can ask if they are unsure about putting something online.
I can explain how to search for information about others online.

Privacy and Security
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 know appropriate ways to behave towards other people online and why this is important.
I know what it means to trust someone online and how it is different from liking someone online.
I know why it is important to be cautious about who I trust and what information I choose to share online.
I know that someone's feelings can be hurt by what is said or written online.

I know what bullying is and how it is different from unkind behaviour.
I know what cyberbullying is and how to recognise it.
I can identify and explain examples of cyberbullying.

I know why someone may choose to cyberbully other people.
I know strategies to respond to cyberbullying in a safe and respectful way.

I know how to recognise if someone is experiencing cyberbullying.

I know what a digital footprint is.
I know that websites and apps collect information about me.
I know that my online choices can create a positive or negative digital footprint.

Key Vocabulary

- **Account** – A special login that lets you use certain apps or websites.
- **Anonymity** – When someone doesn't show their real name or identity online.
- **Block** – Stopping someone from sending you messages or talking to you online.
- **Bullying** – When someone keeps being unkind to another person on purpose, making them feel sad or scared.
- **Communication** – How people share ideas, feelings, or information by talking, writing, or using messages.
- **Consent** – Saying "yes" to something, like agreeing to share information or play a game.
- **Content** – Things like videos, pictures, and stories that you see or share online.
- **Cookies** – Small pieces of data that help websites remember things about you.
- **Cyberbullying** – Bullying that happens online, like mean messages or comments that hurt someone.
- **Devices** – Things like phones, tablets, and computers that help us go online and do fun activities.
- **Digital devices** – Another name for things like tablets, phones, and computers that help us go online.
- **Digital footprint** – The traces you leave online, like messages, pictures, and websites you visit.
- **Essential cookies** – Important cookies that help websites work properly.
- **Excluding** – Leaving someone out of a game, activity, or group, which can hurt their feelings.
- **Internet** – A big world of websites, games, and information that we can explore using our devices.
- **Internet service provider** – A company that helps you connect to the Internet.
- **Jealousy** – Feeling upset because someone else has something you want.
- **Location data** – Information about where you are when using a device.
- **Negative** – Something bad that can make people feel sad or upset.
- **Non-essential cookies** – Cookies that make websites more fun or useful but aren't needed.
- **Online** – When you use the Internet on a computer, tablet, or phone to play games, watch videos, or chat with friends.
- **Personal information** – Special details about you, like your name, address, or birthday, that you should keep safe.
- **Popularity** – When lots of people know, like, or admire someone.
- **Positive** – Something good that makes people happy.
- **Pressuring** – When someone tries to make you do something you might not want to do.
- **Privacy** – Keeping your personal information and activities safe from strangers.
- **Relationships** – The way people connect and care about each other, like friendships or family bonds.
- **Report** – Telling a trusted adult or website about something wrong or unsafe online.

- **Safety** – Making sure we are protected and not hurt, whether in real life or when using the Internet.
- **Screenshot** – A picture of what's on your screen to save or share something important.
- **Search engine** – A tool like Google that helps you find information on the Internet.
- **Terms and conditions** – Rules you agree to before using an app or website.
- **Trolling** – When people say mean things online just to upset others.
- **Trust** – Believing that someone will be honest and keep us safe.
- **Trusted adult** – A grown-up, like a parent or teacher, who you can talk to if you feel worried or need help.
- **Web browser history** – A list of websites you have visited on your device.

Question of the week.

1. Tell me a form of cyberbullying.
2. Is this scenario cyberbullying or not cyberbullying?
3. How would you respond to this scenario if your friend was…? (Cyberbullying Scenario Sentence Sorter)
4. Give me an example of a positive / negative event on someone's digital footprint.