Beech Hill Primary School Knowledge Organiser

Topic: Computing – Digital literacy	Year group	Term
Digital Citizenship 4	Year 4	Spring 1 5 sessions

Background knowledge

Digital Citizenship 4 aims to provide children with the knowledge and skills required to navigate the digital world safely and responsibly. This is a 'Big Question' unit and the children will be working towards answering the following question… **What are the potential risks and benefits of online gaming?** 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, a good understanding of game age ratings, rating organisations such as Pan European Game Information (PEGI) and online game and application stores such as the Apple App Store and Google Play Store is essential when discussing how children can pick a suitable game to play. To support children with their understanding that not everything online can be trusted, it would be beneficial to have knowledge of what scams are and an awareness of scams commonly encountered through online gaming. This includes what constitutes 'fake news' and an understanding of different strategies to identify potentially untrustworthy sources of information online. Secure knowledge of what constitutes personal information, how to protect personal information online and an awareness of the digital age of consent will also be beneficial.

What should I already know?

The children should have an understanding of what the Internet is, how we can communicate online and how online activity is never fully private. The children should be able to provide examples of appropriate online behaviour and be aware how what we write online can affect the feelings of others. They should be able to recognise what bullying looks like online and know what they would do if they saw instances of bullying and how to get support including being familiar with the Report, Save and Block online safety strategy.

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 search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content; * 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: * evaluating and analysing the reliability of information sources; * recognising the emotions of others and how their own actions can influence this; * understanding the power of persuasion and how this influences decision making; * understanding the reasons someone may pretend to be someone they're not; * understanding the difference between fact and fiction; * knowing different ways to show kind and respectful behaviour; * knowing strategies for dealing with inappropriate behaviour or content.	1. To understand which games are safe for me to play. VOICE 21 BENCHMARK 3 (Choosing the right game) 2. To understand how games use persuasion to keep people playing. To know strategies to help limit how much time is spent playing games. VOICE 21 BENCHMARK 1 (Gigi's gaming advice sheet) 3. To understand what scams are and know how to avoid them while gaming online. To understand what fake news is and know strategies to notice it online. VOICE 21 BENCHMARK 2 (spot the scam sorting activity) 4. To understand that not everyone online is who they say they are. To know strategies for keeping personal information private. VOICE 21 BENCHMARK 4 (Suspicious gamer profiles) 5. To understand what respectful online gaming behaviour looks like. VOICE 21 BENCHMARK 5 (Characteristics of a respectful gamer sorting activity)

Outcomes

This unit works towards the following milestone concepts:

Children will have an awareness that not everything they see online can be trusted and know strategies to make informed decisions about trusting online content.
Children will know strategies to block and report suspicious online profiles.
Children will understand that computers can impersonate human communication through online chat services.
Children will have an awareness of computer game age ratings and an understanding of why they are used.
Children will have an awareness of persuasive game design and know strategies to help make informed decisions on how much time they spend playing games.
Children will be able to recognise positive and negative online behaviours and understand their implications.

Throughout the unit, children will:

understand which games are safe to play;
understand how games use persuasion to keep people playing;
know strategies to help limit how much time is spent playing games;
understand what scams are and know how to avoid them while gaming online;
understand what 'fake news' is and know strategies to notice it online;
understand that not everyone online is who they say they are;
know strategies for keeping personal information private;
understand what respectful online gaming behaviour looks like.

I know that games have age restrictions and I know how to identify the age rating of a game.
I know strategies for safe and fun experiences while playing games online.
I know that adults can monitor what I do online.

I know some of the methods used to encourage people to spend more time playing games and know how to recognise some of these methods.
I know that online games can be a distraction from other things, in both a positive and negative way.
I know strategies to help limit the amount of time spent playing games.

I know what scams are and why people create them.
I know what is meant by the term fake news and why someone would want to create it.
I can use strategies to spot examples of scams and fake news online.

I know that others online can pretend to be someone else.
I know strategies to help me notice suspicious online profiles.
I know strategies for keeping my personal information private.

Key Vocabulary

- **Avatar** – A character or picture that represents you in an online game or profile.
- **Bio** – A short description about yourself on your gaming profile or online account.
- **Characteristic** – A special quality or trait that makes something or someone unique.
- **Chatbot** – A computer program that talks like a person and answers questions online.
- **Consequences** – What happens because of an action, good or bad.
- **Copycat website** – A fake website that looks like a real one but tries to trick people.
- **Currency** – Money, whether real or in a game, used to buy things.
- **Customisation** – Changing or personalising something, like clothes or looks for a game character.
- **Digital age of consent** – The age when someone is allowed to sign up for websites and apps without needing a parent's permission.
- **Fact** – Something true and proven with real information.
- **Fake news** – Made-up stories that are meant to trick people into believing something that isn't true.
- **Fiction** – Something that is made up and not real.
- **Game developer** – A person or company that creates video games.
- **Gaming profile** – A page that shows your gaming name, avatar, bio, and achievements.
- **In-app and in-game purchases** – Buying extra items or special features in a game using real or game money.
- **Legally enforceable** – A rule or law that must be followed because it is official.
- **Manners** – Being polite and respectful when talking and playing with others.
- **Microtransaction** – A small purchase made inside a game to buy items or upgrades.
- **Online gaming** – Playing video games over the Internet with other people.
- **Opinion** – What someone thinks or feels about something, even if others feel differently.
- **Permission** – Being allowed to do something, usually given by a parent or guardian for online activities.
- **Personal information** – Special details like your name, age, or address that should be kept safe online.
- **Persuade** – Convincing someone to think or do something.
- **Persuasive game design** – Ways games are designed to keep players engaged or make them want to buy things.
- **Phishing** – A trick where someone pretends to be a real company to steal personal information.
- **Pop-ups** – Small windows that appear on a screen, often showing ads or messages.
- **Progression** – Moving forward and improving in a game by completing levels or tasks.
- **Respect** – Treating others kindly and fairly online and in real life.
- **Restrictions** – Rules that limit or control what someone can do, like time limits for gaming.
- **Scam** – A trick to steal money or information from people online.
- **Search engine** – A tool that helps find information on the Internet, like Google.
- **Suspicious** – Something that doesn't seem right or feels like a trick.
- **Targeted advertising** – Online ads that are shown based on what someone likes or searches for.
- **Trading** – Swapping items or game currency with other players.
- **Verify** – Checking to make sure something is real or true.

Question of the week.
1. Give me one way you can tell a game is safe for you to play. 2. Which of these are ways that games make you keep playing? (Storytelling; rewards, micro transactions; social connections; you only get one go) 3. Give me an example of how to spot a scam in an online game. 4. How can you get your information safe and private in an online game? 5. What does a respectful gamer do when playing online?