Online Safety Scheme of work – Year 4

Links to the 2014 Primary National Curriculum for Computing

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.
- Identify a range of ways to report concerns about content and contact.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Learning Objectives	Teaching Points / Activities	Mastery Questions	Suggested Resources
Online Research			
To distinguish between fact and fiction.	Discuss and determine the difference.	What do you think these words mean: fact, fiction opinion? When in life might you come across fact, fiction and opinion? Do you think these things can appear on the internet?	https://www.youtube.com/watch?v=5C2hT_r4Bp0 identifying fact from fiction (video) As a whole class, work through the video, pausing a suitable points, to identify fact from fiction/opinion.
To identify fact and fiction on websites	Establish that the Internet contains fact, fiction and opinions and begin to distinguish between them. Explore fake websites	Is all information on the internet true? Do you think the information is fact or not? Explain why.	http://www.bigredhair.com/robots/ - fake website websitehttp://www.thedogisland.com/ - fake website Come up with class tips for finding factual information, e.g. looking for factual information, finding the same information on more than one website to check its reliability.
To search for specific information.	Model only typing key words in the search engine. Establish that putting quotation marks around a search will make the search engine look only for that specific information for example "Victorian shoes" Explore and evaluate the different types of child friendly search engines available.	What should you do if you want to search for specific information?	Link to a class topic to make searching for information relevant to children's learning. Explain to your partner how to search for specific information. Use different types of search engines e.g. Safe Search, KidRex Yahoo for Kids Why did you like/not like that search engine? Would you want to use this search engine at home?

			http://www.bbc.co.uk/education/clips/zspbcdm - how do searches work
		Communication & Collaboration	
To understand what different types of communication are available on the internet.	Establish that there are a range of methods for communicating with others electronically.	What types of communication have you used on the internet? Have you ever seen your parents etc communicating on the internet? Do you think that different types of communication have different purposes? E.g. email/messaging.	http://www.bbc.co.uk/guides/z9r72hv - website exploring different types of communication. 1Where possible, use different types of online communication that is available in school for children to use under supervision and establish how it could be best used e.g. email the head teacher, message a friend, Skype another class. Where types of communication are not available, print off paper templates for children to use and employ use of drama.
To understand the dangers posed by online communication.	Teach children that it is not ok to talk to people that they do not know in real life (other than say writing to companies etc). Teach that computer viruses can be carried via email or pop ups and that anything suspicious should not be opened without adult consent.	How have you communicated with people on the internet? What methods of communication have you used? How did you know whether you were safe?	https://www.youtube.com/watch?v=oPFZObMOPuA – dangers of talking to and meeting strangers online. Unsolicited emails and attachments; Captain Kara and Winston's SMART Adventure (KnowITall), chapter 1, "What should you keep Accept?"
To understand the dangers of communicating with strangers via online gaming.	Establish what is meant by online gaming. Establish that it is possible to talk to strangers when playing games online. Establish that it is never ok to share information with a stranger or arrange to meet them.	Who plays online games? Who do you talk to? Why could it be dangerous could talk to strangers when gaming?	Lee and Kim's adventure https://www.youtube.com/watch?v=-nMUbHuffO8 communicating via games and cyber bullying. Devise ways to deal with being contacted by strangers when gaming e.g. learning about 'block' and 'report' buttons, saving messages to show to a trusted adult. Come up with a class list of rules for talking to others when gaming, for children to take home.
To know what is meant by the term cyber bullying.	Establish what is meant by the term cyber bullying.	Where can cyber bullying happen?	http://www.childnet.com/ufiles/DigiDuck-eBook.pdf Why was the duck tempted?

	Establish that various forms of communication could be used for cyber bullying: email, social media, texts etc.		What would have been the consequences of his actions?
To know how to respond if others are not kind and polite online.	Establish that this could be through written comments, videos or pictures. Teach children to save any unkind messages/pictures to show to a trusted adult who can help.	In what ways could people be unkind online? What should you do if someone is unkind online? Who would you tell?	Make a class promise to never cyber bully. Use drama to explore the consequences of cyber bullying and to offer support and tips to each other.

E-Awareness

To understand what is meant by private information.	Teach that personal information is anything specific to them e.g. name, address, date of birth, what school you attend, any clubs or activities you go to, passwords for computers/games/websites.	What is meant by personal information? Why is it personal to you?	Captain Kara and Winston's SMART Adventure: Online gaming communication/keeping information safe – "What should you keep safe?"
To learn how to keep our personal information safe.	Establish that passwords should be kept safe and private. Establish that any personal information put online can be seen and used by others. Teach children that posting photos of themselves in school uniform means that strangers can identify where they go to school.	What are the possible consequences of sharing your passwords? Is it ok to share passwords with friends and family? Why do we only want the people we know and trust to know where we are?	Quiz – emails/personal information sharing/pop-ups https://www.esafety.gov.au/kids-quiz/
To know what is meant by trustworthy and who can be trusted.	Establish who is a trustworthy person to turn to for help e.g. teachers, parents.	What is meant by trustworthy? How are you trustworthy? Is it ok to be trustworthy in real life, but not trustworthy online?	Use a large sheet of paper. Ask a child to volunteer to lay on the paper and have their peers draw an outline around them. As a class, write all the characteristics of a trustworthy person and how they can help you to stay safe online. Cut out the person and display it on your wall as a new member of your class.

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			Make a trustworthy box for children to put in any concerns they have, or to identify how others are trustworthy.
To develop understanding of rules for using the internet safely	Establish what the rules are for staying safe on the internet.	Why are these rules important? Should you follow similar rules outside of school?	Generate class rules for staying safe on the internet. Display the rules in class/around school and copy them for children to take home.