

## Knowledge Organiser for Year 5

**Big question: How can we use technology to connect, create, and stay safe - while making positive choices for ourselves and others online?**

### British Values Link: Rule of Law

(Knowing and following the rules, being fair and keeping everyone safe)

#### National curriculum specification (KS2)

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



#### In this unit, the children will:

- Demonstrate how to make responsible choices about having an online identity.
- Describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions.
- Describe how what one person perceived as playful joking and teasing might be experienced by others as bullying.
- Explain what is meant by the term 'stereotype', how they are amplified and reinforced online and why accepting them may influence how people think about others.
- Describe some strategies, tips and advice to promote health and wellbeing with technology.
- Explain how free apps may read and share private information with others.

#### Key Vocabulary

Online identity  
 Online profile  
 Community  
 Collaborate  
 Banter  
 Stereotype  
 promote  
 Influence  
 Social media influencer  
 Sponsorship  
 Advertisement  
 Choice

#### Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and

#### Online relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities.

media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour	It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.
<b>Online bullying</b>	<b>Managing online information</b>
This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation	This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.
<b>Health, Well-being and Lifestyle</b>	<b>Privacy and security</b>
This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them	This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.

<b>Subject Knowledge</b>	<p>This unit is planned from the <a href="#">Education for a Connected World</a> Framework.</p> <p>Education for a Connected World is a tool for anyone who works with children and young people. It enables the development of teaching and learning as well as guidance to support children and young people to live knowledgeably, responsibly and safely in a digital world. It focuses specifically on eight different aspects of online education:</p> <ol style="list-style-type: none"> <li>1. Self-image and Identity</li> <li>2. Online relationships</li> <li>3. Online reputation</li> <li>4. Online bullying</li> <li>5. Managing online information</li> <li>6. Health, wellbeing and lifestyle</li> <li>7. Privacy and security</li> <li>8. Copyright and ownership</li> </ol> <p>The framework aims to support and broaden the provision of online safety education, so that it is empowering, builds resilience and effects positive culture change. The objectives promote the development of safe and appropriate long term behaviours, and support educators in shaping the culture within their setting and beyond.</p>
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