

Year 3/4 ADVENTURERS – Safe Zone

Safe Zone Skills Progression (Education for a Connected World skills)			
Adventurers 1 / Year 3		Adventurers 2 / Year 4	
Self-Image and Identity	Online Relationships	Self-Image and Identity	Online Relationships
I can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online. I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.	I can describe ways people who have similar likes and interests can get together online. I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. 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 why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. 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.	I can explain how my online identity can be different to my offline identity. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.
Online Reputation	Online Bullying	Online Reputation	Online Bullying
I can explain how to search for information about others online. 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 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.	I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).

Safe Zone Skills Progression (Education for a Connected World skills)			
Adventurers 1 / Year 3		Adventurers 2 / Year 4	
Managing Online Information	Health, Well-being and Lifestyle	Managing Online Information	Health, Well-being and Lifestyle
I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things. I can explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.	I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos). I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).	I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.	I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.

Safe Zone Skills Progression (Education for a Connected World skills)			
Adventurers 1 / Year 3		Adventurers 2 / Year 4	
Privacy and Security	Copyright and Ownership	Privacy and Security	Copyright and Ownership
I can describe simple strategies for creating and keeping passwords private. 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 can describe how connected devices can collect and share anyone's information with others.	I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	I can describe strategies for keeping personal information private, depending on context. I can explain that internet use is never fully private and is monitored, e.g. adult supervision. I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I know what the digital age of consent is and the impact this has on online services asking for consent.	When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.

Safe Zone Knowledge Progression (from Education for a Connected World)

Adventurers 1 / Year 3	Adventurers 2 / Year 4
Lesson 1 – Self-Image and Identity Mission: To create a new identity card to access the Safe Zone and to create an avatar for online presence. This is the first lesson of the Year 3 Safe Zone where children are introduced to the Safe Zone and become Cadets for the year. In this lesson, children learn about online identity and why is important to keep their identity safe online. To protect their identity online, children create their own avatars and fill in identity passes. Key Vocabulary identity, avatar, safety, security, presence, breach, represent, change	Lesson 1 – Online Relationships & Online Bullying Mission: To understand downtime and how we should behave during it This is the first lesson of the Year 4 Safe Zone where children take on the role of Lieutenant for the year. In this lesson, children look at their 'downtime'. They discuss activities they like to do in their spare time online, the difficulties they could face, and how they should conduct themselves. Key Vocabulary downtime, hobbies, precautions, strangers, live-stream, friend request, add, connection
Lesson 2 – Online Relationships & Online Bullying Mission: Part 1 - To create or update an online forum linked to the school website that shares class news and pupils' interests. Part 2 - To understand cyber-bullying and offer advice on how to deal with it. This lesson is split into two parts but could also be an ongoing task that can be regularly revisited. Children will need some teaching around how to use any online space chosen by individual schools. They will learn about how we should conduct ourselves when communicating online and create a class charter to work towards. Children will also discuss cyber-bullying and discuss how to deal with this. Key Vocabulary communication, online, website, platform, chat, post, comment, bullying, advice, conversation	Lesson 2 – Health, Well-being and Lifestyle Mission: To reflect on screen time and what you access online In this lesson, children look at the distraction technology can be, from both a positive and negative view. Children will learn about the daily recommended screen time limits and discuss whether they think this is suitable. They will discuss different scenarios around technology as a distraction and decide whether their use is healthy by filling in a Personal Technology Audit. Key Vocabulary distraction, focus, concentration, engrossed, limit, screen time, technology, audit
Lesson 3 – Online Reputation & Managing Online Information Mission: To ensure personal information shared online is limited and navigate using a search engine with precision and skill in order to gain relevant information quickly. In this lesson, children will review their digital footprint to understand what they share online (or what others have shared about them). They then learn about the validity of information on the internet, by being sent the ruse of a fake website. Children will learn the acronym CHASERS to guide them with safe internet searching. Key Vocabulary Digital footprint, share, consent, reputation, validity, trust, accuracy, belief, fact, opinion, CHASERS	Lesson 3 – Online Reputation & Managing Online Information Mission: To question the validity of online sources of information In this lesson, children will extend their knowledge of safe searching of the internet by being shown another fake website. This time, they use the Knowledge CHASERS acronym from Year 3 to see if they can check the validity of the information for themselves. They will begin to understand the terms 'fake news' and 'misinformation' and the reasons people might post these. Key Vocabulary fake news, misinformation, fictional, factual, discerning, accuracy, impersonate, informal, formal

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Adventurers 1 / Year 3	Adventurers 2 / Year 4
Lesson 4 – Health, Well-being and Lifestyle Mission: To complete a reflective assessment of your current computing usage and activity. In this lesson, children will review their usage of digital devices and set targets for the future. Children will complete 'Health and Well-being assessments' by answering questions about their usage of digital devices. This lesson should enable children to be more aware of how they spend their time online. Key Vocabulary screen time, usage, blue light, impact, restrictions, emotions, rage quit, audit, questionnaire	Lesson 4 – Self-Image and Identity Mission: To review online identity. In this lesson, children will explore the difference between online and offline identities. They will look at sample social media accounts and evaluate whether the example accounts are behaving correctly or not. They will begin to understand the term impersonation and explore the reasons behind why this happens. Key Vocabulary violation, protocol, identity, impersonation, pretend, public, social media, implications
Lesson 5 – Privacy and Security Mission: To understand the practice of creating passwords for online files and identifying and generating good passwords. In this lesson, children develop their knowledge of passwords and why they are important. Children will be able to identify what makes a good password and they will learn to create passwords of their own. They will understand good practice in terms of passwords e.g. changing them regularly and not sharing them with others. Key Vocabulary password, strong, special character, thumbprint, retina, face/ voice recognition, share, secure	Lesson 5 – Copyright and Ownership Mission: To create an online portfolio being aware of copyright and ownership. In this lesson, children will build upon their knowledge of copyright and ownership and use this to create an online portfolio application for the role of Captain of the Safe Zone. Children will use the internet safely and discerningly to find images they are able to reuse, being aware of copyright licenses whilst doing so. Key Vocabulary portfolio, application, reuse, digital content, sources, Google Sites, Microsoft Sway, information, publish, privacy settings
Lesson 6 – Copyright and Ownership Mission: To understand that work can be easily copied online and to consider the information I share. In this final lesson in Year 3, children progress from Cadets to Lieutenants. Children will learn that work can be easily copied online, but that it is not always right to do so. They should learn when it is okay to share content created by others and children will develop their knowledge of copyright and ownership by finding free-to-use images that they can use in their work. Key Vocabulary copy, ownership, free to use, license, copyright, purchase, infringement, legal action	Lesson 6 – Privacy and Security Mission: To create an online portfolio being aware of copyright and ownership. In this lesson, children will build upon their knowledge of copyright and ownership and use this to create an online portfolio application for the role of Captain of the Safe Zone. Children will use the internet safely and discerningly to find images they are able to reuse, being aware of copyright licenses whilst doing so. Key Vocabulary portfolio, application, reuse, digital content, sources, Google Sites, Microsoft Sway, information, publish, privacy settings