Kapow Primary™

Education for a Connected World coverage in Kapow Primary

| Self identity and image 2 | Online relationships 4 | Online reputation 8 | Online bullying 11 |
| Managing online information 13 | Health, well-being and lifestyle 18 | Privacy and security 21 | Copyright and ownership 24 |

Self identity and image	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS1 (5-7)			
I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.	1	• Online safety: Year 1 > Lesson 2: Online emotions	
If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.	1	• Online safety: Year 1 > Lesson 2: Online emotions	
I can explain how other people may look and act differently online and offline.	2		• Safety and the changing body > Lesson 2: Communicating online
I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.	2		• Safety and the changing body > Lesson 2: Communicating online
KS2 (7-11)			
I can explain what is meant by the term 'identity'.	3		• Safety and the changing body > Lesson 3: Be kind online
I can explain how people can represent themselves in different ways online.	3		• Safety and the changing body > Lesson 3: Be kind 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.	3		• Safety and the changing body > Lesson 3: Be kind online

Self identity and image	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) *Continued.*			
I can explain how my online identity can be different to my offline identity.	4	• Computing systems and networks: Collaborative learning > Lesson 1: Teamwork	
I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.	4	• Computing systems and networks: Collaborative learning > Lesson 1: Teamwork	
I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	4	• Computing systems and networks: Collaborative learning > Lesson 1: Teamwork	
I can explain how identity online can be copied, modified or altered.	5		• Safety and the changing body > Lesson 2: Staying safe online
I can demonstrate how to make responsible choices about having an online identity, depending on context.	5	• Skills showcase: Mars Rover 2 > Lesson 5: Tinkercad tutorials	
I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.	6		• Citizenship > Lesson 4: Prejudice and discrimination
I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.	6	• Online safety: Year 6 > Lesson 1: Life online	

Self identity and image	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) *Continued.*			
I can explain the importance of asking until I get the help needed.	6	• Online safety: Year 6 > Lesson 1: Life online	

Online relationships	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS1 (5-7)			
I can give examples of when I should ask permission to do something online and explain why this is important.	1	• Online safety: Year 1 > Lesson 1: Using the internet safely	
I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).	1	• Online safety: Year 1 > Lesson 1: Using the internet safely • Online safety: Year 1 > Lesson 3: Always be kind and considerate	
I can explain why it is important to be considerate and kind to people online and to respect their choices.	1	• Online safety: Year 1 > Lesson 1: Using the internet safely • Online safety: Year 1 > Lesson 3: Always be kind and considerate	
I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	1	• Online safety: Year 1 > Lesson 1: Using the internet safely • Online safety: Year 1 > Lesson 3: Always be kind and considerate	
I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).	2		• Safety and the changing body > Lesson 2: Communicating online

Online relationships	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS1 (5-7) *Continued.*			
I can explain who I should ask before sharing things about myself or others online.	2	• Online safety: Year 2 > Lesson 3: Who should I ask?	
I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.	2	• Online safety: Year 2 > Lesson 4: It's my choice	
I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.	2	• Online safety: Year 2 > Lesson 4: It's my choice	
I can identify who can help me if something happens online without my consent.	2	• Online safety: Year 2 > Lesson 4: It's my choice	
I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.	2	• Online safety: Year 2 > Lesson 3: Who should I ask?	
I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.	2	• Online safety: Year 2 > Lesson 4: It's my choice	

Online relationships	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11)			
I can describe ways people who have similar likes and interests can get together online.	3		• Safety and the changing body > Lesson 4: Cyberbullying
I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	3		• Safety and the changing body > Lesson 4: Cyberbullying
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.	3		• Safety and the changing body > Lesson 4: Cyberbullying
I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.	3		• Safety and the changing body > Lesson 4: Cyberbullying
I can explain how someone's feelings can be hurt by what is said or written online.	3		• Safety and the changing body > Lesson 4: Cyberbullying
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.	3		• Safety and the changing body > Lesson 4: Cyberbullying
I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).	4	• Online safety: Year 4 > Lesson 5: How can I be safe and respectful online?	

Online relationships	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) *Continued.*			
I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	4	• Online safety: Year 4 > Lesson 5: How can I be safe and respectful online?	
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.	4	• Online safety: Year 4 > Lesson 5: How can I be safe and respectful online?	
I can give examples of technology specific forms of communication (e.g. emojis, memes and GIFs).	5	• Online safety: Year 5 > Lesson 2: Online communication	
I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.	5	• Online safety: Year 5 > Lesson 2: Online communication	
I can 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. (e.g. gaming communities or social media groups).	5	• Online safety: Year 5 > Lesson 2: Online communication	
I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	5	• Online safety: Year 5 > Lesson 2: Online communication	
I can demonstrate how to support others (including those who are having difficulties) online.	5	• Online safety: Year 5 > Lesson 2: Online communication	

Online relationships	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) *Continued.*			
I can explain how sharing something online may have an impact either positively or negatively.	6	• Online safety: Year 6 > Lesson 2: Sharing online	
I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.	6	• Online safety: Year 6 > Lesson 2: Sharing online	
I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.	6	• Online safety: Year 6 > Lesson 2: Sharing online	
I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.	6	• Online safety: Year 6 > Lesson 2: Sharing online	
Online reputation	**Year group**	**Kapow Primary Computing links:**	**Kapow Primary RSE and PSHE links:**
KS1 (5-7)			
I can recognise that information can stay online and could be copied.	1	• Online safety: Year 1 > Lesson 4: Posting and sharing online	
I can describe what information I should not put online without asking a trusted adult first.	1	• Online safety: Year 1 > Lesson 4: Posting and sharing online	

Online reputation	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS1 (5-7) *Continued.*			
I can explain how information put online about someone can last for a long time.	2	• Online safety: Year 2 > Lesson 1: What happens when I post online?	
I can describe how anyone's online information could be seen by others.	2	• Online safety: Year 2 > Lesson 1: What happens when I post online?	
I know who to talk to if something has been put online without consent or if it is incorrect.	2	• Online safety: Year 2 > Lesson 1: What happens when I post online?	
Online reputation	**Year group**	**Kapow Primary Computing links:**	**Kapow Primary RSE and PSHE links:**
KS2 (7-11)			
I can explain how to search for information about others online.	3	• Online safety: Year 3 > Lesson 4: Rules of social media platforms	
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.	3		• Safety and the changing body > Lesson 4: Cyberbullying
I can explain who someone can ask if they are unsure about putting something online.	3		

Online reputation	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) *Continued.*			
I can describe how to find out information about others by searching online.	4		• Safety and the changing body > Lesson 2: Share aware
I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	4		• Safety and the changing body > Lesson 2: Share aware
I can search for information about an individual online and summarise the information found.	5	• Online safety: Year 5 > Lesson 3: Online reputation	
I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.	5	• Online safety: Year 5 > Lesson 3: Online reputation	
I can explain the ways in which anyone can develop a positive online reputation.	6	• Online safety: Year 6 > Lesson 3: Creating a positive online reputation	
I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.	6	• Online safety: Year 6 > Lesson 3: Creating a positive online reputation	

Online bullying	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS1 (5-7)			
I can describe how to behave online in ways that do not upset others and can give examples.	1	• Online safety: Year 1 > Lesson 3: Always be kind and considerate	
I can explain what bullying is, how people may bully others and how bullying can make someone feel.	2		• Safety and the changing body > Lesson 2: Communicating online
I can explain why anyone who experiences bullying is not to blame	2		• Safety and the changing body > Lesson 2: Communicating online
I can talk about how anyone experiencing bullying can get help.	2		• Safety and the changing body > Lesson 2: Communicating online
Online bullying	**Year group**	**Kapow Primary Computing links:**	**Kapow Primary RSE and PSHE links:**
KS2 (7-11)			
I can describe appropriate ways to behave towards other people online and why this is important.	3		• Safety and the changing body > Lesson 3: Be kind online
I can give examples of how bullying behaviour could appear online and how someone can get support.	3		• Safety and the changing body > Lesson 3: Be kind online

Online bullying	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) *Continued.*			
I can recognise when someone is upset, hurt or angry online.	4		• Safety and the changing body > Lesson 2: Share aware
I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	4		• Safety and the changing body > Lesson 2: Share aware
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).	4		• Safety and the changing body > Lesson 2: Share aware
I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.	5	• Online safety: Year 5 > Lesson 4: Online bullying	
I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.	5	• Online safety: Year 5 > Lesson 2: Online communication	
I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.	5	• Online safety: Year 5 > Lesson 4: Online bullying	
I can identify a range of ways to report concerns and access support both in school and at home about online bullying.	5	• Online safety: Year 5 > Lesson 4: Online bullying	

Online bullying	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) *Continued.*			
I can explain how to block abusive users.	5	• Online safety: Year 5 > Lesson 2: Online communication	
I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).	5	• Online safety: Year 5 > Lesson 4: Online bullying	
I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.	6	• Online safety: Year 6 > Lesson 4: Capturing evidence	
I can explain how someone would report online bullying in different contexts.	6		• Safety and the changing body > Lesson 3: Social media
Managing online information	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS1 (5-7)			
I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching).	1	• Creating media: Digital imagery > Lesson 4: Searching for images • Creating mediaDigital imagery > Lesson 5: Photo collage	
I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.	1	• Creating media: Digital imagery > Lesson 5: Photo collage	

Managing online information	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS1 (5-7) *Continued.*			
I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.	1	• Creating media: Digital imagery > Lesson 4: Searching for images • Creating media: Digital imagery > Lesson 5: Photo collage	
I can use simple keywords in search engines.	2	• Computing systems and networks 2: Word processing > Lesson 4: Poetry book	
I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).	2	• Computing systems and networks 2: Word processing > Lesson 3: Newspaper writer	
I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).	2		• Safety and the changing body > Lesson 1: Introduction to the internet
I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.	2	• Online safety: Year 2 > Lesson 5: Is it true?	
I can explain why some information I find online may not be real or true.	2	• Online safety: Year 2 > Lesson 5: Is it true?	

Managing online information	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11)			
I can demonstrate how to use key phrases in search engines to gather accurate information online.	3	• Online safety: Year 3 > Lesson 1: Beliefs, opinions and facts on the internet	
I can explain what autocomplete is and how to choose the best suggestion	3	• Online safety: Year 3 > Lesson 3: Sharing of information	
I can explain how the internet can be used to sell and buy things.	3	• Online safety: Year 3 > Lesson 1: Beliefs, opinions and facts on the internet	
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.	3	• Online safety: Year 3 > Lesson 1: Beliefs, opinions and facts on the internet	
I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).	3	• Online safety: Year 3 > Lesson 1: Beliefs, opinions and facts on the internet	
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.	3	• Online safety: Year 3 > Lesson 2: When being online makes me upset	
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.	4	• Skills showcase: HTML > Lesson 4: Website hacking • Computing systems and networks: Collaborative learning > Lesson 1: Teamwork • Computing systems and networks: Collaborative learning > Lesson 2: Sharing a document	

Managing online information	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) *Continued.*			
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).	4	• Online safety: Year 4 > Lesson 1: What happens when I search online?	
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.	4	• Online safety: Year 4 > Lesson 2: How do companies encourage you to buy online?	
I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.	4	• Online safety: Year 4 > Lesson 3: Fact, opinion or belief?	
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.	4	• Online safety: Year 4 > Lesson 4: What is a bot?	
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.	4	• Skills showcase: HTML > Lesson 4: Website hacking	
I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result.	5	• Computing systems and networks: Search engines > Lesson 1: Searching basics	
I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.	5	• Computing systems and networks: Search engines > Lesson 2: Inaccurate information	

Managing online information	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) *Continued.*			
I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results	5	• Computing systems and networks: Search engines > Lesson 1: Searching basics	
I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.	5	• Computing systems and networks: Search engines > Lesson 2: Inaccurate information	
I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.	5	• Computing systems and networks: Search engines > Lesson 3: Web quest	
I can explain how search engines work and how results are selected and ranked.	6	• Skills showcase: Inventing a product > Lesson 6: Persuasive advertisements	
I can explain how to use search technologies effectively.	6	• Skills showcase: Inventing a product > Lesson 6: Persuasive advertisements	
I can describe how some online information can be opinion and can offer examples.	6	• Skills showcase: Inventing a product > Lesson 6: Persuasive advertisements	
I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.	6	• Skills showcase: inventing a product > Lesson 6: Persuasive advertisements	

Managing online information	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) *Continued.*			
I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).	6	• Skills showcase: Inventing a product > Lesson 6: Persuasive arguments	
I understand the concept of persuasive design and how it can be used to influences peoples' choices.	6	• Skills showcase: Inventing a product > Lesson 4: My product's website • Skills showcase: Inventing a product > Lesson 5: Video advert	
Health, well-being and lifestyle	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS1 (5-7)			
I can explain rules to keep us safe when we are using technology both in and beyond the home.	1	• Creating media: Digital imagery > Lesson 4: Searching for images	
I can explain simple guidance for using technology in different environments and settings.	2		• Health and wellbeing > Lesson 3: Relaxation: breathing exercises
I can say how those rules/guides can help me.	2		• Health and wellbeing > Lesson 3: Relaxation: breathing exercises

Health, well-being and lifestyle	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11)			
I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).	3	• Online safety: Year 3 > Lesson 2: When being online makes me upset	
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).	3	• Online safety: Year 3 > Lesson 4: Rules of social media platforms	
I can explain how using technology can be a distraction from other things, in both a positive and negative way.	4	• Online safety: Year 4 > Lesson 5: What is my #TechTimetable like?	
I can identify times or situations when I might need to limit the amount of time I use technology. e.g. I can suggest strategies to help with limiting this time.	4	• Online safety: Year 4 > Lesson 5: What is my #TechTimetable like?	
I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.	5	• Online safety: Year 5 > Lesson 5: Online health	
I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.	5	• Online safety: Year 5 > Lesson 5: Online health	
I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.	5	• Online safety: Year 5 > Lesson 5: Online health	

Health, well-being and lifestyle	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) *Continued.*			
I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.	5	• Online safety: Year 5 > Lesson 1: Online protection	
I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.	6		• Health and wellbeing > Lesson 4: The impact of technology on health
I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.	6		• Health and wellbeing > Lesson 4: The impact of technology on health
I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).	6		• Health and wellbeing > Lesson 4: The impact of technology on health
I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise)	6		• Health and wellbeing > Lesson 4: The impact of technology on health

Privacy and security	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS1 (5-7)			
I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).	1		• Families and relationships > Lesson 1: What is family? • Safety and the changing body > Lesson 3: Getting lost
I can explain why I should always ask a trusted adult before I share any information about myself online belonging to myself or others.	1	• Computing systems and networks: Improving mouse skills > Lesson1: Logging in	
I can explain how passwords can be used to protect information and devices.	1	• Computing systems and networks: Improving mouse skills > all lessons	
I can explain how passwords can be used to protect information, accounts and devices.	2	• Online safety: Year 2 > Lesson 2: How do I keep my things safe online?	
I can explain and give examples of what is meant by 'private' and 'keeping things private'.	2	• Online safety: Year 2 > Lesson 2: How do I keep my things safe online?	
I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords.)	2	• Online safety: Year 2 > Lesson 2: How do I keep my things safe online?	
I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions)..	2		• Safety and the changing body > Lesson 1: Introduction to the internet

Privacy and security	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11)			
I can describe simple strategies for creating and keeping passwords private.	3		• Safety and the changing body > Lesson 4: Cyberbullying
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.	3	• Online safety: Year 3 > Lesson 2: When being online makes me upset	
I can describe how connected devices can collect and share my information with others.	3	• Online safety: Year 3 > Lesson 3: Sharing of information	
I can describe strategies for keeping personal information private, depending on context.	4		• Safety and the changing body > Lesson 2: Share aware
I can explain that internet use is never fully private and is monitored, e.g. adult supervision.	4		• Safety and the changing body > Lesson 2: Share aware
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.	4		• Safety and the changing body > Lesson 1: Internet safety: Age restrictions
I know what the digital age of consent is and the impact this has on online services asking for consent.	4		• Safety and the changing body > Lesson 1: Internet safety: Age restrictions

Privacy and security	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) *Continued.*			
I can explain what a strong password is and demonstrate how to create one	5	• Online safety: Year 5 > Lesson 1: Online protection	
I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.	5	• Online safety: Year 5 > Lesson 1: Online protection	
I can explain what app permissions are and can give some examples.	5	• Online safety: Year 5 > Lesson 1: Online protection	
I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).	6		• Safety and the changing body > Lesson 2: Critical digital consumers
I can explain what to do if a password is shared, lost or stolen.	6		• Safety and the changing body > Lesson 2: Critical digital consumers
I can describe how and why people should keep their software and apps up to date, e.g. auto updates.	6		• Safety and the changing body > Lesson 2: Critical digital consumers
I can describe simple ways to increase privacy on apps and services that provide privacy settings.	6		• Safety and the changing body > Lesson 2: Critical digital consumers

Privacy and security	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) *Continued.*			
I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).	6		• Safety and the changing body > Lesson 2: Critical digital consumers
I know that online services have terms and conditions that govern their use.	6		• Safety and the changing body > Lesson 2: Critical digital consumers

Copyright and ownership	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS1 (5-7)			
I can explain why work I create using technology belongs to me.	1	• Programming 2: Bee-Bots > Lesson 2: Bee-bot video • Programming 2: Bee-Bots > Lesson 3: Precise instructions	
I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it').	1	• Programming 2: Bee-Bots > Lesson 2: Bee-bot video • Programming 2: Bee-Bots > Lesson 3: Precise instructions	
I can save my work so that others know it belongs to me (e.g. file name, name on content).	1	• Creating media: Digital imagery > Lesson 2: Taking photos • Creating media: Digital imagery > Lesson 3: Editing photos • Creating media: Digital imagery > Lesson 5: Photo collage	
I understand that work created by others does not belong to me even if I save a copy.	1	• Creating media: Digital imagery > Lesson 4: Searching for images	

Copyright and ownership	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS1 (5-7) *Continued.*			
I can describe why other people's work belongs to them.	2	• Computing systems and networks 1: What is a computer? > Lesson 4: Invention • Computing systems and networks 2: Word processing > Lesson 3: Newspaper writer • Computing systems and networks: Word processing > Lesson 4: Poetry book	
I can recognise that content on the internet may belong to other people.	2	• Computing systems and networks 1: What is a computer? > Lesson 4: Invention • Computing systems and networks 2: Word processing > Lesson 3: Newspaper writer • Computing systems and networks 2: Word processing > Lesson 4: Poetry book	
KS2 (7-11)			
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.	3	• Programming: Scratch > Lesson 3: Making an animation	
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.	4	• Creating media: Website design > Lesson 3: Creating a web page • Skills showcase: HTML > Lesson 5: Replacing images	
I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.	4	• Creating media: Website design > Lesson 3: Creating a web page • Skills showcase: HTML > Lesson 5: Replacing images	
I can assess and justify when it is acceptable to use the work of others.	5	• Computing systems and networks: Search engines > Lesson 4: Information poster	
I can give examples of content that is permitted to be reused and know how this content can be found online.	5	• Computing systems and networks: Search engines > Lesson 4: Information poster	

Copyright and ownership	Year group	Kapow Primary Computing links:	Kapow Primary RSE and PSHE links:
KS2 (7-11) *Continued.*			
I can demonstrate the use of search tools to find and access online content which can be reused by others.	6	• Data handling 2: Big Data 2 > Lesson 8: The Internet of Things	
I can demonstrate how to make references to and acknowledge sources I have used from the internet.	6	• Creating media: History of computers > Lesson 4: Computers that changed the world	

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