

Final Outcome: To be able to use computing knowledge to give advice to others about the benefits and risks of messaging in a game.

Component 6:

What we will know after this sequence:

- Who Tim Berners-Lee is
- Some of the major changes in technology which have taken place during their lifetime and the lifetime of their teacher/adult
- How to use search engines safely
- How to make sensible predictions about what our future world of communication may look like

Vocabulary: Tim Berners-Lee, communication, technology, Internet, significant changes, future, lifetime

How will this feed into my next learning: Pupils will use their knowledge of online safety and networks to explore

SEND: Visual word mat with newly learnt vocabulary. Extra support when explaining the brief and task.



Component 4:

What we will know after this sequence:

- Difference between the world wide web and the internet
- Specific examples that show their understanding of the world wide web and the internet
- That the three main areas of the Internet are the World Wide Web, data transfer and communication.

Vocabulary: world wide web, internet, cables, routers, networks of computers, connections between documents, services

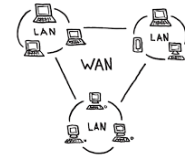
How will this feed into my next learning: Pupils will use their knowledge of the World Wide Web and the Internet to explore our school network and how to access the Internet.

SEND: Visual word mat with newly learnt vocabulary. Extra support when explaining the brief and task.

Component 5: To

What we will know after this sequence:

- What a LAN and WAN are
- What is meant by our school network
- The differences between more than two network types such as: LAN, WAN, WLAN and SAN



Vocabulary: router, network cables, modem, network, LAN, WAN, devices, wired/wireless network, internet service provider,

How will this feed into my next learning: Pupils will use their knowledge of networks to research the age of the Internet and predict what the future might hold.

SEND: Visual word mat with newly learnt vocabulary. Extra support when explaining the brief and task.

Component 3:

What we will know after this sequence:

- The importance of balancing game and screen time with other parts of their lives
- Reasons why there may be a temptation to spend more time playing games/having screen time
- Effect over game play/screen time has on their health
- Positive and negative influences of technology on health and the environment.



Vocabulary: screen time, gaming, temptations, health, environment, effect, positive and negative influences

How will this feed into my next learning: Pupils will use their knowledge of positive/negative influences of technology to explore

SEND: Visual word mat with newly learnt vocabulary. Extra support when explaining the brief and task.

Component 2:

What we will know after this sequence:

- Meaning of a digital footprint
- How and why people use their information and online presence to create a virtual image of themselves as a user
- What appropriate online behaviour is and how this can protect themselves and others from possible online dangers and bullying
- How information online can persist and give away details of those who share or modify it.

Vocabulary: digital footprint, information, appropriate behaviour, dangers, virtual image, persist, modify

How will this feed into my next learning: Pupils will use their knowledge of digital footprints and how/why people may use their information to then explore the positive/negative influences of technology on health and the environment.

SEND: Visual word mat with newly learnt vocabulary. Extra support when explaining the brief and task.

Component 1:

We should know:

- Range of devices children/adults can communicate and potential dangers these devices can pose
- That not everyone that use devices has good intentions or uses them appropriately
- That everyone has a digital footprints and things can be traced/tracked even when deleted.

What we will know after this sequence:

- Benefits and risks of mobile devices broadcasting the location of the user/device
- How apps access location
- How to identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon
- Benefits and risks of giving personal information and device access to different software

Vocabulary: privacy seals, software, devices, location, risks, broadcasting location, apps accessing

How will this feed into my next learning: Pupils will use their knowledge of devices and apps accessing their location to then explore how and why some people may use their information to create a virtual image of themselves as a user.

SEND: Visual word mat with newly learnt vocabulary. Extra support when explaining the brief and task.

