

Computing

Progression of Skills & Knowledge

Condensed

The History Progression of Skills and Knowledge gives an overview of the skills and knowledge covered in each phase and strand and how these skills are developed in order to enable pupils to reach the end of key stage outcomes outlined in the National curriculum. Topic knowledge is covered in each of our units, helping pupils to understand the period being studied, however this knowledge is not necessarily progressive and the need to memorise this knowledge may not extend beyond the topic in question. It has not been included in this document for this reason. Topic knowledge (or 'fingertip knowledge' as it is referred to in the Ofsted research review series: history) does have an important role in history learning, however, as it enables pupils to develop their Chronological awareness and understanding of Substantive concepts in different contexts.

This version was created on 02.12.24; the most recent version can always be found [here](#).

This version was updated on 08/09/2025

09:36

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How is the Computing scheme of work organised?

How does Kapow Primary help our school to meet the statutory guidance for History? Our scheme of work fulfils the statutory requirements of the National curriculum, which aims to ensure that all pupils: - know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world -know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind -understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses -gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' -gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. -understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Progression of Skills & knowledge

Computer science

Year 1

Skills

Hardware

- Learning how to operate a camera to take photos and videos.
- Learning how to explore and tinker with hardware to find out how it works.
- Learning where keys are located on the keyboard.

Computational thinking

- Learning that decomposition means breaking a problem down into smaller parts.
- Using decomposition to solve unplugged challenges.
- Using logical reasoning to predict the behaviour of simple programs.
- Developing the skills associated with sequencing in unplugged activities.
- Following a basic set of instructions.
- Assembling instructions into a simple algorithm.

Programming

- Programming a floor robot to follow a planned route.
- Learning to debug instructions when things go wrong.
- Learning to debug an algorithm in an unplugged scenario.
- Recognising that robots are programmed by humans.
- Explaining what they are trying to achieve with their algorithms.
- Writing clear, sequenced algorithms for familiar tasks
- Using terms like "start," "end" and "next" to describe the steps in algorithms.
- Changing their instructions or algorithms into code that the robot understands.
- Beginning to identify errors in algorithms.
- Making suggestions for how to fix errors in algorithms.

Knowledge

Programming

- To understand that an algorithm is when instructions are put in an exact order
- To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing.
- To know that we call errors in an algorithm 'bugs' and fixing these 'debugging'.
- To understand the basic functions of a Bee-Bot.
- To know that you can use a camera/tablet to make simple videos
- To know that algorithms move a bee-bot accurately to a chosen destination.
- To know humans need to give robots instructions to follow and that they will carry out these instructions exactly, even if they are wrong.

Year 2

Skills

Hardware

- Understanding what a computer is and that it's made up of different components.
- Recognising that buttons cause effects and that technology follows instructions.
- Learning how we know that technology is doing what we want it to do via its output.
- Developing confidence with the keyboard and the basics of touch typing.

Computational thinking

- Articulating what decomposition is
- Decomposing a game to predict the algorithms used to create it.
- Learning that there are different levels of abstraction.
- Explaining what an algorithm is.
- Following an algorithm.
- Creating a clear and precise algorithm.

Programming

- Using logical thinking to explore software, predicting, testing and explaining what it does.
- Using an algorithm to write a basic computer program.

Knowledge

Computing systems and networks

- To know that computers often work together.

Programming

- To understand what machine learning is and how that enables computers to make predictions.
- To know that abstraction is the removing of unnecessary detail to help solve a problem.
- To know that coding is writing in a special language so that the computer understands what to do
- To understand that the character in ScratchJr is controlled by the programming blocks.
- To know that you can write a program to create a musical instrument or tell a joke.
- To know that programming a computer or device involves giving it instructions to perform specific tasks
- That video games, phones, websites and apps are all created using programming.
- To know that different devices and programs use different programming languages or "codes"
- To know that an algorithm becomes a program when it is coded.
- That programs execute the exact instructions they are given, even if they are incorrect.
- That a program is a series of instructions (algorithms) that are written for a computer to follow.
- That a person can program a device by giving it an algorithm/algorithms to follow.

Data handling

- To understand what steps you need to take to create an algorithm.

National curriculum - end of KS1

Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.

Create and debug simple programs.

Use logical reasoning to predict the behaviour of simple programs.

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Recognise common uses of information technology beyond school.

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Progression of Skills & knowledge

Computer science

Year 3

Skills

Hardware

- Understanding what the different components of a computer do and how they work together.
- Learning about the purpose of routers.
- Drawing comparisons across different types of computers.

Networks and data representation

- Understanding the role of the key components of a network.
- Identifying the key components within a network, including whether they are wired or wireless.
- Understanding that websites & videos are files that are shared from one computer to another.
- Learning about the role of packets.
- Understanding how networks work and their purpose.
- Recognising links between networks and the internet.
- Learning how data is transferred.

Computational thinking

- Using decomposition to explain the parts of a laptop computer
- Using decomposition to explore the code behind an animation.
- Using repetition in programs.
- Using logical reasoning to explain how simple algorithms work.
- Explaining the purpose of an algorithm.
- Forming algorithms independently.

Programming

- Making reasonable suggestions for how to debug their own and others' code.
- Continuing existing code.
- Incorporating loops to make code more efficient.
- Using logical thinking to explore more complex software; predicting, testing and explaining what it does.

Knowledge

Computing systems and networks

- To know the components that make up a network (Wireless access point/WAP, Network switch, Router, Server and devices).
- To know that a server is central to a network and responds to requests made.
- To know that the internet connects all the networks around the world.
- To know what a packet is and why it is important for website data transfer.
- To know the roles that inputs and outputs play on computers.
- To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together.

Programming

- To know that Scratch is a programming language and some of its basic functions.
- To understand how to use loops to improve programming.
- To understand how decomposition is used in programming.
- To understand that you can remix and adapt existing code.

Year 4

Skills

Hardware

- Using tablets or digital cameras to film a weather forecast.
- Understanding that weather stations use sensors to gather and record data which predicts the weather.

Networks and data representation

- Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration.

Computational thinking

- Using decomposition to solve a problem by finding out what code was used.
- Using decomposition to understand the purpose of a script of code.
- Identifying patterns through unplugged activities.
- Using abstraction to identify the important parts when completing both plugged and unplugged activities.
- Using past experiences to help solve new problems.
- Breaking down what they want to achieve into smaller, manageable parts.
- Using logic, pattern recognition and decomposition to solve simple problems.
- Remixing code to alter and add to an existing program.
- Recognising repeating patterns in a program or code.
- Creating loops to make code more efficient in block-based programs.
- Beginning to use variables in block-based programming languages to make programs more interactive.
- Including a conditional statement in block-based programming languages

Knowledge

Programming

- To understand that a variable is a value that can change (depending on conditions) and know that you can create them in Scratch.
- To know what a conditional statement is in programming.
- To understand that variables can help you to create a quiz on Scratch.
- To know that combining computational thinking skills can help you to solve a problem.
- To understand that pattern recognition means identifying patterns to help them work out how the code works.
- To understand that algorithms can be used for a number of purposes e.g. animation, games design etc

- Recognising the relationship between what is happening in a program and the written (block) code.

Programming

- Creating algorithms for a specific purpose.
- Coding a simple game.
- Using abstraction and pattern recognition to modify code.
- Incorporating variables to make code more efficient.

National curriculum - end of KS2

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

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

Progression of Skills & knowledge

Computer science

Year 5

Skills

Hardware

- Learning that external devices can be programmed by a separate computer.

Networks and data representation

- Learning the vocabulary associated with data: data and transmit.
- Recognising that computers transfer data in binary and understanding simple binary addition.
- Learning that messages can be sent by binary code, reading binary up to eight characters and carrying out binary calculations.

Computational thinking

- Decomposing animations into a series of images.
- Decomposing a program without support.
- Decomposing a story to be able to plan a program to tell a story.
- Predicting how software will work based on previous experience
- Writing more complex algorithms for a purpose.

Programming

- Programming an animation.
- Iterating and developing their programming as they work.
- Confidently using loops in their programming.
- Using a more systematic approach to debugging code, justifying

Knowledge

Computing systems and networks

- To know how search engines work.
- To know the difference between ROM and RAM.
- To know that a soundtrack is music for a film/video and that one way of composing these is on programming software.
- To understand that using loops can make the process of writing music simpler and more effective.
- To know how to adapt their code while performing their music.
- To know that a Micro:bit is a programmable device.
- To know that Micro:bit uses a block coding language similar to Scratch.
- To understand and recognise coding structures including variables.
- To know what techniques to use to create a program for a specific purpose (including decomposition).

Data handling

- To know what numbers using binary code look like and be able to identify how messages can be sent in this format.

what is wrong and how it can be corrected.

- Writing code to create a desired effect.
- Using a range of programming commands
- Using repetition within a program.
- Amending code within a live scenario.
- Decomposing a program independently when given a specific outcome or task to achieve.
- Altering existing code with a new, specific outcome in mind.
- Independently using loops to make code more efficient in text-based programs.
- Using nested loops to make code more efficient.
- Using variables in block-based programming languages and understanding the impact of changing the variables in their code.
- Explaining what a program does and how it works, referring to the inputs and outputs.
- Becoming more efficient and effective at debugging their programs.
- Systematically identify mistakes, problems or "bugs"™ in a program.

Year 6

Skills

Hardware

- Learning about the history of computers and how they have evolved over time.
- Understanding and identifying barcodes, QR codes and RFID.
- Identifying devices and applications that can scan or read barcodes, QR codes and RFID.
- Identify different types of AI and their applications in everyday life.

Computational thinking

- Decomposing a program into an algorithm.
- Using past experiences to help solve new problems.
- Writing increasingly complex algorithms for a purpose.
- Analysing the effectiveness of prompts and refine them for improved AI outputs

Programming

- Debugging quickly and effectively to make a program more efficient.
- Remixing existing code to explore a problem.
- Using and adapting nested loops.
- Programming using the language Python.
- Changing a program to personalise it.
- Evaluating code to understand its purpose.
- Predicting code and adapting it to a chosen purpose.
- Applying coding skills like decomposition and pattern recognition to interact with AI applications.

Knowledge

Computing systems and networks

- To know that AI is trained on data to recognise patterns and generate outputs.

Programming

- To know that there are text-based programming languages such as Logo and Python.
- To know that nested loops are loops inside of loops.
- To understand the use of random numbers and remix Python code.

Data handling

- To know that data contained within barcodes and QR codes can be used by computers.
- To know that Radio Frequency Identification (RFID) is a more private way of transmitting data.
- To know that data is often encrypted so that even if it is stolen it is not useful to the thief.

National curriculum - end of KS2

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

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

Progression of Skills & knowledge

Information technology

Year 1

Skills

Using software

- Using a basic range of tools within graphic editing software.
- Taking and editing photographs.
- Developing control of the mouse through dragging, clicking and resizing of images to create different effects.
- Developing understanding of different software tools.

Using email and internet searches

- Recognising devices that are connected to the internet.
- Understanding that we are connected to others when using the internet.

Wider use of technology

- Recognising common uses of information technology, including beyond school.
- Understanding some of the ways we can use the internet.

Knowledge

Computing systems and networks

- To know that when we create something on a computer it can be more easily saved and shared than a paper version.
- To know some of the simple graphic design features of a piece of online software.

Creating media

- To understand that holding the camera still and considering angles and light are important to take good pictures.
- To know that you can edit, crop and filter photographs.
- To know how to search safely for images online.

Year 2

Skills

Using software

- Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts.
- Using word processing software to type and reformat text.
- Using software (and unplugged means) to create story animations.
- Creating and labelling images.

Using email and internet searches

- Searching for appropriate images to use in a document.

Using data

- Collecting and inputting data into a spreadsheet.
- Interpreting data from a spreadsheet.

Wider use of technology

- Learning how computers are used in the wider world.

Knowledge

Data handling

- To understand that you can enter simple data into a spreadsheet.
- To know what data to use to answer certain questions.
- To know that computers can be used to monitor supplies.

National curriculum - end of KS1

Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.

Create and debug simple programs.

Use logical reasoning to predict the behaviour of simple programs.

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Recognise common uses of information technology beyond school.

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Progression of Skills & knowledge

Information technology

Year 3

Skills

Using software

- Taking photographs and recording video to tell a story.
- Using software to edit and enhance their video adding music, sounds and text on screen with transitions.

Wider use of technology

- Recognising how social media platforms are used to interact.

Knowledge

Creating media

- To know that different types of camera shots can make my photos or videos look more effective.
- To know that I can edit photos and videos using film editing software.
- To understand that I can add transitions and text to my video.

Year 4

Skills

Using software

- Use online software for documents, presentations, forms and spreadsheets.
- Using software to work collaboratively with others.

Using email and internet searches

- Understanding why some results come before others when searching.
- Understanding that information found by searching the internet is not all grounded in fact.
- Searching the internet for data.

Using data

- Understanding that data is used to forecast weather.
- Recording data in a spreadsheet independently.
- Sorting data in a spreadsheet to compare using the "sort by" option.
- Designing a device which gathers and records sensor data.

Wider use of technology

- Learn about different forms of communication that have developed with the use of technology.

Knowledge

Computing systems and networks

- To understand that software can be used collaboratively online to work as a team.
- To know that you can use images, text, transitions and animation in presentation slides.

Data handling

- To know that computers can use different forms of input to sense the world around them so that they can record and respond to data. This is called "sensor data".
- To know that a weather machine is an automated machine that responds to sensor data.
- To understand that weather forecasters use specific language, expression and pre-prepared scripts to help create weather forecast films.

National curriculum - end of KS2

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

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

Progression of Skills & knowledge

Information technology

Year 5

Skills

Using software

- Using logical thinking to explore software more independently, making predictions based on their previous experience.
- Using software programme Sonic Pi/Scratch to create music.
- Using the video editing software to animate.
- Identify ways to improve and edit programs, videos, images etc.
- Independently learning how to use 3D design software package TinkerCAD.

Using email and internet searches

- Developing searching skills to help find relevant information on the internet.

Using data

- Understanding how data is collected in remote or dangerous places.
- Understanding how data might be used to tell us about a location.

Wider use of technology

- Learn about different forms of communication that have developed with the use of technology.

Knowledge

Computing systems and networks

- To understand what copyright is.

Creating media

- To understand that stop motion animation is an animation filmed one frame at a time using models, and with tiny changes between each photograph.
- To know that decomposition of an idea is important when creating stop-motion animations.
- To know that editing is an important feature of making and improving a stop motion animation.

Data handling

- To know that Mars Rover is a motor vehicle that collects data from space by taking photos and examining samples of rock.
- To know what simple operations can be used to calculate bit patterns.

Year 6

Skills

Using software

- Using logical thinking to explore software independently, iterating ideas and testing continuously.
- Using search and word processing skills to create a presentation.
- Using text-based and image-based AI tools to generate content.

Using email and internet searches

- Understanding how search engines work.

Using data

- Understanding how barcodes, QR codes and RFID work.
- Gathering and analysing data in real time.
- Creating formulas and sorting data within spreadsheets.

Wider use of technology

- Learning how "big data" can be used to solve a problem or improve efficiency.

Knowledge

Computing systems and networks

- To know that the first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2.
- To know about some of the historical figures that contributed to technological advances in computing.
- To understand what techniques are required to create a presentation using appropriate software.
- To know that AI is artificial intelligence and is used in everyday life.
- To know that AI can be used to generate written content.
- To know that there are ethical issues surrounding AI, including data privacy, bias and responsible use.

National curriculum - end of KS2

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

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

Progression of Skills & knowledge

Digital literacy

Year 1

Skills

- Logging in and out and saving work on their own account.
- When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable.
- Understanding how to interact safely with others online.
- Recognising how actions on the internet can affect others.
- Recognising what a digital footprint is and how to be careful about what we post.

Knowledge

Computing systems and networks

- To know that "log in and log out" means to begin and end a connection with a computer.
- To know that a computer and mouse can be used to click, drag, fill and select and also add backgrounds, text, layers, shapes and clip art.
- To know that passwords are important for security.

Online safety

- To know that the internet is many devices connected to one another.
- To know that you should tell a trusted adult if you feel unsafe or worried online.
- To know that people you do not know on the internet (online) are strangers and are not always who they say they are.
- To know that to stay safe online it is important to keep personal information safe.
- To know that 'sharing online means giving something specific to someone else via the internet and 'posting' online means placing information on the internet.

Year 2

Skills

- Learning how to create a strong password.
- Understanding how to stay safe when talking to people online and what to do if they see or hear something online that makes them feel upset or uncomfortable
- Identifying whether information is safe or unsafe to be shared online.
- Learning to be respectful of others when sharing online and ask for their permission before sharing content.
- Learning strategies for checking if something they read online is true.

Knowledge

Computing systems and networks

- To know the difference between a desktop and laptop computer.
- To know that people control technology.
- To know that buttons are a form of input that give a computer an instruction about what to do (output).

Online safety

- To understand the difference between online and offline.
- To understand what information I should not post online.
- To know what the techniques are for creating a strong password.
- To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.'
- To understand that not everything I see or read online is true.

National curriculum - end of KS1

Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.

Create and debug simple programs.

Use logical reasoning to predict the behaviour of simple programs.

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Recognise common uses of information technology beyond school.

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Progression of Skills & knowledge

Digital literacy

Year 3

Skills

- Recognising that different information is shared online including facts, beliefs and opinions.
- Learning how to identify reliable information when searching online.
- Learning how to stay safe on social media.
- Considering the impact technology can have on mood.
- Learning about cyberbullying.
- Learning that not all emails are genuine, recognising when an email might be fake and what to do about it.

Knowledge

Computing systems and networks

- To know what a tablet is and how it is different from a laptop/desktop computer.

Online safety

- To know that not everything on the internet is true: people share facts, beliefs and opinions online.
- To understand that the internet can affect your moods and feelings.
- To know that privacy settings limit who can access your important personal information Information, such as your name, age, gender etc.
- To know what social media is and that age restrictions apply.

Year 4

Skills

- Recognising that information on the internet might not be true or correct and that some sources are more trustworthy than others.
- Learning to make judgements about the accuracy of online searches.
- Identifying forms of advertising online.
- Recognising what appropriate behaviour is when collaborating with others online.
- Reflecting on the positives and negatives of time spent online.
- Identifying respectful and disrespectful online behaviour.

Knowledge

Online safety

- To understand some of the methods used to encourage people to buy things online.
- To understand that technology can be designed to act like or impersonate living things.
- To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology.
- To understand what behaviours are appropriate in order to stay safe and be respectful online.

National curriculum - end of KS2

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

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

Progression of Skills & knowledge

Digital literacy

Year 5

Skills

- Identifying possible dangers online and learning how to stay safe.
- Evaluating the pros and cons of online communication.
- Recognising that information on the internet might not be true or correct and learning ways of checking validity.
- Learning what to do if they experience bullying online.
- Learning to use an online community safely

Knowledge

Computing systems and networks

- To understand that anyone can create a website and therefore we should take steps to check the validity of websites.

Online safety

- To know different ways we can communicate online.
- To understand how online information can be used to form judgements.
- To understand some ways to deal with online bullying.
- To know that apps require permission to access private information and that you can alter the permissions.
- To know where I can go for support if I am being bullied online or feel that my health is being affected by time online.

Year 6

Skills

- Learning about the positive and negative impacts of sharing online.
- Learning strategies to create a positive online reputation.
- Understanding the importance of secure passwords and how to create them.
- Learning strategies to capture evidence of online bullying in order to seek help.
- Using search engines safely and effectively.
- Recognising that updated software can help to prevent data corruption and hacking.
- Exploring ethical considerations around AI use and its impact on society.

Knowledge

Computing systems and networks

- To understand the importance of having a secure password and what "brute force hacking" is.

Online safety

- To know that a "digital footprint"™ means the information that exists on the internet as a result of a person's™ online activity.
- To know what steps are required to capture bullying content as evidence.
- To understand that it is important to manage personal passwords effectively.
- To understand what it means to have a positive online reputation.
- To know some common online scams.

National curriculum - end of KS2

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

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