



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science							
Knowledge	A sequence of steps, instructions or rules have to be followed to perform a specific task.	An algorithm is a sequence of steps, instructions or rules that is used to perform a specific task. Algorithms can be followed by people or digital equipment. For algorithms to achieve the end goal, instructions have to be accurate and followed sequentially. Mistakes are called bugs and finding and fixing them is called debugging.	Computers' behaviour can be predicted and the outcome tested by following the steps of an algorithm and recognising that the computer will follow instructions precisely. Robots can be programmed to follow a series of instructions using algorithms.	Repetitions or loops can be used in programming where a computer will continue to run part of a program a number of times or until a condition is met, using the term 'repeat... until'. The given feedback can be used to identify and correct any mistakes in the program. Sequencing instructions is the step-by-step process that robots or other devices follow to achieve specific outcomes. This can be a single algorithm or series of algorithms called a program.	New computing software commonly has features that should be familiar to users, such as icons or terminology. A loop is a sequence of instructions that repeats continually until a certain condition is met. A program that contains a looping element is useful for a wide range of scenarios, such as controlling traffic lights.	Sequences of instructions (algorithms) that contain IF, THEN and OTHERWISE statements are called selections. The computer will complete operations based on whether the conditions of these selections are met or not. Using prior knowledge and experience of computing skills can be applied to unfamiliar hardware to solve a problem successfully.	Decomposition is breaking down a problem down into smaller parts to make it easier to process and following a sequence of instructions. Decomposition is useful for checking programs and debugging because it saves time. Some hardware is more effective than others in particular contexts, such as using virtual reality or a touchscreen rather than a mouse to meet a specific need. Choosing the right hardware can



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							<p>increase creativity and productivity.</p> <p>A range of technologies can be combined to achieve a particular outcome. For example, sensors (input), a computing device (hardware) and lights (hardware) can be used together to create a set of traffic lights.</p> <p>Input and output devices can be combined with programming software to control a physical system, such as using sensors to create a sensory station that incorporates motors, lights and buzzers.</p>



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Skills	<p>With an adult follow a sequence of steps or instructions</p> <p>Explore how things work.</p>	<p>Follow a sequence of steps to solve a problem and create instructions that others can follow (for floor robots or onscreen sprites).</p> <p>Observe and explore outcomes when buttons are pressed in sequences on a robot and identify and debug a simple algorithm.</p>	<p>Create a simple solution that tests an idea, predict the outcome and test and debug the solution to ensure that it works.</p> <p>Plan and enter a sequence of instructions using a robot, specifying distance and angle of turn.</p>	<p>Identify and use repetitions or loops in a program sequence, predicting outcomes and noticing and correcting any mistakes.</p> <p>Design, write and enter a sequence of instructions using a robot or other device to achieve specific outcomes, debugging if necessary.</p>	<p>Apply computing skills to use new computing software.</p> <p>Describe and demonstrate a simple program that contains a looping element and how part of a program may need repetition.</p>	<p>Design, write and debug simple sequences of instructions (algorithms), including IF, THEN and OTHERWISE commands, to decide if something is true or false.</p> <p>Apply computing skills using unfamiliar hardware to solve a problem successfully.</p>	<p>Demonstrate how programs run in an exact order by following a sequence of instructions, and test and debug programs.</p> <p>Identify how using different hardware can increase creativity and productivity.</p> <p>Combine a range of technology to achieve a particular outcome.</p> <p>Design, write and debug a program to control a physical system, which may include output devices, such as motors, lights and buzzers.</p> <p>Demonstrate how programs run in an exact order by</p>



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						following a sequence of instructions, and test and debug programs.

Information Technology

Knowledge	To begin to know that information technology is used in school and at home	To search for digital content, the user needs to know the file name, file type and folder name or keywords and search terms to find the correct information. Data can be collected manually or using digital technology, such as data loggers. It can be represented in different electronic forms, including charts and tables.	Software is available that can be used to represent collected data digitally, such as in a pictogram or bar chart. Digital technology is used in everyday life and can be used to support learning and connect with others.	The World Wide Web is a collection of web pages that are run via the internet. The information requested can be displayed as text, images or videos.	A school network has computers that are connected together so they can share hardware, software and data. New computing software commonly has features that should be familiar to users, such as icons or terminology.	Computer networks are made up of computers that are connected by cables, fibres or wireless links. Each network can only be accessed by computers within their network, such as in school or at home. The internet network can be accessed by anyone. A range of technologies can be selected, used and combined, such as using different hardware and software to create a solution that will	Search engines take many factors into account, such as the quality of the site, number of updates or number of matches to keywords. However, search engines do not consider whether the content is true, age-appropriate or relevant, and so users need to be aware of these things when searching.
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						have an impact on others.	
Skills	Adult to introduce digital content in adult led activities.	Search for or retrieve digital content, including images and information, in digital folders and online, with supervision. Observe how collected data can be represented electronically.	Use data handling skills to represent data digitally. Recognise why digital technology is used in the classroom, home and community.	The World Wide Web is a collection of web pages that are run via the internet. The information requested can be displayed as text, images or videos.	Recognise that the school network links computers to allow the sharing of resources. Apply computing skills to use new computing software.	Compare the ways in which work can be shared on a school network with the ways work is shared at home or in the wider world. Select, use and combine appropriate technology to create a solution that will have an impact on others.	Critically evaluate search engine results and identify factors that may affect ranking, such as how long the site has existed, the number of links to the site and whether the organisation has paid to have their site promoted
Digital Literacy							
Knowledge	Digital technology is used in all parts of everyday life, such as using a tablet to play a game or a microwave to heat food.	Private information includes names, addresses, dates of birth or schools and this information should not be shared online. Any concerns or worries should be	Some websites are not age-appropriate and so it is important to tell a trusted adult about any concerns or worries. Digital technology, such as email, social media	Advantages of communicating electronically are that it is available at any time, instant and global. Disadvantages include easier misunderstandings, people pretending to be someone they are not, lack	Appropriate behaviour when contributing to collaborative online projects includes consideration towards others, awareness of copyright and keeping personal data safe.	Working online requires a level of responsibility and strategies to stay safe, including protecting private information and accounts. This enables people to protect themselves and others from	Knowing someone online is not the same as knowing them face to face. People online are not always who they say they are and may use intimate images or content inappropriately.



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		<p>reported to a trusted adult.</p> <p>Digital technology is used in all parts of everyday life, such as using a tablet to play a game or a microwave to heat food. Some of this digital technology can be used to connect with others locally, such as sharing digital work in the classroom, or globally, such as using Skype on a computer to speak to a friend overseas.</p>	<p>platforms or blogs, can be used by individuals to communicate and connect with others but should be used appropriately, including using language that is not hurtful or disrespectful to others, having adult supervision or following the school's acceptable use policy.</p> <p>A digital footprint is the information that exists on the internet, following a user's online activity.</p>	<p>of privacy (once something is published online, it cannot be removed) and a threat to personal safety (access to personal information). Concerns should be reported to a trusted adult.</p> <p>As with face to face communication, online communication should be done respectfully and responsibly, considering the impact on others.</p> <p>Images and data should not be shared online without the permission of the owner. Personal information, such as full name, age, school and address, should</p>		<p>potential online dangers, inappropriate behaviour and bullying. Any concerns should be reported to a trusted adult, the police or child protection organisations.</p> <p>Digital content can affect others and be available to anyone. Digital content is traceable, which means it can be tracked to the person who created it. To stay safe, it is important to discuss technology use with a trusted adult.</p>	<p>Once something is online, it is not under the user's control and can be made public.</p> <p>Using offensive language can affect others negatively and is a form of bullying called 'trolling'.</p> <p>Privacy and personal boundaries are important when communicating with others online.</p> <p>Digital content may have been edited online by anyone, and so it is important to verify content against other independent or reputable sources.</p> <p>The benefits of devices broadcasting the</p>



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				not be shared online.			user's location and passing on personal information include improved customer service, allowing organisations to analyse data and improving the quality of applications. Risks include identity theft, cyberstalking, victimisation and threat to privacy.
Skills	Explore every day digital technology, with adult support as required.	<p>Give examples of when I should ask permission to do something online and explain why this is important.</p> <p>Use the internet with adult support to communicate with people I know (e.g. video call apps or services).</p> <p>Explain why it is important to be considerate and</p>	<p>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).</p> <p>Explain who I should ask before sharing things</p>	<p>Describe ways people who have similar likes and interests can get together online.</p> <p>Explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>Explain what is meant by 'trusting someone online',</p>	<p>Describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)</p> <p>Give examples of how to be respectful to others online and describe how to recognise healthy</p>	<p>Give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). 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.</p>	<p>Explain how sharing something online may have an impact either positively or negatively.</p> <p>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</p>



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	<p>kind to people online and to respect their choices.</p> <p>Explain why things one person finds funny or sad online may not always be seen in the same way by others.</p> <p>Describe how to behave online in ways that do not upset others and can give examples.</p> <p>Explain how passwords are used to protect information, accounts and devices.</p> <p>Recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</p>	<p>about myself or others online.</p> <p>Describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</p> <p>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.</p> <p>Identify who can help me if something happens online without my consent.</p> <p>Explain how it may make others feel if I do not ask their permission or</p>	<p>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.</p> <p>Explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>Explain how someone's feelings can be hurt by what is said or written online.</p> <p>Explain the importance of giving and gaining permission before sharing things online; how the</p>	<p>and unhealthy online behaviours.</p> <p>Explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</p> <p>Recognise when someone is upset, hurt or angry online.</p> <p>Describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>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</p>	<p>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).</p> <p>Explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>Demonstrate how to support others (including those who are having difficulties) online.</p> <p>Recognise online bullying can be different to</p>	<p>support them if others do not.</p> <p>Describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p> <p>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.</p> <p>Describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</p>



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		<p>Explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p> <p>Give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.</p> <p>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.</p> <p>Know how to get help from a trusted adult if we see content that</p>	<p>ignore their answers before sharing something about them online.</p> <p>Explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p> <p>Explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>Explain why anyone who experiences bullying is not to blame.</p> <p>Talk about how anyone experiencing bullying can get help.</p> <p>Explain how passwords can be used to protect information,</p>	<p>principles of sharing online is the same as sharing offline e.g. sharing images and videos.</p> <p>Describe appropriate ways to behave towards other people online and why this is important.</p> <p>Give examples of how bullying behaviour could appear online and how someone can get support.</p> <p>Describe simple strategies for creating and keeping passwords private.</p> <p>Give reasons why someone should only share information with people they choose to and can trust.</p>	<p>them (their reputation).</p> <p>Describe strategies for keeping personal information private, depending on context.</p> <p>Explain that internet use is never fully private and is monitored, e.g. adult supervision.</p> <p>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.</p> <p>Know what the digital age of consent is and the impact this has on online services</p>	<p>bullying in the physical world and can describe some of those differences.</p> <p>Describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</p> <p>Explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.</p> <p>Identify a range of ways to report concerns and access support both in school and at home about online bullying. Explain how to block abusive users.</p>	<p>Explain what to do if a password is shared, lost or stolen.</p> <p>Describe how and why people should keep their software and apps up to date, e.g. auto updates.</p> <p>Describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>Describe simple ways to increase privacy on apps and services that provide privacy settings.</p> <p>Describe ways in which some online content targets people to gain money or information illegally; I can describe</p>



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		<p>makes us feel sad, uncomfortable, worried or frightened.</p> <p>Explain rules to keep myself safe when using technology both in and beyond the home.</p> <p>Recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>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.</p> <p>Recognise that information can</p>	<p>accounts and devices.</p> <p>Explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>Describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p> <p>Explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).</p> <p>Use simple keywords in search engines</p>	<p>Explain that if they are not sure or feel pressured then they should tell a trusted adult.</p> <p>Describe how connected devices can collect and share anyone's information with others.</p> <p>Demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>Explain what autocomplete is and how to choose the best suggestion.</p> <p>Explain how the internet can be used to sell and buy things.</p> <p>Explain the difference between a 'belief',</p>	<p>asking for consent.</p> <p>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.</p> <p>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).</p> <p>Describe some of the methods used to encourage people to buy things online (e.g.</p>	<p>Describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p> <p>Explain what a strong password is and demonstrate how to create one.</p> <p>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.</p> <p>Explain what app permissions are and can give some examples.</p> <p>Explain the benefits and</p>	<p>strategies to help me identify such content (e.g. scams, phishing).</p> <p>Know that online services have terms and conditions that govern their use.</p> <p>Explain how search engines work and how results are selected and ranked.</p> <p>Explain how to use search technologies effectively.</p> <p>Describe how some online information can be opinion and can offer examples.</p> <p>Explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or</p>



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		<p>stay online and could be copied.</p> <p>Describe what information I should not put online without asking a trusted adult first.</p>	<p>Demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</p> <p>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). Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'</p> <p>Explain why some information I find online may not be real or true.</p> <p>Explain simple guidance for using</p>	<p>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.</p> <p>Explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p>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.</p> <p>Explain why spending too much time using technology can sometimes have a</p>	<p>advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p> <p>Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p> <p>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.</p> <p>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</p>	<p>limitations of using different types of search technologies e.g. voice-activation search engine.</p> <p>Explain how some technology can limit the information I am presented with.</p> <p>Explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</p> <p>Evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</p> <p>Explain key concepts including:</p>	<p>the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.</p> <p>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).</p> <p>Understand the concept of persuasive design and how it can be used to influences peoples' choices.</p> <p>Demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain</p>



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			<p>technology in different environments and settings e.g. accessing online technologies in public places and the home environment.</p> <p>Say how those rules / guides can help anyone accessing online technologies.</p> <p>Explain how other people may look and act differently online and offline.</p> <p>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.</p>	<p>negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged.</p> <p>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).</p> <p>Explain what is meant by the term 'identity'.</p> <p>Explain how people can represent themselves in</p>	<p>is true when it isn't.</p> <p>Explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p>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.</p> <p>Explain how my online identity can be different to my offline identity.</p> <p>Describe positive ways for someone to interact with others online and understand how this will positively impact on how</p>	<p>information, reviews, fact, opinion, belief, validity, reliability and evidence.</p> <p>Identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.</p> <p>Describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).</p> <p>Explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting</p>	<p>why using these strategies are important.</p> <p>Explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.</p> <p>Describe the difference between online misinformation and dis-information.</p> <p>Explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation).</p> <p>Identify, flag and report</p>



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				<p>different ways online.</p> <p>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.</p> <p>Explain how to search for information about others online.</p> <p>Give examples of what anyone may or may not be willing to share about themselves online.</p> <p>Explain the need to be careful before sharing anything personal.</p> <p>Explain who someone can ask if they are unsure</p>	<p>others perceive them.</p> <p>Explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p> <p>Describe how to find out information about others by searching online.</p> <p>Explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>	<p>'stereotypes' may influence how people think about others.</p> <p>Describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.</p> <p>Explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</p> <p>Describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.</p> <p>Describe some strategies, tips or advice to promote health and wellbeing with</p>	<p>inappropriate content.</p> <p>Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>Recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</p> <p>Recognise features of persuasive design and how they are used to keep users engaged (current and future use).</p> <p>Assess and action different strategies to limit the impact of technology on</p>



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				<p>about putting something online.</p>		<p>regards to technology.</p> <p>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.</p> <p>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.</p> <p>Explain how identity online can be copied,</p>	<p>health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p> <p>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.</p> <p>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.</p>



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						<p>modified or altered.</p> <p>Demonstrate how to make responsible choices about having an online identity, depending on context.</p> <p>Search for information about an individual online and summarise the information found.</p> <p>Describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.</p>	<p>Explain the importance of asking until I get the help needed.</p> <p>Explain the ways in which anyone can develop a positive online reputation.</p> <p>Explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.</p>