

## Upper Key Stage 2 – *Staying Connected* – Theme Guide

Children develop safe and appropriate use of online technologies, considering what they can use and what information is shared about them. They create blogs for school projects, checking and uploading digital content. They understand how a wiki works and the benefits of collaborative working. They know the school's online safety rules and are proactive in encouraging other children to keep safe online.

Learning objectives for the term
To understand the need to develop safe, respectful, responsible use of online technologies. <i>§</i>
To consider what 'personal information' is and why we should be protective of this information when online. <i>§</i>
To know that most modern communication devices can provide details of our location. <i>§</i>
To understand a blog is an online space, with regular personal entries, on which readers may be able to comment. <i>§</i>
To understand blogs can support learning and sharing; they may include a range of different media. <i>§</i>
To understand a micro-blog is designed to enable users to share short status updates with a limited numbers of characters. <i>§</i>
To understand there are complex copyright rules for resources. <i>§</i>
To understand a wiki is a tool for organising and sharing collaborative information. <i>§</i>
To know information can vary in accuracy, bias and viewpoint and may be unhelpful, irrelevant or misleading. <i>§</i>
On-going Learning Objectives
<i>To organise their work confidently in agreed locations, using appropriate file-naming conventions and folder structures.</i>
<i>To understand and use security settings and features in online environments to protect privacy and safety. <i>§</i></i>
<i>To understand that all users of online environments have the right to be respected; obtain permission before using/ sharing online. <i>§</i></i>
<i>To understand some methods they can use to report concerns about content/contact. <i>§</i></i>
<i>To be proactive in keeping electronic and other data secure, protecting personal data online. Encourage eSafe practice in others. <i>§</i></i>

Vocabulary – see Glossary in main scheme document for definitions (for terms in blue)	
<i>wiki,</i> <i>blog,</i> <i>micro-blog,</i> <i>data protection,</i> <i>intellectual property,</i>	<i>copyright,</i> <i>GPS,</i> <i>creative commons,</i> <i>common file types</i>

**Possible resources for this theme** (further resources are suggested with the explanatory notes below. Note that these are examples and not formal recommendations.)

Online Blogging Tools	Wiki / Collaborative Online Tools
<ul style="list-style-type: none"> <li>Google Sites (as part of G-Suite for Education)</li> <li>J2Bloggy: <a href="http://www.just2easy.com/products/j2bloggy/">http://www.just2easy.com/products/j2bloggy/</a></li> <li>2Simple 2Blog (as part of 2Simple Purple Mash)</li> <li>DBPrimary: <a href="https://www.dbprimary.com/">https://www.dbprimary.com/</a></li> <li>2Blog (as part of Purple Mash)</li> <li>Google Sites (when used as part of G Suite for Education)</li> <li>Other learning platform</li> </ul>	<ul style="list-style-type: none"> <li>Google Sites (as part of G-Suite for Education)</li> <li>J2Bloggy: <a href="http://www.just2easy.com/products/j2bloggy/">http://www.just2easy.com/products/j2bloggy/</a></li> <li>Other learning platform</li> </ul>

Please note that with any online platform it is essential that you review the privacy policy and terms and conditions of the service. The school is responsible for the protection of data it holds and compliance with current data protection

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legislation. Always assess both the data protection and safety of the service you are considering using, and ensure any necessary permissions are in place before using with pupils.

Primary Computing Scheme online materials that are referenced in this guide can be accessed from: <http://www.hertsforlearning.co.uk/user/login>

You will need to be logged into your school account and have a current subscription to the Primary Computing Scheme to gain access. The materials can be accessed from the *My Resources* link at the top/right of the screen, once you are logged in.

#### Key learning objectives

(some objectives might be used for more than one lesson)

To understand the need to develop safe, respectful and responsible use of online technologies. 

- Review eSafe approaches to using online spaces.
- Many sites that require a sign-up with have a minimum age stated in the terms and conditions. This is frequently 13 years of age. This is due to a law in the U.S.A. called COPPA (Children's Online Privacy Protection Act.) Despite this being a U.S. law, many non-U.S. based companies have adopted the same rules for their websites.
- Most Terms and Conditions on websites are very long and difficult to read. Therefore, choose sites to investigate where the age limit is easily found, and not buried several pages down. For example, if you wanted to show children that Instagram® is for over 13s, this information can be found in the first line of the Basic Terms section of the terms found on their website (found at [www.instagram.com](http://www.instagram.com) .)
- Why do they have age limits? What are the risks from ignoring the limits?
- If the site is a resource for downloading materials such as images, look for the copyright information that details what we can and cannot do with the image. For example, [www.pics4learning.com](http://www.pics4learning.com) is a website of images for schools to use, and has clear information about how images can be used in the 'Image Use Policy' section of the 'About Pics4learning' page available from the bottom right of the website homepage.
- Privacy settings will normally only be found on sites where the user holds an account or imparts personal information, so it might only be possible to talk about these in the classroom rather than the children actively accessing these. But children should always be aware that the social networking sites they use, whether they are old enough or not, should have privacy setting which should be checked regularly if they are using such services.
- What is a 'report abuse' facility and why do sites have these? When and why might we need this? For example, Youtube® has this facility (available from the 'more actions' menu under the video player.) You could show the 'report' link from the front of the class.
- Note that to access YouTube in Herts schools will require the WF1 web filter enabled. To find out more about web filtering in Hertfordshire, see <http://www.thegrid.org.uk/eservices/safety/filtered.shtml>
- During these discussion and throughout this theme, it is likely you will hear pupils under 13 admitting to using sites for which they have to be 13 or older to use. Therefore have a discussion with your SLT about how to respond (e.g. whether parents/carers are informed) in line with school policies.

To consider what 'personal information' is and why we should be protective of this information when online. 

- Think in depth about what personal information is. Some types of information are obviously personal, such as our home address. But also consider situations such as sharing a photo of a friend wearing their school uniform, or sharing photos or videos where the location is very obvious (particularly if this location is somewhere where they often go.)
- Consider the situations that might arise where personal information is requested, or where we might be sharing such information online. These might include social networks, online games, messaging tools etc.
- Sharing personal information when communicating with others online, especially people we don't know in the 'real' world, may carry risks as the person we are communicating with may not be who they say they are. Or, the information might be seen by others, for whom it was not intended.
- Putting too much personal information into an online profile may carry risks as we cannot be sure who can view this information, and it can be very public (depending on the site/service and the privacy settings we have chosen.)
- If we provide personal information to websites/services, unless we have read and fully understood the privacy policy, we cannot be sure what will happen to the information, and whether it may be sold on or shared with 3<sup>rd</sup> parties.

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To know that most modern communication devices can provide details of our location. 

- Many modern mobile devices have GPS, and can therefore pin-point the position of the user very accurately. It is possible to share this location information online through various services.
- Even without GPS, it may be possible to give an approximate location of a device/user through the IP address of the device.
- It is common for social networks to include location 'tagging' as part of the service, whereby a user can share where a post is being made from. For example, it is possible to add your location to an Instagram<sup>®</sup> or Facebook<sup>®</sup> post.
- Explain that usually this function can be disabled or is optional, so that we don't have to share our location if we don't want to. This setting may be in the app itself or in the location settings of the device.
- When doing a www search using a standard search engine, our location is often used (possibly through the IP address depending on the type of device used to perform the search) so that results shown may be more relevant to us. Try searching for a supermarket or cinema and see if any information about your local one appears, even if you have not stated your location in the search terms.
- Discuss how and why location services are used and sometimes shared without us taking any action.
- Consider why this can be helpful but also how it could present potential risks.
- Should we always agree to share our location?
- Debate the advantages and disadvantages of sharing location, whether deliberately or unintentionally.

To understand a blog is an online space, with regular personal entries, on which readers may be able to comment. 

- What is a blog? (Derived from 'Web' and 'Log'.) Why do people blog? Do you blog? If so, what is your blog about? Do you parents/carers support you in your blogging? What do you do to make sure your blog is safe?
- Do you read any other people's blogs? If so, what are they about?
- It is possible your school may have teacher blogs, a Headteacher blog or suchlike, so refer to these if you have them.
- Raise awareness of the fact that like many social networks, many blogging platforms do not allow users under the age of 13.
- Explore a range of blogs and comment on their effectiveness as communication and sharing tools. Review the language and style used and consider its suitability for the audience. Refer to the accompanying sheet: [*Links to blogs to explore*] for some examples of blogs you could read and discuss, but please check these first as new content will have been published.
- Consider and discuss the language, style, use of images, comments made etc. (Do check beforehand that everything on the chosen blog is appropriate.)
- From this research, and using existing knowledge of appropriate online behaviour, pupils could create a list of rules for safe blogging which could be displayed in the classroom or computing suite.
- You could run an "unplugged blog" activity where children write a blog post on paper, related to another area of learning, and these are displayed on the wall of the class. Children can then use sticky note paper to comment on each other's posts, sticking these beneath each post.

To understand blogs can support learning and sharing; they may include a range of different media. *Add categories and tags to their blogs.* 

- Blogs can usually include multi-media - sound clips, film, images etc.
- If a safe, educational blogging platform is available and the necessary permissions are in place, children create blogs linked to their learning, and include different media as appropriate.
- They can read each other's blogs and comment on them.
- Options for individual blogging could include the following:
  - Using an educational platform that the school buys into. Several are available, including J2E<sup>®</sup> and DB Primary<sup>®</sup>.
  - Using a specific educational blogging platform that enables private blogs, for example 2Simple 2Blog (part of Purple Mash.)
  - Google<sup>®</sup> Sites, as part of a *G-Suite for Education* deployment, is another way of setting up class blogs.
  - We do not recommend signing children up for public blogging services.
  - For any service, Always read the terms and conditions and privacy policy, make sure you use complies with current Data Protection laws and seek parental permission where appropriate. Remember the school is legally responsible for protecting the data it holds.
- Some children may be ready to consider categories and tags for their blog posts.

To understand a micro-blog is designed to enable users to share short status updates with a limited numbers of characters. 

- 'Micro-blogs' and other social media tools allow us to share these short posts with the world, and these posts are easily seen, shared and copied by others.

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- Twitter® can be regarded as a Micro-blog service, though the amount of text permitted per post is greater than it once was.
- What are the advantages and disadvantages of having a relatively low amount of text you can use?
- Getting your message across in fewer characters can take quite a lot of thinking and redrafting. Link to English and run an activity where children create 'micro-blog posts' offline, about a specific subject /topic. These can either be hand written on cards / paper or by using a computer based writing tool where text characters can be counted.
- You could make a display of these, e.g. 'Twitter Unplugged.'
- Remember that children under 13 should not be using Twitter, so make this clear. We are learning about micro-blogging and Twitter, not encouraging its use by children.

#### To understand there are complex copyright rules for resources.

- There are complex copyright rules for digital and non-digital resources, including still and moving images, words and sound.
- Children should have discussed copyright, ownership and creative commons in an earlier learning theme (lower KS2, *Accuracy Counts*.) Revisit these terms discussing the fact that digital assets, just like physical ones, are usually owned by someone and we should not use them unless we are sure we have permission to do so.
- When searching for images, video etc. to use in our work we should always look for creative commons or public domain resources, and make sure we follow the terms of the licence where applicable. With creative commons, this usually means we have to credit (attribute) the owner of the work.
- Following the usual cautions around open searches using standard search engines, revisit using advanced search tools, so that only results showing content we can use (under certain conditions) are returned.
- See the accompanying video guide: [*Using Advanced Search Tools*.]
- Children could make a set of rules about using digital content safely, appropriately and legally, which could be displayed in the classroom or computing suite.
- Children look back at their work or blogs, consider the media they may have used and check whether they have correctly attributed and respected copyright / ownership.

#### To understand a wiki is a tool for organising and sharing collaborative information.

- What is a wiki? Research the meaning of the word 'wiki.' Discuss why wikis are used and the advantages of a wiki where pooled knowledge is used, over an individual website or blog where one person manages and publishes the content.
- What might the disadvantages of a wiki be? Can we trust everything we read on a wiki? Why? Why not?
- Discuss where pupils may have used wikis. Whilst *Wikipedia*® is the biggest and best known, pupils may have experience of accessing wikis around particular games. One popular example is *Minecraft*®, which has an extensive official wiki.
- Use an established wiki to research a specific piece of information. Once the information has been found, check with other suitable websites to see whether these have the same information.
- A wiki you might visit is *Wikipedia*® for Schools: <http://schools-wikipedia.org/>
- See the video guide [*Using Google Sites (as part of G-Suite for Education) to set up a class wiki*] available through the Primary Computing Scheme online area.

#### To know information can vary in accuracy, bias and viewpoint and may be unhelpful, irrelevant or misleading.

- It's important for children to understand that not everything we read on the www is true or accurate. The nature of the www is that anybody can publish to it. When reading something on the www we should always be thinking about whether it might be accurate, helpful information. If we are not sure it is good to check with an adult and/or compare information from other websites.
- A number of 'fake' websites exist to illustrate this. They have been created with deliberately incorrect or misleading information in order to prove the point. You could use one of these to show to the whole class (always check the content of websites if asking children to navigate them independently.) One example is the Tree Octopus website: <http://zapatopi.net/treeoctopus/>
- Discuss 'Fake News' and how easily this can spread.
- If you have access to a safe educational wiki platform, then use that to build a wiki to which all the class contribute. Choose a particular topic related to other learning, research this and have different pupils (possibly in pairs or small groups) manage one page or area of the wiki, and publish information to it about the topic, taking steps to ensure contributions are as accurate, unbiased and relevant as possible.
- We do not recommend signing children up for generally available public wiki services.
- If no safe, educational wiki platform is available you could consider creating a folder in a shared area, to which the pupils (or pairs/groups) save their work on the specific topic you have chosen. An index could be created in a word processor or similar with hyperlinks linking to each document within the folder, mimicking the way a

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wiki works. **Note that this activity could be used as the independent task. See below.**

- Review each other's entries in the wiki and provide comments to improve the accuracy and detail of the information provided

**On-going learning objectives**

- To organise their work confidently in agreed locations, using appropriate file-naming conventions and folder structures.*
- To understand and use security settings and features offered in online environments, including blogs and wikis, to protect privacy and safety. *
- To understand that all users of online environments have the right to be respected. Demonstrate that they have obtained permission before using or sharing online material belonging to or involving others. *
- To understand some methods they can use to report concerns about content and contact. *
- To be proactive in keeping electronic and other data secure and protecting personal information when entering data online. Use their understanding to encourage eSafe practice in others. *

**Suggested independent task – any open-ended activity (2-3 sessions) enabling the children to demonstrate their computing capability around the knowledge and understanding provided in the term**

Assuming you have access to a safe online platform:

- As a class, identify a topic or focus for a class wiki, shared space or similar collaborative collection of documents.
- Individually create a page for the class wiki, using an appropriate style, format and content for the target audience.
- Explain the steps taken to ensure that contributions are accurate, unbiased, relevant and respectful of copyright

Other considerations:

Does the task provide for children to work at different levels?  
 Is there support available for children to select if they wish?  
 Are there opportunities for the children to review and develop their work?  
 Is there an opportunity for the children to evaluate the finished task?

Choose a topic related to an area of learning you have been covering and create a wiki for this. Only do this on an actual wiki if a safe, education-focused platform is available, e.g. through a learning platform or similar online service that the school subscribes to.

If no safe, educational wiki platform is available you could consider creating a folder in a shared area, to which the pupils save their work on the specific topic you have chosen. An index could be created in a word processor or similar with hyperlinks linking to each document within the folder, so that the documents can be accessed from the index rather than having to open each one from the file itself. The aim is to create a shared pool of knowledge in one destination, that everyone in the class has contributed to and has combined ownership of.

Children should write about how they followed creative commons term / copyright rules, when using media in their work.

Please note there is an example medium term plan for this theme, donated by a Hertfordshire school, available to download from the online area.