

Project Evolve Amalgamated targets - Digital Literacy Learning Ladders

	Managing Online Information	Self Image and Identity	Online Relationships	Online Reputation	Privacy and Security	Health, Well Being and Lifestyle	Online Bullying	Copyright and Ownership
EYFS	I am beginning to understand how I can find information online	I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. (KPI)	I can give examples of how I (might) use technology to communicate with people I know	I can recognise ways that I can put information on the internet	I can identify some simple examples of my personal information (e.g: name, address, birthday, age, location) (KPI)	I can identify rules that help keep us safe and healthy in and beyond the home when using technology	I understand that some people could be unkind online	I can name my work so that others know it belongs to me
Year 1	I can give simple examples of how to find information using digital technologies, (e.g. search engines, voice activated searching), and understand we may encounter things we like/don't like when searching online	I know I can tell a trusted adult if something makes me feel sad, worried, uncomfortable or frightened (KPI)	I am beginning to understand the importance of communicating respectfully when going online	I am beginning to understand that I should think carefully about information I put online	I understand that some information is private (e.g. passwords/ where someone lives) and I mustn't share it (KPI)	I can explain rules to keep myself safe when using technology both in and beyond the home.	I can describe how to behave online in ways that do not upset others and can give examples	I can identify work that belongs to me
Year 2	I am building an understanding of the kinds of information that can be found online (including content that may not be true) and can use simple strategies to navigate the web (KPI)	I am beginning to understand that people may look and act differently online and offline	I understand some basic rules about how to communicate safely with other people online (KPI)	I am beginning to understand <i>why</i> I should think carefully about information I put online	I can begin to understand how personal information can be kept private	I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.	I understand what bullying is and the effect it has	I can recognise that content on the internet may belong to other people
Year 3	I can explain some differences between the kinds of information found on the Internet and am developing some sensible strategies for navigating the web.	I can explain what identity is and am developing my understanding of how identities can be different online.	I can explain some ways to communicate well online, and demonstrate careful consideration around issues of trust and permission.	I am beginning to think about different ways that you can represent yourself online, and am starting to show consideration about what should and shouldn't be posted	I can explain some ways to keep information secure, and can give a simple explanation of the possible consequences of not doing so.	I am beginning to show an understanding of positive and negative uses of technology and explain why certain restrictions may be needed (KPI).	I can give examples of what online bullying may look like and suggest some actions that could be taken in response to it.	I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause (KPI).
Year 4	I am making more sensible decisions about how to approach questionable information on the Internet, and can demonstrate some mature judgements.	I have a clear idea about what positive interactions look like on the Internet, and am aware that sometimes people may pretend to be someone else online.	I am aware of safe and fun experiences that may be enjoyed in a range of online environments, and can explain some ways to be respectful of others.	I can explain how to find out things about others online and I am thinking more about where this information may have come from (KPI).	I understand that content on the Internet is stored and monitored, and I know how to keep my personal information private.	I understand that technology can be both a positive and negative distraction at times, and can suggest strategies for limiting time using it.	I recognise different ways in which people can be bullied online and can demonstrate an understanding of how certain posts might affect others (KPI)	I can explain why I need to respect the ownership of content on the web, and can give some examples of things I may not use without permission from the owner.
Year 5	I can evaluate digital content through showing consideration for its source and can connect problematic material to wider issues, such as stereotyping or widespread misinformation (KPI).	I know the ways in which identity can change online and can explain how to make responsible choices about my own online identity (KPI).	I know that some people online may have harmful intentions, and can explain ways to communicate positively or support others.	I can summarise and evaluate the accuracy of information I have found about an individual online.	I know how to create a strong password and can give examples of ways in which apps can read and share private information.	I can promote positive health and wellbeing choices when using technology and can make some sensible judgements about things I may read online about my health or lifestyle.	I can describe differences between physical-world and cyber bullying and have several suggestions about positive actions an individual can take in response to it.	I can assess and justify when it is acceptable to use the work of others, and give some examples of content which can be reused.
Year 6	When I am evaluating online content, I can show an understanding of some of the wider social issues of systems or communication around it in order to establish its validity (e.g. news providers, advertisers, bias, opinion vs fact).	I can identify and challenge inappropriate or inaccurate representations online, show understanding as to how these can affect people and know how to seek help.	I can give detailed explanations as to how some online posts can impact a user, and am aware of some potential unintended consequences of sharing private material (e.g. screen grabs).	I can explain strategies to protect my online reputation, and know how to create a positive digital identity.	I describe some ways to manage passwords and can explain the consequences of <i>not</i> keeping data or apps secure and up to date.	I understand how some products are designed to keep me using them and know ways to limit or prevent technology from having a negative impact on my health or well-being (KPI).	I know how to capture cyberbullying evidence and how to share it with those who can help me, as well as knowing other ways to report upsetting digital content.	I know several ways to find reusable content on the Internet, and know why it is important to refer to and acknowledge sources I have used (KPI).