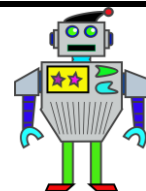
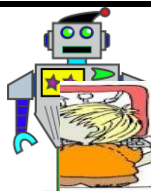


Digital Competency – Progression Step 3



Skill

Identity, Image and Reputation

- I can understand how to protect myself from online identity theft, e.g. identifying secure sites, phishing, scam websites.
- I can identify the benefits and risks of mobile devices broadcasting the location of the user/device.
- I can think critically about information shared online, e.g. the impact of sharing images and videos, metadata of images and videos.
- I can identify the benefits and risks of giving personal information and device access to different software.

Health and Well-Being

- I can understand the importance of balancing game and screen time with other parts of my life, e.g. explore the reasons why I might be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on my well-being.
- I can identify the wider positive and negative influences of technology, e.g. on my life, on society, on the environment.
- I can identify marketing elements designed to draw my attention.

Digital Rights, Licensing and Ownership

- I can understand that copying the work of others and presenting it as my own is plagiarism.
- I can cite sources when researching and explain the importance of this, e.g. create simple lists for the referencing of digital and offline sources.
- I can understand that images can be edited digitally and can discuss rights and permissions associated with this.

Online Behaviour and Online Bullying

- I can demonstrate appropriate online behaviour and apply a range of strategies to protect myself and others from possible online dangers, bullying and inappropriate behaviour, e.g. turn off comments on digital media, reporting, block users.
- I can understand the risks and legal consequences of sending intimate images and content/sexting.
- I can recognise language that could be deemed to be offensive (including racist, sexist, homophobic and transphobic language) in online activities.

Citizenship

Communication

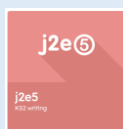
- I can exchange online communications, making use of a growing range of available features, e.g. add attachments or hyperlinks, change formatting.
- I can show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each, e.g. explain when video conferencing may be more appropriate than e-mail, and vice versa; explain the pros and cons of using instant messaging in social contexts; talk about purpose and audience.



Microsoft Outlook








Collaboration

- I can work with others to create an online collaborative project for a specific purpose, sharing and appropriately setting permissions for other group members, e.g. editing, commenting, viewing.



Interacting & Collaborating

Storing and Sharing

| | |
|-------------------------------|--|
| | <ul style="list-style-type: none"> • I can create and share hyperlinks to local, network and online files. • I can manage files and folders locally or online, e.g. move files to a folder. • I can search for specific files. • I can upload files from a local drive to online storage. <div>   </div> |
| Producing | <h3>Sourcing, Searching and Planning Digital Content</h3> |
| | <ul style="list-style-type: none"> • I can independently create and plan work before beginning a digital task. • I can adjust keywords and search techniques to find relevant information. • I can begin to reference sources used in my work, and consider if content is reliable. • I can store search results for future use, e.g. bookmark, add to favourites. |
| | <h3>Creating Digital Content</h3> <ul style="list-style-type: none"> • I can use a range of software to select, produce and edit a range of multimedia components for a purpose, such as: text and images, e.g. format text (bold, underline, italics, highlight); insert and edit text boxes; columns; use refine tools (spellchecker, find and replace); word wrap; crop; alter size and shape; alter images; add effects; trim and split sound and video clips; transitions; onion skin; presentation, e.g. page orientation; animations; transitions; remove and alter images; use background; use action buttons to create hyperlink; embed objects. • I can use keyboard commands such as shortcuts. • I can use software tools to enhance the outcomes for specific audiences. <div>   </div> |
| | <h3>Evaluating and Improving Digital Content</h3> <ul style="list-style-type: none"> • I can explain reasons for layout and content of my own work and the work of others. • I can ensure my output is appropriate for specific purposes. • I can comment on reasons for layout and content. • I can invite feedback/responses from others, e.g. use 'comment' in online platforms, asking questions or adding suggestions. • I can create groups and share work between them to allow review of digital content. |
| Data & Computational Thinking | <h3>Problem Solving and Modelling</h3> <ul style="list-style-type: none"> • I can create and refine algorithms and flowcharts to solve problems, making use of features such as loops, Boolean values and formulae. • I can understand the importance of the order of statements within algorithms. <div>    </div> |
| | <h3>Data and Information Literacy</h3> <ul style="list-style-type: none"> • I can construct, refine and interrogate data sets within tables, charts, spreadsheets and databases to test or support an investigation. • I can use a range of spreadsheet formulae, e.g. + - / x, sum, average, max, min. |

