The Schools of Woolton Hill: Computing Whole School Overview
Skills Progression

Year 1				
Digital Literacy	**Information Technology**	**Multimedia**	**Data Handling**	**Computer Science Programming**
Apply the three-step self-regulation routine ("Pause! Breathe! Finish Up!") to transition away from technology without distress or disruption. Demonstrate physical actions that signal disengagement from a screen (e.g., placing a device flat on a table, closing a cover, or turning down the volume). Recognize personal emotional responses (such as frustration or reluctance) when asked to stop an online activity, and use simple calming techniques (e.g., deep breathing). Recognize that in-person communication takes priority over digital entertainment ("Pause for People"). Compare the internet to a real-world neighbourhood, recognizing that both have places to visit, learn, and play, as well as rules to stay safe. Identify common online destinations (e.g., educational websites, video platforms, learning games) and classify them as public or private spaces. Recognize that internet access connects users to people and places outside of their immediate physical home. Distinguish between private information (safe to keep secret/share only with trusted adults) and general preferences (e.g., favourite colour or animal). Identify potential "online strangers" and understand that online individuals may not be who they appear to be. Identify specific digital scenarios where seeking permission from a trusted adult is required (e.g., downloading an app, clicking a pop-up, taking or sharing a photo/video, or joining a game). Recognize that online choices can have real-world consequences for	Identify and point out examples of everyday technology at school and at home. Apply basic safety and health rules when using digital devices Locate and type individual letters to complete personal login tasks. Manipulate text keys effectively, using the Space Bar for gaps, Caps Lock/Shift for capitals, and Return/Enter for new lines. Correct typing mistakes using the Backspace, Delete, and Undo functions.	Control brush and spray tools to draw distinct and overlapping lines. Adjust tool settings, such as line thickness and eraser size. Utilize the paint bucket tool to fill enclosed spaces with colour. Select, place, rotate, and stamp 2D geometric shapes onto a digital canvas.	Sort and organize a physical or digital pile of objects into distinct groups based on a shared characteristic. Label sorted groups clearly and record the total number of items within them. Compare groups mathematically to identify which contains more or fewer items.	Execute specific commands on a device and match them to visual outcomes. Predict the final location of a robot or sprite using a short sequence of up to four commands Translate a physical or symbol-based algorithm into structural code blocks. Navigate the Scratch Jr interface to open and start a new project. Record and capture digital video clips of a travel sequence.

safety, privacy, and personal feelings Demonstrate how to ask for permission politely in practice (e.g., "May I take a photo of your model?" or "Can I play this game with my friend online?"). Distinguish between actions that are safe to do independently online versus actions that require adult approval. Compare digital passwords to physical protection tools (e.g., a door key, a padlock, or a safe combination) to demonstrate how they keep unauthorized people out. Identify which everyday items and services rely on passwords for protection (e.g., school tablets, personal accounts, streaming apps, adult mobile phones). Distinguish between public information (safe to share) and protected digital assets that require password defence (personal files, photos, account access). Demonstrate safe log-in habits (e.g., covering the keypad or screen when typing a password/PIN in a shared space). Evaluate simple password choices to distinguish between weak, easily guessed options (e.g., "1234", "password", or one's first name) and stronger choices (a combination of unexpected words or symbols). Apply secrecy rules by choosing not to share personal passwords or PINs with peers, even close friends. Compare digital content to permanent offline physical marks (e.g., permanent marker vs. pencil, or a footprint in wet cement) to demonstrate how hard it is to erase online information. Identify how digital media can be replicated or shared by others without the original creator's knowledge (e.g., taking a screenshot, saving an image, or forwarding a message). Distinguish between ephemeral actions (saying something aloud in person) and persistent actions (posting a photo or message online that remains visible).				

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Apply a "Think Before You Share" filter to evaluate whether an image, work sample, or personal comment is appropriate to be seen by others or stored digitally. Evaluate scenarios to determine if an action could lead to content being copied or saved by someone else. Demonstrate respectful habits by seeking permission before saving, copying, or forwarding someone else's work, photo, or message.				
Year 2				
Digital Literacy	**Information Technology**	**Multimedia**	**Data Handling**	**Computer Science/Programming**
Stop and pause by yourself without needing a grown-up to tell you first. Do a quick 3-step check before clicking, typing, or sharing: Head: Is this safe and smart? Heart: Is this kind to others? Feet: Is this a safe place to explore online? Decide if a game, video, or comment is OK by thinking about whether it is safe and friendly. Step away and tell a trusted adult right away when your gut tells you something isn't right. Name different emotions you can feel while using screens (like happy, excited, calm, frustrated, tired, or angry). Connect how your body feels to your screen time (e.g., recognizing that sore eyes, a tired head, or a grumpy mood can mean you've been on a device too long). Notice when a game or video switches from being fun to feeling frustrating or overwhelming. Use simple strategies to reset your mood when technology makes you feel bad (e.g., taking a break, doing a stretch, playing outside, or putting the device away). Make healthy choices about when to step away from a screen to	Distinguish between different types of computers and multi-purpose IT devices used across the school. Demonstrate and explain how to follow safety rules when interacting with school IT. Identify, sort, and classify devices into digital and non-digital categories. Name and point out the core external components of a	Operate a digital camera or device to capture clear photographs in both portrait and landscape orientations. Critique digital photographs to determine quality factors (such as focus, framing, or lighting). Apply digital editing tools to enhance or alter the appearance of a photograph.	Collect and record real-world data using a structured tally chart. Input collected tally data into a software program to automatically generate a pictogram. Format and view data in multiple digital layouts to present information safely without sharing private details.	Follow and execute complex multi-step instructions including forward, backward, left, and right movements. Design and write a structural plan (layout mat) with multiple pathway routes for others to follow. Program a physical or digital device to reach a targeted goal, identifying and debugging errors if it goes off course Populate a digital

keep your mind and body happy. Use feeling words to tell a trusted adult how an app, game, or video made you feel. Ask a grown-up for help when a screen makes you feel upset, scared, or angry and you don't know how to fix it yourself. Use traffic light colours to sort websites, apps, and games into three safety zones: 🟢 Green (GO!): Safe, trusted sites made for kids that a grown-up said are OK. 🟡 Yellow (SLOW!): Sites that might have pop-ups, ads, or strangers, where you must be careful. 🔴 Red (STOP!): Unsafe, confusing, or scary places that are not made for children. Identify if a game or video is "just right" for your age group and learning level. Notice warning signs on screens (like pop-up boxes, unexpected downloads, or asking for money/logins) that turn a green site into a yellow or red site. Connect real-world ownership to digital ownership (e.g., understanding that just like a physical toy or drawing belongs to someone, digital pictures, videos, and games belong to the person who made them). Identify creator ownership by spotting signs that something was made by someone else (e.g., an author's name on a digital book, an artist's signature on a photo, or a brand name on a game). Ask permission before saving, copying, or sharing work, drawings, or photos created by peers or people online. Value your own digital work as a creator, recognizing that your drawings, typed stories, and recorded videos belong to you. Distinguish between creating original work and copying someone else's work. Explain why taking someone's digital work without asking is unfair and how it might make the creator feel. Spot the difference between a one-off mistake and bullying (understanding that bullying is unkind behaviour that happens again	computer system			scene by adding, positioning, editing backgrounds, and deleting sprites. Build simultaneous code scripts that execute together when triggered by the green flag. Program interactive triggers using "touch" and "when sprites touch" blocks to change scenes or move elements. Construct continuous animations using the red repeat loop block.

and again on purpose). Recognize that bullying can happen online and offline (e.g., in the playground, in a group chat, or inside an online game). Identify unkind digital choices such as sending mean messages, leaving someone out of a game on purpose, or sharing an embarrassing picture. Connect unkind online actions to real human feelings (recognizing that words typed on a screen can make someone feel sad, lonely, scared, or angry in real life). Show empathy by explaining how it feels to be picked on or left out online. Understand that it is never the victim's fault if someone is being mean to them online. Know the rule to STOP, BLOCK, and TELL when encountering unkindness or bullying on a device. Identify who your trusted adults are (like a teacher, parent, or carer) and practice telling them if you or a friend are being bullied online. Recognize that online rules for kindness are the same as offline rules (understanding that words and actions on a screen affect real people's feelings just as if you were face-to-face). Give clear examples of positive online choices (e.g., typing encouraging messages, taking turns in online games, including others, and asking permission before sharing a picture). Identify actions that can cause upset (e.g., using mean or angry words in chat, leaving a friend out of a game on purpose, or typing in ALL CAPS which can sound like shouting). Apply a "Pause & Check" filter before sending a message or making a choice in a game ("Is this kind? Would I like someone to say this to me?"). Demonstrate how to fix a digital mistake (e.g., saying sorry or deleting an unkind message if you realize you upset someone).				

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Year 3/ 4 (Cycle A)				
Digital Literacy	**Information Technology**	**Multimedia**	**Data Handling**	**Computer Science/Programming**
Define what a "Digital Citizen" is (a member of a global online community who uses technology safely, responsibly, and respectfully). Recognise that the internet is a shared public space, similar to a school, playground, or local town, where our choices affect others. Identify the "Digital Citizens" characters and their roles in promoting balance, safety, and kindness (Head, Heart, Guts, Feet, Arms, and Ears). Demonstrate the three core pillars of digital citizenship: Safe: Protecting personal details and checking with trusted adults. Responsible: Taking care of devices, balancing screen time, and using credible sources. Respectful: Being kind in messages, including others in online games, and giving credit to creators. Recognise that being a good digital citizen means looking out for others, not just following rules for yourself. Recognise that certain times and places should be "device-free" (e.g., family mealtimes, crossing the road, bedtime, or when someone is speaking directly to you). Explain why turning off devices matters in different situations (focusing on safety, showing respect to others, and giving your brain and body rest). Identify physical and social cues that signal it is time to put screens away (e.g., feeling tired or restless, or seeing a friend waiting to talk). Develop personal strategies for stepping away from screens without feeling frustrated or missing out (e.g., setting a timer, choosing an offline activity beforehand, or asking an adult to hold the device). Distinguish between "personal" details and "private" data (understanding that personal things like favourite colour or hobbies	Identify and categorize specific input and output hardware devices. Generate a secure, strong network password. Trace the pathway of a digital message as it travels across network hardware like switches, servers, and wireless access points.	Produce a digital stop-frame animation by capturing consecutive frames with minor physical adjustments. Utilize "onion skinning" tools to align frame overlays accurately. Integrate supporting audio or secondary media into an animation timeline. Build a multi-page presentation structure from scratch. Embed external media assets including images, video files, and sound clips onto a slide. Apply custom object animations and slide transitions to guide	Examine a collection of objects and isolate observable physical attributes. Formulate precise closed "yes/no" questions to successfully split a data group into distinct halves. Construct an operational online branching database to classify data logically.	Arrange Scratch blocks in a precise top-to-bottom sequence to control sprite actions. Organize separate script windows to independently control multiple characters. Trigger code strings using keyboard inputs (like arrow keys) or stage clicks. Snap movement, audio, costume changes, and background changes together to run simultaneously. Program a directional control scheme using the space bar and arrow keys. Construct a timed event listener using

are usually fine to share, while private details like full name, date of birth, address, or school name must be guarded). Recognise that online forms and games often ask for data and evaluate whether the requested information is safe to provide. Identify identity risks associated with sharing private details with strangers or on public websites. Recognise warning signs when an app, game, or online pop-up demands private information before allowing access. Know to ask a trusted adult for permission before creating an account, filling in any form, or entering personal information online. Define what a "digital trail" or "digital footprint" is (the record or mark left behind whenever someone visits a website, shares a photo, or posts a comment online). Recognise that online actions can be persistent (understanding that once something is posted online, it can be difficult or impossible to delete completely). Identify how animals and people leave physical tracks and compare them to the invisible tracks we leave on the internet. Distinguish between a "positive/safe trail" (sharing hobbies, artwork, or friendly comments) and a "risky trail" (leaving full names, school locations, addresses, or photos with identifiable features). Define what an "online community" is (a group of people who connect, share, and communicate using the internet, across games, virtual classrooms, or shared hobbies). Map personal connections using the "Rings of Responsibility" concept (recognising connections to self, family/friends, local school community, and the wider global community). Identify the difference between in-person communities (classmates, neighbours) and digital communities (people you interact with online, some of whom you may not know in real life). Distinguish between "known" vs. "unknown" members of an online community (e.g., real-life friends playing a game together vs. random		the viewer's attention.		"wait until" blocks so objects disappear when touched.

players in an open multiplayer lobby). Recognise healthy community habits (kindness, teamwork, encouraging comments) vs. unhealthy community habits (excluding others, trash talk, or asking for private details). identify when a digital interaction crosses a safety boundary (e.g., someone asking personal questions or being mean in a game chat). Know how to protect oneself within an online community by leaving a space, using mute/block tools, and informing a trusted adult immediately. Recognize different forms of online meanness (e.g., typing rude comments in chat, excluding someone from a group game, or sharing embarrassing pictures/posts). Understand why people might act mean online (e.g., hiding behind a screen makes it easier to forget there is a real person with real feelings on the other side). Explain how online meanness affects feelings, making people feel hurt, sad, isolated, or angry. Execute the 4-step STOP response when encountering mean behaviour online: 🔴 S — STEP AWAY: Put down the device, step back, and take a deep breath. 🔴 T — TELL A TRUSTED ADULT: Report what happened to a parent, teacher, or carer right away. 🔴 O — OKAY IT WITH AN ADULT BEFORE GOING BACK: Only log back in or re-join after a trusted adult says it is safe. 🔴 P — PAUSE AND THINK BEFORE YOU POST: Check your own messages to make sure you are spreading kindness, not meanness. Identify the difference between a bystander (someone who sees meanness and does nothing) and an upstander (someone who takes safe action to help). Recognise that online content (words, pictures, videos, and ideas) belongs to the creator who made it, just like physical drawings or toys in school. Explain why giving credit is a sign of respect and fairness				

(acknowledging hard work and avoiding taking credit for someone else's effort). Define "plagiarism" in simple terms (copying someone else's work or ideas and pretending they are your own). Distinguish between using someone's work respectfully vs. copying it improperly. Apply the rule of asking permission or using kid-safe, free-to-use search tools when looking for images for schoolwork.				
Year 3/4 (Cycle B)				
Digital Literacy	**Information Technology**	**Multimedia**	**Data Handling**	**Computer Science/Programming**
Define digital responsibility as taking care of oneself and considering how online actions affect others. Categorise online choices using the 3 Rings of Responsibility: Self: Protecting personal safety, managing screen balance, and guarding private data. Community: Showing respect, kindness, and fairness to family, friends, classmates, and teachers. World: Thinking about how public posts, comments, or shared media affect people in the wider digital world. Explain the "Ripple Effect"—how a single message, photo, or action online can quickly spread outward and impact multiple people. Demonstrate how to repair digital mistakes across different rings (e.g., apologizing to a classmate, taking down an unkind post, or changing a compromised password) Define a password as a secret string of letters, numbers, and symbols used to restrict access to digital accounts and protect personal information. Construct a "Strong Password" using a memorable phrase (e.g., turning the phrase "There's no way I'm kissing a frog!" into a secure password by combining initial letters, capital letters, numbers, and symbols:	Use formatting shortcuts to toggle text styles (Bold, Italics, Underline) and modify alignments. Apply organizational structures like bullet points to text lists. Rearrange large chunks of information using text manipulation shortcuts (Cut, Copy, Paste). Review documents using built-in digital tools like automated spell checkers.	Select appropriate document orientations based on canvas dimensions. Format layout layouts by sizing, bounding, and balancing text containers against images. Arrange overlapping digital design components using layer adjustments (Bring to Front / Send to Back).	Deploy external digital sensing hardware to capture environmental metrics over time. Configure logging sample frequencies (intervals) across seconds, hours, or days. Extract, read, and analyse target data points from auto-generated line graphs.	Identify, write, and act out fixed-repetition blocks (count-controlled loops) within an active script. Alter numerical inputs within loops to change character travel speeds. Collaborate with a partner to peer-review and debug loop counts. Build scripts that repeat actions continuously using open-ended loop boundaries.

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Apply the core rules of password safety: Make passwords long and unique (using phrases rather than simple words or birthdates). Include a mix of uppercase letters, lowercase letters, numbers, and special symbols (@, #,). Never share passwords with anyone except parents, carers, or trusted teachers. Evaluate the real-world consequences of compromised passwords by analysing scenarios involving identity theft, loss of private data, or unauthorized account access. Recognize the importance of distinct passwords across different platforms so that one hacked account does not compromise others. Define digital identity as the image, information, and personal traits you present about yourself in online environments. Evaluate how online identities reflect real-world values by exploring how photos, avatars, bios, and comments shape how others perceive us. Recognise the difference between authentic representation and idealized online personas (understanding that people often share only the best or edited parts of their lives online). Define "community norms" as shared rules and ways of acting that everyone in a group agrees to follow to keep the space safe, productive, and fair. Evaluate the health of digital communities by analysing what makes an online space welcoming (inclusive comments, helpful feedback, respectful disagreement) versus toxic (exclusion, mean language). Collaboratively draft and agree to a "Classroom Digital Citizenship Pledge" that outlines shared social norms for using school tech and online learning tools. Analyse how written words online can be misinterpreted due to the lack of tone of voice, facial expressions, and body language. Evaluate the emotional impact of digital messages on others, distinguishing between helpful/constructive feedback and hurtful or inflammatory comments.				Insert logical conditions (e.g., until touching edge) to program loop exits. Read script configurations to catch and resolve infinite "stuck loop" code loops. Synthesize fixed loops and infinite loops together within a single multi-sprite game project. Refine game-speed variables across multiple running sprite targets.

Apply the "Think Before You Type" check to evaluate if a comment is True, Helpful, Inspiring, Necessary, and Kind before sending. Recognize the warning signs of "cyberbullying" and digital escalation (when unkind comments turn into targeted, repeated meanness). Recognize that photos and videos can be digitally altered using editing software, filters, retouching, or special effects. Analyse visual clues to spot edited media, evaluating whether an image is real or fake based on lighting, proportions, context, and unnatural details. Define terms like "digitally altered" and "retouched" in a child-friendly way (changing how something looks using digital tools). analyse the motives behind image/video editing, distinguishing between: Entertainment / Creativity: Altering images for fun, art, or comedy (e.g., mixing two animals together). Persuasion / Advertising: Retouching photos to make products or people look flawless so consumers buy them. Deception: Altering media to trick people into believing something false. Apply a "Critical Viewer Filter" when looking at media online ("Who made this, how was it changed, and why?").				
Year 5/6 (Cyle A)				
Digital Literacy	**Information Technology**	**Multimedia**	**Data Handling**	**Computer Science/Programming**
Define "Media Balance" as managing media consumption and creation so it exists in healthy, non-equal proportions alongside essential real-world needs (family, friends, sleep, physical activity, hobbies). Analyse the concept of the "Perfect Day vs. Perfect Week": Evaluating how a day packed with continuous media choices might feel fun initially, but becomes unhealthy, isolating, or tiring when repeated over time. Differentiate between digital and non-digital media (e.g., streaming	Differentiate between local network file sharing (LAN) and wide-area web services (WWW). Formulate specific keyword searches to test search engine	Draft structural storyboards incorporating varied camera angles and shot types. Capture stable footage while monitoring real-world	Organize data into structured tables containing explicit fields (columns) and records (rows). Assign appropriate data types (e.g., text,	Implement logic pathways using single-outcome if selection blocks. Construct dual-pathway logic routines using if… else block combinations. Isolate and debug

apps, video games, social interactions vs. print books, outdoor play, face-to-face conversation). Evaluate how personal media choices create social impacts on surrounding family members and friends (e.g., recognizing when device use interrupts family time or offline conversations). Differentiate between "Personal" and "Private" information: Personal Information: Safe, non-identifying details (favourite colour, favourite sport, pet's name) that reveal interests without putting safety at risk. Private Information: Sensitive details (full name, home address, date of birth, phone number, school name, passwords) that can identify or locate an individual and must be protected. Analyse the security risks of sharing private data online, explaining how data can be tracked, shared with third parties, or used by malicious actors for identity theft or scamming. Recognize deceptive online collection tactics, such as pop-up quizzes, "free" in-game currency offers, or registration forms designed to extract private information. Evaluate website forms and app permissions before filling them out, identifying required vs. optional fields and deciding when to stop and consult a trusted adult. Define "Digital Footprint" as the permanent, searchable record of online activities, posts, visits, and shared content. Compare digital footprints to physical fossils, evaluating how online data can persist long into the future, even if deleted locally. Distinguish between controllable vs. uncontrollable parts of a footprint: In Our Control: Content we post, searches we make, comments we leave, accounts we create. Out of Our Direct Control: Photos posted by friends, tags made by others, data collected by platforms, or comments written about us. Evaluate how online tracks shape reputation for both oneself and others over time. Demonstrate ethical responsibility towards peers' digital footprints,	ranking behaviours.	environment factors like audio noise and lighting. Manipulate a chronological editing timeline to split, trim, arrange, and transition video tracks. Compose photos and videos using flat green backdrops alongside specialized tripod hardware. Execute chromakey editing by layering background media beneath masked foreground files.	date, number) to data entry fields. Query data entries using comparison expressions (such as =, >, <, or contains). Convert filtered data subsets into clear visual charts.	personal scripting logic errors independently. Nest standard choice blocks inside ongoing repetition containers to build conditional loops. Incorporate live sensor states (colour tracking, key states, variable boundaries) as loop exit triggers. Incorporate hard program stops to cut running processes immediately during specific events.

including asking permission before uploading photos, tagging individuals, or sharing personal news about classmates. Define "social interaction" in a gaming context as any way players communicate, cooperate, or compete with one another (text chat, voice chat, emotes, teamwork). Identify the benefits and risks of multiplayer online gaming: Positives: Teamwork, problem-solving, making friends, sharing strategies, and having fun together. Negatives: Trash-talking, griefing (purposely ruining someone's game), exclusion, aggressive language, and unwanted contact from strangers. Distinguish between friendly banter/playful competition and hurtful/toxic behaviour in game chats. Apply practical in-game self-regulation and safety tools: Mute: Silencing players who use aggressive or mean language. Block & Report: Blocking players who break rules or harass others and reporting them to the platform. Pause & Walk Away: Taking a break when feeling angry or frustrated during gameplay ("rage quitting" prevention). Define "Cyberbullying" as online meanness, harassment, or exclusion that is repeated, intentional, and involves an imbalance of power. Distinguish between a "Bystander" and an "Upstander": Bystander: Someone who sees cyberbullying happening but stays silent, ignores it, or accidentally encourages it. Upstander: Someone who takes safe, positive action to support the target and help stop the meanness. Identify cyberbullying and demonstrate four ways to be an upstander to help stop meanness and support others online. Define "Copyright" as the legal protection creators automatically get over the things they make (photos, music, artwork, videos, writing) to stop others from copying or claiming it. Define "Plagiarism" as using someone else's work, ideas, or words and pretending they are your own without giving credit. Evaluate creator rights and ownership, recognizing that anything				

original created—whether physical or digital—belongs to the creator as their intellectual property. Apply the "Ask and Attribute" strategy when using media found online for school projects or personal creation: Ask: Check what kind of copyright or license an image/file has (e.g., Creative Commons vs. standard copyright) to see if you have permission to use it. Attribute: Formally cite and give credit to the original creator by listing their name, the title, date, and source link. Select open-license media (such as Creative Commons or public domain images) for schoolwork rather than using protected image searches without permission.				
Year 5/6 (Cycle B)				
Digital Literacy	**Information Technology**	**Multimedia**	**Data Handling**	**Computer Science/Programming**
Define "Media Imbalance" as a state where screen time negatively displaces physical health, sleep, face-to-face relationships, or academic responsibilities. Identify persuasive app design features (e.g., infinite scroll, auto play, push notifications, daily streaks, rewards) engineered to grab and hold user attention. Evaluate the psychological impact of "FOMO" (Fear of Missing Out) on media choices and screen time habits. Critique media habits in transition to secondary school, evaluating how independent device ownership requires proactive self-monitoring rather than relying solely on adult-imposed limits. Define "Clickbait" as online headlines, images, or links designed to trick or provoke users into clicking, usually to generate advertising revenue or collect user data. Analyse the "Curiosity Gap": Evaluating how content creators exploit psychological gaps in knowledge (teasing half an idea) to make readers feel compelled to click.	Locate coordinates, select ranges, and key data into an alphanumeric cell grid. Compose calculated cells by initiating strings with an equal's sign (=). Build core cell formula operations using operator signs (+, -, *, /). Run automated calculations using	Generate a structured directory plan (sitemap) to link multiple sub-pages. Embed functional hyperlinks and navigation bars to build usable websites. Verify the origin of online assets to source permission-cleared or copyright-free media. Stage and publish a finished web project	Locate coordinates, select ranges, and key data into an alphanumeric cell grid. Compose calculated cells by initiating strings with an equal's sign (=). Build core cell formula operations using operator signs (+, -, *, /). Run automated calculations using	Define, name, and compile a string of repeated code commands into a singular custom block (procedure). Deploy custom procedure blocks inside primary running sequences to compress long code structures. Isolate code errors to check if they sit inside a procedure's

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Identify the financial and technical motives behind clickbait, connecting clicks to website ad traffic, commercial revenue, and potential security risks (phishing, malware, scams). Execute alternative information-gathering tactics, such as performing an independent search on a topic across trusted news sources rather than clicking on suspicious or sponsored links. Define "Gender Stereotypes" and "Bias" in a digital context, explaining how oversimplified ideas about how boys/men and girls/women "should" act lead to unfair treatment and online judgment. Deconstruct gender stereotypes across digital channels: Video Games: Analysing how character design, abilities, and tropes (e.g., damsels in distress, overly aggressive heroes) reinforce narrow expectations. Social & Video Media: Recognizing how online influencers, filters, and targeted ads promote unrealistic beauty standards or exaggerated masculinity. Evaluate how online spaces amplify pressure on young people to conform to gender norms in order to get "likes," views, or peer approval. Construct authentic digital representations (such as avatars, profile descriptions, or online creative work) that reflect individual interests and values rather than conforming to stereotypical expectations. Apply strategies to challenge online gender bias and stereotypes, such as questioning unrealistic online portrayals, supporting diverse content creators, and using inclusive language in digital communications. Distinguish between real-life friends, online-only friends, and strangers, recognizing that someone met in a game or app remains a stranger regardless of how long or often you chat. Evaluate the risks and benefits of digital friendships: Benefits: Shared interests, teamwork in games, staying connected with real-world friends outside school hours. Risks: Misunderstandings due to lack of non-verbal cues, pressure to share personal information, online	summary functions like SUM and AVERAGE across cell blocks. Generate active visual comparisons by mapping cell data into bar charts and pie charts.	onto an operational web hosting platform.	summary functions like SUM and AVERAGE across cell blocks. Generate active visual comparisons by mapping cell data into bar charts and pie charts.	definition or the main script call. Assemble complex scripts by dragging an inner loop block directly inside an outer loop container. Calculate precise geometric rotational angles (to draw intricate repeating shapes. Trace multi-tiered code blocks step-by-step to fix misplaced blocks or execution bugs. Assemble a working external electronic circuit using crocodile clips, a micro-controller, power packs, and LEDs. Debug physical infrastructure faults like loose wire contacts or inverted component

impersonation, and grooming/manipulation. Identify "red flag" behaviours in online friendships (e.g., asking to keep secrets, requesting private photos, asking to meet up in real life, or pressuring you to leave a group chat). Establish personal boundaries for digital communication, including setting limits on response times, managing group chat dynamics, and knowing when to take a conversation offline. Evaluate the spectrum of online meanness, distinguishing between: Teasing: Light-hearted, two-way 'banter' where both people find it funny. Online Conflict: A disagreement or argument where both sides express differing views. Digital Drama: Exaggerated, public arguments on messaging apps or social platforms that draw in audience reactions. Cyberbullying: Repeated, intentional meanness or exclusion involving an imbalance of power, often magnified by online anonymity. Analyse the role of target, bully, bystander, upstander, and audience in amplifying or resolving online conflicts. Identify how online disinhibition (anonymity, screens) increases cruelty by stripping away facial expressions and real-world consequences. Analyse the layout and elements of online news articles, identifying headline, by line, publication date, primary text, sponsored ads, and external links. Distinguish between fact, opinion, and sponsored content (advertorials) within online news sites: Fact: Information that can be verified and proven true using evidence. Opinion: A writer's personal viewpoint, belief, or interpretation of an event. Sponsored Content: Paid advertising designed to look like genuine news coverage. Identify the financial and editorial motives behind online news publishing (e.g., informing the public vs. generating ad revenue or clicks). Apply "Lateral Reading" strategies to verify online news—opening new				orientations. Write hardware instructions using high/low voltage commands to toggle physical outputs. Insert wait statements to slow down processing speeds so changes match human viewing speeds. Create and initialize custom named placeholders (variables) to store and protect values. Program automated code resets to clear dynamic values back to starting points at start-up. Modify variables on the fly using absolute overrides (set) or incremental adjustments (change) inside loops.

browser tabs to check what trusted, independent sources say about a story before believing or sharing it. Recognize how algorithms and personalized news feeds shape the types of news stories pupils see based on past clicks and search history. Evaluate source credibility, looking for clear author information, transparent evidence, and established news standards.				