

Year 6 Term 4

## Does adversity always make us stronger?

### COMPUTING



#### National Curriculum Links

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

#### Essential Prior Learning

Children should know that not everything they read online is true.

They should be able to name some websites that are generally considered to be more trustworthy and some whose information should be questioned or verified and explain why some are more likely to be trustworthy sources.

Children should be able to define 'fact' and 'opinion,' explaining the difference between the two.

#### Progression in Skill

Challenge some of the information read and seen online by using different methods to decide whether it is true, reliable, and useful.

Understand disinformation as a deliberate attempt to mislead.

Explain key terms like influence, manipulation and persuasion and give examples of how they might be seen online (e.g. advertising and 'ad targeting').

#### Long-term Memory Knowledge

Spot potential warning signs that information online may not be reliable.

Suggest ways to check the reliability of what you read online.

Recognise there is a difference between false information that is a genuine mistake and that which is deliberately meant to mislead.

Name some circumstances where someone may deliberately mislead others.

#### Key Vocabulary

<b>influence</b>	having the power or ability to change someone's opinions or behaviour
<b>manipulation</b>	someone trying to trick or control you into thinking or doing something that is usually for their gain, not yours
<b>persuasion</b>	convincing someone to think, do or believe something through reasoned and/or emotional appeal
<b>disinformation</b>	false or misleading information to deliberately trick, cause trouble or change how someone thinks
<b>mislead</b>	give someone the wrong idea or impression
<b>advertising</b>	creating a message to encourage people to buy, use or believe in something
<b>ad targeting</b>	showing advertisements to a specific group of people most likely to be interested in the product, rather than showing the same ad to everyone

#### Progression in Resources

Websites that are generally considered trustworthy, e.g. BBC, National Geographic, and those that should be questioned, e.g. social media sites.

Examples of websites that may be accurate and look to be but should be verified, e.g. Wikipedia.

Examples of online advertising

#### Relevance

<b>Now</b>	Children can be discerning in what they read and see, giving thought as to what the motive may be behind it; they build the habit of checking things – particularly those that seem too good to be true; identifying attempts to mislead and disinformation, children have better mental health.
<b>Future</b>	Children develop critical thinking skills, enabling them to navigate the digital world safely; they can identify misinformation and fake news, avoiding the anxiety it can cause; they become responsible digital citizens.
<b>Aspiration</b>	Children choose careers working in technology and computing, developing systems that support people to identify disinformation; they work in advertising, possibly for an advertising company or as part of trading standards; they work in education, supporting others to develop their digital and media literacy.