

Meden School Curriculum Planning							
Subject	Computing	Year Group	8	Sequence No.	MTP 2	Topic	Computer Crime and Cyber Security

Retrieval	Core Knowledge	Student Thinking
What do teachers need to <b>retrieve</b> from students before they start teaching <b>new content</b> ?	What <b>specific ambitious knowledge</b> do teachers need to teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to <b>develop our students' thinking, encouraging them to see the inequalities around them</b> and 'do something about them!'
<p>Knowledge retrieval from year 7 includes:</p> <p>Students' knowledge of how to change privacy settings when using online programs.</p> <p>Students' knowledge of fraud and how to spot the warning signs</p> <p>Students' knowledge of how to report online abuse, cyberbullying and the best ways to respond to it</p>	<p>This unit covers knowledge of the legal safeguards regarding computer use, including overviews of the Computer Misuse Act, Data Protection Act and GDPR and Copyright Law and their implications for computer use. Phishing scams and other email frauds, hacking, "data harvesting" identity theft and safe use of social media are discussed together with ways of protecting online identity and privacy. Health and Safety Law and environmental issues such as the safe disposal of old computers are also discussed.</p> <p>Students understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns</p> <p><b>Knowledge for the unit</b></p> <p><b>At the end of this Unit all pupils should understand the knowledge behind an be able to:</b></p> <ul style="list-style-type: none"> <li>Name the major Acts concerning computer use</li> <li>Describe briefly some of the dangers of putting personal data on social networking sites</li> <li>Describe briefly ways of protecting online identity</li> </ul>	<p>As most learners will already have some form of online presence and familiarity with online spaces, the purpose of this sequence is for them to start thinking more critically about how they, and others, conduct themselves online.</p> <p>Learners will also be asked to discuss key debates around the online world, such as the extent of their right to privacy, and which powers should be granted to organisations and states. Case study examples include: Facebook</p> <p>As much as possible, learners should be encouraged to develop their own ideas and opinions in order to become engaged citizens when it comes to online rights.</p> <p>Key questions include:</p> <p>Is this website/URL/email fake? How can I tell?            What does this cookie do and what information am I sharing?            Is this person who they say they are?            Why does someone want me to see this?            Why does someone want me to send this?            Why would someone want me to believe this?            Why does this person want my personal information?</p>

	<ul style="list-style-type: none"> <li>• Identify some of the signs of fraudulent emails and respond appropriately</li> <li>• Adhere to Copyright Law when using written text, downloading music etc.</li> <li>• List some of the Health and Safety hazards associated with computer use</li> <li>• Describe how to safely dispose of an old computer</li> <li>• Briefly describe the content of the major Acts concerning computer use</li> <li>• Find out what data is held about them by companies such as Google</li> <li>• Recognise fraudulent emails and protect themselves effectively from unwittingly giving personal information (e.g. account numbers and passwords) or otherwise being defrauded</li> <li>• Protect their online identity using Privacy settings and by not uploading personal details</li> <li>• Use computers sensibly and safely with regard to physical hazards such as backache, eyestrain, RSI etc.</li> <li>• Respond effectively and appropriately to emails</li> <li>• Describe the effects on individuals and companies of illegally downloading copyright material, e.g. music, images and movies</li> </ul> <p><b>Tier 3 Vocab includes:</b></p> <p>Phishing  Hacking  Malware  Virus  Trojan,  Logic bomb  Geo-tagging  Data harvesting  Cybercrime</p>	<p>What's behind this post?  Is this too good to be true?  Is this fact or opinion?  Is my online profile secure i.e. private?  What are the consequences of posting images or saying offensive things online?  Who can see what I post and how can it be used against me?</p>
--	---	--

	RSI Copyright E-waste.	
--	------------------------------	--