Acle Academy

Year 8 Online Awareness. (Creative Industries). Taught in second section of Year 8 rotation.

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
Thus far, students have covered basic computer skills, coding skills (pseudo code and text based code) and have looked at how computers operate as well as how hardware and networks function. This unit focusses on E-Safety and online awareness. It gives students a reminder about how to stay safe online but also gives them a grounding of knowledge in topics like the ethical impacts of Computer Science on society and this unit also considers legal aspects as well. This is a unit covered at GCSE level. If students choose GCSE Computer Science, this is a helpful unit to refer back to and build on. **In Key Stage 3 students must:** • We cover the above points in this unit. create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability • 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.	**Students are taught:** Firstly this unit reminds students how to be safe online but then goes into details about online reputation, big data, privacy rights, fake news and how to spot misinformation, illegal and legal content, right to access and the dangers of being in one's own 'echo chamber'. Students undertake a range of different activities in this unit such as presentations, oracy, group tasks, research tasks, debate tasks and extended writing tasks. This knowledge learned in this unit not only helps to keep students safe online in digital world but also helps them to understand the legal implications of their being online. This unit covers topics which are revisited at GSCE level in the AQA Computer Science curriculum. This unit also links to many different careers (see Industry section).	Data protection act (3) Echo chamber (2) *NB. Each lesson has a key words list to accompany the students' learning and more words may be explicitly taught than the above but these are obligatory.*

In addition to the points noted on the KS3 Programme of study, ones of the main aims for KS3 Computer Science is for students to be responsible, competent, confident and creative users of information and communication technology.

This unit seeks to cover all of the above points.

Challenge and Support:	World wide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:
Each lesson has EDSM descriptors and there are tasks in each lesson which target HAPs. This scheme gives students the opportunity to see how Computer Science operates in the 'real world'. There are opportunities for extra home learning tasks, additional reading and extended writing. This unit also has an oracy based presentation assessment. Students will be taught how to change the colours of documents. A list of key words/ word bank is available for every lesson with definitions. Tasks are chunked with step by step instructions and the lessons powerpoints are saved on our google classrooms. Students who need to, can save a copy to their areas so they can refer back to it. They can print the document if needed and make notes (or do this electronically). Extra help guides are also available in both electronic and printed out formats for various pieces of software.	Each lesson has either a 'real life link' or a 'link to careers' section and the start of the unit is put into context with other units and what students have learned previously. This unit explicitly teaches how Computer Science operates in the real world. It shows them how people are exploited as the 'product' when it comes to social media and how this generates social media companies money. Students are shown how to think critically about content online, assess it and evaluate its safety. In addition to this, they are made aware and taught the laws around privacy and their rights and responsibilities in terms of having an online presence.	There are a whole host of career opportunities linked to this unit, including careers with Big Data. Each lesson gives students information about different careers in and around Big Data and also tells them the average salary for each job role listed. This is used as a research / discussion prompt for students.

Writing frames / bullet points to support learners with extended writing tasks.

Students are given plenty of time (at least a week) to complete any homework tasks. They are encouraged to complete this at lunchtime or at homework club, giving them access to computers, if they do not have IT access at home.

Lessons will be further scaffolded in accordance with SEND and PP passports. Seating plans will be annotated based on passports.

To support SEND students further, scaffolding, cognitive and metacognitive strategies, explicit Instruction, memory retrieval techniques and flexible grouping are used, along with the aid of technology.

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
This unit has a lot of SMSC aspects: • Computer Science law • Legal / illegal online content • Misinformation • Privacy (and whether everyone has a right to this) • Big data and how companies use this • Impact of living in an 'echo chamber'	There are opportunities to read out aloud in class (or to each other), oracy tasks, debate tasks and extended writing tasks. This unit focuses heavily on discussion, debate and then either a written or an oracy task to bring together information learned. This unit links heavily with Character and Culture as the unit seeks to develop the empathy of the students and also their general SMSC knowledge.	'It won't happen to me online' 'I saw it online. It must be true'. 'It doesn't matter who sees my photos or what I post online'. This unit aims to explain that being online is a fantastic but risky business. It aims to show students the legal aspects of being online and show them what they post online can form an online reputation which others can have access to – and the impact this can have on their lives.

Assessment timeline:
• Skills will be assessed on a lesson by lesson basis using AB tutor to monitor students' progress with the development of their computer science skills.
• Recap / memory exercises at start and end of each lesson.
• All lessons show examples of what students are aiming for (where applicable)
• EDSM criteria included in all lessons so students can self-assess each lesson
• HMKs
• Assessment quiz at the end of the unit.
Home learning
HMK Lesson 3 – the ethics of big data

HMK lesson 7 – online content act

HMK lesson 8 – Legalities of privacy enhancing technologies

Further reading around laws which relate to this unit:

Computer Misuse Act 1990

- Revision guide: www.bbc.co.uk/bitesize/guides/z8m36yc/revision/5
- Quick overview: www.itpro.co.uk/it-legislation/28174/what-is-the-computer-misuse-act
- Full law: www.cps.gov.uk/legal-guidance/computer-misuse-act

Copyright Designs and Patents Act 1988

- Revision guide: www.bbc.co.uk/bitesize/guides/z8m36yc/revision/2
- Quick overview: www.york.ac.uk/records-management/copyright/law
- Full law: www.legislation.gov.uk/ukpga/1988/48/contents

Digital Economy Act 2017

- Quick overview: www.itproportal.com/features/the-digital-economy-act-and-what-it-means-for-the-individual
- Full law: www.legislation.gov.uk/ukpga/2017/30/contents/enacted
- Criticism: eachother.org.uk/privacy-porn-digital-economy-act-explained

Fraud Act 2006

- Revision guide: www.lawteacher.net/acts/fraud-act-2006.php
- Quick overview: www.rahmanravelli.co.uk/articles/the-fraud-act-why-it-was-introduced-and-what-it-means-to-business
- Full law: www.legislation.gov.uk/ukpga/2006/35/notes

Malicious Communications Act 1988

- Revision guide: www.bbc.co.uk/bitesize/guides/z2w6tfr/revision/4
- Quick overview: www.galop.org.uk/wp-content/uploads/What-Is-Online-Hate-Speech-And-Hate-Crime.pdf
- Full law: www.legislation.gov.uk/ukpga/1988/27/section/1

Obscene Publications Act 1959

- Revision guide: thestudentlawyer.com/2014/05/27/what-is-an-obscene-publication
- Full law: www.legislation.gov.uk/ukpga/Eliz2/7-8/66/contents

Serious Crimes Act 2007

- Quick overview: www.theguardian.com/commentisfree/libertycentral/2008/dec/16/serious-crime-act
- Full law: www.legislation.gov.uk/ukpga/2007/27/contents

Feedback
End of unit assessment (oracy presentation). Feedback given on google classroom.

Whole class feedback on HMK

Class discussions used regularly. Online Quizzes

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

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