

|         | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
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| English | <p><b>The Tempest</b></p> <p><b>Diary</b><br/>Point of view of one of the characters from the tempest summarising the impact of the storm, focussing on the use of descriptive language.</p> <p><b>Character Analysis</b><br/>Character analysis of main characters throughout the text, focussing on meanings and subtleties behind interactions, character interplay and the impact of authors words to create characters.</p> <p><b>Monologues</b><br/>Focussing on the relationship and impact of this on Ferdinand and Miranda, Prospero, Caliban.</p> <p><b>Letters and Persuasive Writing</b><br/>Persuasive letter to charity to free Caliban and raise money.</p> <p>Petition to the council of the island for either Caliban's freedom or eternal enslavement focussing on how to manipulate audiences through the use of persuasive language.</p> <p><b>Agony Aunt letter</b><br/>To address Miranda's dilemma through the use of persuasive language.</p> <p><b>Shakespeare freestyling</b><br/>Demonstrating understanding of the play by rewriting Act 2 in the style of Shakespeare.</p> | <p><b>Ebenezer Scrooge</b></p> <p><b>Diary</b><br/>From the point of view of Bob Crachit to retell his experience of Christmas eve.</p> <p><b>Letter</b><br/>From the point of view of Fred to Scrooge to persuade him to attend Christmas dinner with him.</p> <p><b>Evaluation</b><br/>Planning, carrying out and evaluating an electricity experiment. They will then write their evaluation of their experiment.</p> <p><b>Biography</b><br/>Significant people from the Victorian era.</p> <p><b>Narrative</b><br/>Alternative ending to the Christmas Carol focussing on a theme of their choice.</p> | <p><b>Evolution</b></p> <p><b>Explanation text</b><br/>Circulatory system works within the body.</p> <p><b>Chronological report</b><br/>Evolution and the development of this theory.</p> | <p><b>WW2</b></p> <p><b>Prediction</b><br/>Prediction based upon analysis of artefacts.</p> <p><b>Diary</b><br/>Point of view of one of the minor characters from the text summarising the impact of the key events</p> <p><b>Newspaper report</b><br/>Blitz and the impact this had on the Britain.</p> <p><b>Poetry –</b><br/>Study a variety of iconic WW2 poetry.<br/>Write own war based poem, following the style of significant war poetry they have studied.</p> <p><b>Non – chronological report</b><br/>Holocaust: Impact of Auschwitz: why was this such a key place?<br/>Difference: Prejudice through the ages.</p> <p><b>Narrative</b><br/>Write own version of a significant part of the story.</p> <p><b>Emotional writing from Media:</b><br/>Using historical photographs to translate into words to capture the atmosphere from WW2 events.</p> | <p><b>London</b></p> <p><b>Persuasive Letter</b><br/>From the character Kat to Aunt Gloria and Ted to persuade them not to come and stay with them.</p> <p><b>Diary Entry</b><br/>Point of view of Ted, recounting Salim's visit to his house demonstrating understanding of the characters perspective of the world.</p> <p><b>Formal Letter</b><br/>Letter to McVities to thank them for providing breakfast and asking them to sponsor our school.</p> <p><b>Non – Fiction texts</b><br/>Significant London landmarks focussing on their design, purpose and significance.</p> | <p><b>London</b></p> <p><b>Reports:</b><br/>Children's rights and British Values –why are these important.</p> <p><b>Explanation text</b><br/>Whilst creating their island, children will explore how legislation, laws and rule making occurs in Britain and discuss the morality and ethics behind these. They will then create their own rules and laws for their island and write an explanation text to justify why these have been chosen and how they are implemented.</p> |
| Maths   | <p><b>Numbers to 10 Million</b><br/>Refining knowledge of place value, working with numbers between 1 000 000- 10 000 000. Read and write numbers to 10 000 000 using number discs, numerals and words. Round and</p>   | <p><b>Fractions</b><br/>Simplifying, comparing and ordering fractions. Add and subtract fractions with different denominators, including mixed numbers. Bar model diagrams are incorporated.</p>  | <p><b>Measurement</b><br/>Converting units of measurement using fractions and decimals. Converting units of length and distance followed by exploring units of mass, volume and time.</p> | <p><b>Area and Perimeter</b><br/>Calculate the area of rectangles, triangles and parallelograms. Review of perimeter and area of rectangles. Develop understanding to calculate the area of a</p>  | <p><b>Graphs and Averages</b><br/>Interpret information in different ways. Exploring and calculating mean, median and mode in different situations. Using the averages to find other information and</p>  | <p><b>Mastery</b><br/>Children will have the opportunity to explore complex problems that use all of the skills they have learnt across KS2. They will solve complex problems and complete mathematical projects that allow</p>   |

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|  | <p>compare numbers to 10 000 000, followed by placing them in order from smallest to greatest. Rounding numbers to various values and determining when it is appropriate to round numbers.</p> <p><b>The Four Operations</b><br/>Creating and solving expressions involving brackets, exponents, multiplication, division, addition and subtraction. Multiplying 3- and 4-digit numbers by 2-digit numbers using number bonds and column multiplication as the key methods. Estimating the product of multiplication sentences. Dividing 3- and 4-digit numbers by 2-digit numbers using a variety of methods, including number bonds and long division. Solving more complex word problems involving multiple operations, including multiplication and division, with bar models being a main tool in addition to other pictorial methods. Finding common multiples and common factors Exploring prime numbers.</p> | <p>Multiplication and division of fractions by whole numbers.</p> <p><b>Decimals</b><br/>Read and write decimals using Base 10 materials. Dividing and multiplying decimals by 1-digit numbers with no regrouping or renaming. Write fractions as decimals using division and pictorial methods. Multiplying fractions which involve some regrouping and renaming by 1-digit numbers. Dividing decimals when regrouping and renaming with 1-digit numbers is required. Multiplying and dividing decimals by 2-digit numbers, which involves regrouping and renaming, using a variety of methods and strategies, including: number bonds, the worded method (writing down a problem in words and numbers), long division and the column method.</p> | <p><b>Word Problems</b><br/>Solve complex word problems using the four operations and bar model diagrams. Find common representations in each diagram and add or subtract time to solve for a unit's value. Create and solve word problems.</p> <p><b>Percentages</b><br/>Calculate percentage of numbers and quantities. Solve problems that involve percentage, change and use percentage to compare amounts. Finding the percentage of a whole number. Finding the percentage of a quantity, measured in amounts such as litres and millilitres. Using percentage as a way to compare numbers and amounts.</p> <p><b>Ratio</b><br/>Comparing quantities, including numbers, objects, fractions and mass before moving on to solving word problems. Use bar models and concrete materials to compare amounts. Using both pictorial and abstract multiplication and division to simplify and comparing ratio. Solving word problems involving ratio by constructing bar models to support their understanding.</p> <p><b>Algebra</b><br/>Conventions of algebra in the context of patterns and real-life problems, describing patterns and using a letter to denote a variable. Write expressions using the four operations and fractions, while continuing to look for patterns and determine rules including more than one variable with multiple steps. Write and evaluate algebraic expressions and use formulae to solve problems in real-life contexts. Using word</p> | <p>parallelogram. Calculating the area of a triangle.</p> <p><b>Volume</b><br/>Developing understanding of volume as it relates to cubes and cuboids. Determining the formula for the volume of cubes and cuboids, estimating volumes and calculating total volumes with a formula. Solving multi-step word problems related to volume, using division and multiplication.</p> <p><b>Geometry</b><br/>Investigating angles on their own, in word problems and in shapes. Investigating vertically opposite angles before solving word problems involving angles. Angles in triangles and quadrilaterals, using information to complete word problems. Investigating the parts of a circle before solving word problems about angles in a circle. Drawing quadrilaterals before moving onto triangles. Drawing accurately nets of 3-D shapes.</p> <p><b>Position and Movement</b><br/>Polygons on coordinate grids. Differentiate between translation and reflection. Express movement using algebra. Review negative numbers on horizontal and vertical axes. Describe the position of objects in relation to a common starting point. Use coordinates grid from different starting points and recode the coordinates of the points using all four quadrants and translating and reflecting objects using algebra.</p> | <p>demonstrating this on different types of graph. Revise bar graphs, pictograms and tables. Drawing, reading and interpreting pie charts. Use fractions, percentages, angles and algebra to support this. Drawing, reading and interpreting the information on line graphs including distance/time, then explore a variety of uses for line graphs, including converting units of measurement and currency.</p> <p><b>Negative Numbers</b><br/>Adding and subtracting negative numbers involving; recognising patterns on a number line.</p> | <p>them to demonstrate a solid understanding of all mathematical concepts, representing this in a variety of ways.</p> |
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|           |  |  | problems to write equations with two unknown values solving a range of equations.   |  |  |  |
| DT/ART    | <p><b>Make</b><br/>Select from and use a wider range of tools and equipment to perform practical tasks, accurately. Select from and use a wider range of materials and components, including construction materials and textiles according to their functional properties and aesthetic qualities to make shadow puppets, planning and evaluating their material choices and joining techniques and use these shadow puppets to perform part of the Tempest.</p>   | <p><b>Art</b><br/>To create sketch books to record their observations and use them to review and revisit ideas based on William Morris patter and designs.</p> <p>To improve their mastery of art and design techniques; they will study techniques and colours that were used in Victorian times, painting with a range of materials to create their own inspired glass tile and learn about William Morris as a great Artist in history.</p> | <p><b>Cookery and Nutrition</b><br/>Understand and apply the principles of a healthy and varied diet<br/>What makes a healthy meal? Focus on: food groups and what our body needs to grow and develop. They will then plan and create and make a healthy meal.</p> <p><b>Art</b><br/>Learn about great artists in history through;<br/>Leonardo Da Vinci and how his sketches of the heart and circulatory system impacted on scientific understanding. They will then build a model of the human circulatory system.</p> | <p><b>Design</b><br/>Use research and develop design criteria to inform the design of functional air raid shelters that are fit for purpose. They will generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>Make</b><br/>Select from and use a wider range of tools and equipment to perform practical tasks, accurately select from and use a wider range of materials and components, including construction materials, textiles to create their model of an air raid shelter using a wide range of tools and materials. Children will evaluate their models against their own design criteria and suggesting improvements.</p> | <p><b>Art:</b><br/>To improve the mastery of art and design techniques including drawing to create a realistic architectural drawing of an Iconic London building. Children will be taught how to develop their techniques and control of line, experimenting with increasing awareness. This will also allow the children to develop their understanding of architects; their role, their place in history and how architectural drawing links with Mathematics, pattern, line and tone to create art.</p>  |  |
| ICT       | <p>Linked to DT<br/>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information to use digital recording software to record music and film their shadow puppet shows.</p> | <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts to create a Victorian Street using Scratch and navigate Scrooge on his journey through the use of computer animation.</p>  |   |  | <p>Linked to Literacy<br/>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information to reflect their research on iconic London buildings; their history, importance and purpose as well as how the purpose has influenced the design.</p> |  |
| Geography | <p><b>Location:</b><br/>Locate the world's countries, using maps to focus on Europe</p>  |  |   | <p><b>Location:</b><br/>Name and locate counties and cities of the United Kingdom,</p>   | <p><b>Fieldwork:</b><br/>use maps, atlases, globes and digital/computer mapping to locate counties and cities in the UK</p>  |  |

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|                | <p>specifically Italy and its environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><b>Physical Geography:</b><br/>Italian climate zones, biomes, seas and mountains significant to the country.</p>  |   |  | <p>geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><b>Human Geography:</b><br/>Types of settlement and land use, economic activity including trade links in Southampton and the importance of the city and how it has changed over time, particularly due to the impact of WW2. Compare and contrast post war Southampton and present day.</p> | <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p> <p><b>Place knowledge</b><br/>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom to plan their London Residential through travel routes, variety of maps including schematic transport map of the tube to navigate from and to key points within the text covered, landmarks, boroughs, sights and accommodation.</p> <p>Visit and experience first-hand their Capital City during a 3 day residential.</p> |
| <p>Science</p> | <p><b>Light</b><br/>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the shape as the objects that cast them.</p> | <p><b>Electricity - Thomas Edison</b></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> | <p><b>Evolution &amp; Inheritance</b></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptations may lead to evolution.</p> <p><b>Living things and their habitats</b></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p><b>Animals including humans</b><br/>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> | <p><b>Living things and their habitats</b></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences: micro-organisms.</p> <p><b>Animals including humans</b><br/>Recognise the impact of diet, exercise, drugs and lifestyle on their bodies and function.</p>  |   |
| <p>Music</p>   | <p style="text-align: center;"><b>Southampton Music Services:</b><br/>Children will be taught this year through a range of topics;</p> <p><b>Vocal:</b><br/>To confidently sing part songs with control, expression and an awareness of phrasing.</p> <p><b>Instrumental:</b></p>  |   |  |  |   |

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|         | <p>To play simple parts with accuracy and awareness of pitch, metre and balance. To accurately maintain an independent part within a group, using controlled playing techniques in a variety of metres.</p> <p><b>Improvise and compose:</b><br/>To improvise and compose including the use of scales, complex rhythm patterns and simple chord structures. Within a group, create and play with an awareness of balance. Represent sounds with detailed symbols. To staff notation: recognise and use simple rhythms, rests and an increased number of pitches.</p> <p><b>Listening and appreciation:</b><br/>To listen to music with a range of different metres. To identify some of the structural and expressive aspects of music heard (e.g. chromatic scales used in the melody). To give opinions, using appropriate and extended vocabulary to justify these.</p> <p><b>Dimensions:</b><br/><b>Pitch:</b> Identify a range of different scale patterns (pentatonic, major and minor, chromatic, modes, raga).<br/><b>Duration:</b> Understand more complex rhythms and metres, e.g. counting in 6, 8, 5 or 7.<br/><b>Dynamics:</b> Understand how a wide range of dynamics can be manipulated for expressive effect.<br/><b>Tempo:</b> Understand how a wide range of tempi can be manipulated for expressive effect.<br/><b>Timbre:</b> Identify families of instruments and different ensemble combinations (e.g. jazz band, orchestra, choir, blues group).<br/><b>Texture:</b> Begin to understand types of harmony (e.g. simple parts; use of chords as an accompaniment), and how they can be used for effect.<br/><b>Structure:</b> Understand a wider range of musical structures (e.g. rondo, theme and variations, drone/ostinato, leitmotifs, 12 bar blues).</p> |  |  |   |  |
| History |  | <p>To study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>Victorians</b><br/>Children study the stark contrast between the daily lives of rich and poor society, views and beliefs, also looking at what life was like for rich and poor Victorian children.</p> <p>The children also study inventors and inventions during the period and write a biography on one of the many Victorian inventors.</p> | <p><b>Additional:</b><br/>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>The children study Charles Darwin, Mary Anning and Alfred Wallace to understand the impact that they have had on our modern day understanding of biology.</p> <p>The children also study Leonardo de Vinci to understand his contribution to society as an artist, scientist, inventor.</p> | <p>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>WW2</b><br/>The children will complete a local study on the impact of WWII on Southampton including understanding the city, buildings, trade, the impact of evacuation on the city and rationing. They will also study how the city has changed over time, particularly due to the impact that the war had on the city.</p> <p>The children will also study how the impact of bombing and the blitz affected children and families in different areas of the UK.</p> | <p><b>Additional:</b><br/>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>History of London developing into England's capital city and how it has changed from the Victorian era.<br/>Relevance of London within British History; famous landmarks, architecture.</p> <p>Visit and experience first-hand their Capital City during a 3 day residential.</p> |
| MFL     | <p><b>Language Development:</b><br/>Shapes<br/>Colours</p> <p><b>Concept skills development:</b><br/>Indefinite article – a<br/>Position of colour adjective<br/>Agreement of adjectives in feminine singular<br/>Gender of nouns<br/>Word class revision<br/>Definite article – the<br/>Singular and plural nouns<br/>Bi-lingual dictionary to find nouns in French</p>   |  | <p><b>Language Development:</b><br/>Parts of the body<br/>Birthday<br/>Family<br/>Pets</p> <p><b>Concept skills development:</b><br/>Indefinite article<br/>Singular and plural nouns<br/>3rd person singular/plural – avoir<br/>Position of colour adjectives<br/>Position of adjectives of size<br/>Adjectival agreement singular and plural</p>   |   | <p><b>Language Development:</b><br/>Animals and their habitats<br/>Likes and dislikes<br/>Prepositions – place</p> <p><b>Concept skills development:</b><br/>Qui – relative clause<br/>3rd person singular – er verbs<br/>3rd person singular – avoir/être<br/>Position of colour adjectives<br/>Position of adjectives of size<br/>Bi-lingual dictionary for –er verbs<br/>Negatives</p>  |

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|      | Questions and question form using rising intonation  | Bi-lingual dictionary for plural nouns and adjectives<br>1st and 2nd person singular/plural and 3rd person singular and plural pronouns<br>Negatives<br>Questions and question form – rising intonation<br>Er verbs – 1st and 2nd person singular/plural<br>Use of tu/vous  | 3rd person plural – er verbs<br>High frequency irregular verbs – 3rd person  |   |  |   |
| PSHE | <p><b>Tempest:</b><br/><b>Relationships:</b><br/>*To learn to communicate their feelings to others.</p> <p>*To recognise how others show feelings and how to respond.</p> <p>*To recognise that their behaviour can affect other people.</p> <p>*To offer constructive support and feedback to others.</p> <p>*To identify and respect the differences and similarities between people.</p> <p>*To begin to understand the term prejudice relating to Caliban and Natives.</p> | <p><b>Scrooge</b><br/><b>Relationships:</b><br/>*To learn to communicate their feelings to others.</p> <p>*To recognise how others show feelings and how to respond.</p> <p>*To recognise that their behaviour can affect other people.</p> <p>*To offer constructive support and feedback to others.</p> <p>*To begin to understand the term prejudice relating to children, economic and how this influences others behaviour.</p> <p>*To understand and be able to exemplify healthy and positive relationships from Scrooge and relate to their own understanding.</p> <p>*To understand the cause and effect of actions on their own and others' lives relating to the text.</p> | <p><b>Evolution</b><br/><b>Health and Wellbeing</b><br/>*To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>*To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> | <p><b>WW2:</b><br/><b>Relationships:</b><br/>*To understand the differences and similarities between people arise from a number of factors including cultural, ethnic, racial and religious diversity.</p> <p><b>Health and Wellbeing:</b><br/>To understand and recognise the influence that pressure can have on people and their behaviour in unacceptable or risky ways and how these can also be influenced by media linked to propaganda through to social media.</p> <p><b>Living in the wider world:</b><br/>*To understand that there are basic human rights shared by all people, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.<br/>context and reflecting on present<br/>*To understand universal laws are there to protect everyone and have primacy both over national law, family and community practices.<br/>*To realise the consequences and effects of religious discrimination of individuals and communities historically and now.<br/>*To debate and resolve differences relating to history by looking at different alternatives and seeing and respecting others points of view.<br/>*To recognise the role of community with regard to wellbeing within the historic.</p> | <p><b>London</b><br/><b>Living in the wider world:</b><br/>*To realise the consequences and effects of discrimination (including racial, cultural and sexual) of individuals and communities now.</p> <p>*To know that there are some cultural practices which are against British Law and universal human rights such as FGM.</p> <p>*To understand universal laws are there to protect everyone and have primacy both over national law, family and community practices.</p> <p>*To understand that they have responsibilities, rights and duties at home, school and in the community and to continue to develop and exercise these skills.</p> | <p><b>London</b><br/><b>Relationships:</b><br/>*Discuss and debate how to maintain positive and healthy relationships when transitioning to secondary school.</p> <p>*To recognise and find strategies that will support them if they are concerned with relationships in their new school, at home or in the community and who they can talk to.</p> <p>*To recognise signs of unhealthy friendships and identify people who can support them.</p> <p><b>Health and Wellbeing:</b><br/>*To reflect on and celebrate their achievements, identify their strengths and areas for improvements setting high aspirations and goals.</p> <p>*To recognise what conflicting emotions are and what they could do to try and overcome these.</p> <p>*To discuss and recognise their feelings relating to transition and support one another on their journeys.</p> <p><b>*Link to SRE policy and scheme – Reproduction</b><br/>*Understanding they have the right to protect their body from inappropriate and unwanted contact.<br/>*Learning to understand the difference between risk, danger and hazard.</p> |

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| <b>E-Safety</b> | <b>Self-Image and Identity</b> <ul style="list-style-type: none"> <li>- Online Identity and reality.</li> <li>- Media Gender.</li> <li>- Stereotyping in media.</li> <li>- Why truth and reality aren't always the same.</li> <li>- Screen time health.</li> <li>- Age restrictions BBFC and PEGI.</li> </ul> | <b>Online Bullying</b> <ul style="list-style-type: none"> <li>- Anti-Bullying pledge.</li> <li>- Cyber Bullying – what is it?</li> <li>- Technologies I use.</li> <li>- Cyber bullying and the law – Verbal, Written, Images.</li> </ul> Collecting evidence and reporting. | <b>Self-image and identity &amp; reputation</b> <ul style="list-style-type: none"> <li>- What is a reputation?</li> <li>- Online reputation and me.</li> <li>- What's your app life telling me?</li> <li>- Building positive reputations online.</li> </ul> | <b>Online reputation, Privacy and Security</b> <ul style="list-style-type: none"> <li>- Valid, reliable, hoax, misinformation.</li> <li>- Legal accurate and true? Using propaganda and bias.</li> <li>- Manipulating images.</li> </ul> | <b>Copyright and Ownership</b> <ul style="list-style-type: none"> <li>- Legally mine or yours? Music and the media.</li> <li>- Rights to reuse information.</li> </ul> Law of responsibility and how it might affect me. |
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