

Digital Citizenship Whole-School Progression Map



Welcome to Digital Sparks! Our whole-school computing scheme is designed to cultivate curiosity and foster responsible online citizenship in an ever-evolving digital landscape. Our mission is to nurture digital creators, engage critical thinkers and logical computer scientists and move away from passive technology consumption towards active, informed and ethical use of technology. Through a focused approach on building digital skills, we aim to prepare children for the future workforce, ignite their passion for computing and foster lifelong learners adaptable to rapid advancements in technology.

Digital Sparks employs a spiral curriculum where key concepts are progressively built upon and revisited to deepen understanding and application across a variety of contexts. This systematic approach enhances retention and reduces forgetting, supporting children in making meaningful connections in their learning.

This whole-school progression map for the Digital Citizenship strand of Digital Sparks outlines a comprehensive framework across six units of work, each designed to provide children with the knowledge and skills required to navigate the digital world safely and responsibly. Key skills and concepts are intentionally revisited across the six units, ensuring that children's knowledge is progressively built upon and refined. This progression map is structured to represent the key outcomes for KS1, LKS2 and UKS2 and clearly delineates the sequence of learning, indicating where prerequisite knowledge must be secured before moving on to more complex concepts.

This **Digital Citizenship Whole-School Progression Map** has been written to support educators who have chosen to adopt Digital Sparks in part or in full.

Disclaimer: Please note that this progression map is created by Twinkl and is based on our interpretation of the 2014 [national curriculum](#) objectives as well as recent DfE and Ofsted guidance documentation (including the [Research review series: computing - GOV.UK](#)). This progression guidance is intended to serve as a guide for educators, who should use their professional judgement and consider the abilities of their own students when planning and delivering computing lessons to ensure they are delivering a skill-building, progressive computing curriculum.

Digital Safety and Responsible Use Whole-School Progression Map

	Digital Citizenship 1	Digital Citizenship 2	Digital Citizenship 3	Digital Citizenship 4	Digital Citizenship 5	Digital Citizenship 6
Finding Information Online	I know some ways we can use technology to find information online.	I know that information can stay online for a long time and can be seen by others.			I know ways to find out information about others by searching online.	I can search for information about an individual online and summarise the information found.
Personal Information	I know some examples of information that is personal to me. I know why it is important to keep personal information private. I know ways I can protect my personal information online.		I know that websites and apps collect information about me.	I know strategies for keeping my personal information private.	I know how to take useful steps to stay safe online.	I know strategies for keeping personal information private. I know what to do if a password is shared, lost or stolen. I know ways people can manage passwords. I know that some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.

Digital Safety and Responsible Use Whole-School Progression Map

	Digital Citizenship 1	Digital Citizenship 2	Digital Citizenship 3	Digital Citizenship 4	Digital Citizenship 5	Digital Citizenship 6
Age Restrictions and Wellbeing	I know that information can stay online for a long time and can be seen by others.			I know that games have age restrictions and I know how to identify the age rating of a game. I know some of the methods used to encourage people to spend more time playing games and know how to recognise some of these methods. I know that online games can be a distraction from other things, in both a positive and negative way. I know strategies to help limit the amount of time spent playing games. I know strategies for safe and fun experiences while playing games online.	I know why some online activities have age restrictions and why this is important. I know what healthy and unhealthy online behaviour looks like. I know ways to develop healthy habits and online behaviours. I know some strategies to support my own wellbeing online.	I know how to identify, flag and report inappropriate content.

Digital Identity and Online Presence Whole-School Progression Map

	Digital Citizenship 1	Digital Citizenship 2	Digital Citizenship 3	Digital Citizenship 4	Digital Citizenship 5	Digital Citizenship 6
Digital Footprints		I know that our online information makes up our digital footprint. I know ways to reduce my digital footprint.	I know what a digital footprint is. I know that websites and apps collect information about me.			I know that some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.
Online Reputation	I know ways to communicate safely online.	I know that the way I behave and communicate online can impact my digital footprint.	I know that my online choices can create a positive or negative digital footprint.	I know that online behaviour can have real-life consequences.	I know some steps I can take to build a positive online presence. I know some steps I can take to protect my online reputation. I know that my online information can be used by others to make judgements. I know that information about someone online can be used by others to make judgments about them and why these judgments may be incorrect.	

Online Interactions and Relationships Whole-School Progression Map

	Digital Citizenship 1	Digital Citizenship 2	Digital Citizenship 3	Digital Citizenship 4	Digital Citizenship 5	Digital Citizenship 6
Appropriate Online Behaviour	I know what to do if I see something upsetting online.	I know to behave online in ways that do not upset others. I know why it is important to be kind to people online and to respect their choices. I know that people may not always think or feel the same way.	I know appropriate ways to behave towards other people online and why this is important. I know that someone's feelings can be hurt by what is said or written online.	I know strategies to help me be a respectful online gamer. I know how to identify how someone online is feeling and respond respectfully.	I know ways to make positive contributions. I know ways to collaborate constructively with others. I know strategies for finding safe online communities. I know how to be kind and show respect for others online.	
Online Bullying		I know that some people can be unkind online. I know what online bullying is and how it can happen. I know some ways online bullying can make someone feel. I know what to do if I or someone else is being bullied online.	I know what bullying is and how it is different from unkind behaviour. I know what cyberbullying is and know how to recognise it. I can identify and explain examples of cyberbullying. I know why someone might choose to cyberbully other people. I know how to recognise if someone is experiencing cyberbullying. I know strategies to respond to cyberbullying in a safe and respectful way.			I know that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my fault.

Evaluating Online Information and Security Whole-School Progression Map

	Digital Citizenship 1	Digital Citizenship 2	Digital Citizenship 3	Digital Citizenship 4	Digital Citizenship 5	Digital Citizenship 6
Sharing Information	I know the names of some technology that can be used to go online. I know what information can be shared online. I know who to ask before sharing any information online.	I know what information I should not put online without asking a trusted adult first. I know that our online information can be copied.			I know the benefits of the Internet. I know the risks of sharing certain information online. I know what information I should not put online without asking a trusted adult first. I know that what you share online can have an impact on your family, friends or future opportunities.	
Trust	I know when to get help from a trusted adult.		I know what it means to trust someone online and how it is different from liking someone online. I know why it is important to be cautious about who I trust and what information I choose to share online.	I know that others online can pretend to be someone else. I know that adults can monitor what I do online.	I know who I can talk to if others pressure me to do something online that makes me feel uncomfortable.	I know what is meant by being sceptical; I can give examples of when and why it is important to be sceptical about things online. I can use the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online. I know that someone can get help if they are having problems and can identify when to tell a trusted adult.

Evaluating Online Information and Security Whole-School Progression Map

	Digital Citizenship 1	Digital Citizenship 2	Digital Citizenship 3	Digital Citizenship 4	Digital Citizenship 5	Digital Citizenship 6
Fake News		I know who to talk to if something has been put online without consent or if it is incorrect.		I know what is meant by the term fake news and why someone would want to create it.		I know how fake news may affect someone's emotions and behaviour and can explain why this may be harmful. I know the difference between online misinformation and disinformation. I know what is meant by a hoax. I know the difference between a belief, an opinion and a fact and can give examples.
Scams				I know what scams are and why people create them. I can use strategies to spot examples of scams and fake news online. I know strategies to help me notice suspicious online profiles.		I know how to evaluate digital content and can explain how to make choices about what is trustworthy. I know how to explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. I know ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content.