



Crooks Barn Computing Progression Map



CROOKSBARN VISION FOR COMPUTING

At Crooksbar, we want pupils to access a broad and balanced computing curriculum that enables them to become skilled and lifelong learners in this essential subject. We aim to give our pupils the life-skills that will enable them to embrace and utilise new technology in a socially responsible and safe way to be able to operate in the 21st century workplace. In a world where technology is integral in all areas of life, we want pupils to be able to use and explore technology with confidence to solve problems, simulate real-life, be creative and find solutions. Through hands on activities pupils will develop key skills in computing: learning to code programmes and debug them, using creative tools across the curriculum and learning to navigate the vast resources available online. Underpinning the curriculum, pupils will learn how to use technology safely and responsibly; they will know how to keep themselves and others safe in the virtual world that they access and recognise the dangers as well as the merits of the World Wide Web.

CURRICULUM INTENT

- To allow children in early years to begin to develop an interest in computing and start asking questions about technology and prepare them to be safe online. This interest forms a foundation from which their knowledge can develop.
- To deliver a computing curriculum that promotes and supports the educational use of computing in school within the requirements of the National Curriculum.
- To offer our pupils the opportunities to develop a wide range of computing skills which can be used in school, in leisure activities and eventually can be transferred into the world of work.
- To enable our pupils to use ICT to develop investigative and problem-solving skills, which can be applied in a wide range of situations within school and wider contexts.
- To give staff the opportunity and expertise to be confident and passionate in their delivery of ICT.
- To assess knowledge attained effectively through retrieval and cross-curricular links such as using computing skills to produce work in other areas of the curriculum.

PROGRESSION OF KNOWLEDGE AND SKILLS - EYFS

EYFS Statutory Educational Programme:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Although 'Technology' is no longer an ELG, it's our Crooks barn intent to create firm foundations in computing from the EYs and therefore we have developed our own skills progression to support children as they transition from reception to the Y1 curriculum. We recognise that children are growing up in a technologically diverse world, and as such we seek to prepare them for this as best we can.

Digital Literacy Multimedia: Text, Images, Sound and Motion and Handling Data						Computer Science
	Keyboard skills/ Mouse skills.	Presenting and creating	Communicating and collaborating	Data	Knowledge of Technology	Coding
Nursery	Introduce children to different types of technology they encounter in daily life, such as computers, tablets, smartphones, and simple electronic toys. Explore the basic functions of these devices, like turning them on and off, touching the screen,	- I can use a pen on an interactive whiteboard to mark make. - Role-play things that they have seen adults do	Shows an interest in technological toys with knobs or pulleys/ real objects e.g. camera or mobile phones. - Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements, or new images.	Introduce simple preloaded programmes where children can count and organise objects.	Introduce the concept of how information can be retrieved from computers e.g. finding a nursery rhyme song on YouTube.	Introduce the concept of sequencing through activities like arranging objects in a specific order or following simple instructions. - I can use directional language to ask someone to move in a specific direction. E.g. Move forward two steps.

	pressing buttons, etc.					
Reception	<ul style="list-style-type: none"> - I can use a mouse/ iPad to rearrange objects on a screen. - I can begin to use a keyboard to type own name. - I can navigate through a preloaded website. 	<ul style="list-style-type: none"> - I can use drawing tools on interactive whiteboard and an iPad to create and paint a picture. 	<ul style="list-style-type: none"> - I can use different forms of electronic communication in free play, e.g. mobile phones, hand-held devices, walkie-talkies, sound recording devices. - I can talk about a class email sent to another school. - I can participate in simple video conferencing such as zoom calls or interactive live assemblies with adult help. 	<ul style="list-style-type: none"> - I can use a simple pictogram or a set of photos to count and organise information. 	<ul style="list-style-type: none"> - I can identify different digital devices in school and at home. - I know that laptops, PC and iPads are all types of 'computers' and all require care to be taken with them as they are expensive items. 	<ul style="list-style-type: none"> - I can use buttons and simple programming to make technology (BeeBots) move. - I can navigate a BeeBot around a simple track, 'debugging' until success is gained.

Online Safety

	Online Relationships	Online bullying	Privacy and Security	Self- image and Identity	Managing online information.	Health Wellbeing and lifestyle
EYFS	<ul style="list-style-type: none"> - I know that the internet can be used to communicate to others. - I can give an example of how I might use technology to communicate with people I know. 	<ul style="list-style-type: none"> - I can describe some ways that people can be unkind online. 	<ul style="list-style-type: none"> - I can identify some of my personal information such as, age, birthday, name and address and know who to share it with. 	<ul style="list-style-type: none"> - I can say no or please stop or I'll tell someone who makes them feel sad, uncomfortable, or embarrassed online and offline. 	<ul style="list-style-type: none"> - I can talk about how to use the internet as a way of finding out information. - I can identify devices I could use to find information, e.g. computer, iPad, phone. 	<ul style="list-style-type: none"> - I can identify rules that help keep us safe online at home and beyond.

Digital Literacy

Multimedia: Text, Images, Sound and Motion and Handling Data

	<u>Pages</u> Publishing	<u>Keynote</u> Presentation	<u>iMovie</u> Filmmaking	<u>Garageband</u> Sound Production	<u>Clips</u> Social Media	<u>Numbers</u> Data Handling	<u>Reality Composer</u> Virtual Reality
Year 1	<ul style="list-style-type: none"> - I can open a new document and add text. - I can make a new line using enter/return - I can use the space bar to make space and delete to delete letters/words - I can save a document. 	<ul style="list-style-type: none"> - I can open a new document, name it and add text. - I can add 1 slide to a document. - I can save a document. 	<ul style="list-style-type: none"> - I can open a new movie and name it. - I can add a title to the movie. - I can add an image to the timeline. 	<ul style="list-style-type: none"> - I can open an instrument choice and 'play' some music. - I can record my composition and save it. 			
Year 2	<ul style="list-style-type: none"> - I can open a new document, name it and add text confidently. - I can format text. - I can use templates to create a document. 	<ul style="list-style-type: none"> - I can open a new document, name it and add text confidently. - I can select a design for a presentation. - I can format text. - I can add images/photos to document. - I can delete an object. 	<ul style="list-style-type: none"> - I can open a new movie and name it confidently. - I can add still images to the timeline using the photo app. - I can add a Voiceover. 	<ul style="list-style-type: none"> - I can open an instrument choice and 'play' some music. - I can record my composition. - I can record my voice and add effects. - I can choose variations of instruments to alter sound. 			
Year 3	<ul style="list-style-type: none"> - I can add an image from photos. - I can add a shape/icon. - I can crop an image appropriately. 	<ul style="list-style-type: none"> - I can add an image from Photos. - I can add additional slides. - I can add a shape/icon. - I can crop an image appropriately. - I can format a shape/icon. 	<ul style="list-style-type: none"> - I can format images and sounds in the timeline. - I can edit objects in the timeline using cuts, stretching, and repositioning. - I can add soundtracks/sounds/music/voiceover 	<ul style="list-style-type: none"> - I can create a new project and name it. - I can alter timing of a piece. - I can create a simple tune using smart instructions. - I can create a multitrack tune using instruments or loops. 	<ul style="list-style-type: none"> - I can create a new project and name it. - I can use and manipulate text for effect on a selfie film. - I can use images, texts, and stickers effectively to support audience engagement in a presentation. 	<ul style="list-style-type: none"> - I can collect data in a Numbers document and display as a chart. - I can use a range of collection data techniques (numerical, rating checklist). 	
Year 4	<ul style="list-style-type: none"> - I can use instant alpha. - I can layer objects. - I can use assets from other apps within a document. 	<ul style="list-style-type: none"> - I can use instant alpha effectively on a page layout. - I can layer objects. - I can animate objects using clicks and timings. - I can create transitions using clicks and timings. 	<ul style="list-style-type: none"> - I can add titles to a movie. - I can alter transitions. - I can alter speed of clips for specific audience effect. - I can use green screen function for effect. 	<ul style="list-style-type: none"> - I can create a voice recording with layered underscore. 	<ul style="list-style-type: none"> - I can use soundtracks/music to improve a presentation. - I can use live titles for effect. - I can use scenes to create a narrative or effect. 	<ul style="list-style-type: none"> - I can use basic formatting tools for objects and text. - I can use multiple ways of presenting information on the same sheet. - I can export assets to be used in other apps such as tables. 	

Year 5	<ul style="list-style-type: none"> - I can use a table in a document and format it appropriately. - I can produce an eBook. - I can create a template from my own design. - I can use a template and adapt it to own design. 	<ul style="list-style-type: none"> - I can create a template from my own design. - I can use assets from other apps within a presentation. - I can create a short movie to present an idea using slides and Voiceover. 	<ul style="list-style-type: none"> - I can alter transitions. - I can use trailer effectively (such as for a plot overview). - I can use assets made in other apps in a short film such as a title page from pages. 	<ul style="list-style-type: none"> - I can export music to use in another app from GarageBand. - I can create s short 'podcast' with a range of sections (Voice/music/recordings. - I can 'jam' with other players' 	<ul style="list-style-type: none"> - I can export movie to be used in other apps. 	<ul style="list-style-type: none"> - I can use basic formulae. - I can create simple forms to organise data. - I can export assets to be used in other apps such as tables/graphs 	<ul style="list-style-type: none"> - I can create a new project and rename. - I can add new objects from gallery and manipulate to position and size effectively. I can format objects to add colour. - I can add actions to objects. - I can add and format labels. - I can export effectively.
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In the Year 6 computing curriculum, the focus shifts towards consolidating and applying the skills acquired from Year 1 to Year 5. Rather than a specific progression unique to Year 6, the aim is to embed and master these skills, allowing children to seamlessly integrate them into cross-curricular projects. By applying their computational thinking abilities, programming skills, and digital literacy across various subjects, students can effectively produce work that not only showcases their proficiency in computing but also enhances their understanding and engagement in other areas of the curriculum. This holistic approach ensures that Year 6 students are well-equipped with the necessary tools to navigate and excel in an increasingly digital world.

Computer Science- Coding

Year 1	<ul style="list-style-type: none">- I can open Scratch Jr on iPad.- I can add and change sprites in Scratch Jr.- I can add and edit backgrounds in Scratch Jr.- I can include a Title in Scratch Jr.- I can use repeat blocks in Scratch Jr.- I can begin to understand what an algorithm is.- I can begin to understand what debugging is.
Year 2	<ul style="list-style-type: none">- I can explain that blocks each have a specific function/command.- I can explain how an algorithm needs a starting trigger (input) at the beginning- I can add additional content, such as a sprite/ different backgrounds to a programme- I can spot something in a program that has an action or effect (does something)- I can say what will happen in a program.
Year 3	<ul style="list-style-type: none">- I can explain how sprite can be changed in their appearance. E.G Size, rotation, colour).- I can explain how changing between different poses of sprites can create different animation.- I can explain how algorithms can include time commands to make them run effectively.- I am able to design a program thinking logically about the sequence of steps required.- I can use variables to affect how a sprite appears.
Year 4	<ul style="list-style-type: none">- I can use different inputs to create different outcomes.- I can explain how x and y are used to locate sprites on a screen.- I can demonstrate how effects can be reset by subsequent commands.- I can create a story using timed sequences.
Year 5	<ul style="list-style-type: none">- I can programme commands so that arrow keys control a sprite.- I can use variables in a clicker game to control information.- I can use 'if' and 'then' commands to result in different outcomes.
Year 6	<ul style="list-style-type: none">- I can use variables in games to affect how the game is played and designed.- I can use sprites to trigger change of scene.- I can use my computing knowledge to create and design a game.

Online Safety

	Copyright & Ownership	Online bullying	Privacy and Security	Self- image and Identity Online Relationships	Managing online information.	Health Wellbeing and lifestyle
Year 1	<ul style="list-style-type: none"> - Explain why work I create using technology belongs to me. - I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). - Save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content). - Understand that work created by others does not belong to me even if I save a copy. 	<ul style="list-style-type: none"> - I can describe how to behave online in ways that do not upset others and can give examples. 	<ul style="list-style-type: none"> - Explain that passwords are used to protect information, accounts and devices. - Recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). - Explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. 	<ul style="list-style-type: none"> - I can recognise that there may be people online who could make me feel sad, embarrassed or upset. - I know when I should ask an adult for help with things online that upset me. - I can give examples of different adults I can ask for help. <p>Online Relationships</p> <ul style="list-style-type: none"> - I can recognise that information can stay online and could be copied describe what information I should not put online without asking a trusted adult first 	<ul style="list-style-type: none"> - I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. - I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. - I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. 	<ul style="list-style-type: none"> - I can explain rules to keep myself safe when using technology both in and beyond the home.
Year 2	<ul style="list-style-type: none"> - I can recognise that content on the internet may belong to other people. - I can describe why other people's work belongs to them. 	<ul style="list-style-type: none"> - I can explain what bullying is, how people may bully others and how bullying can make someone feel. - I can explain why anyone who experiences bullying is not to blame. - talk about how anyone experiencing bullying can get help. 	<ul style="list-style-type: none"> - I can explain how passwords are used to protect information, accounts and devices. - Explain and give examples of what is meant by 'private' and 'keeping things private'. - Describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords) - 	<ul style="list-style-type: none"> - I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. - I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened <p>Online Relationships</p> <ul style="list-style-type: none"> - I can explain how information put online about someone can last for a long time. - I can describe how anyone's online information could be seen by others. - know who to talk to if something has been put online without consent or if it is incorrect 	<ul style="list-style-type: none"> - I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. - I can explain why some information I find online may not be real or true. - I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened. 	<ul style="list-style-type: none"> - I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment say how those rules / guides can help anyone accessing online technologies.

<p>Year 3</p>	<ul style="list-style-type: none"> - I can explain why copying someone else work from the internet isn't fair can explain what problems this might cause. 	<ul style="list-style-type: none"> - I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support. 	<ul style="list-style-type: none"> - I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. - I can explain that if they are not sure or feel pressured then they should tell a trusted adult. - I can describe how connected devices can collect and share anyone's information with others. 	<ul style="list-style-type: none"> - I can explain what is meant by the term 'identity'. - I can explain how people can represent themselves in different ways online. I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why. <p>Online Relationships</p> <ul style="list-style-type: none"> - I can explain how to search for information about others online. - I can give examples of what anyone may or may not be willing to share about themselves online. - I can explain the need to be careful before sharing anything personal. - I can explain who someone can ask if they are unsure about putting something online. 	<ul style="list-style-type: none"> - I can explain what autocomplete is and how to choose the best suggestion. - I can explain how the internet can be used to sell and buy things. - I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. - I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. - I can demonstrate how to use key phrases in search engines to gather accurate information online. 	<ul style="list-style-type: none"> - I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos). - I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites)
<p>Year 4</p>	<ul style="list-style-type: none"> - When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. - I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images. 	<ul style="list-style-type: none"> - I can recognise when someone is upset, hurt or angry online. I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). - I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). 	<ul style="list-style-type: none"> - I can describe strategies for keeping personal information private, depending on context. - I can explain that internet use is never fully private and is monitored, e.g. adult supervision. - I can describe how 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. I know what the digital age 	<ul style="list-style-type: none"> - I can explain how my online identity can be different to my offline identity. - I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. - I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. 	<ul style="list-style-type: none"> - I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. - I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). - I can 	<ul style="list-style-type: none"> - I can explain how using technology can be a distraction from other things, in both a positive and negative way. - I can identify times or situations when someone may need to limit the amount of time they use technology e.g. - I can suggest strategies to help with limiting this time.

			of consent is and the impact this has on online services asking for consent.	<p>Online Relationships</p> <ul style="list-style-type: none"> - I can describe how to find out information about others by searching online. - I can explain ways that some of the information about anyone online could have been created, copied or shared by others. 	<p>describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p> <ul style="list-style-type: none"> - I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. - I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. - I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't. 	
Year 5	<ul style="list-style-type: none"> - I can assess and justify when it is acceptable to use the work of others. - I can give examples of content that is permitted to be reused and know how this content can be found online. 	<ul style="list-style-type: none"> - I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. - I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. - I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. - I can identify a range of ways to report concerns and access support both 	<ul style="list-style-type: none"> - I can explain what a strong password is and demonstrate how to create one. - I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. - I can explain what app permissions are and can give some examples. 	<ul style="list-style-type: none"> - I can explain how identity online can be copied, modified or altered. - I can demonstrate how to make responsible choices about having an online identity, depending on context. <p>Online Relationships</p> <ul style="list-style-type: none"> - I can search for information about an individual online and summarise the information found. - I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect. 	<ul style="list-style-type: none"> - I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. - I can explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result. - I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. - I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. 	<ul style="list-style-type: none"> - I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. - I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology. - I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. - I can explain how and why some apps and games may request or take

		<p>in school and at home about online bullying.</p> <ul style="list-style-type: none"> - I can explain how to block abusive users. - I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix). 			<p>differentiating between adverts and search results.</p> <ul style="list-style-type: none"> - I can explain key concepts including information, reviews, fact, opinion, belief, validity, reliability and evidence. - I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads. 	<p>payment for additional content (e.g. in-app purchases) and explain the importance of seeking permission from a trusted adult before purchasing.</p>
Year 6	<ul style="list-style-type: none"> - I can demonstrate the use of search tools to find and access online content which can be reused by others. - I can demonstrate how to make references to and acknowledge sources I have used from the internet. 	<ul style="list-style-type: none"> - I can describe how to capture bullying content as evidence (e.g. screengrab, URL, profile) to share with others who can help me. - I can explain how someone would report online bullying in different contexts. 	<ul style="list-style-type: none"> - I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). - I can explain what to do if a password is shared, lost or stolen. - I can describe how and why people should keep their software and apps up to date, e.g. auto updates. - I can describe simple ways to increase privacy on apps and services that provide privacy settings. - I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). - I know that online services have terms 	<ul style="list-style-type: none"> - I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. - I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. - I know and can give examples of how to get help, both on and offline. - I can explain the importance of asking until I get the help needed. <p>Online Relationships</p> <ul style="list-style-type: none"> - I can explain the ways in which anyone can develop a positive online reputation. - I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. 	<ul style="list-style-type: none"> - I can explain how search engines work and how results are selected and ranked. - I can explain how to use search technologies effectively. - I can describe how some online information can be opinion and can offer examples. - I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. - I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). - I understand the concept of persuasive design and how it can be used to influence peoples' choices. - I can demonstrate how to analyse and evaluate the validity of facts and 	<ul style="list-style-type: none"> - I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. - I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. - I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). - I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).

					<p>information and I can explain why using these strategies are important.</p> <ul style="list-style-type: none">- I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.- I can describe the difference between online misinformation and disinformation.- I can explain why information that is on many sites may still be inaccurate or untrue.- I can assess how this might happen (e.g. the sharing of misinformation or disinformation). I can identify, flag and report inappropriate content.	
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