Cambridge Assessment
International Education

Curriculum Framework

Cambridge Primary

Digital Literacy 0072

Cambridge
Pathway

Why choose Cambridge International?

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock students' potential.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge students who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge International.

Quality management

Our systems for managing the provision of international qualifications and education programmes for students aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at **www.cambridgeinternational.org/ISO9001**

Contents

1 Why choose this Curriculum Framework?

Key benefits

The Cambridge Primary Digital Literacy curriculum enables learners to become accomplished users of digital tools and to understand the digital world that they are growing up in. Learners will develop the skills to create digital artefacts with increasing proficiency and sophistication. They will become equipped to join the digital world and will be increasingly able to make important decisions about their own safety and wellbeing.

It is important that learners appreciate that they are living in a world where being adaptable and able to make effective judgements are important attributes. Therefore, in this curriculum, they will not only learn the digital skills that they need today, they will also acquire knowledge and understanding that will equip them to respond to, and evaluate, the technology of the future.

Cambridge Primary Digital Literacy learners will also understand the value of being digitally connected. This includes becoming:

- discerning users who appreciate the privileges and responsibilities that come with current and future technologies
- critical thinkers about the information that they find online
- safe and resilient users of online platforms.

Staying safe is an important aspect of all digital activity and learners will develop the knowledge that they will need to protect themselves and their devices, and to demonstrate concern and respect for others. However, while eSafety is taught throughout this curriculum, learners will also be supported to recognise and to celebrate the opportunities that technology presents at a local, national and global level. Through this learning they will be enabled to consider how to balance their use of digital devices with other, equally beneficial, activities.
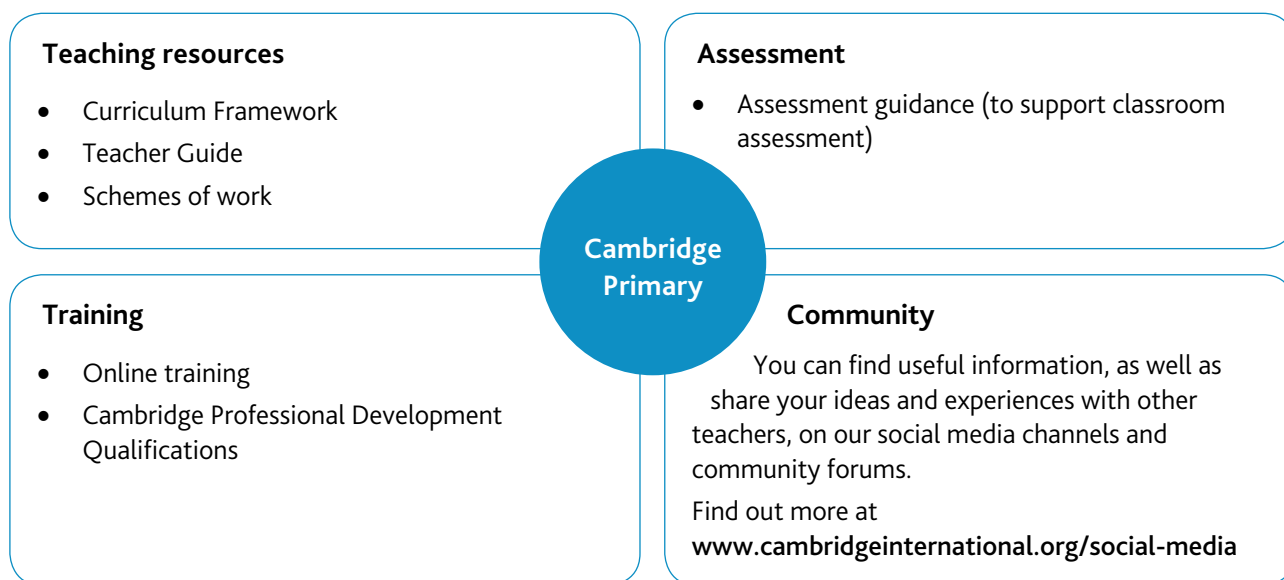
Learners will be encouraged to be curious in every aspect of their digital engagement, for example when seeking innovative solutions for the presentation of a document, when communicating with others or when understanding why the world has become a digital place. As well as being able to apply technical skills to other areas of their learning, Cambridge Primary Digital Literacy will support learners to resolve problems and make effective judgements which will increase their safety, resilience, ability to collaborate and willingness to embrace opportunities.

Learners of Cambridge Primary Digital Literacy will also make assessments about the impact of technology through considering its potential to build communities, to enable communication and to entertain. This curriculum will therefore empower learners to become contributors to the digital world, who do not consider themselves restricted to only being consumers of technology and the internet.

Supporting teachers

We provide a wide range of practical resources, detailed guidance, and innovative training and professional development so that you can give your learners the best possible experience of Cambridge Primary Digital Literacy.

You will find most of these resources on the Cambridge Primary support site (**https://primary.cambridgeinternational.org**). Ask the Cambridge coordinator or exams officer in your school if you do not already have a log-in for this support site.

Teaching resources

- Curriculum Framework
- Teacher Guide
- Schemes of work

Assessment

- Assessment guidance (to support classroom assessment)

Cambridge Primary

Training

- Online training
- Cambridge Professional Development Qualifications

Community

You can find useful information, as well as share your ideas and experiences with other teachers, on our social media channels and community forums.

Find out more at **www.cambridgeinternational.org/social-media**

Progression through the Cambridge Pathway

Cambridge Primary Digital Literacy has been designed to support learners to develop the skills required for success in their primary education and to progress to the next stage of the Cambridge Pathway. This curriculum framework is typically for learners aged 5 to 11, but it may be appropriate to use it for slightly different ages to suit your context.

You can download more information on progression from the Cambridge Primary support site.

Teaching time

For guidance, this curriculum framework is based on learners having about 1 hour of digital literacy per week (i.e. about 30 hours per stage). Your actual number of teaching hours may vary according to your context.
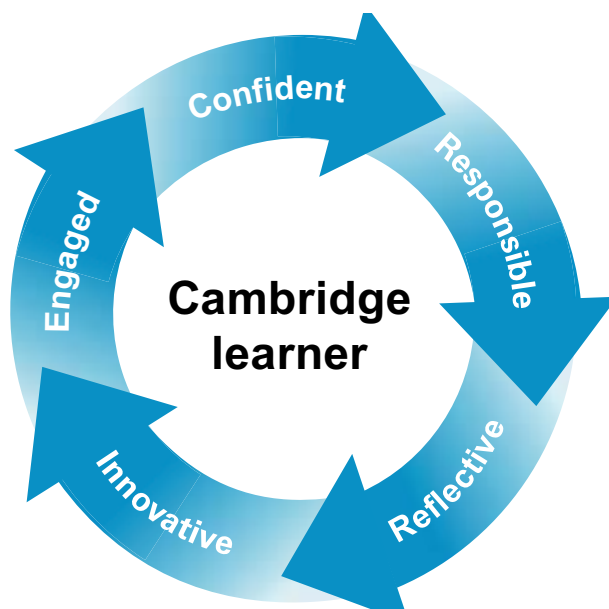
2 Curriculum overview

Aims

Following the Cambridge Primary programme helps learners to lay the foundations for lifelong learning, including:

- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in and across subjects
- effective and confident communication skills, including in English
- understanding of their personal and local context, as well as having global awareness.

In Cambridge Primary Digital Literacy, learners:

- are empowered to use digital technology safely and are able to protect their own physical and emotional wellbeing
- analyse and reflect on the opportunities and issues presented by technology from different perspectives
- develop the transferrable skills needed to access digital technology, to communicate digitally and to access careers in the workplaces of the future
- understand their place, and the place of others, in an interconnected world
- make informed decisions about the information that they encounter digitally
- understand the role of digital technology in society and are able to contribute to that society.

The Cambridge approach encourages learners to be:

Cambridge Primary Digital Literacy supports learners to become:

Responsible – They are responsible for their own digital wellbeing, for their conduct towards others and for developing the competencies that will enable them to embrace current and future technological developments.

Innovative – They understand the benefits of technological development and are able to embrace each new opportunity that they encounter. They take a creative approach to the development of digital artefacts.

Confident – They are able to use computers and other digital devices with increasing technical competence and are able to develop their own strategies for safe and respectful participation in the digital world.
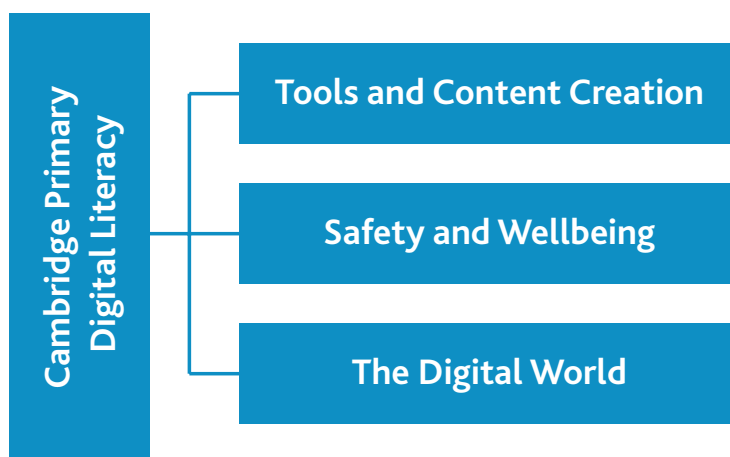
Engaged – They embrace digital opportunities with curiosity. They collaborate, communicate and use digital tools to contribute to the digital world with enthusiasm.

Reflective – They understand the need to take a considered approach to their interactions with social media and to their use of digital technologies. They reflect upon their own place in the digital world and consider the application of new digital skills to other aspects of their lives, including their work in other curriculum areas.

Overview of the strands

The curriculum framework provides a comprehensive set of learning objectives for Cambridge Primary Digital Literacy. These give a structure for teaching and learning and a reference against which learners' attainment and skills development can be checked.

The learning objectives are divided into three main areas called 'strands' which run through every stage. Although each strand is discrete, each is intimately connected to the two other strands due to the holistic focus in Cambridge Primary Digital Literacy on the learner understanding, evaluating and operating in the digital world.

Below is a brief description of each strand:

Tools and Content Creation
Developing competence and confidence when using digital tools is an important part of a learner's education. This strand therefore supports learners to become increasingly proficient and independent in their use of hardware and software, through the development of the fundamental competencies that are required when using digital devices. These include:

- logging on
- the motor skills and the recognition that will enable learners to interact with and manipulate onscreen items, e.g. icons and menus
- document creation using text and other media, e.g. photographs and videos
- file management
- search techniques that will enable learners to find information on the World Wide Web and in other digital resources.

Safety and Wellbeing
It is important that learners understand the risks that they could encounter when using devices and this strand enables them to make the effective decisions that will reduce their exposure to the dangers that exist when using devices, both online and offline. Learners will understand how to protect their devices and personal information and how to become resilient and positive users of social media and other sharing platforms. They will also understand that irresponsible behaviour could harm others and will learn the procedures that exist for reporting anything that they encounter which causes them to experience concern either for themselves, their devices or for those around them. Safety messages are delivered in an age appropriate manner but with the aim of enabling learners to confidently prepare themselves for the risks that they will encounter as they get older and as technology, and its uses, evolves.

The Digital World
This strand enables learners to understand the context and the continuing development of the digital world. They will discover the purpose of the key components of their devices and will understand how those devices can connect with the wider world. Learners will begin to appreciate the benefits of being digitally connected but will also develop the skills that will enable them to make effective judgements about the information that they find online. They will consider the role that computers and other devices play in society and how digital devices have changed, and will continue to change, the lives of people that come into either direct or indirect contact with them.

Overview of teaching approaches

Cambridge Primary Digital Literacy can be used flexibly as a standalone subject, integrated within other subjects or used as the basis for activities outside of the formal curriculum. During your planning you will need to decide which approach, or mix of approaches, will enable you to address each learning objective most effectively.

In the scheme of work for each stage you will find teaching activities for each learning objective and a suggested project at the end of each unit. Many of the projects can be used to support learning in more than one subject (e.g. learners researching and making a multimedia presentation on a topic from another subject). The scheme of work also contains a list of subject-specific language that will be useful to your learners, and sample lesson plans.

You can find more information and ideas for teaching and learning activities in the Cambridge Primary Digital Literacy Teacher Guide and schemes of work available on the Cambridge Primary support site (**https://primary.cambridgeinternational.org**).

The teacher guide will support you to plan and deliver lessons using effective teaching and learning approaches.

You can use each scheme of work as a starting point for your planning, adapting them to suit the requirements of your school and the needs of your learners.

3 Learning objectives by stage

Some learning objectives in Cambridge Primary Digital Literacy cover more than one stage. For example, learners are expected to develop increasingly proficient and sophisticated content creation skills, such as typing and the creation of digital artefacts, across a number of stages.

Stage 1

Tools and Content Creation

- **1TC.01** Know how to switch on and log onto a computer using their own password.
- **1TC.02** Know how to save and open documents.
- **1TC.03** Know how to interact with onscreen items through clicking, tapping, dragging, dropping, scrolling, and swiping.
- **1TC.04** Enter familiar words, using a physical or digital keyboard, into a word processor.
- **1TC.05** Identify, locate and use modifier keys on a physical or digital keyboard, for example by using Shift and Caps Lock.

Safety and Wellbeing

- **1SW.01** Know what a password is and describe why passwords are useful.
- **1SW.02** Know how to report digital content, or activity, that makes them feel unsafe or uncomfortable.

The Digital World

- **1DW.01** Understand that online content is presented on interconnected websites and pages.
- **1DW.02** Know there are a range of devices that are all computers, including; personal computers, laptops, tablets and mobile telephones.
- **1DW.03** Identify the visible components of computing systems, including; computer, keyboard, mouse, screen, touch pad, headphones, speaker, camera and microphone.
- **1DW.04** Identify the tasks that devices are used for at home.

Stage 2

Tools and Content Creation

- **2TC.01** Use devices to take or record digitised media, including photography, audio and video.
- **2TC.02** Find, open, save and delete documents within a folder structure.
- **2TC.03** Recognise onscreen navigation symbols, including ←, →.
- **2TC.04** Begin to use menus to find and use the cut, copy and paste functions, and to open dropdowns.
- **2TC.05** Enter familiar words, using a physical or digital keyboard, into a word processor.
- **2TC.06** Change the appearance of text by exploring the available tools, for example by changing the colour, size and font type.
- **2TC.07** Know a hyperlink connects websites and pages and can be linked to an icon, text or image.

Safety and Wellbeing

- **2SW.01** Understand that users can have many accounts and can choose what information to put into each one.
- **2SW.02** Understand that there is a risk people online are not who they say they are.

The Digital World

- **2DW.01** Know that digital technology can give access to a wide variety of information.
- **2DW.02** Understand that the internet is a network and that it has physical parts.
- **2DW.03** Understand that technology can be used to communicate locally and globally.
- **2DW.04** Describe the difference between hardware and software.

Stage 3

Tools and Content Creation

- **3TC.01** Develop fluency and accuracy when typing in increasing quantity.
- **3TC.02** Know what shortcuts are and be able to use shortcuts for cut, copy, paste, save, undo and re-do.
- **3TC.03** Identify and use spell-checking and proof-reading tools.
- **3TC.04** Identify common features of onscreen layouts and icons across a range of applications.
- **3TC.05** Add images to a document.
- **3TC.06** Compose, read, respond to and share online messages with specific individuals and with groups.
- **3TC.07** Use keywords to search for information in a search tool.
- **3TC.08** Navigate storage hierarchy appropriate to the device.

Safety and Wellbeing

- **3SW.01** Know that their information is personal and identify the risks of sharing that information online.
- **3SW.02** Safely engage in online spaces, including in group chats, being aware that personal information and identifying photographs and/or videos should not be shared.
- **3SW.03** Know that device use can be monitored.
- **3SW.04** Understand that people can be upset by things said to, or about, them.

The Digital World

- **3DW.01** Understand that people create online content for a purpose, including advertising, expressing their opinions and sharing information.
- **3DW.02** Know that computers and their use has changed over time.

Stage 4

Tools and Content Creation

- **4TC.01** Develop fluency and accuracy when typing in increasing quantity.
- **4TC.02** Know what shortcuts are and be able use shortcuts for cut, copy, paste, save, undo, re-do and help.
- **4TC.03** Use devices to create increasingly sophisticated digital artefacts, including the use of sound, video, text and other multimedia.
- **4TC.04** Understand how to create a folder structure and how to name folders and documents.
- **4TC.05** Insert and complete a table within a text document.
- **4TC.06** Edit, and organise, the layout of a document.
- **4TC.07** Know that web pages have addresses known as URLs, and know how to bookmark these.

Safety and Wellbeing

- **4SW.01** Know how to set secure and memorable passwords and understand why this is necessary.
- **4SW.02** Understand that online content is stored and is hard to remove.
- **4SW.03** Treat others respectfully online and know that they should also be treated with respect.
- **4SW.04** Know that any images, videos, information or opinion shared online can be kept and shared further.
- **4SW.05** Know the benefits and risks of online anonymity.

The Digital World

- **4DW.01** Recognise that online content may provide false information with the intent to deceive.
- **4DW.02** Know that digital communication enables online communities to exist.
- **4DW.03** Understand that online communication has changed the way people interact.
- **4DW.04** Know that software requires specific hardware to operate.

Stage 5

Tools and Content Creation

- **5TC.01** Develop fluency and accuracy when typing in increasing quantity.
- **5TC.02** Use devices to create increasingly sophisticated digital artefacts, including the use of sound, video, text and other multimedia.
- **5TC.03** Know ways to transfer files across devices.
- **5TC.04** Locate and use standard tools on a device, e.g. the calculator and calendar.
- **5TC.05** Edit images by changing colour, size and by cropping.
- **5TC.06** Use search functions within applications to find information.

Safety and Wellbeing

- **5SW.01** Understand the need to set security and privacy settings to ensure that only content they want people to access is seen.
- **5SW.02** Understand that what a user does online can have positive and negative consequences for themselves and for others, both online and offline.
- **5SW.03** Understand the risks of engaging with people online that they do not know.
- **5SW.04** Know that online content can be published and accessed instantly.
- **5SW.05** Recognise that cyberbullying takes place online and can take many forms.
- **5SW.06** Recognise the implications of overusing devices.

The Digital World

- **5DW.01** Describe the benefits and risks of instant online communication.
- **5DW.02** Describe key benefits of computer use to society and individuals.
- **5DW.03** Understand that some hardware and software can be incompatible with other hardware and software.

Stage 6

Tools and Content Creation

- **6TC.01** Develop fluency and accuracy when typing in increasing quantity.
- **6TC.02** Use devices to create increasingly sophisticated digital artefacts, including the use of sound, video, text and other multimedia.
- **6TC.03** Identify and use online and offline sources of help for using one or more applications.
- **6TC.04** Insert hyperlinks into a document.
- **6TC.05** Create and edit a text document to meet a brief.
- **6TC.06** Understand the importance of using a variety of different search strategies.

Safety and Wellbeing

- **6SW.01** Understand that any device connected to the internet is vulnerable to attack from malware.
- **6SW.02** Recognise that opinions expressed online can be misinterpreted by others.
- **6SW.03** Understand that a digital footprint is a record of online activity, including the sharing of images, videos, information or opinions.
- **6SW.04** Understand that any content shared online can be copied to other locations and used by other people.
- **6SW.05** Understand that offensive and illegal online behaviour, which includes cyberbullying, should be reported and that there are formal procedures for this.
- **6SW.06** Describe ways to protect their safety and wellbeing before, during and after digital activity.

The Digital World

- **6DW.01** Understand that restrictions apply to the copying of online content.
- **6DW.02** Describe how the internet has changed the way in which people shop.
- **6DW.03** Describe how online streaming has changed how people access media and entertainment.
- **6DW.04** Understand how digital technology can be disruptive.

4 Glossary

Application or **app** – a computer program that is designed for a particular purpose.

Cyberbullying – a form of bullying or harassment using digital devices.

Digital artefact – any item, including documents, videos and presentations, which is produced and stored electronically.

Digital device – a physical piece of equipment that contains a computer or microcontroller, such as a tablet, smartphone or desktop/laptop computer.

Disruptive – refers to innovations that significantly change the way that businesses or whole industries operate and that impact upon how individual people think or live their lives. Disruptive technologies can also create new markets that did not exist previously.

Hardware – the collection of physical parts of a computer system.

Hyperlink – a link from a document to another location, activated by clicking on a highlighted word or image.

Icon – a small picture or symbol on a screen that can be clicked, or pressed, to give the computer an instruction.

Learning objectives – statements from the curriculum framework of the expectations of knowledge, understanding and skills that learners will develop; they provide a structure for teaching and learning, and a reference against which to check learners' attainment and skills development.

Malware – any software that is designed to intentionally damage a digital device and/or a network.

Modifier key – a key that changes the action of another key when the two are pressed together. Common examples include Shift, Control and Alt.

Network – a group of two or more digital devices that can communicate with each other.

Resilience – the ability to recognise and respond to online risks without avoiding the online world altogether.

Scheme of work – support materials for each stage of Cambridge Primary Digital Literacy. Each scheme of work contains a suggested long-term plan, a medium-term plan with suggested teaching and learning activities and sample short-term (lesson) plans.

Shortcut – a keystroke, or a combination of keystrokes, that allows the giving of commands without using the mouse.

Software – a set of instructions or programs that instruct a computer to do specific tasks.

Strand – a collection of learning objectives in the curriculum framework that forms an area of learning.

Streaming – a method of transmitting and receiving data over a network. The term most commonly applies to video or audio content. The continuous flow of the data allows playback to start while the remaining data is still being received.

Teacher guide – a document providing support in using the curriculum framework to plan and deliver lessons using effective teaching and learning approaches.

*4 3 4 9 4 0 2 3 1 6 *