		Computing Coverage **(Bold Knowledge and Understanding is Key Knowledge for Pupils)**							
	Key Question	Ancillary Questions	Learning Objectives	Concepts	NC Coverage	Possible Outcomes	Knowledge and Understanding	Skills to enable understanding	Ways In
Staying Safe Online At the beginning of each year, all pupils must sign to say they agree with the Code of Conduct. This must be reviewed at the beginning of each term.									
Year 3	Touch type https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr (R Name and save documents and change colour, font and size of type)	How should I sit when typing? What are the names given to each finger? What are the different parts of a keyboard? Where should my hands start when typing on a keyboard?	To touch type using the home and top rows. To use two hand to type the letters on the top and home row. To use two hand to type the letters on the bottom and home row. To use the shift capitalise letters. To apply touch typing skill to a word document.	Keyboard Touch typing Shift key Home row Saving Folder Font Typeface		Create a word document linked to cross curricular topic. Pick audience to determine font, colour and size.	To understand the names of the fingers. To understand what is meant by – home, bottom, and top rows. **To know that a shift key can be used capitalise letters, as well as caps lock.** **To know how to change the appearance of a document using font, colour and size.** **To understand the importance of naming and saving a document so that it can be used again in the future.**		
	Online safety	How can I communicate without my voice? Is everything online true? Is everything on the internet made for me?	To identify the many uses for the internet. To explain why some information on the internet may not always be accurate. To recognise when something online is inappropriate and upsetting.	Blogs Communication Age restriction Cyber bullying True False Spoof	To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable	Mind map ideas for uses of internet and focus on how it was used during lockdowns. Create a fake 'spoof' website linked to History or Art learning. Identify and respond to cyber bulling comments and give advice.	To understand how the Internet can be used to help us to communicate effectively. To understand how a blog can be used to help us communicate with a wider audience. **To understand that some information held on websites may not be accurate or true.** **To understand how to search the Internet and how to think critically about the results that are returned.** To know there are age restrictions symbols on digital media and devices. **To know where to turn for help if they see inappropriate content or have inappropriate contact from others.**		
	Spread sheets	How can I turn data into a graph? How can a computer add for me? What is cell?	To be able to navigate around a spreadsheet and enter data. (Y1) To learn new vocabulary related to spreadsheets. (Y1)	Spreadsheets Data Graphs Charts Shortcuts Cell Sum of Column Row	To 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	Make links with topic or maths. Create a spread sheet battle ships game	**To know a graph is a representation of data collected.** **To know excel can create a graph from data you have collected** To know the sum of means the same as addition		

			To use the 'move cell' and 'lock' tools. (Y1) To use copying, cutting and pasting shortcuts in excel. (Y2) To add and edit data in a table layout. (Y2) To create bar graphs and block charts. To use auto sum to add cells together. To describe and find cells on a spreadsheet. To present results in a range of graphical formats.	Coordinate		Collect, enter and interrupt data from a graph.	Understand that excel has short cut functions **To know that the columns are represented by letters and the rows are represented by numbers.** To know that the columns come first followed by numbers.		
	Email What does the E stand for in Email? (R adding photos videos and sounds)	Does all mail come through a letter box? What is an email address? How can I be safe when emailing? What can I send in an email? How do conversations work through email?	To open and respond to an email. To write an email to someone using an address book To learn how to use email safely To add an attachment to an email. To apply what I have learnt about emailing to correspond with someone.	Address book Mail Email Attachments Correspond	To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Use 2 Email and 2respond to write a series of email.	**Identify the benefits and disadvantages of email.** **To know how to open and reply to an email.** **To know that an attachment could be a document, image or file sent with an email.** To know how to attach a document, file or image to an email. To know that each person has a different email address and they are stored in an address book. **To understand that some emails could be sent from people that you don't know.** **To understand that you report concerns to an adult.**		
	Branching database (R Copy and paste)	What does it mean to classify? How do I classify different things? How do I know if my database is effective?	To sort objects using yes no questions. To complete a branching database. To create my own branching database.	Database Classifying Debugging	Pupils should be taught to: • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and	Use 2Question to create their own branching database linking to science (animals or plants)	**To know that a branching database is a way of classifying a group of objects** To know it can be used to identify an object **To know a branching database is a way to identify an object by answering a series of simple questions and yes/no questions.**		

			To review and others database.		various forms of input and output • 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 know how to debug a database**		
	Coding Purple Mash		To review previous coding knowledge. To understand what a flowchart is and how flowcharts are used in computer programming. To understand that there are different types of timers. To be able to select the right type of timer for a purpose. To understand how to use the repeat command. To use coding knowledge to create a range of programs. To understand the importance of nesting. To design and create an interactive scene.	Algorithm Event Object Action Command Scale	Pupils should be taught to: • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • 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	Purple Mash - Design and Make an Interactive Scene	Children can create a computer program that uses click events and timers. Children can create a program that uses a timer-every command. **Children can create a computer program that includes use of the repeat command.** **Children can run, test and debug their programs.** **Children can confidently make several different things happen in a program.**		

					content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable				
	Key Question	**Ancillary Questions**	**Learning Objectives**	**Concepts**	**NC Coverage**	**Possible Outcomes**	**Knowledge and Understanding**	**Skills to enable understanding**	**Ways In**
Year 4	**Staying Safe Online** At the beginning of each year, all pupils must sign to say they agree with the Code of Conduct. This must be reviewed at the beginning of each term.								
	Refreshing basic skills	Does the internet know everything? What is the most efficient way to type on a keyboard?	To demonstrate an understanding of how to effectively search for information using a search engine. To explain the importance of using the home row when touch typing and practice using two hand to type.	Reliable sources Unreliable sources Search engine Keyboard Touch typing Shift key Home row		Complete search engine quiz form PM Use the range of PM and BBC Bite size resources to practice touch typing skills.	**Know that specific phrasing is important when searching on the internet** **Understand that not everything you read online is true** **Know the signs of a reliable website e.g. padlock in search bar, name of website, fact or opinion.** Understand that using the home row and all of your fingers to type is the most efficient way to type quickly on a keyboard.		
	Coding Purple Mash		To review coding vocabulary and knowledge. To create a simple computer program. To begin to understand selection in computer programming. To understand how an IF statement works. To understand how to use coordinates in computer programming. To understand the Repeat until command. To begin to understand selection in computer programming.	Action Sound Command Algorithm Scale Block	Pupils should be taught to: • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Make a playable game using Purple Mash	Children can plan an algorithm for their scene and use 2Code to program it Children can make use of the X and Y properties of objects in their coding **Children can create a program that includes an IF/ ELSE statement.** **Children can interpret a flowchart that depicts an IF/ ELSE statement.** **Children can create and use variables when programming.**		

			To understand how an IF/ELSE statement works. To understand what a variable is in programming. To use a number variable. To review vocabulary and concepts learnt in Year 4 Coding. To create a playable game.						
	Online safety	How do I leave footprints on the internet? How could I get a virus from the internet? Is copying ever right? Is using the computer bad for my health?	To demonstrate an understanding of the term 'digital footprint'. To identify when a website is safe to use. To explain the difference between researching and copying. To compare and contrast the pros and cons of screen time.	Phishing Digital footprint Plagiarism Computer virus Hacking Digital security	To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Complete email 'phishing' scam on PM purplemash.com/#app/pup/Digital_Footprint_Quiz - Quiz to refresh memory of digital footprint Digital Footprints activity pack on PM children to look at 2 profiles and identify how information put online can be viewed and used by many. Create a top tips poster of how to avoid virus online. Keep a record of screen time to analyse to create a database.	**Understand how you can protect yourself from online identity theft.** **Understand that information put online leaves a digital footprint or trail and that this can aid identity theft.** **Know that security symbols such as a padlock protect their identity online.** **Know that phishing is where their personal information is taken from websites and are aware of the existence of scam websites.** Know the risks and benefits of installing software including apps. Know that malware is software that is specifically designed to disrupt, damage, or gain access to a computer. Know that a computer virus is a small program designed to cause damage to your computer by gaining access to it. Know that a virus can copy your personal data or slow your computer down. A computer virus spreads by duplicating and attaching itself to a program or file. Understand the difference between researching and using information and copying it. Know that citing a source means that you show that you took words, ideas or images from another place.		

							Know the positive and negative influences of technology on health and the environment.		
	Spread sheets	How can you represent data? Can a party be planned on a spreadsheet?	To use a formula to calculate the percentages. To create line graphs. To collect data.	Spreadsheets Data Graphs Charts Shortcuts Cell Sum of Column Row Coordinate Formatting Budget Formula	To 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 logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Collect data and represent as a line graph (temps of class throughout the day) Create a party budget spread sheet using formulas in the column to work out the price of 1 and the price for the whole class.	**Know how to use formatting tools to create a functioning spread sheet.** **Understand that adding a formula can automatically make a calculation in that cell.** **Understand that writing different formulas in cells will create a different outcome** Know that data can be represented in different forms		
	Writing for different audiences (R copy and paste, adding photos)	What makes a poster eye catching? How can you engage a reader? How can you create different layouts?	To identify what design features are used for a poster. To select and plan the content and organisation of an informative poster. To use font, colour, images and textboxes to create a poster	Design Layout Font Typeface Presentation Eye-catching Copy Paste	To 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	Create a poster using word to advertise an event. Use a range of design features to make it eye-catching such as text, font, size and images (clipart or internet)	**Know that text formatting is important to make a piece of writing fit for purpose.** **Know how to copy and paste an image from the internet.** **Know how to use tools such as clipart, text boxes and word art on Microsoft word.**		
	Hardware Investigators	Why does a computer have a mother?	To identify and recognise the different components of a desk top computer. To explain the function of the components in a desk top computer.	Motherboard Central Processing Unit (CPU) Random access memory(RAM) Hard drive Graphics card Network card Monitor Speakers Keyboard Mouse		Use PM PP to explain components of a desktop (children to type notes) Play computer component pairs games PM Children to create quiz testing another child's knowledge	**To know there are many parts of a computer that are needed to make it work.** **To know the function of the parts of a desktop computer.**		

	Animation	What's your favourite cartoon? How can I use a computer to make an animation? How do you make animations more eye-catching? What do onions have to do with animation?	To understand how simple animations are created. To use a computer program to create an animation. To demonstrate an understanding of how backgrounds and sound effects can enhance an animation. To recognise the importance of using layers to create a more complex animation.	Animation Layering Flick-books Story board Audience	Pupils should be taught to: • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • 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	History of animation 'Steam boat willy' compared with modern day Disney. Use post-it notes to create a flick book. Use 2Animate to create animations based on relevant topic. Comment and feedback to be given as part of a class 'premiere'	**Understand that animations are created in frames.** Know that the onion skill tool creates layers of images to build an animation. **Know that backgrounds and sound effects create a more complex and imaginative animation.** Know that part of the designing process involves knowing your audience and making something that appeals to them.		
Year 5	**Key Question**	**Ancillary Questions**	**Learning Objectives**	**Concepts**	**NC Coverage**	**Possible Outcomes**	**Knowledge and Understanding**	**Skills to enable understanding**	**Ways In**
	Staying Safe Online At the beginning of each year, all pupils must sign to say they agree with the Code of Conduct. This must be reviewed at the beginning of each term								
	Coding Purple Mash		To review existing coding knowledge. To begin to be able to simplify code. To create a playable game. To understand what a simulation is. To program a simulation using 2Code. To know what decomposition and abstraction are in Computer Science. To take a real-life situation, decompose it and think about the	IF/ELSE Sequence Variable Alert Control Debug Strings	Pupils should be taught to: • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Create a string program using Purple Mash	Children can use simplified code to make their programming more efficient. Children can use variables in their code. Children can create a simple playable game. Children can create a program which represents a physical system. **Children can create and use functions in their code to make their programming more efficient.** Children can set/change variable values appropriately. Children know some ways that text variables can be used in coding. **Children can create a string and use it in their program.**		

			level of abstraction. To use decomposition to make a plan of a real-life situation. To understand how to use friction in code. To begin to understand what a function is and how functions work in code. To understand what the different variable types are and how they are used differently. To understand how to create a string. To begin to explore text variables when coding. To understand what concatenation is and how it works				**Children can use strings to produce a range of outputs in their program.**		
	Online safety	What do you do if something upsets you online? How do I keep my accounts safe? Why would someone edit their image online? What's the best form of online communication?	To explain appropriate behaviour when using the internet. To understand what makes a safe password? To demonstrate an understanding of how images can be altered online. To recognise and explain different forms of online communication.	Digital footprint Online safety Passwords Security Messaging Email Video call Text Blogs	To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable	Police e-safety team to come in and complete talk. PM quiz on safe passwords Look at a variety of photo shopped images, spot the difference from the original and explain how and why it has been altered. Look at a variety of scenarios that need to be communicated to another person. Decide the most effective and suitable way of sending this information.	**To know who to report when you have a concern online.** **To know how your behaviour online can affect others.** To know the impact of leaving a digital footprint. **To know what is needed to make a safe password e.g. using capital, characters, and numbers and not telling anyone your password.** To understand the advantages and disadvantages, permission and purposes of altering an image digitally and the reasons for this. For example Photoshop within the media. To know the different ways to communicate electronically and when it is appropriate to use these, eg, online learning, google classroom, texting and emailing.		

	Spread sheets	Who uses spread sheets? How do farmers use spreadsheets? Is there a formula to work out any problem?	To create a formula to convert measurements of measurements. To use multi-step formula to work out the area and perimeter. To use text variables to perform calculations.	Spreadsheets Data Graphs Charts Shortcuts Cell Sum of Column Row Coordinate Formatting Formula Text variables Area Perimeter	To 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 logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Create a spread sheet that can convert cm to m and miles to km. Use a spread sheet to solve 'real life' problems involving area and perimeter. Work out the age of members of the class in days, hours and mins.	**To know that you can use a spread sheet to solve real life problems.** **To understand you can use the formula from one cell to write a formula in another cell.** **To know that a formula can be written that will work with a set of variables.**		
	Databases	Why is there a field on a spreadsheet? What can you use a spreadsheet for? What makes an effective spreadsheet.	To search for information in a database. To create a database around a chosen topic. To answer questions using a database.	Database Classifying Field Search Find	Pupils should be taught to: • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • 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	Use PM Aliens database to answer a range of questions. Create a database based on a topic. Write a range of questions that can be answered using the database. Share databases as a class to see if they are effective and can be used.	**To know database is a tool that allows us to store and then sort information.** **To know they can search and find information on a database** **To know that databases are subject specific.** **To know that information has to be inputted onto a database** To know a database field is a specific part of data collected e.g. name, age height To know that specific questions can be answered using a database and the wording of these questions need to be carefully chosen.		
	Game creator	What is your favourite online game? Why do you keep playing the same games?	To understand what makes a successful game. To research and choose a theme for a game.	Games Setting Character Themes Animations Gaming experience	Pupils should be taught to: • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Play a range of games and write reviews of what makes them successful or unsuccessful.	**To know the important elements that make a successful game e.g. setting, characters, quest.** **To know the importance of setting design to make game more enjoyable.** To know how sound effects and animations can enhance the gaming experience.		

		What makes you not want to play certain games? How do you know a game is successful?	To demonstrate an understanding of the different components required to make a game engaging.	Clear instructions Review	• 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	Plan a theme for their game (could be based on topic or guided reading book) and design with a clear purpose for a user. Collect something and avoid something to get to the end or next level. Play each other's games and write a review.	To know how to maximise playability making unique design choices. **To understand that clear instructions need to be written for their games to be enjoyed.**		
Year 6	**Staying Safe Online** At the beginning of each year, all pupils must sign to say they agree with the Code of Conduct. This must be reviewed at the beginning of each term.								
	Coding Purple Mash		To design a playable game with a timer and a score. To plan and use selection and variables. To understand how the launch command works. To use functions and understand why they are useful. To understand how functions are created and called. To use flowcharts to test and debug a program. To create a simulation of a room in which devices can be controlled. To understand the different options of generating user input in 2Code. To understand how user input can be used in a program.	Timer Score Functions user input debug Simulation	Pupils should be taught to: • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Make an adventure based game using Purple Mash	Children can create a program that makes use of functions. **Children can create a program that uses multiple functions with the code arranged in tabs.** **Children can explain how their code executes when their program is run.** Children can follow flowcharts to create and debug code. Children can create flowcharts for procedures. Children can be creative with the way they code to generate novel visual effects. **Children can follow through the code of how a text adventure can be programmed in 2Code.** Children can design their own text-based adventure game based on one they have played. Children can adapt an existing text adventure so it reflects their own ideas		

	Online safety	How do you know a website is safe to use? How long does my digital foot print last? Is it alright to be online all day?	To recognise which apps and websites it is safe to share data on. To identify the implications of having a digital footprint now and in the future. To recognise the positive and negative influences that online use has on our mental health and well-being.	Digital footprint Online safety Passwords Security Messaging Email Video call Text Blogs	To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable	Police e-safety team to come in and complete talk.	To know the risks of using apps online as they can store data and share location and when it is appropriate to allow this information to be shared. To know how to identify secure websites and 'phishing' emails. **To understand the impact of what they share online long and short term.** **To know the consequences of promoting inappropriate content online.** **To know how and where to report inappropriate online behaviours.**		
	Spreadsheets	What is the cost of a party? How can spreadsheets help you to budget?	To use the internet to find the cost of product. To use a spreadsheet to record data and calculate cost.	Spreadsheets Data Shortcuts Cell Sum of Column Row Coordinate Formatting Formula Budgeting Copy Paste	To 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 logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Create a spreadsheet to plan the Year 6 Christmas Party. Give the children a budget and cost sheet. Can they work out the cost per child and per class as well as for the whole year group?	**To know that formula can be used to divide and multiply amounts to work out individual and group costings.** **To know that a spreadsheet is a good way to keep track of expenditures and money.** **To know that short cuts can be used to calculate formulas and be copy and pasted into other cells.**		
	Blogging	What is the purpose of a blog? What would you blog about? What makes an engaging blog? How often should you update a blog? Why are comment important for blogs?	To understand the purpose of Blogs. To plan the content of a blog. To design an engaging blog. To generate and update the content of a blog. To comment and review a blog.	Blogging Content Design Themes Engagement Comments Cyberbullying	Pupils should be taught to: • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable	Children to create a blog around a chosen subject. Regularly update their blog with their own generated content. As a class or year group comment on each other's blog and fill in a review card. Teacher to approve comments.	**To know the purpose of blog.** **To understand why an effective design is important to engage a reader and maintain interest.** **To know what is appropriate content for a blog and the importance of updating regular content.**		

	Quizzing	How can quizzes be used? What makes a quiz engaging? Why does a quiz need a theme? Would everyone enjoy the same quiz?	To understand that audience will affect the design process. To create content appropriate for a user. To design your own quiz for a given user.	Questions Answers Theme Age appropriate content Design Feedback Review Engagement	Pupils should be taught to: • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • 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	Create a picture book quiz for the Year 3 children. Explore the types of questions on 2Quiz and the relevance for different audiences Design a quiz based on their blog and allow children in the class to complete.	**To know the importance of research when designing an interactive quiz.** **To understand how different content is needed for different users.** **To know that apps have predesigned content that can be used and edited to fit a purpose.**		
	Networks	Is the internet a good thing? How has the internet changed people's lives? What would life be like without internet?	To identify the differences between the internet and the WWW. To Identify what a school network is used for. To recognise the changes of technology in the last fifty years.	Internet WWW LAN WAN Network	To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for	Create a word document poster identifying the differences between WWW and the internet. To ask computer technician to talk to the children about how the school uses a local network and to show them the devices used to connect to the internet. To create an image timeline of how the internet has impacted our lives over the last fifty years, research Tim Berners-Lee.	To know the World Wide Web are the pages you see when you're at a device and you're online. **To know the internet is the network of connected computers that the web works on, as well as what emails and files travel across.** To know what the school network is used for **To know LAN stands local area networks and is a computer network within a home or school that might be made up of only a few computers. A LAN covers a small area such as one site or building.** **To know WAN stands for Wide Area Network. It is created when lots of smaller networks are connected together. It covers a large geographical area. The largest WAN of all is the internet.** **To know the impact the internet has had on society.**		