

# Brough Primary School – Curriculum Intention Plan 2023 - 2024



<b>Subject:</b> Computing <b>Year Group:</b> Year 5/6		<b>Area of learning:</b> Webpage Creation (Year B)
Links to previous work/Remember when	This unit progresses students' knowledge and understanding of the following: digital writing, digital painting, desktop publishing, digital photography, photo editing, and vector drawing.	
<b>Term</b>	<b>Year</b> <b>3/4</b>	<b>Key Skills to be taught</b>
<b>Autumn 2 2023</b>  What the children should know at the end of this series of lessons		Learners will be introduced to creating websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.

## Vocabulary

website, content, HTML code, media, layout features, Google sites, fair use, copyright, images, sources, owned, hyperlink, browser, media, logo, purpose, preview, device, evaluate, breadcrumb trail, navigation, subpage, external links, edits

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p><b>Learning Objective:</b> To review an existing website and consider its structure.</p> <p><b>Key Knowledge:</b> In this lesson, learners will explore and review existing websites and evaluate their content. They will have some understanding that websites are created by using HTML code.</p>	<p><b>Recap –</b> Ask the learners to think, write, pair, share some of the websites that they use and allow time for them to give feedback to the class.</p> <p>Tell the learners that they will explore San Diego Zoo's website (available here: <a href="https://kids.sandiegozoo.org/">https://kids.sandiegozoo.org/</a>). Give learners time to access and explore the website. Demonstrate that if you click on the 'San Diego Zoo Kids' logo at the top of the page, you are returned to the website's home page (the first page that you see when you enter the website).</p> <p>Show slide 11. Tell the learners that they will do a quick quest to answer questions based on the information on the website. Ask the learners to read the questions, then give them time to search the site to find the answer. Encourage them to</p>

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		<p>share their approach with the class, for example, they may have clicked on buttons to find an answer, used a drop-down menu, or used the magnifying glass on the home page to search for a word.</p> <p><i>Website ideas</i></p>
2	<p><b>Learning Objective:</b> To plan the features of a web page.</p> <p><b>Key Knowledge:</b> Learners will look at the different layout features available in Google Sites and plan their own web page on paper.</p>	<p><b>Recap –</b> Who is the website created for and why? Tell the class that you will be looking at a number of web pages to see if it is possible to guess the audience/purpose.</p> <p>Teachers should define the purpose of the websites to be created or allow learners to choose from specified parameters e.g. it has to be based on history, it has to be for parents, etc. Learners should have a clear understanding of the purpose of their web page and its audience by the end of this task. For example, your learners are creating a website about Anglo-Saxon England to share with other Year 6 classes in the area. Alternatively, they are creating a website about animals for KS1. Ask the learners: “Who is your audience? What will be the purpose of your website?”. Allow time for learners to think, pair, share if choosing their own purpose/audience or to confirm their understanding of the topic.</p> <p>Explain to the learners that they will design the home page for their web page today on paper.</p> <p><i>Web page design on paper</i></p>
3	<p><b>Learning Objective:</b> To consider the ownership and use of images (copyright).</p> <p><b>Key Knowledge:</b> During this lesson learners will become familiar with the terms ‘fair use’ and ‘copyright’. They will gain an understanding of why they should only use copyright-free images and will find appropriate images to use in their</p>	<p><b>Recap –</b> “Where do you get pictures from online? If you needed a picture to add to a poster or piece of work, where would you be able to find one?”. “Do you know what ‘copyright’ or ‘fair use’ means?”.</p> <p>Show learners how to use your school’s approved image search engine. Explain to the learners the licensing terms which means they can use images from the site eg: the site offers images and videos to be used for free without any copyright issues.</p> <p>Model saving an image e.g. show learners how they can save to their network drive. If saving</p>

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	work from suggested sources.	work and retrieving it in another lesson is an issue, learners could write their search term/draw a quick sketch of the images they would like on their web page on their plan from the last lesson.  <i>Photo evidence/saved on drive</i>
4	<p><b>Learning Objective:</b> To recognise the need to preview pages.</p> <p><b>Key Knowledge:</b> Today learners will revise how to create their own web page in Google Sites. Using their plan from previous lessons, learners will create their own web page/home page. They will preview their web page as it will appear on different devices and suggest or make edits to improve the user experience on each device.</p>	<p><b>Recap –</b> Explain to the learners that first we will remind ourselves how to set up some of the key features of the web page and then we will have a sustained period of time to actually set up the page.</p> <p>Tell the learners that they will now use the tools we saw in the videos to create their own web pages using Google Sites. Remind learners that they already have their web pages planned out. Distribute the web page plans from previous lessons and allow learners time to build their web pages, supporting them where necessary.</p> <p><i>Photo evidence</i></p>
5	<p><b>Learning Objective:</b> To outline the need for a navigation path.</p> <p><b>Key Knowledge:</b> During this lesson learners will begin to appreciate the need to plan the structure of a website carefully. They will plan their website, paying attention to the navigation paths (the way that pages are linked together). They will then create multiple web pages for their site and use hyperlinks to link them together as detailed in their planning.</p>	<p><b>Recap –</b> “Do you know what a navigation path or breadcrumb trail is?”. Tell the learners that these are important when we are designing websites. Allow time for the learners to think, pair, share their ideas. Ask pairs to give feedback to the class.</p> <p>Tell the learners that you would like them to record the routes they take when navigating the San Diego Zoo website. Show the learners the animation by clicking the slide. Talk through the animation as if you had navigated the website e.g. “First I went on to the home page. Then I clicked on ‘Animals’, I went to look at information on ‘African cheetahs’ then went back to the ‘Animals’ page to look at ‘Arctic foxes’.” Continue to talk through the animation until you reach the question mark. Tell the learners that you will give them a worksheet and that they should track their activity on the San Diego Zoo website using the example on the board to help. Distribute the sheets and allow time for the learners to complete them.</p>

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6	<p><b>Learning Objective:</b> To recognise the implications of linking to content owned by other people.</p> <p><b>Key Knowledge:</b> Learners will consider the implications of linking to content owned by other people and create hyperlinks on their own websites that link to other people's work. They will then evaluate the user experience when using their own website and that of another learner.</p>	<p><b>Recap –</b> "Is it OK to link to content owned by others?", and ask them to consider copyright. Allow time for learners to think, pair, share, and then feedback to the rest of the class.</p> <p>Tell the learners that now they have designed some simple websites, they are going to evaluate them. Click on the image of the web page to show the learners an example of a website. Preview the site as suggested on the worksheet.</p> <p>Demonstrate using the website to complete the evaluation worksheet. It may be helpful to have an A3 evaluation sheet to complete alongside the learners. Discuss the scales 1-5 with the learners and decide which will be the highest mark.</p>
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### **Learning Outcome/product**

I can navigate online content, websites, or social media feeds using more sophisticated tools to get to the information I want (e.g. menus, sitemaps, breadcrumb-trails, site search functions). I can draw a web page layout that suits my purpose. I can add content to my own web page. I can preview what my web page looks like. I can evaluate what my web page looks like on different devices and suggest/make edits. I can explain why copying someone else's work from the internet without permission can cause problems. I can give examples of what those problems might be.

<b>Assessment records</b>	<b>List only those children who have not achieved the expected outcomes.</b>