

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: Computing Year Group: Year 1/2		Area of learning: Computing - We are Researchers - RS 2.4
Links to previous work/Remember when	English: The children discuss and practise effective note taking. History: This unit touches on the concept of reliability of evidence. Ideally, integrate this research with a topic the children are already studying in another subject area: DINOSAURS	
Term	Key Skills to be taught	
Spring 2 2024 What the children should know at the end of this series of lessons	The children research a topic – safely, effectively and efficiently – using a structured approach (mind mapping). They share their findings with others through a short multimedia presentation.	

Vocabulary

research, mind-mapping, project, searching, organise, search engines, Google, custom, Bing, Wikipedia, keywords, information, target audience, PowerPoint

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p>Learning Objective: Scoping a topic and breaking down questions.</p> <p>Key Knowledge: How do we find out about something?</p>	<p>Recap – What is a search engine?</p> <p>Introduce the idea of researching a topic. Start by discussing ways of finding out about something, e.g. talking to people, reading books, experimenting, searching the web. Ask the children to describe the strengths and weaknesses of each approach. Share the Learning expectations for the unit (see page 42) and explain the success criteria. Talk the children through the stages of the project, and help them decide on the audience for their presentations. Ask the children to share questions they have about the agreed topic. You might find it helpful to use the poster to show how FreeMind works. Demonstrate using FreeMind (or other mind-mapping software) to make a note of the children's questions on the IWB. Invite children to arrange their questions by moving them around, gradually forming an overview mind map of things to research. Organise the class into groups. Ask each group to choose one of the questions from the shared map and use the mind-mapping</p>

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		software you demonstrated to produce a new mind map centred around this question. They could do this by considering different aspects of the central question and writing a question about each of them.
2	<p>Learning Objective: Looking for information</p> <p>Key Knowledge: Introduce children to Google Custom search.</p>	<p>Recap – Ask each group to review the questions in their mind map and add to them if they wish.</p> <p>Explain to the children that you've collected a 'bundle' of relevant websites for them to explore. Use the school learning platform or class blog to give the children access to the Bitly bundle you created. Challenge the children to use these sites to find answers to as many questions as possible from their mind map. Ask the children to add to their mind map any information they find out, together with the URL (web page address) of the website where they found it. Ask the children whether they found it easy or hard to find the answers to their questions from these websites. Introduce the children to your Google Custom Search, explaining that you've used Google to create a special search engine that just includes pages from the sites in the bundle. Demonstrate how to add a site to the search engine (NB: the children will not need to do this). Show the children how to access the custom search engine, and how to use it to search all the sites in the bundle by typing in keywords. Ask the children to use the custom search engine to find answers to more of their research questions. Use a closing plenary to discuss why it's important to say where you got information. Explain that this is so others can learn more about these ideas themselves, but also because it shows respect for the person whose idea or information it was.</p>
3	<p>Learning Objective: Searching safely and effectively using Google.</p> <p>Key Knowledge: Research questions using Google.</p>	<p>Recap –</p> <p>Remind the children that anyone can publish anything on the web. What are the implications of this? Ask the children what they should do if they come across content that concerns them. Explain that they should turn their screens off and tell an adult, and that they won't get told off if they do that in school (depending on school policy).</p> <p>Ask the children what they know about Google's search engine. Correct any misconceptions. Explain that Google lists pages containing the search keywords, putting results into order based on several factors, particularly the number and quality of other pages that link to the page. Ask the children if they have any strategies for finding</p>

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		<p>suitable pages. Suggest that if they add 'for kids' or 'for children' at the end of their keywords they'll often get pages that are easier to read. Show the children how to filter results to show just pages from the UK (Search tools > Any country > Country: the UK) or just those at an easy reading level (Search tools > All results > Reading level > Basic). Explain that Google is paid for through advertising. Show how to tell the difference between the adverts or sponsored results and the main results on a Google search page. Ask the children to use these ideas to start exploring their research questions. Show children who find typing difficult how to use voice search in Chrome (if available) or how to use the operating system's voice-to-text capabilities. Use a closing plenary for the children to discuss how easy they found researching their topics using Google.</p>
4	<p>Learning Objective: Using other search engines and Simple Wikipedia.</p> <p>Key Knowledge: Use Bing and Wikipedia.</p>	<p>Recap – Ask the children if they use search engines other than Google on a regular basis. Discuss why so many of them (probably all) use Google as their only search engine. Do they mind that one organisation controls so much access to information? Do they mind that Google's computers remember all of the things they search for?</p> <p>Tell the children that in this step they will use some other search engines, and add information from them to their mind map. Show the children how to use Bing, typing in keywords in much the same way as with Google. Ask them to use Bing searches to add more information to their mind map. Remind the children that when they use search engines on the web, there is a risk of accidentally finding content that might concern them. One way to make this even less likely is to use a search engine designed for children, such as Swiggle or Primary School ICT (see Resources). Explain that these work in much the same way as Google Custom Search from the previous step, but contain a much longer list of websites. Ask the children to use searches on a child-friendly search engine to add information to their mind map. Show the children Simple Wikipedia (see Resources) and demonstrate how to search this online encyclopaedia. Explain that articles are written and edited by ordinary people, and that sometimes people add things that are wrong or unhelpful. Discuss the need for care in using information from Wikipedia, and suggest</p>

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		that the children should bear in mind the same ideas when working with other information on the web.
5	<p>Learning Objective: Preparing a presentation.</p> <p>Key Knowledge: Using PowerPoint to present research.</p>	<p>Recap – Give each group time to review their research mind map. Are there still some questions they haven't been able to answer? Are there other questions they'd like to add?</p> <p>Tell the children that the next step is to share what they've learned with their target audience. Explain that they will have only two minutes for their presentations so they need to concentrate on the most important information they've found out, and they need to present it clearly and succinctly. Ask each group to review their mind map and select the most important information from it.</p> <p>Demonstrate using PowerPoint how to create a presentation, suggesting to the children that they use no more than five slides. Model adding titles and text to slides. Suggest that each slide should address just one of the things they've found out in their research. Encourage the children to show on each slide where their information came from.</p> <p>Give the children time to create their presentations, providing any support they need. Encourage the children to show their presentations to another group to get feedback, making any appropriate changes that are suggested. Ask the children to add images to their presentations to illustrate their ideas. Remind them that they should only use Creative Commons or public domain images, unless they create images themselves. Demonstrate how to search for Creative Commons licensed images using the search engines listed in Resources.</p> <p>Show the children how to copy and paste images they select into their presentation, and how to add information to the presentation about where each image comes from</p>

Learning Outcome/product

This unit will enable the children to: develop collaboration skills through working as part of a group, develop research skills through searching for information on the internet, improve

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note-taking skills through the use of mind mapping, and develop presentation skills through creating and delivering a short multimedia presentation.

Assessment records	List only those children who have not achieved the expected outcomes.