




Year 4 Technology in our Lives 1 Check My Facts (Core)

<p>Timing</p> <p>2 sessions of approximately 40 minutes</p>	<p>Children will</p> <ul style="list-style-type: none"> Investigate a 'spooF' website Discuss what is 'true' online and how we can check for reliable information Research a topic and begin to consider plagiarism
<p>e-safety links</p>  <p>I know that anything I share online can be seen by others. I identify key words to use when searching safely online and think about the reliability of information I find I explain how to check who owns photos, text and clipart</p>	<p>Objectives</p> <p>Technology in our Lives</p> <ul style="list-style-type: none"> I think about the reliability of information I read on the World Wide Web. I can tell you whether a resource I am using is on the Internet, the school network or my own device. I can identify key words to use when searching safely on the World Wide Web I can tell you how to check who owns photos, text and clipart.
<p>Links to other learning: (links with Year 4 Autumn Term B ActiveBYTES Planning) PSHE: to recognise how images in the media (and online) do not always reflect reality History/Geography/Science: link to an existing project or area of research e.g. Romans/Volcanoes/Animal Habitats English: retrieve and record information from non-fiction</p>	
<p>Resources</p> <p>Laptops/tablets/desktops for pupils to access online resources</p> <p>Padlet https://padlet.com</p> <p>Apple Crumble Day spoof website: https://applecrumbleday.wordpress.com OR alternative: Dog Island www.thedogisland.com Save the Rennets https://savingtherennets.weebly.com</p> <p>'Checking reliability of information' poster https://www.photosforclass.com Photos and Clipart images poster</p>	<p>Preparation</p> <ul style="list-style-type: none"> Familiarise yourself with Padlet https://padlet.com as a way of collecting ideas. Padlet is a web tool – an online post-it noteboard. Sign up for free version which allows to create a limited number of free padlets. (Delete ones no longer used) Click on New Padlet to create a board and a unique web address for the board will be generated. You can share this web address with learners as a QR code or web link to add a note to the Padlet. Make use of a web address shortener such as bit.ly to make a link easier for children to use. Check access to the Apple Crumble Day spoof website: https://applecrumbleday.wordpress.com or this QR code OR select alternative spoof website to use. (Check the adverts you see when in school. Identify the 'spooF' adverts and the real adverts that are sponsors for the site. Are you happy with this resource? What online safety links will you make? <ul style="list-style-type: none"> Dog Island www.thedogisland.com Save the Rennets https://savingtherennets.weebly.com Be aware of the 'facts' on the website which would be convincing to pupils. 

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	Expectations	Activity	Success Criteria
1	<p>Technology in our Lives</p> <p>I think about the reliability of information I read on the World Wide Web.</p> <p>I can tell you whether a resource I am using is on the Internet, the school network or my own device.</p>	<ul style="list-style-type: none"> Ask the children what they know about the World Wide Web; collect answers on a Padlet using www.padlet.com. Do they recognise the World Wide Web as all the web pages that are linked together? Address any misconceptions that have arisen. Show the children the Apple Crumble Day website: https://applecrumbleday.wordpress.com (OR the spoof website you selected http://www.thedogisland.com/ or https://savingtherennets.weebly.com) Ask them in pairs to follow the link https://applecrumbleday.wordpress.com or use this QR code and find out as many 'facts' as they can from the website. (If any children ask, is this real? defer the question until later!) Share the 'facts' that the children have found out from the website. Pose the question: Do you think it's real? How do you know? Is there anything on the site that makes you suspicious? How could we check? Explain that in-fact it is a fake website made specifically for children to explore and question. Let's look again and question the reliability of what is actually written. Children to write down statements/questions that are on the website that they believe are unreliable, stating why. Explain that anyone can create a web-page and other online content, so we have to look for clues of reliability. Show the children how to check, e.g. by doing a Google, Swiggle or Kiddle search for Apple Crumble Day, or showing the 'Contact us' page. Why would Somerset eLIM have created this page? To really emphasise the inaccuracy of the website, ask the pupils to check the date of Apple Crumble Day if they haven't already noticed. (It's September 31st!) Show the 'Checking reliability of information' poster and discuss the tips included. Explain that it will be displayed in class from now on to help us when we are using information we find online. Ask pupils to return to the Padlet made at the start of the lesson and add new notes, sharing what they now know about how and why to check that information online is reliable (Optional) Provide a link to the Padlet children created, on school website, or as a web address (It is best to use a web address shortening tool eg. https://bitly.com/ or a QR code (www.qrstuff.com) to make this manageable. Children will be able to access at home and see that is saved on the World Wide Web. Talk about the importance of being responsible when you add something to an online tool that everyone can see. 	<p>Gold: Can I identify specific clues that tell me that some information online isn't reliable?</p> <p>Silver: Can I give suggests as to why some information online might not be reliable?</p> <p>Bronze: Can I say what reliable means and understand that not all information online is reliable?</p>

2	<p>Technology in our Lives</p> <p>I can identify key words to use when searching safely on the World Wide Web</p> <p>I can tell you how to check who owns photos, text and clipart.</p>	<ul style="list-style-type: none"> • Look again at the Padlet created in the previous session. Has anyone added to it? Where is it saved? Talk about the additional ideas added. • Introduce a topic that the pupils are going to research together online, to fit with the current learning in class e.g. Romans/Volcanoes/Animal Habitats. • Using www.padlet.com children add some key words that they think would be useful in a Google search. Share words and discuss each one. • Model using these key words to search the Web – which words gave the best results? • Use a webpage from the results generated e.g. History on the Net and look at the terms and conditions (usually found as a link on the bottom of web page) which outline how content can be used. Why do websites have this information? Can they find terms and conditions on other websites? • Emphasise to students that they are all creators. Ask them to think about times they recorded an idea they had – whether they wrote something down, uploaded it onto the Internet, took a picture or video, or made something for class. How did you show, or could you show, that your idea belonged to you and not to someone else? How would you feel if someone pretended that your work was theirs? • Share the word plagiarism with the children – do they know what it is? Explain it is when you take someone else’s work and say it was your own – this is illegal. Ask the children what ‘Magpie-ing’ is. Is it the same as Magpie-ing? Discuss similarities and differences. • Show children https://www.photosforclass.com. Check their understanding of the ‘citation’. When could they use this source of photos? What does a citation for a photo do? • Show the Photos and Clipart images poster and say that it will be displayed in our classroom to help us when we’re looking for images to use in our work. <p>Continue to refer back to these sessions, including the ‘Checking reliability of information’ poster and Photos and Clipart images poster whenever the class are using research skills and other online information to support their learning across the curriculum.</p>	<p>Gold: Can I explain what plagiarism is and why it’s important?</p> <p>Silver: Can I say what the difference is between plagiarism and magpie-ing?</p> <p>Bronze: Can I say what plagiarism is?</p>
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