Year 5 Technology in our Lives 1 Improving My Web Detective Skills (Core)

Timing	Children will
4 sessions of approximately 40 minutes	• Consider the difference between the Internet and the World Wide Web • Consider how we find information on the World Wide Web • Discuss how information online may not be accurate or reliable • Create a checklist to ensure that the information they are using is accurate and reliable
e-safety links I use a search engine to find and evaluate different types of information	**Objectives** **Technology in our Lives** • I can describe different parts of the Internet. • I can use a search engine to find appropriate information and check its reliability. • I can recognise and evaluate different types of information I find on the World Wide Web.

Links to other learning:
This session builds upon learning in **Year 3 Technology in our Lives 1: My Safe Searching**
English: Pupils will **ask relevant questions to extend their understanding and knowledge** of technology

Resources	Preparation
What is the Internet? PowerPoint Year 5 http://www.petroldirect.com BBC Bitesize How do Search Engines work and 'Evaluating Digital Content' Kahoot.it 'Can you believe it?' MediaSmart Digital Advertising	Before lesson one, you may wish to check your own understanding of the Internet and the World Wide Web. The internet and the World Wide Web (WWW) are not the same things. The WWW is a part of the Internet. The Internet is a network of computers using the standard TCP/IP protocol suite, which can provide multiple services, such as the World Wide Web; and the opportunity for communication and collaboration. CAS Barefoot computing provides useful explanations of Internet services. You need to register with Barefoot to access this. Check you can run the Kahoot quiz used in session 2. Print out website persuasion pdf to assign different investigations to different pairs / groups Register (no cost) and download Digital Advertising presentation, teacher notes and worksheets (copy between two or complete task together) from Media Smart. Look at the extension activity at the bottom of the plan to see whether you would want to give this additional opportunity to learners. They can change web pages – don't worry they won't do permanent damage! Change headings on webpage buy selecting text, right click, choose Inspect. **Or** they could use Notepad on a windows machine to experiment with HTML code. NOTE: Using HTML or any text language **is not** a requirement for KS2 learners.

	Expectations	Activity	Success Criteria
1	**Technology in our Lives** I can describe different parts of the Internet.	**What is the Internet?** • Discussion with children: what is the Internet? How does it work? What is the World Wide Web? • Children could write each idea on a post-it note. These could be collected under headings and discussed. OR a Padlet could be used to collect ideas. • Take children through 'What is the Internet?' presentation. They will have seen a version of this in year 3 but this slide set adds additional knowledge including the protocol of how computers communicate with each other. Work through presentation, giving children time to talk about concepts and knowledge in pairs. • **OR** provide access to the presentation for children to do self-study. • Slide 15 checks understanding of peer-to-peer and client-server services. • Discuss the differences between Internet and the World Wide Web (WWW). • Review: What do we know now about the Internet and the World Wide Web? How are they linked? What are the languages they use? Slide 27 provides an opportunity for children to check their new knowledge with a peer. Slides 28 and 29 are a reinforcement of what we hope they have learned.	Gold: Can I …understand that searching the web is not the same as searching the internet? Silver: Can I …understand and explain the difference between the Internet and World Wide Web? Bronze: Can I understand that the Internet is a network of thousands of computers all connected across the world that share information?
2	**Technology in our Lives** I can use a search engine to find appropriate information and check its reliability.	**How do search engines work?** • How do we find information on the World Wide Web? • Look at BBC Bitesize How do Search Engines Work? Review the sections of this page together. • Ask children to take notes of the important facts they learn while watching the video 'How Search Works'. They could watch as a class or work in pairs. You will need to stop the video at points if working class, to allow children to jot down points they think are important. • Sit children in pairs to describe how a search engine works to each other. • Go to Kahoot.it to play quiz with the class. Choose for children to play by	Gold: Can I describe how web search results are selected and ranked?

		themselves or in pairs or select team play for larger group. Tell the children to go to Kahoot.it and enter the game pin to join the quiz.	
		• Review results together, talking about any question where children were unsure.	
		• Review knowledge: o Ask the children how they would describe web crawlers to anyone who doesn't know about them. Would they use bear in a forest or can they suggest another analogy? o What are the criteria used to rank web pages?	
3	**Technology in our lives** I can use a search engine to find appropriate information and check its reliability. I can recognise and evaluate different types of information I find on the World Wide Web.	**Evaluate content** • Show children Petrol Direct http://www.petroldirect.com/ - without telling them that the website is fake. What can they find out about buying petrol from this website? What questions to they have about the information they are reading. • Encourage children to question the reliability of the information on the website. Explain to children that the website they have just used is a fake site – how do we know? • Watch 'Evaluating Digital Content' video on BBC Bitesize. Ask children to collect useful tips for checking websites. • Type link:http://www.petroldirect.com/ into Google will show that the only sites that link to petrol Direct are directories of hoax websites. • How do we decide what information is reliable? Talk about triangulation: 1. Find information on one website 2. Check information on a second website 3. If the information is the same on both website it is likely to be reliable. If the information is different, check on a third website. Which two websites agree – that information is likely to be reliable. • Ask a question about a current topic children are learning about. Ask them to use an appropriate search engine such as https://swiggle.org.uk or	Gold: I can use a variety of search technologies effectively and I can be discerning in evaluating a wide range of digital content. Silver: I can use search technologies effectively and I know not to believe everything I see or read on the internet. Bronze: I can understand that we can't believe everything we see or read on the internet. I can use search technologies safely.

		https://primaryschoolict.com. Check children are triangulating the information they find. • Begin a check list of how we can evaluation information.	
4	**Technology in our lives** I can recognise and evaluate different types of information I find on the World Wide Web.	**Can you believe it?** Children will be information detectives. This can be a whole class activity or children can work in pairs with the 'Can you believe it?' Presentation. • What have we learnt so far about information on the internet? • Use 'Can you believe it?' presentation. What can you learn about news information, videos and how websites persuade us about information or about signing up to their site? • Slide 6 can be given to pairs / groups of children as separate investigations (1-3). These are available as a pdf. • Ask children to feedback the outcomes of their investigations. • What can we add to our evaluation checklist?	Gold: I can be discerning in evaluating a wide range of digital content. Silver: I know not to believe everything I see or read on the internet. Bronze: I can understand that we can't believe everything we see or read on the internet.
5	**Technology in our lives** I can recognise and evaluate different types of information I find on the World Wide Web.	**Digital Advertising** (use presentation from Media Smart) Follow teacher notes **OR**: • Use definitions on slide 2 to check understanding of words Digital and Advertising. • Answer questions on slide 3 in pairs and review as a and whole class. • Children complete heads and tails worksheet • Can children spot advertising in slides 8, 11, 14 and 17? • Where would companies put adverts to target: children in year 5? young children? someone who loves cooking? Someone who loves football? • Ask the class to discuss why they think digital advertising is so important. You may need to tell them that adverts used to be mainly on TV and radio or in newspapers and magazines.	Gold: I can describe ways advertisers will target different audiences. Silver: I know advertisers put images of products in different places. Bronze: I can spot adverts on website and in games.

Extension activity

Following on from slide 20 of 'What is the Internet?' presentation, and the understanding that web pages are coded, you could use one of these activities:

1. **Inspect and change a webpage using Google Chrome**

- Go to webpage
- Highlight text to change
- Right click, Inspect
- Look at the code that is shown highlighted
- Double click on the words to change

2. **Use Notepad on a windows machine to create a simple web page**. Support sheet create by Helen Greer (Bishop Henderson Primary) [available here](#).

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