

<p><b>Timing</b></p> <p>4 sessions of about 45 minutes.</p>	<p><b>Children will</b></p> <ul style="list-style-type: none"> <li>• Use resources to build children’s understanding of search engines</li> <li>• Search the internet to find information</li> <li>• Children discover how to check reliability of information</li> <li>• Make sure sources of information are acknowledged</li> </ul>
<p><b>e-safety links</b> </p> <p>I protect my computer or device from harm on the Internet</p>	<p><b>Objectives</b></p> <p><b>Technology in our Lives</b></p> <ul style="list-style-type: none"> <li>• I can talk about the way search results are selected and ranked.</li> <li>• I can check the reliability of a website.</li> <li>• I can tell you about copyright and acknowledge the sources of information that I find online.</li> </ul>
<p><b>Links to other learning</b></p> <p><b>Use this block with Year 6 Programming 1</b></p> <p>History and Geography can also be supported by looking at webpages about topic areas in session 1</p> <p><b>Literacy:</b> Non-fiction texts</p>	
<p><b>Resources</b></p> <p><a href="#">Digital Literacy page</a> of eLIM website</p>	<p><b>Preparation</b></p> <p>Prepare links to websites (could be about current topic) for investigation of webpages in session 1</p> <p>Check access to web links included in planning below</p> <p>Have a list of search engines available including child friendly search engines, see list on <a href="#">Digital Literacy page of Education Technology website</a></p>

1	<p><b>Technology in our Lives</b></p> <p>I can describe the different parts of a webpage (Year 5)</p>	<ul style="list-style-type: none"> <li>Look at a variety of web pages – could be linked to a class topic - and label the different elements such as URL, images, banner, menu, text, hyperlinks, describing what they are for, including e-safety considerations.</li> <li>Draw a graphic organiser representing a generic webpage to show the different parts of the web page – look at <a href="http://www.teach-ict.com/gcse_new/software/web_design/miniweb/pg5.htm">http://www.teach-ict.com/gcse_new/software/web_design/miniweb/pg5.htm</a> for more information about how a webpage is constructed.</li> </ul>	<p>Gold: Can I recognise and understand the elements within a webpage?</p> <p>Silver: Can I understand the elements within a webpage?</p> <p>Bronze: Can I recognise some elements of webpages?</p>
2	<p><b>Technology in our Lives</b></p> <p>I can talk about the way search results are selected and ranked.</p>	<ul style="list-style-type: none"> <li>How do we search for information? Which search engines do we use? List the common engines used by the class. Make sure child friendly search engines are included. Which is the most useful search engine?</li> <li>‘Investigate how searching for information happens’ <a href="http://csunplugged.org/searching-algorithms">http://csunplugged.org/searching-algorithms</a></li> <li>Consider how a search engine works. Look at             <ul style="list-style-type: none"> <li><a href="http://www.google.com/insidesearch/howsearchworks/crawling-indexing.html">http://www.google.com/insidesearch/howsearchworks/crawling-indexing.html</a></li> <li><a href="http://computer.howstuffworks.com/internet/basics/search-engine.htm">http://computer.howstuffworks.com/internet/basics/search-engine.htm</a></li> </ul> </li> </ul>	<p>Gold: Can I recognise and understand the elements within a webpage, and recognise that search results are selected and ranked?</p> <p>Silver: Can I understand the elements within a webpage and recognise that election and ranking of search results?</p> <p>Bronze: Can I recognise some elements of webpages and am I aware that search results are selected and ranked?</p>
3	<p><b>Technology in our Lives</b></p> <p>I can check the reliability of a website.</p>	<ul style="list-style-type: none"> <li>Consider ‘types of information’ and its reliability using <a href="http://www.educationscotland.gov.uk/informationliteracy/secondlevel/choose/CheckingInfo/resources/index.asp">http://www.educationscotland.gov.uk/informationliteracy/secondlevel/choose/CheckingInfo/resources/index.asp</a> , in particular thinking about primary and secondary sources of information. Children could investigate this resource independently to prepare for a class discussion.</li> <li>Begin to identify information and resources required for an activity e.g. <b>Programming 1</b> to create an ‘authentic game’ based on the Mayan Civilisation</li> </ul>	<p>Gold: Can I use search engines effectively and productively to include appropriate facts and resources in my game, recording sources?</p> <p>Silver: Can I use search engines effectively to locate and record the</p>

	<p>I can talk about the way search results are selected and ranked <i>and select information to use within a game.</i></p>	<p>(or other) topic. (What information will the children require (information about clothing, buildings etc)? What type of resources will be required (images, sounds etc)? Children to record ideas.</p> <ul style="list-style-type: none"> <li>Using knowledge about search engines, web pages and reliability from previous lessons, children to begin to find information and resources that could be used in a game, recording the web addresses of their findings.</li> <li>Build an algorithm for finding information</li> <li>Look at planning an 'effective strategy to use search engines as part of research' <a href="http://www.kyvl.org/kids/homebase.html">http://www.kyvl.org/kids/homebase.html</a></li> </ul>	<p>information and resources I need in my game?</p> <p><b>Bronze:</b> Can I use search engines to find information and resources I need in my game?</p>
4	<p><b>Technology in our Lives</b></p> <p>I can tell you about copyright and acknowledge the sources of information that I find online.</p>	<ul style="list-style-type: none"> <li>Why do we need to acknowledge who resources belong to that we find on the internet?</li> <li>Use the 'Digizen Copyright resources' <a href="http://www.digizen.org/digicentral/copyright.aspx">http://www.digizen.org/digicentral/copyright.aspx</a> including a Moral Compass activity to consider the effects of using other's content without permission.</li> <li>Talk about how you acknowledge where resources come from. Search for an image using <a href="http://www.photosforclass.com">http://www.photosforclass.com</a>. Download the image and look at the acknowledgement at the bottom of the image.</li> </ul>	<p><b>Gold:</b> Can I recognise my responsibility to check copyright and acknowledge all the sources for resources and information I download or copy from the internet?</p> <p><b>Silver:</b> Can I recognise my responsibility to acknowledge the sources of images I download from the internet?</p> <p><b>Bronze:</b> Can I acknowledge the sources of an image I download?</p>