# Mendell Primary School

*Aspire    Challenge    Achieve*

## Medium Term Plan Design Computing

| Year Group: 6 | Term: Spring #2 2022 | Teacher: Dionne Sanati / Sarah Wearing | Subject lead: Justin Cowley | Overview: Website Design: Introduction to creation of websites for a chosen purpose. | Key End Points: By the end of this unit children will be able to: <br> - Identify what makes a good web page and use this information to design and evaluate their own wbsite using Google Sites <br> - Understand copyright and fair use of media, the aesthetics of the site, and navigation paths. |
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| Links to other learning: | Prior Learning: Y2 Digital Photography Y3 Desktop Publishing | Future Learning: | High Quality Text: | Risk Assessment: Ensure you have read our online usage policy | Misconceptions: | Teacher CPD: Teacher must be confident to use Google Sites |

| Learning Intention | Lesson Outline (Key Questions in colour) | Resources | Vocabulary | Lowest 20% Adaptations |
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| 1 - I can review an existing website and consider its structure. | **Computing is the use of devices to create, store and manipulate data** <br> In this lesson we will explore and review existing websites and evaluate their content.  We will also have some understanding that websites are created using HTML. <br><br> Tell the children that during this unit they will be learning about websites. Discuss that a range of websites and layout features will be covered. Then they will use this knowledge to create their own web page.   Guide the children through the slides to discuss the following (allow time for them to think, pair, share): <br><br> What is a website? <br> What is a web page? <br> What is a browser? <br><br> 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. <br><br> ***Note:*** *Discuss that learners should be mature and age appropriate in their answers. Make sure you know what our online policy says if children report using a website that they are not old enough to use.* <br><br> Show next slide. Tell the children that they will explore San Diego Zoo's website (available here: https://kids.sandiegozoo.org/). Give the class 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). <br><br> Display the next slide.  Tell the learners that they will do a quick quest to answer questions based on the information on the website. Ask the children to read the questions, then give them time to search the site to find the answer. Encourage them to share their approach with the class, | Lesson Powerpoint Devices to access the internet (laptops or ipads) Internet access | Website Web page Browser Media Hypertext Markup Language (HTML) | Set of picture steps to create a sandwich which the children must put in correct order. |

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| | | 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.<br><br>Use the next three slides to ask the questions, the children can record their answers on whiteboards or sticky notes.<br><br> What is special about a tiger's night vision?<br>Animals -> Tigers -> Scroll down<br>(Learners may follow a different path to find this information)<br>**Answer: A tiger's night vision is six times better than a human's.**<br><br>In the story, 'A Flamingo Leg Up', what is the flamingo's name?<br>Stories -> A Flamingo Leg Up -> Read start of story<br>**Answer: Floyd.**<br><br>What habitat does an arctic fox live in?<br>Animals -> Scroll or search to find 'arctic fox' -> Scroll to read the facts<br>**Answer: Tundra**<br><br>Tell the children that you would like them to label a picture of the website to show how it works and highlight the different types of media it contains. Show the class the example of the annotated page (next slide on PowerPoint).  Allow the children time to annotate the worksheet.<br><br>Ask the children how a website is made. Allow them time to discuss this with a partner and feedback to the class.  Tell the class that websites are made with a special code called 'HTML' (Hypertext Markup Language). Tell them that websites are written with code, called markup, which tells the browser what the web page should look like on the screen.<br><br>Show the children how to access the code (HTML) on a website. Allow the children time to do this on their own machines using a website of their choice. (instructions on PowerPoint)<br><br>**Note:** Websites are not programmed. The code isn't run like a set of instructions, instead your browser (Chrome, Firefox, Safari, etc.) reads the 'markup' or code, which tells it how to display the web page on your screen — what things look like, where they are, etc. | | | |
| 2 | - I can recognise the common features of a web page and I can draw a web page layout that suits my purpose. | **Computing is the use of devices to create, store and manipulate data**<br>In this lesson we are going to look at different layout features available in Google Sites and plan our own web pages on paper<br><br>**What's the purpose?**<br>Remind the children that in the last lesson you explored websites. This lesson, you will be taking a closer look at the features of an individual web page. Ask the children: "What is the difference between a web page and a website?". Listen to their suggestions. Tell them that you'll be looking at some examples of web pages and will discuss how these fit within the websites. Tell the children that first, they need to think about the purpose of the website. 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.<br><br>Ask the children for each of the following web page examples:<br>Why has the web page been made?<br>Who is the audience?<br>How do you know?<br><br>The web page on slide 2 looks like it has been made for children. The text is easy to read and the graphics follow a 'cartoon' style. The purpose of the website is to teach people all about dogs — on a website that is all about pets (see website title on the web page top left-hand side). | Lesson Powerpoint<br>Class set of ipads / lapotps<br>Access to Google Sites<br>A3 handout<br>(resources folder) | Web page<br>Website<br>Logo<br>Layout<br>Header<br>Media<br>Purpose | |

The web page on slide 3 looks like it has been made for parents. It says 'your children' and the language is formal. This web page has been made to inform parents of the correct uniform that children should wear to school. Tell learners that this is a web page telling parents all about school uniform — on the St Bernard's school website (see website title on the web page top left-hand side).

The web page on slide 4 looks like it is advertising new gaming stock. It seems to be for people over the age of 18, as the game suggests 18+, and card details are requested to buy the game system. Tell the class that this is a web page advertising new stock on the NCCE Technologies website (see website title top left-hand side). Discuss that is extremely important to think about the purpose of your website and consider the audience before planning your site, as this will affect the content and design considerations.

**What's the purpose of your web page?**
Define the purpose of the websites to be created or allow children to choose from specified parameters e.g. it has to be based on history, it has to be for parents, etc. The children should have a clear understanding of the purpose of their web page and its audience by the end of this task. For example, they 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 children: "Who is your audience? What will be the purpose of your website?". Allow time for the class to think, pair, share if choosing their own purpose/audience or to confirm their understanding of the topic.

**The features of a web page**
Explain to the class that they will design the home page for their web page today on paper. Demonstrate how to open Google Sites and tell them that this is the software that they will use to create the web page. It is important to tell the children that you can't just plan a site — you need to know the tools available in Google Sites.

Tell the class that you are going to look through some short videos to see how to create a simple web page using Google Sites and then use this knowledge to plan a home page. Last lesson focussed on home pages. This is the first page you see when you visit a website.

Tell the class that in future lessons they will follow the steps in the video, but for today they are just going to see what is available in Google Sites and plan out their web page on paper.

**Video 1: Create a new site:** Show the video and tell learners that to create a new site they need to click on the **+** in the bottom right-hand corner.

**Video 2: Enter site name:** Remind the class that this is the name of the whole site, not just the name of the web page that they will be working on.

**Video 3: Headers:** Discuss that there are four types of header:

Cover: Covers the screen
Large banner: Covers 1/2 of the screen
Banner: A thin strip at the top of the screen
Title only: No image in the background

**Video 4: Layouts:** Tell the children that there are six layouts in Google Sites and that they should use these to build up their page design. Remind the class that they can have multiple layouts on their page one under the other.

**Design your own web page**
Remind the chilldren that although they are only creating one web page, the website should be named and a logo should be added to the page in the top left-hand corner. Discuss that they should decide on their header type and choose layouts from the help sheet provided. Explain to the class that they should add the text and just write a small description of the image that they would add in the picture boxes. Remind them to think carefully about their audience and purpose when designing their site.

**Note:** There are two web page design sheets: option one and two.

**Scaffolded task**
Option two will support those learners who may find a blank page daunting. Allow the children time to complete their designs. Leave the example on the board to support learners and distribute the web page design and support sheets. Extend learners who complete their web page on to the exploratory task.

| 3 | - I can say why I should use copyright free images. | **Computing is the use of devices to create, store and manipulate data** | • Lesson Powerpoint | Copyright Fair use | |
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| | | In this lesson we will become familiar with the terms 'fair use' and 'copyright'. The children will gain an understanding of why they should only use copyright -free images and will find appropriate images to use in their work from suggested sources. | • Activity recording sheet (resources folder) | | |
| | | **Introduction activity** | | | |
| | | Ask the children "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?". Allow time for the children to think, pair, write, and share and record/discuss their answers. Ask the children "Which of these places are the best/why?". Use a class whiteboard or record using sticky notes so that the list can be referred to later in the lesson. | | | |
| | | **Copyright and fair use** | | | |
| | | Ask the children "Do you know what 'copyright' or 'fair use' means?". Allow time for class to think, pair, share, and feedback to the class. | | | |
| | | Explain the terms copyright and fair use. | | | |
| | | **Finding and saving copyright-free images** | | | |
| | | Introduce the children to Pixabay https://pixabay.com/ using the video provided on slide 6. Explain to the class that this site offers images and videos to be used for free without any copyright issues. | | | |
| | | **Note**: Some websites that offer copyright images still ask users to acknowledge the creator. However, Pixabay does not. | | | |
| | | Once you have watched the video, open Pixabay and show the children that they can filter their search by the type of image retrieved. Click on the Downward arrow at the end of the search box to filter between the following options: | | | |
| | | • Images (All images) | | | |
| | | ➔ Photos (real/taken with a camera) | | | |
| | | ➔ Vector graphics (can be made as big as needed without images blurring) | | | |
| | | ➔ Illustrations (drawings) | | | |
| | | • Videos (all videos) | | | |
| | | Model saving an image e.g. show the children how they can save to their network drive. If saving work and retrieving it in another lesson is an issue, children 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. | | | |
| | | Allow the children time to find appropriate images for their work. | | | |
| | | **Copyright or copyWRONG?** | | | |
| | | Tell the class that they will be given some scenarios based on the theme of copyright and fair use. They will have ten minutes to read and discuss each scenario in their group and decide whether or not they are acceptable ways to use someone's work, and will record their answers on the recording sheet. Distribute the scenario sheets and group recording sheets. Allow ten minutes for feedback to the class at the end of the group work. | | | |
| | | **Note**: The point of this activity is to debate ethics and issues around copyright and show what the children understand from it. | | | |
| | | Katie - Wrong: You should not copy images that you find when searching online, unless you have completed the significant checks. If Katie does decide to use the image, she should acknowledge that this has come from the BBC and quote the weblink. | | | |
| | | Gabby - Right: This is a piece of school work. Gabby has edited the piece in such a way to make it look completely different. | | | |
| | | Philip - Wrong: You shouldn't download music from YouTube unless it says you can, or you have completed the relevant checks. | | | |
| | | Abdul - Wrong: Even though the image looks the same, he should still carry out the relevant checks. | | | |
| | | Pierre - Right: This is a good way to use copyright-free images and he has even credited the creator. | | | |
| | | Mel - Right/Wrong: She is right because she doesn't breach any copyright. Learners may decide she is wrong as this approach sounds over the top. As long as Mel follows the copyright rules, she can use the images. | | | |
| | | Kobi - Right/Wrong: He is creating his own work and allowing other people to use it. Some learners may say this is wrong as Kobi should get credit for his work. However, he is the copyright owner (the person who created the content) and he has chosen to let people use it for free — this is his choice. | | | |

| | | Allow other avenues for discussion. Discuss with children that the content that they share online is copyright and this protects us from other people making copies without our permission such as YouTube videos, etc. | | | |
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| 4 | - I can add content to my own web page | **Computing is the use of devices to create, store and manipulate data**<br>In this lesson the children will revise how to create their own web pages in Google Sites.  Using their plan from previous lessons, children will create their own web page / home page.  They will preview their web page as it appears on different devices and suggest or make edits to improve the appearance of the page across the devices.<br><br>**Introduction**<br>Tell the children that today we will be making our web page/ home page using Google Sites. Show the children how to access Google Sites on your school devices. Explain to the class 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. Show the videos on the slides 2-5<br><br>**Create your own web page**<br>Tell the class that they will now use the tools we saw in the videos to create their own web pages using Google Sites. Remind them that they already have their web pages planned out. Distribute the web page plans from previous lessons and allow the children time to build their web pages, supporting them where necessary.<br><br>Give the exploratory task to learners who have completed their site design; they will be able to explore further features of Google Sites to change the look of their web page.<br><br>**Exploratory task:**<br>Encourage learners to explore Google Sites further by trying to complete the tasks on the handout:<br><ul><li>Can you change the colour of the header?</li><li>Can you change the background colour of a section of your web page?</li><li>Can you add an image carousel to your web page?</li><li>Can you add a map to your web page?</li><li>Is there anything else you could add to your web page?</li></ul><br>**Does it look nice on each device?**<br>Tell the children that when designing a web page, it is important to remember that it can be accessed from a whole range of different devices: tablets, laptops, PCs, phones, etc. Discuss that sometimes when we view what a web page might look like on another device, we need to make changes so that all users have a good experience, whichever device they are using. This might be due to the screen size e.g. phones have smaller displays than laptops. We need to keep this in mind when designing our sites.<br><br>Tell the class that Google Sites enables us to preview what the site would look like on computers, tablets, and phones.<br><br>Play the video to show the children how to view your web page in Google Sites as it would appear on a phone, tablet, or computer.<br>Show them the previews on the phone and tablet. Ask them to show thumbs up/down to indicate whether the web page looks good or not and discuss why they gave that answer. Answers might include:<br><br><ul><li>Some text is missing off the bottom of the phone and tablet view.</li></ul><br>Discuss with the class whether this matters, how could they change this? (e.g. Change the header size).<br><br>Show the children the preview on the laptop. Ask them to use thumbs up/down to show whether the web page looks good or not and discuss why they gave that answer. Tell the learners that this web page was made on a laptop computer — so that is why this website view looks better. The person who designed the page designed it to look good on their device.<br><br>Ask the children "Why is it important to preview your web page on different devices?". Answers should mention that all users should have access to a web page that works well and looks good, no matter which device they use. This issue has become more prevalent in recent years as technologies have improved. In the past, everyone used desktop computers and laptops. Nowadays, people use mobile technology that they can carry around in their bags and pockets. Looking at mobile designs has become increasingly important. | Laptops (one per child) | Web page<br>Home page<br>Preview<br>Evaluate<br>Device<br>Google Sites | |

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