Key Vocabulary and Definitions:

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| Internet | a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols. |
| Network | a group or system of interconnected people or things. |
| Website | a set of related web pages located under a single domain name, typically produced by a single person or organization. |
| World Wide Web | an information system on the internet which allows documents to be connected to other documents by hypertext links, enabling the user to search for information by moving from one document to another. |
| Unreliable | not able to be trusted or believed |

**Progression**

This unit progresses students’ knowledge and understanding of networks in Year 3. In Year 5, they will continue to develop their knowledge and understanding of computing systems and online collaborative working.

**Computing Skills:**

* Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
* Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
* Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information
* Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

**Online Safety:**

* To describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).
* To give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.
* To explain how content shared online may feel unimportant to one person but may be important to other people’s thoughts feelings and beliefs.

Teaching Sequence

1. To describe how networks physically connect to other networks
2. To recognise how networked devices make up the internet
3. To outline how websites can be shared via the World Wide Web (WWW)
4. To describe how content can be added and accessed on the World Wide Web (WWW)
5. To recognise how the content of the WWW is created by people
6. To evaluate the consequences of unreliable content and create a website

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Blooms Taxonomy – Specific Verbs to Use in Lesson Aims

Knowledge: Describe, find, identify, list, locate, name, recognise, retrieve Comprehension: Classify, compare, explain, infer, interpret, paraphrase, summarise Application: Carry out, implement, use Analysis: Deconstruct, Organise, outline, structure Synthesis: Construct, design, devise, invent, make, plan, produce, Evaluation: Appraise, assess, choose,

Key Knowledge

**Final outcome**

By the end of the term, the children will develop a deeper understanding of computer networks, specifically the internet. Children will have explored the WWW and how content can be added to and accessed on it. Children will create their own Web Page on Purple Mash based on our History topic (Ancient Greece). They will use what they have learned through lessons to make sure their content is as reliable as possible.

Graphical user interface, text, application

Description automatically generated

Text

Description automatically generated