

Progression in Technology in our Lives

Upper Key Stage 2



	Year 5	Year 6
POS statements Sept 2013	<ul style="list-style-type: none"> 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 	
Children understand concepts 	<ul style="list-style-type: none"> I can describe different parts of the Internet. I can use different online communication tools for different purposes. 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. I can describe the different parts of a webpage. I can find out who the information on a webpage belongs to. I can describe the ways in which websites advertise their products to me. 	<ul style="list-style-type: none"> I can tell you the Internet services I need to use for different purposes. I can describe how information is transported on the Internet. I can select an appropriate tool to communicate and collaborate online. I can talk about the way search results are selected and ranked. I can check the reliability of a website. I can tell you about copyright and acknowledge the sources of information that I find online. I can talk about how websites can use my data to make money and target their advertising.
Teacher enables progress 	<ul style="list-style-type: none"> Model different services available on the Internet (Email, World Wide Web by using search engines or visiting school website, FTP File Transfer Protocol by sending an attachment, uploading documents to SLP or Dropbox, VOIP Voice Over Internet Protocol using Skype) Talk about how the device that is being used is connected to the Internet. Provide an old computer or new device such as a Raspberry Pi to allow children to connect parts of a computer together. Talk about choices of online communication and collaboration tools for different purposes and the responsibilities when using them. Model effective use of search engines. Talk about evaluating web pages. Model how to find out whether content can be used in own work by looking at terms and conditions of websites. 	
Children build skills 	<ul style="list-style-type: none"> Identify different parts of computing devices. Identify different parts of the Internet. Choose appropriate tools for communication and collaboration and use them responsibly. Use effective strategies to search with appropriate search engines. Talk about the different elements on webpages. Find out who the information presented on a webpage belongs to. 	<ul style="list-style-type: none"> Describe different services provided by the Internet and how information moves around the Internet. Describe different parts of a computing device and how it connects to the Internet. Connect a computing device to a keyboard, mouse or printer. Identify appropriate forms of online communication for different audiences. Use search engines as part of an effective research strategy. Describe how search results are selected and ranked. Acknowledge who resources belong to that have been found on the internet.
Suggested activities for children to develop process	<p>Talk through the difference between the Internet and the World Wide Web (progression from Year 3) and how we access the Internet. Consider what the Internet looks like.</p> <p>Follow Junior Computer Science activity Connecting the Internet</p> <p>Find out about the Internet through completing the Internet Quiz and</p>	<p>Find out more information about the Internet and World Wide Web: Information for less confident readers and more confident readers.</p> <p>Create a poster to help the teachers in your school to understand the Internet.</p> <p>Use Junior Computer Science Internet packet game to discover how</p>

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	<p>the 'Welcome to the Web Challenge'</p>	<p>information is passed around the Internet. Watch this video or Here and There video on YouTube.</p>
	<p>Create a table, poster or wiki of the online tools that are used to communicate at home and in school. Describe why you would use the resource and any e-Safety considerations.</p>	<p>Use the 'Are you persuaded?' section of Information Detectives to consider ways you may be influenced. Label a web page with the different elements and describe what they are for, including any e-Safety considerations.</p>
<p>Create web pages for different purposes to share learning with others.</p>		
<p>Use blogs and email responsibly to communicate with others. Watch the Story of Send to see what happens when you send an email and how the infrastructure can be managed responsibly.</p>		
	<p>Use the 'Detective Training' section to increase your searching skills.</p> <p>Decide on your criteria for choosing a search engine.</p> <p>Assign scores to SearchBox, Swiggle and Primary School Safe Search (all using Google custom search).</p>	<p>Investigate how searching for information happens. using this activity from CS unplugged</p> <p>Consider how a search engine works using one or more of these videos: How Google Search Works Matt Cutts Crawling and Indexing Text description of search engines</p> <p>Junior Computer science activity of How an Internet Search works.</p>
	<p>Investigate how information is stored. Find out how much information is available in an information book and on the Internet.</p>	<p>Collect a list of the services on the Internet.</p> <p>Use Junior Computer science activity Tracing the Internet to see how Internet directs packets of data on different routes and to see the approximate location of some famous websites.</p>
	<p>Use the Faux Paw video resources from iKeepSafe and discuss which content can be copied, and which is subject to copyright,</p>	<p>Use the Digizen Copyright resources including a Moral Compass activity to consider the effects of using other's content without permission.</p>
	<p>Use All About Explorers to establish a strategy to evaluate the results of a web search.</p>	<p>Consider types of information and which you will rely on. In particular thinking about primary and secondary sources of information. Use the 'Can you believe it?' section of Information Detectives to consider reliability of information.</p>
	<p>Think about the whole process of finding information on the Internet. Focus particularly on the sections about the web pages.</p>	<p>Plan an effective strategy to use search engines as part of research linked to learning in the classroom and at home.</p>