Year Group:	6	Strand: 4	Creating Media
How can I create a website?			

Key NC Objectives	• 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.
Unit Objectives	• Review an existing website and consider its structure, understanding websites are written in HTML • Recognise the common features of a web page • Plan the features of a web page • Draw a web page layout that suits a purpose • Consider the ownership and use of images (copyright) • Find copyright-free images and explain why they should be used • Add content to a web page • Preview what a web page looks like before publishing • Evaluate what my web page looks like on different devices and suggest/make edits to improve. • Explain what a navigation path is describing why navigation paths are useful • Make multiple web pages and link them using hyperlinks • Recognise the implications of linking to content owned by other people • Create hyperlinks to link to other people's work
Suggested learning activities	• Recap previous knowledge on websites, discussing the difference between a website, web page, web browsers (Internet Explorer, Chrome, Firefox etc), Internet and World Wide Web and URL. • Look at a range of website and evaluate the good/bad points. Explore layout of websites and common features. See Teach Computing materials: https://teachcomputing.org/resources Year 6 Unit - Creating Media – Webpage creation – Lesson 1. • Discuss with pupils how websites are made. Explain that they are made with a code call 'HTML' (Hypertext Markup Language). Websites are written with code, called markup, which tells the browsers what the web age should look like on the screen. Show the children how to access the source code – HTML on a website. Allow time for pupils to experiment with this on the laptops on a website. • Explore how websites are structures and navigation paths used on them, also explore use of hyperlinks to other websites (link back to Y5 unit on navigation paths). See Teach Computing materials: https://teachcomputing.org/resources Year 6 Unit - Creating Media – Webpage creation – Lesson 5 and 6. • Discuss terms 'fair use' and 'copyright' with pupils. Explore why they should only use copyright-free images and how to find appropriate images to use in their work from suggested sources. See Teach Computing materials: https://teachcomputing.org/resources Year 6 Unit - Creating Media – Webpage creation – Lesson 3. • Plan out a webpage for a given topic on paper including a navigation path. See Teach Computing materials: https://teachcomputing.org/resources Year 6 Unit - Creating Media – Webpage creation – Lesson 2. • Pupils start to create their own website using Google Sites. See Teach Computing materials: https://teachcomputing.org/resources Year 6 Unit - Creating Media – Webpage creation – Lesson 4. • Pupils share website with others and evaluate content, taking feedback and then making edits to improve content.
Extra Links and Planning Resources	BBC: What is the World Wide Web? https://www.bbc.co.uk/bitesize/topics/zkcqn39/articles/z2nbgk7 History of the Web: https://webfoundation.org/about/vision/history-of-the-web/ BBC Bitesize: should I trust everything I read on the web? https://www.bbc.co.uk/bitesize/topics/zv63d2p/articles/zt9thyc BBC Bitesize: what makes a good webpage? https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/zgx3b9q
Online Safety	**Copyright and analysing web pages** Understand what copyright is, and why it exists.

	See above (Suggested learning activities) linked to these areas and Sheffield Online Safety curriculum.	
Previously Taught Vocabulary	Search Engine, Text, Image, Animation, Transition, Multimedia	
New Key Vocabulary	**Hypertext Markup Language (HTML):** HTML files contain computer language about how the text, pictures and links on a web page should look. **Internet Browser:** An internet browser is a computer program application found on all modern computers. Internet/Web browsers are used by people to find and look at web sites on the Internet. Popular internet browsers are google chrome, internet explorer, Mozilla fire fox, ect. **URL Uniform Resource Locator:** provides information regarding location and type of organisation who have created the webpage, e.g. www.bbc.co.uk	**Website:** A website is a collection of connected webpages. **Web page:** A web page is one page of a website. Every web page has a web address. **World Wide Web:** The world wide web ('www' or 'web' for short) is a collection of webpages.
Core Substantive Knowledge	HTML code can be views on a website by right clicking and then inspect. **How did the web begin?** **Sir Tim Berners-Lee** In 1989 the world wide web was invented by Sir Tim Berners-Lee. He was trying to find a new way for scientists to easily share the data from their experiments. Hypertext and the internet already existed at this point but no one had thought of a way to use the internet to link one document directly to another. **Three main technologies** Tim suggested three main technologies that meant all computers could understand each other (HTML, URL and HTTP). All of these remain in use today. He also made the world's first web browser and web server. You can still see pages from the first web server online. **Why is the web so important?** The world wide web opened up the internet to everyone, not just scientists. It connected the world in a way that was not possible before and made it much easier for people to get information, share and communicate. It allowed people to share their work and thoughts through social networking sites, blogs and video sharing.	
Prior Knowledge	In previous units: Year 4 World Wide Web	
Assessment	Pupils that are secure in this unit can: Pupils can design, plan and create a webpage with appropriate text and images linked to the topic and relevant to the audience/purpose. The webpage is clear and well organised with subpages, hyperlinks and external links added. Pupils are aware of how their website looks on different devices and can suggest changes and make improvements when given feedback. Pupils are aware of copyright, the importance of checking the ownership of multimedia and use copyright free images in their webpage. This will be assessed through outcomes, observations and questioning in lessons.	