

Scheme of Work

Cambridge Primary

Digital Literacy 0072

Stage 2

For use with the curriculum framework published in 2019



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# Introduction

This document is a scheme of work created by Cambridge Assessment International Education for Cambridge Primary Digital Literacy Stage 2.

It contains:

* suggested units showing how the learning objectives in the curriculum framework can be grouped and ordered
* at least one suggested teaching activity for each learning objective
* a suggested project at the end of each unit that will consolidate the learning
* a list of subject-specific language that will be useful for your learners
* sample lesson plans.

You do not need to use the ideas in this scheme of work to teach Cambridge Primary Digital Literacy Stage 2. It is designed to indicate the types of activities you might use, and the intended depth and breadth of each learning objective. You may choose to use other activities with a similar level of difficulty, in order to suit your local context and the resources that you have available. You may also choose to adapt the suggested activities and the projects so that they can be embedded within the teaching of other subjects.

The accompanying teacher guide for Cambridge Primary Digital Literacy will support you to plan and deliver lessons using effective teaching and learning approaches. You can use this scheme of work as a starting point for your planning, adapting it to suit the requirements of your school and needs of your learners.

Long-term plan

This long-term plan shows the units in this scheme of work and a suggestion of how long to spend teaching each one. The suggested teaching time is based on 30 hours of teaching for Cambridge Primary Digital Literacy Stage 2. You can adapt the time, units and order of the units based on the requirements of your school and the needs of your learners.

| Unit | Suggested teaching time |
| --- | --- |
| **Unit 2.1** Research and create | 7.5 hours |
| **Unit 2.2** Who are you? | 7.5 hours |
| **Unit 2.3** The digital world | 7.5 hours |
| **Unit 2.4** Animation | 7.5 hours |
| **Total** | **30 hours** |

Sample lesson plans

You will find two sample lesson plans at the end of this scheme of work. They are designed to illustrate how the suggested activities in this document can be turned into lessons. They are written in more detail than you would use for your own lesson plans. The Cambridge Primary Digital Literacy Teacher Guide has information on creating lesson plans.

Other support for teaching Cambridge Primary Digital Literacy Stage 2

Cambridge Primary centres receive access to a range of resources when they register. The Cambridge Primary support site at [**https://primary.cambridgeinternational.org**](https://primary.cambridgeinternational.org) is a password-protected website that is the source of the majority of Cambridge-produced resources for the programme. Ask the Cambridge Coordinator or Exams Officer in your school if you do not already have a login for this support site.

Included on this support site are:

* the Cambridge Primary Digital Literacy Curriculum Framework, which contains the learning objectives that provide a structure for your teaching and learning
* grids showing the progression of learning objectives across stages
* the Cambridge Primary Digital Literacy Teacher Guide, which will help you to implement Cambridge Primary Digital Literacy in your school
* templates for planning
* worksheets for short teacher training activities that link to the teacher guide
* assessment guidance (to support classroom assessment)
* links to online communities of Cambridge Primary teachers.

Resources for the activities in this scheme of work

We have assumed that you will have access to these resources:

* paper, pens and pencils for learners to use
* digital devices, such as desktop/laptop computers, handheld devices and other hardware such as video and audio recording equipment
* software that will enable learners to:
* create and save digital artefacts
* communicate online
* digitally search for information.

Other suggested resources for individual units and/or activities are described in the rest of this document. You can swap these for other resources that are available in your school.

Websites

There are many excellent online resources suitable for teaching Cambridge Primary Digital Literacy. Since these are updated frequently, and many are only available in some countries, we recommend that you and your colleagues identify and share resources that you have found to be effective for your learners.

Approaches to teaching Cambridge Primary Digital Literacy Stage 2

Cambridge Primary Digital Literacy can be used flexibly as a standalone subject, integrated within other subjects or used as the basis for activities outside of the formal curriculum. During your planning you will need to decide which approach, or mix of approaches, will enable you to address each learning objective most effectively. The activities that are presented within this scheme of work are based upon Digital Literacy being taught as a standalone subject but they can be adapted to suit an integrated approach. As an example, learners could complete the project to make a model of a network and create the animation that is suggested in Unit 2.4 within their Art & Design lessons.

Social media networks are introduced in Unit 2.2 with suggestions that learners consider these in the context of physical groups that they belong to. You may need to change the groups that are mentioned, including the international examples, to suit your local context.

# Unit 2.1 Research and create

| Unit 2.1 Research and create |
| --- |
| Outline of unit: |
| In this unit, learners will conduct basic research using tools to understand how the internet can give access to a wide variety of information including images, videos and written information. They will then create documents to record their research.  The development of text documents will continue through an introduction to the dropdown menus that can be used for:   * editing a text document * pasting images * pasting other prepared content.   The unit will conclude with a project to create an eBook or another extended text document. |
| Knowledge, understanding and skills progression: |
| In order to access this unit, learners must be able to switch on and log on to a computer. They should also know how to access the World Wide Web through the internet and have basic keyboard skills.  Learners should also have literacy skills that will enable them to type basic keywords and to read search results. |
| Language: | |
| * search engine / search tools * internet * navigation tools * reliability * cut/copy/paste (in the context of text processing) * file/folder * save / save as / open / delete * image | |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
| --- | --- | --- |
| **2DW.01** Know that digital technology can give access to a wide variety of information.  **2TC.03** Recognise onscreen navigation symbols, including ←, →. | *How do we find out new information?*  Elicit ideas from learners to establish that we can ask someone else, look in books or go online.  Demonstrate how to use a search engine to find out about ‘cute cats’. Elicit that there are several useful tools along the top of the search results. Demonstrate the navigation of information in the search engine using:   * All * Images * Videos * News.   Demonstrate the wide range of information that is returned from a single search term.  Demonstrate how to use ← to go back to the previous page and → to go forward a page.  *How is the information in ‘Images’ different to the information in ‘News’?*  Elicit that each tool gives different types of information.  *What can we learn from each image / video / news story?*  Divide the class into four groups. Each group should use the search term ‘volcanoes’ to search for the following result types:   * Group 1 – Images * Group 2 – News * Group 3 – Videos * Group 4 – Maps.   Each group records the information they find from their search tool on a large sheet of paper.  Each group should feed back to the whole class about the information that they find and about the experience of conducting the searches.  The collated information about volcanoes should be retained for use throughout this unit.  **Resources:**   * Large sheets of paper and coloured pens for group work. | Make sure that the school IT firewall system is robust so that learners cannot access any inappropriate sites when they are conducting their searches. You may also wish to check typical searches around ‘cute cats’ in advance to make sure that nothing inappropriate gets through the filters.  Although it is not a requirement of this stage, make sure that learners are encouraged to think about the reliability of online sources by asking ‘*Is this true?’* This will help to make them aware of reliability at an early stage.  Any topic can be used for this activity and you may wish to link it with something you are teaching in another subject. However, volcanoes are an interesting subject matter and produce many good quality search results. |
| **2TC.02** Find, open, save and delete documents within a folder structure.  **2TC.05** Enter familiar words, using a physical or digital keyboard, into a word processor. | Provide learners with a set of atlases (book of maps). The atlases should have contents pages. Also provide each learner with sticky notes.  *Where would we find a map of China in this book?*  Ask learners to put a sticky note, labelled as ‘China’, on the page with the map of China.  Elicit that they had to look through the contents and find the most appropriate section of the book. Repeat this to find a map of a different country.  Ask learners to close their books, then to find the same maps again as quickly as possible.  *How did you find the correct map so quickly this time?*  Elicit that learners used their sticky notes for immediate access. Explain that we use a similar process, i.e. a clearly titled document amongst a list of other content, to help us find the correct item on our devices.  Within the folder, or the desktop, that is open on their devices, ask learners to identify a document that is titled ‘Volcanoes’. Ask learners to open this document. Elicit that the document currently looks the same on all of the devices around the room.  Give each learner a copy of the research the class completed in the previous learning activity. They should use this to key in the information that will complete the ‘Volcanoes’ document. The documents will all be different because some learners will have searched for images, while other learners will have searched for news articles, etc.  *All of our documents now look different. How can we save all of them?*  Demonstrate how to use ‘save as’ rather than a ‘save’ icon and explain why this is important. Learners save their own document into the correct file by adding their own name after ‘Volcanoes’ in the file name.  **Resources:**   * Atlases (with contents pages) and sticky notes. * Template ‘Volcanoes’ document stored on a device, network and/or cloud. This document should include prompts and space for learners to add their researched information about volcanoes. * Devices open at the folder that contains the original ‘Volcanoes’ document. | Some learners may go to the index for a more accurate location. Redirect them to the contents page as it is more similar to a folder system for saving documents. Discuss why the contents page may be quicker than going to the index, such as:   * it provides a shorter list * it directs the user to the general information area.   Make sure that each device is open at the correct folder so that the ‘Volcanoes’ document can be easily found.  Some learners may be reluctant to use ‘save as’ and may try to use the ‘save’ icon instead. Watch carefully for this and be prepared to intervene. Also make sure that the original template is saved in case it gets overwritten. |
| **2TC.02** Find, open, save and delete documents within a folder structure.  **2TC.06** Change the appearance of text by exploring the available tools, for example by changing the colour, size and font type.  **2TC.04** Begin to use menus to find and use the cut, copy and paste functions, and to open dropdowns. | Remind learners, or ask a learner to demonstrate, how to open their document about volcanoes from the previous activity.  Display an example of an engaging piece of text about volcanoes.  *What makes this work exciting to look at?*  Elicit that the use of colour, size and font type enhance the look of the work.  Explain that learners can improve their document in similar ways.  Demonstrate how to click and drag to highlight the text they want to change, beginning with the title. Demonstrate how to use the dropdown menus to change the size, font and colour of the text.  Allow learners time to explore the dropdown menus to change the appearance of their text. Learners can then save their work using the ‘save’ icon or through the dropdown menu.  **Resources:**   * Prepared page of text about volcanoes with text in different colours, sizes and font types. | An aesthetically pleasing document will have a variety of font types and sizes and a bold heading. It may contain callouts (text boxes) with single facts to draw the reader in.  Some learners may need support with fine motor skills to click and drag to highlight text. Pair work may be an efficient way to provide this support.  It might also be necessary to offer specific instructions here so that learners can explore each option individually. For example, they could first be asked to change the font, colour and size separately before they move on to changing different combinations of these. |
| **2TC.02** Find, open, save and delete documents within a folder structure.  **2TC.04** Begin to use menus to find and use the cut, copy and paste functions, and to open dropdowns. | Remind learners, or ask a learner to demonstrate, how to open their document from the previous activity.  Remind learners of the prepared text about volcanoes they looked at in the previous two activities and how they edited and improved their own work.  *How else could you make your work look even more interesting?*  Elicit that images make the work more interesting.  Demonstrate how to copy and paste images into the document and how to change the size of the pictures that are added.  Provide learners with a text document that contains several suitable volcano images that they can copy into their own work.  Demonstrate how to use ‘cut’ to move images to a different location within a document. This activity can be extended by showing learners that the same principle applies to text.  Demonstrate how to add a page border to a document and allow learners to practise this.  Allow learners time to explore and experiment with their document to make it look visually appealing. Learners save different versions of their work using a new filename each time.  Learners look at the different versions of their work and decide which one they prefer.  *You do not need to keep the rejected versions in your folders. What should you do with them?*  Elicit that they can be deleted. Make sure that learners understand that the deleted versions cannot then be reused.  Demonstrate how to delete the rejected versions, reminding learners that this is a permanent action. Learners can then delete the rejected versions of their own work.  **Resources:**   * A wide selection of pictures of volcanoes saved into a text document. | Learners should only use the copy and paste functions to add images at this stage. Inserting image files will be fully covered in later stages.  Ensure that the images you give to the learners are free of copyright restriction but you do not need to explain these restrictions at this stage.  Some learners may want to add every picture to their work. Remind them to consider the overall look of the document.  This is an opportunity to explain the benefit of saving each new version of a document using a different filename, for example so that the previous versions do not become overwritten and lost. Each new file could include a number at the end of its filename, for example 01, 02, 03, etc. |
| **2TC.02** Find, open, save and delete documents within a folder structure.  **2TC.04** Begin to use menus to find and use the cut, copy and paste functions, and to open dropdowns. | Remind learners, or ask a learner to demonstrate, how to open a document. Ask learners to open their ‘volcanoes’ document which contains borders and pasted images.  Explain that they are going to create a front cover for their work on volcanoes. They should include:   * the same page border as used in their original document * two pictures that they will select from within their text document * their own name to confirm themselves as the author of the document.   Demonstrate opening a blank document and switching between the two documents that are now open. Remind learners how to add a page border to the new document.  From the original document, select one of the images and paste it into the new document, using the dropdown menus, without explaining what is happening.  *How did I get this image onto my new document?*  Elicit that you used the dropdown menu and selected ‘copy’, you then switched to the new document and selected ‘paste’.  Type your name into the box created by the border and remind learners how to change the size, colour and font, using the dropdown menus.  Allow learners time to create their own border and to type their name. Encourage them to choose an appropriate font, size and colour.  Learners copy and paste the selected images from the original documents using the dropdown menu. Allow them time to experiment with copying and pasting images and with creating a suitable front cover. They then save their work.  Demonstrate how to print their work. Learners should print both documents and create a hard copy document that includes a front cover and their text about volcanoes.  **Resources:**   * A prepared document with a page border and copyright free images. |  |

| Example Project – Unit 2.1 | | |
| --- | --- | --- |
| Learning objectives | Project outline and resources | Teaching notes |
| **2DW.01** Know that digital technology can give access to a wide variety of information.  **2TC.02** Find, open, save and delete documents within a folder structure.  **2TC.03** Recognise onscreen navigation symbols, including ←, →.  **2TC.04** Begin to use menus to find and use the cut, copy and paste functions, and to open dropdowns.  **2TC.05** Enter familiar words, using a physical or digital keyboard, into a word processor.  **2TC.06** Change the appearance of text by exploring the available tools, for example by changing the colour, size and font type. | In this project learners will produce a digital book using either text processing software or a book creation app on a tablet device.  Learners can select their own topic or this can be decided for them, for example by linking to another area of their current learning.  Learners must be allowed time to plan and research their topic before starting their book.  Each book must include the following:   * at least three pages, including a front cover * at least one image per page * different fonts, sizes and colours * some content copied and pasted from another source.   **Resources:**   * Pre-selected text and images for the purposes of copying and pasting. | This is an opportunity for learners to apply their knowledge by exploring font, size and colour of text, as well as adding images using cut and paste. The aim is not to produce a professional document. |

# Unit 2.2 Who are you?

| Unit 2.2 Who are you? |
| --- |
| Outline of unit: |
| This unit introduces learners to communicating with others online. They will consider online profiles and the information that it is appropriate to share digitally. Learners will also begin to understand that there is a risk associated with communicating online with people who may not be who they say they are.  The benefits of belonging to many different online groups are introduced and learners will consider strategies for sharing different information with each.  These benefits and risks are consolidated in the end of unit project where learners will produce a poster which explains the benefits and risks of communicating online. |
| Knowledge, understanding and skills progression: |
| Before starting this unit learners should know how to report digital content, or activity, that makes them feel unsafe, uncomfortable or upset. They should also be confident in creating basic documents. |
| Language: | |
| * communicating * networks (in terms of groups of people) * local/global * strangers * risks/benefits * online accounts | |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
| --- | --- | --- |
| **2DW.03** Understand that technology can be used to communicate locally and globally. | *How do we communicate with our friends at school?*  Elicit that, while we are together, we usually speak face to face. This communication is generally either through spoken or sign language.  *Would this be a good way to speak to a family member who lives in a different country?*  Discuss why this would not work. Support the discussion by sending a learner out of the room and by having another learner attempt to conduct a conversation through a closed door.  Demonstrate how using a homemade telephone helps communication when there is a physical barrier, such as a door. This telephone should consist of:   * 2 plastic cups, each with a hole in the centre of the base * a piece of string which joins the two cups and is attached to each cup through the hole in their base.   Allow time for each learner to experience using this device.  *What other technology do we use to communicate with people who are either close by or around the world?*  Elicit that there are many ways to communicate, both locally and globally.  Introduce learners to pictures of different types of technology used for communication. These could include:   * voice calls * video calls * text messages * blogs * email.   Ensure that learners understand how each type works, the benefits and drawbacks of each, and that they are all forms of technology.  *Would email be a good way to communicate locally or globally?*  Place learners into pairs and provide each pair with a template for a Venn diagram with two overlapping circles. One of the circles should represent ‘local communication’ and the other ‘global communication’. Each pair should discuss the pictures of types of communication and put each into the correct circle, or in the overlapping section if discussions lead to a decision that it would be effective for both.  Discuss the decisions that have been made by each group. Establish that there may not be ‘right’ and ‘wrong’ answers, and focus instead on the reasons for each group’s decisions.  **Resources:**   * A homemade telephone (2 plasic cups and a length of string). * Pictures of various types of communication technology. * Two sorting circles, overlapped. | Although not a requirement of this strand, it might be worth pointing out that all telephones and internet connections are eventually attached to physical wires, in a similar way to the telephones that have been used here.  This activity can be introduced as a whole class then completed in pair or small group work, (in which case each pair/group would need sorting circles and the set of pictures), or continued as a whole class discussion. |
| **2SW.01** Understand that users can have many accounts and can choose what information to put into each one. | *What groups do you belong to?*  *Who belongs to a social network of …? [e.g. the Scouts]*  Ask the learners that are part of the selected network to come to the front of the class. Ask them to identify how they would recognise other members of their network and what information they are likely to share with each other.  Repeat this activity for different social groups that learners may be part of.  Establish that learners can be part of a number of different network groups and that each of those networks enables them to share different information and discuss specific matters of shared interest.  Working in groups, learners place photos of themselves onto large sheets of paper with labelled boxes to represent network groups. They place their photos into each of the networks that they belong to. The group members that are part of each network then add a caption to explain the information they share within that network.  Select two groups to share their work with the class. Elicit that one person can belong to many different networks, but that they are likely to share different information and discuss different topics with each group.  Ask learners if they know of any social networks that their older relatives belong to. Elicit that these relatives may use online social media platforms for communicating with certain groups of friends. Create and retain a list of the online social media groups that the learners identify.  **Resources:**   * Several photographs of each learner. * Large sheets of paper with several boxes, ready to be labelled with network group names and for photographs to be added. | Give examples such as:   * your local Scout organisation * fans of sports clubs * swimming clubs * school or class network, etc.   Finally include digital networks such as gaming or social networks, (e.g. play Minecraft, watch YouTube, etc).  Select the same network groups for every group of learners, based on the most popular networks that were identified earlier.  Online social media use should not be promoted for the learners themselves at this stage but it will be useful for learners to be able to relate to the networks that are used by people they know. The conversation could be supported by displaying screenshots of popular social media platforms. |
| **2DW.03** Understand that technology can be used to communicate locally and globally.  **2SW.01** Understand that users can have many accounts and can choose what information to put into each one. | Remind learners of the many different network groups they were members of from the previous activity. Remind them that they shared different information with each group.  Select one group that is global and is popular with the learners. For example, this could include a church group or a network for fans of a particular sports team.  *Where is Real Madrid football club located?*  *How do fans that go to a game communicate while they are at the match? What information would they share when they communicate?*  Establish that members are likely to meet face to face to share their celebration of their team, discuss their favourite players and to share where they have travelled from, etc.  *Where else do you think there may be other fans of Real Madrid football club?*  Ask learners to place a small sticky note on the world map to show where they think fans are based. Address any misconceptions by explaining that there are lots of fans all around the world, not just in Europe or South America. All of these fans belong to the same network of ‘Real Madrid fans’ and are still a network even when they are not in a football stadium watching a match.  *How would global fans communicate with each other?*  Remind learners of the previous activities about communicating locally and globally, and about the online platforms that their older relatives might use.  Establish that a single member of one football club may also be a member of several other football-related communities, communicating different information with each one. These communities could include:   * their local football club * their favourite team in their own national league * their national team.     Elicit that members of these networks may not share information about their involvement with members of each of the other networks that they belong to. For example, a fan of a local football club may not want the other members of that network to know that they also have loyalty to another club from another league.  Working in pairs, ideally with a partner who is part of the same physical network, learners draw a symbol that represents their network on all the countries that have members in that network onto a map of the world.  **Resources:**   * Large world map. * Small sticky notes. | This example uses the football fan community but can be adapted to suit any community group as long as it has a global presence. |
| **2SW.02** Understand that there is a risk people online are not who they say they are. | Remind learners what a fantastic resource the internet is for communication and finding information on the World Wide Web. Also remind them about the earlier discussions about online social networks.  *What is a stranger?*  Elicit that a stranger is someone we do not know and should not talk to or share information with.  *How do we know if someone is a stranger?*  *Would you tell a stranger that you met in the street which school you go to or where you live?*  Play a selection of voice clips and ask learners to identify the speaker and how they know them. Most of the voices should be instantly recognisable, such as other teachers from the school, but at least one should be unrecognisable. Each voice should demonstrate that they know something about the school.  *Do you know these people in real life?*  *How can you tell who they are?*  Elicit that it is much harder to identify who someone is if you cannot see their face or hear their voice, even if they say they are someone familiar.  Watch an appropriate video together which introduces the risks of online strangers. Discuss the video so that learners are able to identify content such as:   * the stranger was not who they said they were * the stranger tried to deceive children to draw information out of them.   **Resources:**   * Voice clips of 3 or 4 well-known voices, including school adults familiar to the learners plus at least 1 unknown adult (to learners), that know something about their school. * An appropriate video about online strangers. | Although it is imperative to make learners aware of the risks of talking to strangers online, it is equally important to highlight the benefits of going online as this is likely to be part of their everyday life in future.  Ensure that the video you choose is appropriate for the age of your learners and for your local context. |
| **2SW.01** Understand that users can have many accounts and can choose what information to put into each one.  **2SW.02** Understand that there is a risk people online are not who they say they are. | Remind learners that the internet is a great place to talk to friends and to find information but that there is a risk that people online are not who they say they are.  *What does a stranger look like?*  Display three made-up character outlines and related messages from those characters. Learners work in small groups to discuss and draw a picture of the stranger they think wrote that message. Ask them to annotate their picture with keywords about the type of person.  Each group shares their drawings and other observations of each stranger.  *Are there any similarities between each group’s ideas?*  Explain that all three messages were written by the same person using three different social media accounts. Provide a true character outline of the author which illustrates how different they are from the people that they are presenting themselves as being.  Ensure that all learners understand that people online can pretend to be any age or gender, can claim to live anywhere in the world and can claim to be interested in something they really know nothing about.  **Resources:**   * A prepared ‘message’ from three different characters, for example a football fan, a gamer and a fan of a popular pop singer. * A prepared true character outline of the author of the three example messages. | Each character outline should be entirely gender neutral. Avoid gendered pronouns, using ‘they’ wherever possible. Ensure the information they ‘share’ in their messages cannot indicate the age, ethnicity or gender of the sender. Learners are likely to assume a gender and age for each, but do not lead them to this.  Example messages:  “Hi! I’m a huge fan of pop music too! My favourite singer is Justin Bieber. Where do you live? I’ve got some great posters I could show you.”  “Real Madrid are rubbish! Barcelona are much better. I live in Barcelona so I see Lionel Messi all the time. He’s always up for a selfie. I know a lot about football.”  “Minecraft is for kids. You should be playing something cooler. Come over to my game, it’s MUCH better.” |
| **2SW.01** Understand that users can have many accounts and can choose what information to put into each one.  **2SW.02** Understand that there is a risk people online are not who they say they are. | Learners create alternative profiles for each network or community they belong to. They could list these profiles on the back of masks that they create for each one.  One profile should represent the true character/interests of the learner.  The masks/profiles are shared with the class who are challenged to identify which is the correct profile for each learner.  **Resources:**   * Materials for mask making, | The activity will help learners to understand that a single user can have many accounts and share different information in each one. |
| **2DW.03** Understand that technology can be used to communicate locally and globally.  **2SW.01** Understand that users can have many accounts and can choose what information to put into each one.  **2SW.02** Understand that there is a risk people online are not who they say they are. | Introduce learners to a range of statements about being online. Examples could include:   * I can communicate with friends wherever they are in the world * some people may not be who they say they are * I can talk to people with the same interests as me * I can choose what information to share * some people may not be sharing everything about themselves.   Also provide two headings labelled ‘Good’ and ‘Bad’.  In small groups, learners discuss whether each statement represents a benefit or risk about being online and they place it under the correct heading.  Each group then adds other statements of their own under each of the headings. These statements should demonstrate their learning during this unit.  Display the logo of a popular social media platform, possibly selecting one that was identified by learners when they were discussing the online activity of their older relatives. Explain that it is possible for a user to have a number of different accounts within that platform. Also explain that the messages that are placed on the social media platform can be shared with different people depending upon which account is used.  Display some different examples of groups of people that the social media accounts could be shared with. Examples could include:   * close family * wider family members * close friends * people who live in the same town * supporters of the same football club.   Place learners into groups and provide each group with the same examples of information that could be shared on social media. Ask each group to discuss which of the social media groups they would share the information with. Example information could include:   * a request for a particular evening meal * a photo from a family day out * an invitation to a birthday party * information about a local fundraising event * an opinion about the football team’s new player.   Ask each group to explain the ‘account’ that they selected for each piece of information and discuss any issues arising from suggestions that information can be shared with a group that could potentially contain strangers.  **Resources:**   * Example statements about the risks and benefits of being online. * Prepared examples of social media accounts, the groups of people those accounts are shared with and the information shared. | You could support your learners by providing word banks and sentence scaffolds for writing their own statements. |

| Example Project – Unit 2.2 | | |
| --- | --- | --- |
| Learning objectives | Project outline and resources | Teaching notes |
| **2DW.03** Understand that technology can be used to communicate locally and globally.  **2SW.01** Understand that users can have many accounts and can choose what information to put into each one.  **2SW.02** Understand that there is a risk people online are not who they say they are. | In this project, learners will produce a poster that demonstrates their understanding of the benefits and risks of talking to people online.  Allow time for learners to plan their poster before starting, to ensure they have considered the wording and images they will use.  The poster should:   * be a balanced depiction of the benefits and risks of talking to people online * explain that people may not be who they say they are * explain that users may have many different accounts at the same time and may share different information on each one.   The poster should also be visually stimulating. Therefore, learners will need to consider the use of colour, text type and size, and the selection of suitable images.  **Resources:**   * Appropriate images for learners to copy and paste into their poster. | Learners do not need to conform to any rules of style at this stage. They should be encouraged to have fun with the presentation of their content in order that they can practise entering text and images and altering the appearance of their content. |

# Unit 2.3 The digital world

| Unit 2.3 The digital world |
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| Outline of unit: |
| In this unit learners will understand that the internet is a large network of interconnected computers with physical parts, even when it appears to be wireless. They will also begin to understand that the internet is different to the World Wide Web.  Learners will establish the difference between hardware and software, before understanding that hyperlinks connect websites and pages through text, images or icons. |
| Knowledge, understanding and skills progression: |
| Learners should be able to identify visible components of computing systems and understand that these can be physically touched or seen before starting this unit. |
| Language: | |
| * network * internet * world wide web * physical parts * router * cables / fibreoptic cables * wifi * hardware/software * hyperlink * code | |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
| --- | --- | --- |
| **2DW.04** Describe the difference between hardware and software. | Remind learners that the physical parts of a computer system are the parts that we can see or touch in real life. Establish that another word for this is hardware. Explain that computer devices themselves are examples of hardware.  Demonstrate hardware such as a keyboard, printer, speakers, etc. Ask learners if they can suggest any others.  Demonstrate clicking the mouse and keyboard on a laptop or desktop computer without opening any software.  *Why is nothing happening?*  Elicit that you have to open software to actually achieve anything with the hardware.  Establish that software is the programs and information that instruct a computer what to do. The instructions, or ‘code’, contained in software cannot be picked up or touched and is usually not seen by the person using the device.  Show picture examples of some software, explaining the vast variety of functions. The examples could include:   * a web browser * gaming software * text processing software * iOS/Android * a music streaming service.   If possible, show learners the same piece of software, such as a text processor or calculator app, running on multiple different devices to illustrate the difference between hardware and software.  Ensure that learners understand that a computer needs hardware and software to enable it to function.  Learners sort pictures of hardware and software into different sorting circles.  **Resources:**   * Several pictures of hardware and software for sorting activity. | At this stage, learners only need to understand that hardware is the part that the learner can hold and the software is the thing that they do on the device, such as play a game or listen to some music.  Learners may have the misconception that gaming discs are hardware as they can pick them up and touch them. Establish that the disc itself is hardware but the data contained on the disc is software.  Learners are likely to tell you to click on an icon. Continue to click away from any software, reminding them that you are using the hardware correctly.  You may want to use the analogy of a book here. The paper is the hardware and the story that it contains is the software.  This can be done as a physical activity or stuck onto a worksheet with the circles prepared in advance. |
| **2DW.02** Understand that the internet is a network and that it has physical parts. | *What is a network?*  Learners should be able to remember this from the previous unit.  *What is the internet?*  Demonstrate that ‘internet’ is a compound word, made from ‘interconnected’ and ‘network’ (of computers).  Remind learners that computers can be a range of hardware devices, including phones, laptops, tablets, etc. To go online, these devices have to connect to the internet or the interconnected network of computers.  Show a video or display a series of images which explain the internet and help young learners to visualise how individual devices can be connected globally.  Discuss the content of your selected video or collection of images.  Establish that the internet is an interconnected network that was developed to allow computers to talk to each other. Data travels along the cables and wires between computers/devices.  Ask learners to list devices that connect to the internet. Establish that there are many different types and have pictures or actual devices to help demonstrate this. Devices that should be listed include:   * tablets * laptops * smartphones * watches * games consoles.   Select 5 or 6 learners to play the role of online devices. Provide each with a badge or label so that they can be identified as a particular device type.  Connect each device with a piece of string or by holding hands.  Provide other learners with cards explaining which device a piece of data should be delivered to. For example, one card could say ‘To the games console’, and contain a piece of data that should be delivered to the learner that is representing that console. The data that is delivered could include messages, facts, pictures, or even a song.  Ask these other learners to deliver data messages to the relevant device. The data messages should only travel along the connected string/hands to show that it is being transferred using the internet. Ask learners to start from different points to demonstrate that the same cables/wires are used.  Display a written definition for the internet then ask learners to write definitions of their own.  **Resources:**   * A video or series of images explaining the internet and demonstrating how individual devices connect to the internet/network of computers. * Pictures of, or actual, devices that connect to the internet. * Badges/labels for learners to wear when playing the role of various devices. * String. * Pre-written data messages. | Learners are likely to respond with the names of websites. Allow them to do this before dealing with the misconception.  This description of the internet that is used in this activity is deliberately incomplete as explaining it in more detail is likely to confuse the learners. At this stage, learners just need to understand that the internet is a physical network of computers that spans the world.  There are a number of videos available online. |
| **2DW.02** Understand that the internet is a network and that it has physical parts. | Remind learners that they acted a role-play of being the wires of the internet, and explain that they are going to consider the other physical parts that make up the internet.  Establish that physical parts refer to the components that you can see and touch, even though some may be buried underground or beneath the ocean.  Show learners each component, or a relevant picture, and establish their purpose. The important components to discuss are:   * Router: a wifi router sends out radio signals between the device and the internet. Wired routers make this connection through physical wires. * Cables: cables connect the router to the telephone or to fibre optic cables. The internet connects through phone or fibre optic cables which run all over the world, underground and even under oceans.   Learners work in pairs to match a picture of a physical part of the internet with its description.  **Resources:**   * Pictures of, or actual router(s), cables and other physical parts/components that make up the internet. * Written purpose descriptions of the various components for matching activity. | The terminology is not important in this activity, the purpose is for learners to broadly understand that the components exist and what their roles are.  It may be helpful to role-play this again with learners having to travel from device to router, then to a second device, along string ‘cables’.  Some learners may need support with reading the descriptions, therefore working in pairs may help with this. |
| **2DW.02** Understand that the internet is a network and that it has physical parts.  **2DW.01** Know that digital technology can give access to a wide variety of information. | Remind learners, or ask a learner to explain, what the internet is.  Explain that the World Wide Web is the software that shows websites on the internet.  *Who enjoys using the internet to access the World Wide Web?*  Ask some learners what their favourite website is. For each new answer, display the site, print a screenshot (or write down its name), and give it to the learner to hold.  Ask other learners to join together, using string or by holding hands, to represent an interconnected network.  Place all of the learners that hold a screenshot along the ‘internet network’.  Invite 2 or 3 learners to visit their favourite website, establishing that they travel along the internet to reach the desired website, which is linked but is separate to the internet.  Give 2 learners cards to represent other things that are transmitted over the internet, such as email and a music streaming service, and ask them to join the network.  Remind learners that these two additions to the network demonstrate that the internet consists of more than just their favourite websites.  Explain that the first ever website was created in 1991.  *What do you think the first ever website looked like?*  Display the world’s first website (<http://line-mode.cern.ch/www/hypertext/WWW/TheProject.html>) or a picture of it.  *Is this what you expected?*  *How is it different to your favourite website?*  Demonstrate a written definition for the World Wide Web then ask learners to write definitions of their own.  **Resources:**   * String. * Cards representing things other than websites that are transmitted over the internet, e.g. email and a music streaming service. * A picture of the world’s first website, if unable to display it online. | Although understanding the difference between the internet and the World Wide Web is not a requirement at this stage, it is useful for learners to have an understanding that they are separate as early as possible.  Although the history of computers is not a requirement at this stage, it is important for learners to understand that the internet was invented long before the world wide web, to help them establish that they are two different things. |
| **2TC.07** Know a hyperlink connects websites and pages and can be linked to an icon, text or image. | Display the world’s first website, which was also shown to learners in the last activity. Click on one or two of the hyperlinks to demonstrate that it jumps to another page.  Explain that learners are now going to become a web page.  Place a picture, word or icon to represent a hyperlink in each corner of the room. Explain to learners that in order to access information about that link they will need to click the hyperlink.  Say which information you would like to access and ask a learner to move to the picture, word or icon they think will access that information. If they move to the correct link, read out the relevant fact.  Repeat the activity so that several learners can experience choosing the hyperlink.  Refer back to the favourite websites that were identified by learners during the last activity. Display some of these websites and demonstrate that these contain hyperlinks to other pages or sites. Try to include a range of markers for the hyperlinks, such as images, icons or text, within the demonstration.  Allow an opportunity for learners to experience using a hyperlink. Make sure that they are aware that they are jumping to a new page which contains new information and that it is not the content of the original page that is changing.  **Resources:**   * Printed pictures, icons and words from the selected website’s hyperlinks. * Facts/information from the hyperlink. | This activity requires some preparation in advance. You will need to select an appropriate website with hyperlinks. Print pictures, icons and words linked to the hyperlinks and have the website ready to show learners how this works online.  Do not tell the learners in advance which are the correct hyperlinks. Demonstrate that they are directed to incorrect information if they select the wrong link.  For a more visual depiction, move to the selected hyperlink and physically jump to the side to demonstrate jumping to a new page. |

| Example Project – Unit 2.3 | | |
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| Learning objectives | Project outline and resources | Teaching notes |
| **2DW.02** Understand that the internet is a network and that it has physical parts.  **2DW.04** Describe the difference between hardware and software. | To consolidate their learning in this unit, learners will work in small groups to create a physical example of how the internet works by building a model from boxes, card, string, etc.  They should label each physical part of the internet and write a caption to explain what that part does.  Each model should include:   * Router, cables, multiple devices. * Examples of other hardware such as keyboard, mouse, printer or speakers. * A representation of software as something that cannot be physically touched but is needed for a computer to work. As an example, the software could be represented by a sticker which is stuck upon each relevant piece of hardware. The sticker could include a word, short sentence or pictorial representation of the function that the software performs. | This activity could be linked to the learners’ work in Art & Design.  Any modelling materials can be used in this project and learners should be encouraged to make selections of their own.  The size of each group can be determined by the availability of resources and space. Each learner should be given the opportunity to contribute to the planning of the project. |

# Unit 2.4 Animation

| Unit 2.4 Animation |
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| Outline of unit: |
| In this unit learners will be creating their own animations using video and stop motion. They will develop understanding of audio recordings and photographs being used together to create an animation. |
| Knowledge, understanding and skills progression: |
| Learners will need to recall their knowledge of the physical components of computing systems, such as speakers, cameras and microphones. This unit also provides an opportunity for learners to practise interacting with onscreen items through clicking, tapping, dragging, dropping, scrolling, and swiping. |
| Language: | |
| * camera/photograph * video/audio * recording * animation * script * background * software | |

| Learning objectives | Suggested teaching activities and resources | Teaching notes |
| --- | --- | --- |
| **2DW.01** Know that digital technology can give access to a wide variety of information.  **2TC.01** Use devices to take or record digitised media, including photography, audio and video. | Explain that, during this activity, learners will be working in small groups to make a video about tigers. The videos will be presented in the style of a TV news report.  Play some examples of TV news broadcasts and discuss some of the key features with learners. These could include:   * the reporter speaks directly to the camera * there is often an interview with an expert in the subject of the report * the questions that are asked of the expert enable them to share important information about the topic.   Explain to learners that when they create their own videos they should:   * check that each shot is framed correctly so that the correct images and people appear on the screen * speak slowly and clearly so that the audio content can be easily understood.   If time is available, allow time for learners to practise this.  Remind learners how to search for information using an online search engine. Provide them with some questions about tigers to guide their research, for example:   * where do they live? * what do they eat? * how many tigers are there in the wild?   Encourage each group to come up with at least one research question of their own in addition to those that have been provided.  Allow learners time to research information about tigers online. It may be beneficial for them to work in pairs when doing this and then to work with other pairs to write the script for their film.  Each group records their video about tigers.  The videos are then shared with the whole class. Ask some learners to share one thing that they either liked or found interesting about the video they have just watched.  **Resources:**   * Examples of TV news broadcasts. * Video recording enabled devices or camera. * Prepared questions as prompts. | The focus of this activity should be upon the recording of the video, rather than upon the content or upon the learners’ literacy. Therefore, attention should be paid to:   * the layout of the frame * the sound quality * keeping the camera still – tripods, if available, help with camera stability. |
| **2DW.01** Know that digital technology can give access to a wide variety of information.  **2TC.02** Find, open, save and delete documents within a folder structure.  **2TC.03** Recognise onscreen navigation symbols, including ←, →.  **2TC.04** Begin to use menus to find and use the cut, copy and paste functions, and to open dropdowns. | Display Henri Rousseau’s painting ‘Surprised!’  Discuss what the learners can see in the painting. Elicit that the painting shows a tiger moving through the jungle.  Explain that learners are going to create their own picture of a tiger in a jungle scene by using images that they find online.  Learners search for images of jungles and tigers, and copy and paste their chosen ones into a text document. They should be reminded to use navigation tools to move between pages during their search, and to use the copy or cut and paste functions to add to their document.  Learners save their document into the appropriate file before printing them all out and compiling them into a jungle collage.  **Resources:**   * Piece of still art, such as Henri Rousseau ‘Surprised!’ * Pictures of jungle scenes to inspire learners. * Pictures of jungle animals. * Card/large paper for the background, coloured pens, pencils or paint. * Glue or tape and scissors. | The purpose of this activity is for the learner to have lots of different images to use to create a new piece of art. They will need to consider the size of any animal pictures they use as they should be in perspective to the jungle background.  You may prefer to provide learners with files of pictures in prepared files. |
| **2TC.01** Use devices to take or record digitised media, including photography, audio and video. | Watch a short, basic animation or cartoon about a tiger, with no audio.  *What made the animation interesting?*  *How is it different to the painting that we viewed previously?*  Explain that movement is created in animation by putting together lots and lots of photographs with only tiny differences.  Place learners into groups and explain that they are now going to produce a tiger animation of their own. They will start by making their tiger and their jungle backdrop.  Provide each group with a suitably sized sheet of paper for creating their backdrop. Also provide a template for a two-dimensional tiger puppet. This template could include:   * a body * front and back legs * a head.   The legs and head will be attached later using split pins so that they can be moved as part of the animation.  Each group should collaborate to create their jungle backdrop and to add colour to their tiger templates. They can do this using any suitable art materials, including paint, pen or collage. It is, however, recommended that bold colours are used and that the tiger is suitably contrasted with the backdrop. Attach the legs and head to the tiger puppet using split pins.  Demonstrate taking 3 or 4 different photographs of a tiger puppet against the prepared backdrop. Establish that the puppet should be in a slightly different position in each picture to make it look as though it’s walking. The tiger should also be the same size in each photograph.  Demonstrate using the stop motion software and that it needs lots of photographs to make an animation lasting just a few seconds.  Each group should then create their own stop motion animations of their tiger. It is recommended that the animations run at no more than 4 frames per second and that learners be encouraged to keep their animations to a maximum length of 10 seconds.  **Resources:**   * A short animation video clip about a tiger that has no audio. * Piece of still art, such as Henri Rousseau ‘Surprised!’ * Templates for two-dimensional tiger puppets. * Pictures of jungle scenes to inspire learners. * Pictures of jungle animals. * Sticks or straws. * Split pins. * Card, large paper for background, coloured pens, pencils or paint. * Materials for collage. * Glue or tape and scissors. * Camera or digital device with video recording software. | It is a good idea to create your own short animation before modelling this activity as it can take several attempts to make the film flow correctly.  Puppets are easier for learners to control when taking their photographs. Attaching a stick or straw to the bottom of the puppet makes it easier for learners to control movement.  There are many examples of stop motion software that are freely available online.  Remind learners that software is the data and information the computer uses to get a job done.  Allow learners lots and lots of time to experiment with colour, size and positions of each puppet before and as they create their animation. Reflecting, problem solving, editing and creativity are central to this task. |
| **2TC.01** Use devices to take or record digitised media, including photography, audio and video. | Remind learners, or ask a learner to recap, what they did in the previous activity, then watch 2 or 3 of their animations.  Explain that learners are now going to add audio to their animations. The audio could take the form of a narrator sharing a short fact about the tiger or it’s jungle habitat, or it could be in the form of a speech from the tiger itself, such as:  ‘I like living in the jungle because there are lots of places to hide’.  Allow learners time to plan and create a short script for their audio. Remind them that the script must be short enough to fit the length of their animations. Also allow time for them to practise their timings and their delivery. Remind them that spoken content needs to be delivered clearly.  **Resources:**   * Previous animation or resources to create a new animation where the puppet’s face is animated. * Stop motion software. * Audio recording software. * Planning sheet for the script. | Most stop motion software will allow learners to add audio directly through the application. You may prefer to ask learners to record their audio separately and add it later, although this will take a little longer.  For shorter animations, the audio could represent the tiger roaring.  Learners are likely to be excited about this opportunity so they need to be reminded about taking it in turns to record their voice. Make sure each learner has the opportunity to record their voice if they are working in groups. |

| Example Project – 2.4 | | |
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| Learning objectives | Project outline and resources | Teaching notes |
| **2TC.01** Use devices to take or record digitised media, including photography, audio and video. | In this project, learners will produce a video or animation that is aimed at a specific audience.  The project could provide an opportunity for learners to revisit some of their learning from this stage, although they will need support to do this. As an example, learners could produce a video that is aimed at their older relatives about the things that Stage 2 learners are concerned about with regard to their relatives’ use of social media. The ideas could include:   * the learners not liking that relatives post pictures of them doing silly things online * a wish that their relatives would restrict their online engagement until after the learners themselves have gone to bed.   The value in this content will however come from allowing the learners to choose the message that they want to include in their video.  Learners should work in groups to create a short animation/video, using the software of their choice, balancing the benefits of each to the purpose of the video.  Learners should be given lots of time to plan and prepare for their animation/video before they start recording.  **Resources:**   * Planning sheets. * Video and audio recording devices or cameras. * Stop motion software. | This project can also link to another area of study. Alternatively, learners could make a short video about their school or class.  Learners should be clear about the purpose of their video – to inform, entertain, etc, and the intended audience (other learners in the school, adults or parents, wider community, etc). |

# Sample lesson 1

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| --- | --- |
| CLASS: | |
| DATE: | |
| **Learning objectives** | * **2DW.01** Know that digital technology can give access to a wide variety of information. * **2TC.03** Recognise onscreen navigation symbols, including ←, →. |
| **Lesson focus /**  **success criteria** | Learners can:   * explain the different types of information provided by an online search engine * conduct basic research using an online search engine * use navigation tools such as ← and → while conducting research. |
| **Prior knowledge / Previous learning** | Learners should recall that online content is presented on interconnected websites and pages. |

**Plan**

| **Lesson** | **Planned activities** | **Notes** |
| --- | --- | --- |
| **Introduction** | *How do we find an item at home? Who do we ask? Why do we ask them?*  Elicit that we often ask an adult, as they usually have the best knowledge, and it’s easier than looking ourselves!  *How do we find out new information?*  Elicit that we can ask someone else, look in books or go online. | Learners may insist that they look for things themselves or try to remember where they last had the item.  Learners may refer to a single brand of search engine – make sure they are aware that there are several available. |
| **Main activities** | Demonstrate how to use a search engine to find out about ‘cute cats’. Elicit that there are several useful tools along the top of the search results. Demonstrate the navigation of information through ALL, IMAGES, VIDEOS and NEWS.  *How is the information in ‘Images’ different to the information in ‘News’?*  Elicit that each tool gives different types of information.  Demonstrate how to use ← to go back to the previous page and → to go forward a page.  Demonstrate the wide range of information from a single search term.  Place learners into four groups. Each group should use the search term ‘VOLCANOES’, using the following four tabs from within the search engine:  Group 1 – Images  Group 2 – News  Group 3 – Videos  Group 4 – All  Learners to record on large paper the information they have discovered. The learners who are looking at images and videos will note observations such as:   * the volcanoes aren’t always erupting * the lava does not only come out of the top of the volcano.   Those looking at news should be able to identify a volcano or area where eruption is expected, while those looking at ‘all’ should be able to provide facts about what a volcano is.  This activity can be extended by encouraging learners to consider keywords to use to improve their search results, (e.g. **types** of volcanoes, **active** volcanoes). | If learners are motivated by a different animal, it would be useful to follow their interest to improve engagement.  Make sure that the school IT firewall system is robust so that learners cannot access any inappropriate sites when they are conducting their searches.  Although it is not a requirement of this stage, make sure that learners are encouraged to think about the reliability of online sources – *Is this true?* – to ensure they are aware of reliability at an early stage. |
| **End/Close/ Reflection/ Summary** | Invite 2 groups to share their research with the class.  *How is their research different?*  Elicit that there is a wide variety of information available from search engines, even from a single search word. |  |

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| **Reflection Use the space below to reflect on your lesson. Answer the most relevant questions for your lesson.** |
| *Were the learning objectives and lesson focus realistic? What did the learners learn today? What was the learning atmosphere like? What changes did I make from my plan and why?*  *If I taught this lesson again, what would I change?*  *What two things went really well (consider both teaching and learning)?*  *What two things would have improved the lesson (consider both teaching and learning)?*  *What have I learned from this lesson about the class or individuals that will inform my next lesson?* |
| **Next steps**  **What will I teach next, based on learners’ understanding of this lesson?** |

# Sample lesson 2

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| --- | --- |
| CLASS: | |
| DATE: | |
| **Learning objectives** | **2DW.02** Understand that the internet is a network and that it has physical parts. |
| **Lesson focus /**  **success criteria** | Learners can:   * explain what the internet is * name some of the physical parts of the internet * name a range of devices that connect to the internet to access the World Wide Web. |
| **Prior knowledge / Previous learning** | Learners will have used the internet to access the World Wide Web to carry out research in Unit 1. They are likely to be completely unaware that they are 2 separate things, or that there are physical parts to the internet. |

**Plan**

| **Lesson** | **Planned activities** | **Notes** |
| --- | --- | --- |
| **Introduction** | *What is the internet?*  Demonstrate that ‘internet’ is a compound word, made from ‘interconnected’ and ‘network’ (of computers). Resolve any misconception that the internet is a series of websites.  Remind learners that computers can be a range of devices. To go online, these devices have to connect to the internet, or the interconnected network of computers.  Ask learners to name a range of devices that connect to the internet. | Learners are likely to respond with names of websites. Allow them to do this before dealing with the misconception.  Devices include phones, laptops, tablets, smart watches, etc. |
| **Main activities** | Show a video which either describes what the internet is or explains the hardware types that are connected to the internet.  After watching the video, elicit that the internet is the interconnected network that allows computers to talk to each other. Data travels along the cables and wires between computers/devices.  Explain that the internet was established in the 1960s. Provide context to this by listing other inventions from the 1960s, such as:   * smoke detectors * handheld calculators * the countertop microwave oven.   Hold up a packet of sticky notes and explain that these were not invented until the next decade.  Select 4 or 5 learners to play the role of different online devices. Give each learner a picture of their device to hold. The devices could include:   * games console * smartwatch * tablet * smartphone * laptop.   Space the devices around the room and use a piece of string to connect them. The connection should make a complete loop.  Ask other learners to deliver data messages to the devices. The data can be presented to them in the form of cards which contain the name or a picture of the information that is being delivered. The cards should also contain a picture of the device that it should be delivered to.  The learners that are delivering the data files should only travel along the string to demonstrate that they are using the internet.  Repeat this activity several times by asking different learners to start from different points to demonstrate that the same cables/wires are used throughout the world. | It would be useful to create cards showing a range of devices including games console, smartwatch, tablet, smartphone and laptop for learners to hold to visualise each device.  Data should have ‘To Device [laptop]’, etc. written on them so the learner knows which device to deliver to.  Data could include email or text messages, facts or pictures, or you could ask learners to deliver a song! |
| **End/Close/ Reflection/ Summary** | Demonstrate a written definition for the internet.  Learners to write their own definitions. They should share these with a partner and discuss any differences in understanding. | These definitions can then be stuck into learners’ books or form part of a display in the classroom. |

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| **Reflection Use the space below to reflect on your lesson. Answer the most relevant questions for your lesson.** |
| *Were the learning objectives and lesson focus realistic? What did the learners learn today? What was the learning atmosphere like? What changes did I make from my plan and why?*  *If I taught this lesson again, what would I change?*  *What two things went really well (consider both teaching and learning)?*  *What two things would have improved the lesson (consider both teaching and learning)?*  *What have I learned from this lesson about the class or individuals that will inform my next lesson?* |
| **Next steps**  **What will I teach next, based on learners’ understanding of this lesson?** |

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