**Using the Internet**

**Whole School Overview.**

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| Year Group | Learning Objectives | Key Skills |
| R | To talk about “What is the Internet?” | Start to understand that information is available through the Internet and can be accessed in a number of ways. |
| 1 | * To understand that information comes from different sources e.g. books, web sites, TV etc * To understand that ICT can give access quickly to a wide variety of resources * To talk about their use of ICT and the Internet and other methods to find information * To know buttons/icons can represent different functions e.g. record, pause, play | * Select appropriate buttons to navigate web sites or stored information * Begin to understand that computers use icons and menus to provide information and instructions e.g. Select a specific part of the CBeebies site to find an activity * Access different types of information from different sources e.g. using CD players, web sites, TV, video, DVD etc   ***These skills rely on the teacher directing children to specific content. It is not expected for children to do open searching at this stage.*** |
| 2 | * To talk about the different forms of information (text, images, sound, multimedia) and understand some are more useful than others * To understand and talk about how the information can be used to answer specific questions * To begin to develop key questions and find information to answer them * To recognise the layout of a web page, recognise web addresses, menu buttons and links * To understand that the internet contains a large amount of information and recognise the need to use search tools and search engines to begin to find information | * Recognise that not all information is useful some information is more useful * Use web based resources to find answers to questions * Develop questions about a specific topic and use information to answer those questions * Begin to navigate within a website using hyperlinks and menu buttons to locate information * Begin to manipulate information using copy and paste for a specific purpose * Enter given text into a search engine to find specific given web sites * Understand that web sites have a specific address e.g. [www.bbc.co.uk/](http://www.bbc.co.uk/) * Locate links to web sites from Favourites or saved hyperlinks, intranet or from the Learning Platform * Use basic information from the internet. |
| 3 | * To follow a simple search to find specific information from a web site * To find and use appropriate information * To identify how different web pages are organised (graphics/links/text) * To navigate a web page to locate specific information * To know that ICT enables access to a wider range of information and tools to help find specific information quickly * To understand a website has a unique address | * Develop key questions to search for specific information with purpose to answer a problem e.g. to find out about different Roman Gods. * Understand how a search engine works and begin to create and enter appropriate search strings. * Save and retrieve accessed information through the use of Favourites, History, and Save As * Understand that some information found through searching is more relevant than others * Use the information purposefully to complete specific tasks e.g. copy, paste and edit relevant information (ref. creating and publishing unit) * Talk about and describe the process of finding specific information |
| 4 | * To draw information from a question to develop keywords to find relevant information e.g. What did Romans eat? * To understand the dynamics of a search engine and know that there are different search engines (some within specific sites e.g. BBC, and some the whole of the Internet e.g. Google, Yahooligans, Ask Jeeves) * To be able to skim read and sift information to check its relevance and modify their search if necessary * To understand that the information they use needs to be appropriate for the audience they are writing for e.g. copying and pasting difficult language * To evaluate different search engines and explain their choices for using these for different purposes * To begin to recognise that anyone can author on the Internet and sometimes authors on the Internet can produce content which is offensive, rude and upsetting and to follow school rules if anything is found | * Know that they can use search engine tools for different types of media e.g. Google Image Search, video, sound but understand that the results are not always what you expect * Be aware that web sites are not always accurate and that information should be checked before use. * Develop keywords and enter them into a chosen search engine, using more advanced search engine features. * Present their findings using a word processing or multimedia/publishing package for a specific audience |
| 5 | * To use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data * To save and use pictures, text and sound and be able to import into a document for presentation (ref. multimedia presentation) * To recognise that the Internet may contain material that is irrelevant, bias, implausible and inappropriate * To understand the issues of copyright and how they apply to their own work | * Discuss different strategies for finding relevant information e.g. using different keywords to find information on a given enquiry * Use a range of keywords to find different sources of information and enter them into a chosen search engine * Modify searches further to find relevant information for a report * Select and combine information from a range of different sources and present their findings using a word processing or multimedia/publishing package for a specific audience * Be aware that web sites are not always accurate and that information should be checked before it is used. * Discuss issues of copyright and downloading material e.g. mp3s, images, videos etc. |
| 6 | * To check plausibility of information from a variety of sources on the same topic * To use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data * To understand plagiarism and the importance of acknowledging sources | * Understand the dynamics of different search engines and know that there are different search engines which may focus on different media * Modify searches further to find relevant information for a report * Talk about where web content might originate from by looking at web address, author, other linked pages * Talk about validity and plausibility of information by checking other sources * Recognise the impact of using incorrect information in their work * Skim and select information checking for bias and different viewpoints   **Useful websites for Plausibility:**   * *Investigate plausibility* [*http://www.school-portal.co.uk/GroupHomepage.asp?GroupID=257454*](http://www.school-portal.co.uk/GroupHomepage.asp?GroupID=257454) * **Dog Island Free Forever:** A puppy dog paradise. <http://www.thedogisland.com> * **The Pacific Northwest Tree Octopus:** <http://zapatopi.net/treeoctopus.html> * **Victorian Robots:** <http://www.bigredhair.com/robots/index.html> |