

Inspiring and enabling our school community to live life to the full

We aim to equip pupils to use computational thinking and creativity to understand and change the world; to become digitally literate –using, and expressing themselves and developing their ideas through, information and communication technology. They will build on this knowledge and understanding, becoming equipped to use information technology to create programs, systems and a range of content– at a level suitable for the future workplace and as active participants in a digital world



YEAR 6

Subject: Computing
Unit: Computing Systems and networks – Communication

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

Key concepts from Education for a connected World: Information sharing
Year 2 Computing Systems and Networks – IT in the classroom
Year 3 Computing Systems and Networks – connecting computers
Year 4 Computing Systems and Networks - The Internet
Year 5 Computing Systems and Networks – Sharing Information

Key Vocabulary taught in this unit:

Search, search engine, Google, Bing, Yahoo!, Swisscows, DuckDuckGo, refine, index, crawler, bot, ranking, search engine optimisation, links, web crawlers, searching, content creator selection, communication, internet, public, private, one-way, two-way, one-to-one, one-to-many, SMS, email, WhatsApp, blog, YouTube, Twitter, BBC Newsround

Intent: What do we want the children to know, be able to do by the time they complete this unit?

- **Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts**
Identify tasks that are managed by computer systems; suggest strategies to ensure successful group work; compare work online
- **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 of a web search to find specific information; refining of searches, comparison of searches; explain how search results are ordered
- **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**
Explain why we need tools to find things online; recognise the role of web crawlers; recognise how we communicate using technology
- **Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content**
Understand the need to be selective when collecting information from the internet, explain how search engines follow rules to rank pages, suggest criteria for ranking
- **Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.**
Understand the ownership of data uploaded and downloaded from the web; decide what can and cannot be shared online; recognise that connected devices can allow access to shared files, recognise age restrictions for communication apps and programs

Impact / Outcome: What will the final product / result be?

Children will learn about the World Wide Web as a communication tool. They will learn how we find information on the World Wide Web, through

learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. They will then investigate different methods of communication, before focusing on internet-based communication. Finally, they will evaluate which methods of internet communication to use for particular purposes.

P4C Inquiry (where appropriate) N/A