

# Preston Primary School Computing Knowledge Organiser



During our Computing Long Enquiry this half term, we will be learning how to create a webpage. Children will identify what makes a good web page and will use this information to design and evaluate their own website using Google Sites.

Children will use search technologies effectively, appreciating how results are selected and ranked - and will be discerning in evaluating digital content.

Children will 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.

Children will use technology safely, respectfully and responsibly - recognising acceptable/ unacceptable behaviour and identifying a range of ways to report concerns about content and contact.

During this Long Enquiry, children will be given opportunities, over the 4 weeks, to work on our whole school focus of being 'Ready for Work'. Children will achieve this by applying their knowledge of the 4Cs (Creativity, Critical Thinking, Communication and Collaboration), to achieve a shared outcome within a project team.

## What I have already learnt:

Children have knowledge and experience of digital devices with understanding of how to create and evaluate code for a function on device. Children will have knowledge of computer networks and how devices are connected in a network, with how data and information is shared between devices.

## What I will learn:

●In KS3, children will create digital artefacts for a specific purpose, which include webpages. They will continue to develop their knowledge of HTML and be introduced to CSS.



<b>Topic: Computing – How do you create a webpage?</b>	<b>Term: Summer 2</b>	<b>Year Group: Unit 4</b>	<b>Duration: 4 Weeks</b>
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<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>
<p><b>To review an existing website and consider its structure:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can explore a website.</li> <li><input type="checkbox"/> I can discuss the different types of media used on websites.</li> <li><input type="checkbox"/> I know that websites are written in HTML.</li> </ul> <p><b>To plan the features of a web page:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognise the common features of a web page.</li> </ul>	<p><b>To plan the features of a web page:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can suggest media to include on my page.</li> <li><input type="checkbox"/> I can draw a web page layout that suits my purpose.</li> </ul> <p><b>To consider the ownership and use of images (copyright):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can say why I should use copyright-free images</li> <li><input type="checkbox"/> I can find copyright-free images</li> <li><input type="checkbox"/> I know how to use technology respectfully and responsibly when online</li> </ul>	<p><b>To create a webpage:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can create a webpage, following my plan.</li> <li><input type="checkbox"/> I can include different layout features that suit my purpose.</li> </ul> <p><b>To create hyperlinks:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can make multiple web pages and link them using hyperlinks.</li> </ul>	<p><b>To recognise the implications of linking to content owned by other people:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain the implication of linking to content owned by others.</li> <li><input type="checkbox"/> I can create hyperlinks to link to other people's work.</li> <li><input type="checkbox"/> I can evaluate the user experience of a website.</li> </ul>



## Key Skills in Computing Explained:

Vocabulary	Definition
Website	A collection of information that relates to a particular topic. This can be accessed on a range of devices.
Webpage	These are the pages that make up a website. One page from a website is called a webpage.
Browser	A browser allows you to find your way around the World Wide Web. A browser shows you what a website looks like. Google Chrome and Safari are examples of browsers.
Hypertext Markup Language (HTML)	Websites are made with a special code called 'HTML' (Hypertext Markup Language). This code tells the browser what the web page should look like on the screen.
Copyright	A law that gives the owner of a piece of work the right to decide what people can do with it. For example, a photo might have copyright laws if the owner does not want it re-used.
Fair use	The idea that it should be ok for a person to reuse something that someone else has created, in certain amounts and purposes, without breaking the law. E.g., by giving credit to the owner/ not making a profit.
Hyperlink	A bit of text on a website that takes you to another site when you click on it.

### Information Technology



Children should know that technology is everywhere, be able to identify the technology they encounter and have a growing understanding of how it works. This can be broken down into activities such as word processing, spreadsheets and data handling, presentation, eBook creation, web design, animation, video creation, photography and art, sound and AR & VR. When using these ideas to create content everything should link closely to digital literacy – awareness of audience and good design principles.

### Computer Science



Computer science within our curriculum is broken down into three strands: Computational Thinking, Programming and Computer Networks.

#### Computational Thinking

This is all about solving problems effectively with or without a computer. Computational thinking is about looking at a problem in a way in which a computer can help us to solve it.

#### Programming

Children write algorithms and implement these as code. They also need to be able to find mistakes and fix them (debugging.) Once children have created a program, they need to learn to evaluate and look at different ways to achieve the same goal and which method is most appropriate. As children get older, the programs they write will become more complex using a range of constructs such as sequence, selection, repetition and variables in their programs.

#### Networks

Pupils are also required to develop understanding of how networks, such as the Internet, work and how searches are performed.

### Digital Literacy



Today's children and young people are described as 'Digital Natives' and are growing up in a digital world that is always evolving and changing. As they grow older, it is crucial that they learn to balance the benefits offered by technology with a critical awareness of their own and other's online behaviour and develop effective strategies for staying safe and making a positive contribution online.