

ACET Junior Academies'

**Scheme of Work for Computing
Search Technologies**



About this unit:

This scheme is designed to build pupils' knowledge of search technologies and develop their skills in using these practically.

Assessment note: it is worth printing and annotating search string or results to evidence understanding.

Teaching note: it is worth recapping previous learning / pre-requisite skills as a warmup task before teaching a new skill

Unit structure

Unit 1 – Y3 Search Engine Use

Unit 2 – Y4 Search Engine Use

Unit 3 – Y5/6 Search Engine Use

Links to previous and future National Curriculum units

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. (KS2)

use technology purposefully to create, organise, store, manipulate and retrieve digital content (KS1)

Unit 1 (Y3) – Year 3 Search Engine Use

Links to previous learning	Knowledge and concepts	Assessment criteria:	Curricular links:
n/a	What is a search engine. How to best use a search engine. Can information found on the internet always be trusted? (link to e-safety) Navigating the internet	I can say why I think the information on a website can be trusted. I can search for information on the Internet in different ways.	This lends itself to sessions which benefit from research of a topic e.g. geography, science. It also lends itself well to content knowledge for explanation texts in literacy. Taking notes In Literacy.
Suggested activities:		Useful links:	
<p>Introduce the children to common search engines and explain their function – use them to find simple facts or information to see how they appear differently.</p> <p>Explain that search engines operate best when given well-chosen key words to search for rather than entire sentences or questions.</p> <p>Children should also be challenged about the integrity of information online – anyone can make a website and put anything on it so how can we make informed decisions based on this (e.g. by finding multiple sources, a well-known company or organisation running the website etc)</p> <p>Literacy wise, it is important to encourage children to understand and talk about information they have found rather than copying sentences they have found online. Links to note taking in Literacy.</p> <p>Activity Ideas:</p> <ul style="list-style-type: none"> • Race to find 10 pieces of information using a search engine • Giving a number of facts to use search engines in order to check authenticity • Researching information based on Topic work • Use a search engine to find prices for a set of products and consider how these results are ranked (Maths link) 		<p>http://zapatopi.net/treeoctopus/ https://zapatopi.net/afdb/ these are great examples of how website can promote false information.</p> <p>https://www.bbc.co.uk/bitesize/clips/zspbcdm - how search engines work</p> <p>https://www.schoolsofkingedwardvi.co.uk/ks2-computing-digital-literacy-5-using-search-engines/ - search engines information for staff CPD</p>	

Unit 2 (Y4) – Year 4 Search Engine Use

Links to previous learning	Knowledge and concepts	Assessment criteria:	Curricular links:
<p>Children should have a working knowledge of search engines to revise and build upon</p>	<p>How a search engine displays results</p> <p>How to use a search engine reliably and effectively.</p>	<p>I can refine web searches.</p> <p>I can explain and discuss how accurate and/or plausible the information I have found online is.</p>	<p>This lends itself to sessions which benefit from research of a topic e.g. geography, science.</p> <p>It also lends itself well to content knowledge for explanation texts in literacy.</p>
Suggested activities:		Useful links:	
<p>Understanding that search engines such as google gather and rank websites based on different factors. The first in the list may not always be the most appropriate or useful.</p> <p>Sponsored 'advert' results appear higher in a search which may not always be the most relevant choice.</p> <p>Continued emphasis on key words and phrases being used to search. Note taking for Literacy.</p> <p>Activity Ideas:</p> <ul style="list-style-type: none"> • Race to find 10 pieces of information using a search engine • Giving a number of facts to use search engines in order to check authenticity • Researching information based on Topic work • Use a search engine to find prices for a set of products and consider how these results are ranked (Maths link) 		<p>http://zapatopi.net/treeoctopus/</p> <p>https://zapatopi.net/afdb/</p> <p>these are great examples of how website can promote false information.</p> <p>https://www.bbc.co.uk/bitesize/clips/zspbcdm - how search engines work</p> <p>https://www.schoolsofkingedwardvi.co.uk/ks2-computing-digital-literacy-5-using-search-engines/ - search engines information for staff CPD</p>	

Unit 3 (Y5/6) – Year 5/6 Search Engine Use

Links to previous learning	Knowledge and concepts	Assessment criteria:	Curricular links:
<p>Children should be fully aware of what a search engine is and how to use it</p>	<p>Recognise the need for accuracy when searching for and selecting information.</p> <p>Use different sources to double check information found.</p>	<p>I can understand that not everything found online is true or safe</p> <p>I can identify and utilise strategies to validate information found online.</p> <p>I understand how search results are ranked and selected.</p>	<p>This lends itself to sessions which benefit from research of a topic e.g. geography, science.</p> <p>It also lends itself well to content knowledge for explanation texts in literacy.</p>
Suggested activities:		Useful links:	
<p>It is valuable practice to discuss and assess the authenticity of given websites (both intentionally fake and genuine) by looking for clues. Children will begin to recognise and evaluate different types of information found online, describe the different parts of a webpage, and find out who the information on a website belongs to.</p> <p>It is also worth children discussing how fraudulent or fake websites could also be harmful to users – stealing their personal information, selling products that aren't real etc. Link to e-safety.</p> <p>Discussion could be based around:</p> <ul style="list-style-type: none"> • Who is the author? Can you contact them? • How detailed is the information? • Is it fact or opinion? • Is it mostly text, images or both? • Are there links? Do they back up what your website says? • Can you find any other websites to back your one up? • Is it a good quality website? <p>Activity Ideas:</p> <ul style="list-style-type: none"> • You could give printed out fake websites annotate reasons they think it may be unreliable or strategies for confirming authenticity of information. • Children could write an explanation text around how to use a search engine for a younger year group audience 		<p>http://zapatopi.net/treeoctopus/ https://zapatopi.net/afdb/ these are great examples of how website can promote false information.</p> <p>https://www.everyschool.co.uk/ict-key-stage-2-internet-research.html - useful activities for this unit</p> <p>https://www.bbc.co.uk/bitesize/clips/zspbcdm - how search engines work</p> <p>https://www.schoolsofkingedwardvi.co.uk/ks2-computing-digital-literacy-5-using-search-engines/ - search engines information for staff CPD</p>	

