



Prior Knowledge

I can explain that **digital devices accept inputs and produce outputs**
I can identify and use a range of **inputs** (microphone, keyboard, mouse etc) and **outputs** (speakers, monitor, printer) **devices**
I can recognise and explain how **digital devices can be used for different activities**
I can suggest **differences between using digital devices and non-digital tools**



NC Learning Objectives

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

Scheme of Lessons

- 1) **Connecting networks**- Learners will explore how a network can share messages with another network to form the internet.
- 2) What is the internet made of?- Learners will describe the parts of a network and how they connect to each other to form the internet.
- 3) Sharing information-Learners will explore what can be shared on the World Wide Web and where websites are stored.
- 4) What is a website?- Learners will analyse a website and identify the key parts.
- 5) Who owns the web?- They will explore a variety of websites and will investigate what they can and cannot do with the content on them.
- 6) Can I trust what I read?- They will review images and decide whether or not they are real, before looking at why web searches can return ambiguous (and sometimes misleading) results

What will I know by the end of this unit?

I can describe the **internet as a network of networks** and demonstrate how information is shared across the internet
I can explain how the **internet allows us to view the World Wide Web**.
I know that **computers collect data from various input devices, including sensors and application software**

Useful information

Content on the Internet belongs to different people
The content may be copyrighted - cannot be copied without permission
Not all of the information that we see or hear on the Internet is reliable. Some of it may be inaccurate.
Inaccurate information can quickly spread and can become 'Fakenews'

Evidence and assessment

Written work from lesson plans to be presented in project books.

There is an opportunity for formative assessment in every lesson and also a summative assessment in form of MCQ in lesson plan folder.

Vocabulary

Network - a group or system of interconnected people or things.
Internet - a global computer network providing a variety of information and communication facilities
World Wide Web - The part of the Internet where we can visit websites and web pages
Router - a device, which forwards data packets to the appropriate parts of a computer network.
Website- a set of web pages
Webpage - contain different features - title, images, text, pages
Browser- a computer program for displaying and navigating between web pages.
Domain - The part of a website's URL that is user friendly and identifies that it is under the control of a particular person or organisation e.g. raspberrypi.org
Reliable - able to be trusted.

Relevant Digital Literacy NC links:

CONDUCT and CONTACT - I understand what opportunities and dangers computer networks offer for communication and collaboration
CONDUCT and CONTENT - To explain how to be discerning in evaluating digital content. Identify a range of ways to report concerns about content and contact

Useful information

-Easy explanation: [A Packet's Tale. How Does the Internet Work? - YouTube](#)
-Routers help us to journey on the World Wide Web to different networks in different parts of the world
-Web Browsers such as Google or Internet Explorer help us to look at different pages on the Internet.
-Websites and webpages can be found using web addresses (domains) split into 3 parts
www. World wide web
Name of the organisation/topic