

## ICT ACTIVITY 10

Using Internet searches and web site publishing to produce web pages.

**Year Group: 4**



LITERACY/ HISTORY ICT

## Resources

Internet, Word processing and Claris Homepage.  
<http://www.bbc.co.uk/schools/romans>

## Context (Pupils' prior experience)

As part of a history focus on the Romans in Britain children researched information from web sites to produce pages for the school site. All work was carried out using laptop computers. Children were supported in their learning by the class teacher. The aim was for the children to produce two web pages for the school web site, which would then become virtual classroom resources.

## Task Description

To find, store and record information from web site searches. Children would then annotate and re-write/ present information for the benefit of other children in school. All information to be organised and presented appropriately in the form of school web pages.

## Learning Intentions

Literacy/History: Knowledge and Understanding	ICT: Skills, Knowledge and Understanding	ICT Level		
		KS1	KS2	KS3
Read independently to find and establish meaning. Writing communicates meaning showing awareness of the reader and expresses opinions/reasons about people, events and changes studied.	ICT is used to find, store and present their information. Use of bookmarked site addresses. Information word processed and can be copied and pasted into a web page.	w/1	2/3	4/5
Reading shows understanding of significant events, changes & people. Writing is organised appropriately for the reader and expresses reasons and results of events and actions.	ICT is used to find, retrieve, store and present information in web page form. Children can work 'virtually' with different software. Can design and copy and paste information into own web pages.	1/2	3/4	5/6
Reading shows understanding of significant events, changes & people. Uses inference and deduction. Writing expresses reasons and results of events and actions. Makes links and gives reasons for results of actions.	ICT is used to find, retrieve, store and interrogate information. Information is annotated, word processed and manipulated for presentation. Information is presented in well considered web pages.	2/3	4/5	6/7
<b>English POS Related to task:</b> En2: 1lmn: 2abc: 7ab: NLS Objectives: Yr4 T2 Text 16, 17, 23, 24.	<b>ICT POS related to task:</b> 1a, 1b, 1c, 3a, 3b, 4a, 4b			

## Teaching Approach

All lessons were taught by the class teacher, some learning tasks were supported by a teaching assistant. Children worked in small groups and presented information to whole class. A full description can be found in the on-line lesson plans on <http://ecs.lewisham.gov.uk/intict>

## Links with other curriculum areas

Virtual classroom research project linked with English curriculum: children had to scan, mark and annotate extracts of printed text on the internet.

The research project was an historical study, based on the QCA unit 6b: Why have people invaded and settled in Britain (A Roman case Study).

## Subject Learning Gains (Literacy/History)

Learning tasks stored on the school web site enabled children to work independently, discussing their work with peers and requesting support when necessary. Children were able to collect and amend information by switching between files/windows whilst using their laptop computers. Children were then able to 'publish' their work, which will enable wider group of children to learn from their web research.



**Boudicca**



Iceni and the Romans

The rulers of the **Iceni** were King Prasutagus and Queen Boudicca; the Iceni people lived in **Norfolk and Suffolk in eastern Britain**.

Trade was flourishing across the English Channel with the Roman Empire; the Iceni controlled lucrative sea routes into the Wash and the estuaries on the Norfolk coast. The Iceni merchants and nobles became prosperous, between 65BC and AD61 they were able to issue their own coins/money.

Following the Roman invasion under Claudius in AD43, King Prasutagus became a client king under the Romans. Friendship with the Iceni would have been important because of their close proximity to Colchester. Colchester was symbolic of Claudius' victory. Colchester was where the temple of Claudius was sited.

**Pupils' Work**

This pupil was confident with searching web sites. She was able to store her information, to retrieve it and present her findings on a web page.

**This pupil is working at ICT Level 3.**

**Teachers' Assessment**

**Computer Diary**

Name \_\_\_\_\_ Date 8/4/03

**What was my task?**  
I searched the internet, for websites, on the Romans. I found information on the Romans for a webpage.

**What software did I use?** Apple works 6 Claris Homepage & Internet Explorer.

**Who did I work with?** \_\_\_\_\_

**Who helped me?** \_\_\_\_\_

**What did I do?**  
I pasted my information on to Claris Homepage, so I could begin making my webpage.

**What did I learn?**  
I learnt how to make web pages using Claris Homepage. I became more confident using 'apple copy' 'apple paste'. I became better at shrinking the page to the title bar.

**What will I improve/change next time?**  
Practise and remember all of the different ways to make links. And to save pictures.

**How do I feel about my computer work?**

😊 😐 😞 ☹️

**Pupils' Evaluation**

**Teachers' Evaluation**

**ICT TEACHER EVALUATION**

**What were the aims of the project?**  
All children to be able to work on a research project in a 'virtual' way, using only laptop computers. Children to be able to find, save and move information between documents. Children could convert research information into a web page for other children to access as a learning tool.

**Why did you embark on the project?**  
To help learn more about children working 'virtually' and how best to approach and plan for future similar learning projects. To find out how quickly children become accustomed to working between different types of software. Can work tasks be successfully stored on school web sites for children to access.

**Who was involved in the project?**  
Children in year four and teacher. Teachers in Key stage 1 and 2 were consulted for their input regarding information to be included on the web pages.

**How was the project set up?**  
I consulted the children in year four by asking them what information they would like to find out about the Romans and how it might be presented. It was decided that web pages could be produced for children in the infants and juniors to access. Information that could be used this year and next year, especially for the children in year four who will study the Romans.

**What were the issues?**  
Once getting a taste of working 'virtually' with their own laptops the children, and others in the class, wanted to do much more of their work in this way. To ensure all children can work 'virtually', the use and sharing of laptops has to be carefully managed or more laptops need to be available. How and when to present the benefits of similar projects teachers so that more and more valuable work can be stored and available for other children to use as learning resources.

**Where do you plan to take the project next?**  
Next term I will use the experience of this project to plan another similar piece of work. The themes will be different but the children will use their laptop computers to gather and present information. The experience gained from this project will help us to develop and improve systems for working and how we present our work. I will organise an opportunity to share this work with colleagues.

**What have you learned through your involvement in the project?**  
I wanted to store all work tasks on the school web site and ask children to access these to read and begin working on their project. However, they needed much more teacher input than I initially expected. I now realise that it is possible to post up developmental instructions and reminders, but projects still require substantial teacher explanation before children can begin.