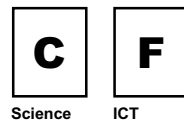


## ICT ACTIVITY 9

Using the NHM web site as a resource to support the collection and analysis of information about woodlice.

## Year Group: Year 4



### Resources

Web site: [http://www.nhm.ac.uk/woodlice/taking\\_part.html](http://www.nhm.ac.uk/woodlice/taking_part.html)  
Also used to support science topic: <http://www.naturegrid.org.uk>  
Database software – Information Workshop and AppleWorks database.  
Branch diagram databases (Primary Toolkit, 2simple software) linked with Year 4  
ICT QCA unit 4C Branching databases, supporting science and classification,  
Word processing (Word)

### Context (Pupils' prior experience)

Most of the pupils in this class have used the Internet for the purpose of locating information for research purposes and have mainly used the search engines Yahoo!igans and Google (advanced safe search only). They have used a range of web sites that are interactive to support learning across the curriculum, but have not had the experience of entering data that they have collected themselves. In this project, their data will be added to existing information already stored on this web site, which has been constructed in order to carry out a national scientific survey. These children have experienced constructing a database and interrogating data. Science experience prior to starting the project: Identifying different habitats; locating animals in those habitats; making predictions of which animals could be found in a habitat; observing conditions and recording animals found; grouping organisms according to observable features; using keys to identify animals, which included using a branching database.

### Task Description

In this project, data the children have collected will be added to existing data already stored on this web site, which has been constructed in order to carry out a national scientific survey to identify the different species of woodlice to be found across the country in different habitats. The task requires that children find woodlice in different habitats, identify which species of woodlouse they have found using a flow diagram classification chart (yes/no questions) and enter their findings with other information requested onto the Walking with Woodlice web site.

### Learning Intentions

Science: Knowledge and Understanding	ICT: Skills, Knowledge and Understanding	ICT Level		
		KS1	KS2	KS3
Pupils respond to suggestions about how to find things out and, with help, make own suggestions about how to collect data to answer questions. They sort out living things into groups using simple features.	Pupils use ICT to organise and classify information and present their findings.	w/1	2/3	4/5
Pupils respond to suggestions and put forward their own ideas about how to find the answer to a question. They identify ways in which an animal is suited to its environment.	Pupils use ICT to save information and to find and use appropriate stored information, following straightforward lines of enquiry. They use ICT to generate, develop, organise and present their work.	1/2	3/4	5/6
Science POS: SC1 - 2a, 2b, 2c, 2h SC2 - 4a, 4b, 5b	ICT POS related to task: 1a, 1b, 1c, 2a.			

### Teaching Approach

Whole class introductions and demonstrations. Mixed ability pairs supporting each other. Plenaries to share good examples.

### Links with other curriculum areas

**Science:** Habitats

**Mathematics:** Data handling, interpreting graphs and figures

**English:** Non-fiction – using information texts, locating information using web sites and information writing.

### Subject Learning Gains (Science)

The activity provided a context for pupils to engage in a science investigation and develop their research skills. It also gave them an opportunity to consolidate previous work on classification.

