Year 6 – Web page creation

Unit introduction

Learners will be introduced to creating websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.

Software and Hardware requirements

The unit has been based on the use of Google Sites, which is part of Google Workspace for Education. If you are a Google school, your Google administrator can ensure that the Google Sites feature is enabled. Microsoft alternatives could also be used, such as Microsoft Sway or PowerPoint, where a model of a website could be designed, with hyperlinks to move from one slide to another.

If you've adapted this unit to better suit your school, please share your adapted resources with fellow teachers in the STEM community. Alternatively, if this unit isn't quite right for your school, why not see if an adapted version which better suits has already been shared?

Overview of lessons

Lesson	Brief overview	Learning objectives

1 What makes a good website?	In this lesson, learners will explore and review existing websites and evaluate their content. They will have some understanding that websites are created by using HTML code.	To review an existing website and consider its structure • I can explore a website • I can discuss the different types of media used on websites • I know that websites are written in HTML
2 Becoming a web designer	In this lesson, learners will take on the role of a web designer, focussing on the initial design stage of creating a website. Learners will look at the different layout features available in Google Sites and plan their own web page on paper. **Homework:** Learners will look at two of their favourite websites and sketch them on the worksheet provided, detailing the similarities and differences. **Note:** For the homework activity, teachers could provide printed 'home page' images for anyone who doesn't have internet access at home.	To plan the features of a web page • I can recognise the common features of a web page • I can suggest media to include on my page • I can draw a web page layout that suits my purpose
3 Copyright or copyWRONG?	During this lesson learners will become familiar with the terms 'fair use' and 'copyright'. They will gain an understanding of why they should only use copyright-free images and will find appropriate images to use in their work from suggested sources. They will understand how to search, reuse and reference images under creative commons to enable them to be respectful and responsible online users. **Homework:** Learners answer a series of questions based on copyright and fair use.	To consider the ownership and use of images (copyright) • I can say why I should use copyright-free images • I can find copyright-free images • I can describe what is meant by the term 'fair use' • I know how to use technology respectfully and responsibly when online
4 How does it look?	Learners will revise how to create their own web page in Google Sites. Using their plan from previous lessons, learners will create	To recognise the need to preview pages • I can add content to my own web page

	their own web page/home page. They will preview their web page as it will appear on different devices and suggest or make edits to improve the user experience on each device.	• I can preview what my web page looks like • I can evaluate what my web page looks like on different devices and suggest/make edits.
5 Follow the breadcrumbs	During this lesson, learners will begin to appreciate the need to plan the structure of a website carefully. They will plan their website, paying attention to the navigation paths (the way that pages are linked together). They will then create multiple web pages for their site and use hyperlinks to link them together as detailed in their planning.	To outline the need for a navigation path • I can explain what a navigation path is • I can describe why navigation paths are useful • I can make multiple web pages and link them using hyperlinks
6 Think before you link!	Learners will consider the implications of linking to content owned by other people and create hyperlinks on their own websites that link to other people's work. They will then evaluate the user experience when using their own website and that of another learner.	To recognise the implications of linking to content owned by other people • I can explain the implication of linking to content owned by others • I can create hyperlinks to link to other people's work • I can evaluate the user experience of a website

Request a computing ambassador

This unit is ideal for linking to the world of careers, and a computing ambassador can support this. Through the STEM ambassador platform, you can search for a computing ambassador. If you cannot find a computing ambassador with an offer to support this unit, then the following request will help to match you with the right person. You will need to edit the areas in red to ensure the request is right for your school.

Year 6 (ages 10-11) are learning about web page creation though the Teach Computing Curriculum unit of six lessons. Within these lessons, pupils will learn how to create their own website.

Our lessons are taking place from *date* to *date* and we would appreciate someone with skills in this area to offer some real-world experience to this unit. The unit uses *insert software* on *insert devices* and focuses on the following areas:

- understand the common features of webpages for different purposes
- understand the need for copyright-free images on my website
- add content to a website, including text and images
- understand navigation paths and have multiple web pages on my website, linked via hyperlinks

*We require an ambassador who can support in any of these areas. We are hoping for an ambassador who would be willing to join us *in the classroom/virtually* to support our learning by *providing some handy hints and tips for our projects/giving us constructive feedback on our final projects/discussing how web page design is used within their profession and in the real-world.**

Subject knowledge and CPD opportunities

You will need to ensure that you and learners have access to Google Sites. Experience with using Google Sites would support you in delivering this unit, but the unit will also deliver support within the slides.

Familiarity with the implications of linking to other people's work online is needed, and an understanding of the terms 'fair use' and 'copyright' is important. You should be aware of your school's procedures related to children searching for images and how to report any issues.

You will need to be able to access websites and have some understanding of HTML and the differences between browsers, websites, and web pages. You should also have an understanding of the terms 'breadcrumb trail' and 'navigation', and how websites are generally structured.

Continual Professional Development
Enhance your subject knowledge to teach this unit through the following free CPD:
- Getting started in Year 6 – short course
- Introduction to primary computing remote or face to face

Teach primary computing certificate
To further enhance your subject knowledge, enrol on the teach primary computing certificate. This will support you to develop your knowledge and skills in primary computing and gain the confidence to teach great lessons, all whilst earning a nationally recognised certificate!

Progression

This unit progresses students' knowledge and understanding from a variety of lessons from the Teach Computing, across different strands: digital writing, digital painting, desktop publishing, photo editing, and vector drawing.

Common misconceptions

In this unit, pupils use a website builder to create their websites, for example Google sites, which means no coding is needed. This is because the knowledge and skills being taught are related to hyperlinking and website design, rather than to programming in a complex text-based language. Whilst not a misconception, some pupils will be expecting to use 'code' to build their website. It is important to address that whilst some websites are built this way, more and more are now build using website builders such as Google Sites where users instead drag and drop pre-coded elements into their website. This means that making websites is much easier than it once was, but can limit the functionality of the website.

Curriculum links

Computing
- 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.
- use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour.

Education for a Connected World links

Copyright and ownership
- I can demonstrate the use of search tools to find and access online content which can be reused by others.

English
- Writing composition: Identifying the audience for and purpose of the writing, selecting the appropriate form, and using other similar writing as models for their own.

Assessment

Formative assessment

Assessment opportunities are detailed in each lesson plan. The learning objectives and success criteria are introduced in the slide decks at the beginning of each lesson and then reviewed at the end. Learners are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down.

Summative assessment

Please see the assessment rubric document for this unit. The rubric can be used to assess student's work from lessons 2 to 6.