



Raspberry Pi

# 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, fair use of media and creative commons, the aesthetics of the site, and navigation paths. This will enable the learners to understand how to be a respectful and responsible user of technology online.

It is recommended that learners use laptop or desktop computers for this unit of work. The unit has been based on the use of [Google Sites](#), which is free to use with any Google account. If your school uses the free [Google Workspace for Education](#), your Google administrator can create accounts for pupils and also ensure that the Google Sites feature is enabled. If you don't have a school Google Workspace account, your school may choose to set one up or you may opt to create individual Google accounts for your learners to use. Whichever option you choose, it should be in line with your school's policies.

## 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 <ul style="list-style-type: none"> <li>• I can explore a website</li> </ul>

		<ul style="list-style-type: none"> <li>• I can discuss the different types of media used on websites</li> <li>• I know that websites are written in HTML</li> </ul>
2 How would you lay out your web page?	<p>Learners will look at the different layout features available in Google Sites and plan their own web page on paper.</p> <p><b>Homework:</b> Learners will look at two of their favourite websites and sketch them on the worksheet provided, detailing the similarities and differences.</p> <p><b>Note:</b> For the homework activity, teachers could provide printed ‘home page’ images for anyone who doesn’t have internet access at home.</p>	<p>To plan the features of a web page</p> <ul style="list-style-type: none"> <li>• I can recognise the common features of a web page</li> <li>• I can suggest media to include on my page</li> <li>• I can draw a web page layout that suits my purpose</li> </ul>
3 Copyright or copyWRONG?	<p>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.</p> <p><b>Homework:</b> Learners answer a series of questions based on copyright and fair use.</p>	<p>To consider the ownership and use of images (copyright)</p> <ul style="list-style-type: none"> <li>• I can say why I should use copyright-free images</li> <li>• I can find copyright-free images</li> <li>• I can describe what is meant by the term ‘fair use’</li> <li>• I know how to use technology respectfully and responsibly when online</li> </ul>
4 How does it look?	<p>Today learners will revise how to create their own web page in Google Sites. Using their plan from previous lessons, learners will create their own web page/home page. They will preview their web page as it will appear on different</p>	<p>To recognise the need to preview pages</p> <ul style="list-style-type: none"> <li>• I can add content to my own web page</li> <li>• I can preview what my web page looks like</li> </ul>

	devices and suggest or make edits to improve the user experience on each device.	<ul style="list-style-type: none"> <li>I can evaluate what my web page looks like on different devices and suggest/make edits.</li> </ul>
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.	<p>To outline the need for a navigation path</p> <ul style="list-style-type: none"> <li>I can explain what a navigation path is</li> <li>I can describe why navigation paths are useful</li> <li>I can make multiple web pages and link them using hyperlinks</li> </ul>
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.	<p>To recognise the implications of linking to content owned by other people</p> <ul style="list-style-type: none"> <li>I can explain the implication of linking to content owned by others</li> <li>I can create hyperlinks to link to other people’s work</li> <li>I can evaluate the user experience of a website</li> </ul>

## Progression

This unit progresses students’ knowledge and understanding of the following: digital writing, digital painting, desktop publishing, digital photography, photo editing, and vector drawing.

Please see the learning graph for this unit for more information about progression.

## Curriculum links

[National curriculum links](#)

- 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.

### English links

- 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.

### Education for a Connected World links

#### **Online relationships**

- I can use the internet with adult support to communicate with people I know. (EY-7)

#### **Managing information online**

- I can navigate online content, websites, or social media feeds using more sophisticated tools to get to the information I want (e.g. menus, sitemaps, breadcrumb-trails, site search functions). (11-14)

#### **Copyright and ownership**

- I can explain why copying someone else's work from the internet without permission can cause problems.
- I can give examples of what those problems might be.
- When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.
- I can give some simple examples.
- I can assess and justify when it is acceptable to use the work of others.
- I can give examples of content that is permitted to be reused.
- I can demonstrate the use of search tools to find and access online content which can be reused by others.
- I can demonstrate how to make references to and acknowledge sources I have used from the internet.

- I can explain the principles of fair use and apply this to case studies. (11-14)

## 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.

## Subject knowledge

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.

**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](#)

To further enhance your subject knowledge, enrol on the [primary 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!

Resources are updated regularly – the latest version is available at: [ncce.io/tcc](https://www.ncce.io/tcc).

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