

# Research & e-Awareness

## Levelled Examples



### Context:

Children were exploring Ancient Greece within History. They used the Internet to find out about Olympic events.

### What the children did:

The children used websites identified by the teacher to compare ancient and modern Olympic events. They recorded their findings in Publisher using a template created by the teacher.

#### OLYMPIC FACTSHEET

##### Ancient versus Modern

Many Olympic events are the same today as they were in ancient Greece such as running, jumping and discus. Wrestling, boxing and equestrian events were also part of the ancient games and are now in the modern Olympic games too.

Athletics was a part of education in ancient Greece and we do running and jumping in school too. Tuins used long sticks to point out where athletes were going wrong. Diet was important then and it is now. In ancient Greece young men also went to wrestling school also called palaestra. After exercising, young men covered themselves in oil and then scraped this off using a special tool called a strigil.

##### Timetable of events in ancient Greece

Day 1	Day 2	Day 3	Day 4	Day 5
Procesion to the temple	Chariot races	Discus	Wrestling	Procesion to the temple
Chariot races	Footbal	Long distance race	Boxing	Chariot races
Chariot races	Boxing	Discus	Wrestling	Chariot races
Chariot races	Boxing	Discus	Wrestling	Chariot races

My design for a pot showing the sport of canoeing



Factsheet written and designed by Amy Williams.

### What the children said:

Let's use the menu to find the section on the Olympics.

We could also use the search box to find out more.

### Pupils should:

- Be able to use a variety of ICT sources for reference, and can explain reasons for their suitability.
- Know the importance of phrasing questions carefully.
- Be able to use a database or the internet to answer straightforward questions.
- Understand that the questions asked have to be sensible, to get a sensible answer.
- Record their findings clearly.

### Next steps:

When using a database, use complex searches to find and filter information.

### Suggested resources:

- KS2 friendly websites related to topics e.g. Ancient Egypt: [www.ancientegypt.co.uk](http://www.ancientegypt.co.uk)
- See [www.kented.org.uk/ngfl/subjects/index.htm](http://www.kented.org.uk/ngfl/subjects/index.htm) for useful websites linked to each subject
- Image searches: NEN Gallery: <http://gallery.nen.gov.uk>
- Sound searches: Audio Network: <http://audio.lgfl.org.uk>
- Online publishing e.g. Making the News: <http://mtn.e2bn.net>

### Example Cross Curricular Activities:

- Find and adapt online information to create an information text for a particular audience (Literacy).
- Use the internet to investigate Jewish customs and produce a report (RE).
- Explore habitats using online virtual habitats and create a multimedia presentation (Science).
- Use the internet to explore class topics e.g. Ancient Egypt (History).
- Publish research findings online for a particular audience e.g. using Making the News (Literacy).

### Attainment target for ICT

#### Level 2

Pupils use ICT to organise and classify information and to present their findings. They enter, save and retrieve work. They use ICT to help them generate, amend and record their work and share their ideas in different forms, including text, tables, images and sound. They plan and give instructions to make things happen and describe the effects. They use ICT to explore what happens in real and imaginary situations. They talk about their experiences of ICT both inside and outside school.

#### Level 3

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. They share and exchange their ideas with others. They use sequences of instructions to control devices and achieve specific outcomes. They make appropriate choices when using ICT based models or simulations to help them find things out and solve problems. They describe their use of ICT and its use outside school.

#### Level 4

Pupils understand the need for care in framing questions when collecting, finding and interrogating information. They interpret their findings, question plausibility and recognise that poor quality information leads to unreliable results. They add to, amend and combine different forms of information from a variety of sources. They use ICT to present information in different forms and show they are aware of the intended audience and the need for quality in their presentations. They exchange information and ideas with others in a variety of ways, including using email. They use ICT systems to control events in a predetermined manner and to sense physical data. They use ICT based models and simulations to explore patterns and relationships, and make predictions about the consequences of their decisions. They compare their use of ICT with other methods and with its use outside school.