

Research & e-Awareness

Levelled Examples



Context:

The children had been exploring how to write a balanced argument in Literacy. They used the Internet to check whether the information presented was without bias. The children were directed to websites identified by the teacher.

What the children did:

Children compared the information presented on two websites, offering alternate views on the issue of Nuclear power. They discussed possible bias in the information presented and recorded their findings in a table.

Nuclear Energy - Checking for bias

Website	Arguments for	Arguments against
British Nuclear Fuel		
Greenpeace		

What the children said:

Let's highlight all the arguments for in green and against in red.

This information is mostly for rather than against.

Pupils should:

- Know that all information from the internet must be questioned for accuracy.
- Be able to identify unreliable results.
- Be confident in directing others to their sources of information.
- Know how to skim-read Web pages, and compare the quality of the information.
- Know how to decide whether the information is relevant or suitable for their needs.
- Know how to present their findings for their chosen audience.

Next steps:

- Be able to search for and direct others to resources.
- Be able to present the fruits of their research in a clear manner, without help.

Suggested resources:

- KS2 friendly websites related to topics e.g. The Pacific Northwest Tree Octopus: <http://zapatopi.net/treeoctopus.html>
- See www.kented.org.uk/ngfl/subjects/index.htm for useful websites linked to each subject
- Image searches: NEN Gallery: <http://gallery.nen.gov.uk>
- Online publishing e.g. Making the News: <http://mtn.e2bn.net>
- Authoring / publishing software e.g. 2Create, Textease Presenter, PowerPoint, Kar2ouche, Word, Publisher, Clicker 5, 2Publish+, Photostory, Windows Movie Maker

Example Cross Curricular Activities:

- Use web based resources to assist in researching a viewpoint on a controversial issue and to write a balanced argument (Literacy).
- Locate information to create a river guide for walkers showing features of a river (Geography).
- Find out information about the Ancient Greek civilisation (History).
- Research where micro organisms grow and how they support all life (Science).
- Create an audio presentation on a class topic and publish this online as a podcast (Literacy).

Attainment target for ICT

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.

Level 5

Pupils select the information they need for different purposes, check its accuracy and organise it in a form suitable for processing. They use ICT to structure, refine and present information in different forms and styles for specific purposes and audiences. They exchange information and ideas with others in a variety of ways, including using email. They create sequences of instructions to control events, and understand the need to be precise when framing and sequencing instructions. They understand how ICT devices with sensors can be used to monitor and measure external events. They explore the effects of changing the variables in an ICT based model. They discuss their knowledge and experience of using ICT and their observations of its use outside school. They assess the use of ICT in their work and are able to reflect critically in order to make improvements in subsequent work.