

# Research & e-Awareness

## Levelled Examples



5

4

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### Context:

The teacher introduced key criteria to look for when judging a website's reliability. The children then worked in pairs to complete this timeline task. The teacher provided a key word display to inform their research.

### What the children did:

Children used the Internet to research when different communication devices were developed. They used Publisher to create their timelines. As a plenary they shared their work and explained why they had chosen these websites. This led to a discussion of ICT in the wider world.



### What the children said:

This website would be reliable as it's the BBC. They aren't biased.

Let's include a picture to make it interesting to look at.

### Pupils should:

- Be able to search for and direct others to resources.
- Be able to present the fruits of research in a clear manner, without help.
- Be able to interpret findings, taking account of plausibility and bias.
- Take account of accuracy and potential bias when searching for and selecting information.

### Next steps:

Use complex lines of enquiry efficiently to interrogate information.

### Suggested resources:

Internet, Encarta, Wikipedia

### Example Cross Curricular Activities:

- Use Internet research to prepare a set of interview questions for a famous person e.g. Bill Gates (Literacy).
- Conduct research to inform a leaflet linked to a class topic e.g. Martin Luther King taking account potential bias (History).
- Use a variety of sources of information (the Internet, CD ROMs, email) to develop a presentation for parents exploring e.g. Fair Trade or an environmental issue (Geography / Literacy).
- Video conference with pupils in other schools / countries to exchange information relating to a class topic e.g. Weather Watch (Geography).

### Attainment target for ICT

#### 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.

#### Level 6

Pupils develop and refine their work to enhance its quality, using information from a range of sources. Where necessary, they use complex lines of enquiry to test hypotheses. They present their ideas in a variety of ways and show a clear sense of audience. They develop, try out and refine sequences of instructions to monitor, measure and control events, and show efficiency in framing these instructions. They use ICT based models to make predictions and vary the rules within the models. They assess the validity of these models by comparing their behaviour with information from other sources. They discuss the impact of ICT on society.