

Year 6 Autumn 1 MTP – Evolution and Inheritance

At Mary Swanwick, we enjoy: Learning together; helping one another to achieve our best.

Together we:

Work to ensure that our children are able to reach their potential and be successful in the next stage of their education and their future as responsible, confident and caring citizens of the world. We aim to raise aspiration, encourage a sense of pride in achievement and provide context and a purpose for learning, providing opportunities for children to develop the skills, knowledge and understanding they need to make the world a better place.

We do this through our three key drivers:

Ambition

Diversity and inclusion

Environmental awareness

In order to address contextual need, our curriculum is driven by our six core values

Aspiration

Courage

Respect

Kindness

Collaboration

Enjoyment

We teach our values through our Learners' Code

LISTEN

EFFORT

ACHIEVE

RESPECT

NEAT

ENJOY

READY

SAFE

Overview	This topic aims to teach children about how plants and animals (including humans) have evolved over time in order to survive and thrive in the environments in which they live.
Rationale / How is the topic appropriate for our context? How is it aspirational? What cultural capital will our children get from this? How this links to the key drivers?	Lots of the children have pet animals or care about animals. This topic helps to teach children about animals all over the world, from domestic pets, to animals in our school environment to animals all over the world. It also teaches how humans are to blame for the changes to the environments that are putting some animals at risk of extinction. It should inspire the children to care for their local and wider environments. Global awareness – children will learn about different environments, how animals have had to adapt and evolve to survive in those environments and how those environments are being affected and changed by humans, putting the existence of the animals in jeopardy as they are unable to adapt and evolve quickly enough.
Connections	KS1 - ('Round the World in 30 Days' Theme) (Living Things and Habitats) - Explore and compare the differences between things that are living, dead, and things that have never been alive - Identify that most things live in habitats to which they are now suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other - Identify and name a variety of plants and animals in their habitats - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain. Identify and name different sources of food. (Animals, Including Humans) - Identify and name a variety of common animals, including fish, amphibians. Reptiles, birds and mammals - Notice, that animals, including humans, have offspring which grow in to adults Lower KS2 - ('Wild and Wonderful' theme) (Living Things and Habitats) - Recognise that living things can be grouped in a variety of ways - Explore and use classification keys - Recognise that environments can change and that this can sometimes pose dangers to living things - Describe the differences in the life cycles of a mammal, amphibian, an insect and a bird. (Gardeners' World Theme) Describe the process of reproduction in some plants
Hook for Learning	A visit from a mobile zoo with a focus on the evolution of the animals. Children will be able to handle and feed the animals.
Authentic outcome	To create a zoo of 'made up' animals.

Year 6 Term 1 – Evolution and Inheritance				
	Content	National Curriculum objectives/skills	Key knowledge / skills / vocabulary	Teaching sequence
Main subject Science 	In depth study of a range of animals and their habitats – how have they adapted.	Biology – Evolution and Inheritance. - Recognise that living things have changed over time and that fossils give information about living things that inhabited the Earth millions of years ago. - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. - Identify how animals and animals are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Know: Evolution and Inheritance. - To know that scientists compare fossilised remains from the past to living species that exist today to hypothesise how living things have evolved over time. - To know that humans and apes share a common ancestry and evidence for this comes from fossil discoveries and genetic comparison. - To know that animals that sexually reproduce, generate new offspring of the same kind by combining the genetic material of two individuals. - To know that each offspring inherits two of every gene: one from the female parent and one from the male parent. - To know that traits help an organism survive and pass on their genes to subsequent generations. - To know that adaptation is a physical or behavioural trait that allows a living thing to survive and fill an ecological niche. - To know that adaptations evolve by natural selection. - To know that adaptation may lead to evolution.	Lesson 1 – Inheritance Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents in the context of inheritance.
		Biology – Living Things and Habitats - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals - Give reasons for classifying plants and animals based on specific characteristics. Working Scientifically. - observing and raising questions about how animals are adapted to their environment including those that live in extreme conditions e.g. penguins, camels, cactuses. - Analyse the advantages and disadvantages of specific adaptations. - Identify scientific evidence that is used to support an argument. - Read and spell scientific vocabulary correctly	Biology – Living Things and Habitats - To know that environmental factors can affect the distribution of living things within a habitat. - To know that factors including light (intensity and duration), weather, altitude, soil type and humans can influence a habitat (such as when we mow or trample grass). - To know observable characteristics of living things, based upon similarities and differences. Working Scientifically. - To know a prediction is a statement about what might happen in an investigation based on some prior knowledge, understanding or scientific research. - To know that questions can help us find out about the world and can be answered using a range of scientific enquiries, including: fair tests, research and observation. - To know that an observation involves looking closely at objects, materials and living things. - To know that accurate observations can be made repeatedly or at regular intervals	Lesson 2 – Adaptation Identify how animals and plants are adapted to suit their environment in different ways in the context of environmental variation.
				Lesson 3 – Theory of Evolution Identifying scientific evidence that has been used to support or refute ideas or arguments; Identify how adaptation may lead to evolution by examining the theories of evolution constructed by Darwin and Wallace.
				Lesson 4 – Evidence for Evolution Identifying scientific evidence that has been used to support or refute ideas or arguments; Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of the evolution of plants and animals.
				Lesson 5 – Evidence for Evolution: Humans Identifying scientific evidence that has been used to support or refute ideas or arguments; Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of the evolution of human beings.
				Lesson 6 – Adaptation, Evolution and Human Intervention Identify how adaptation may lead to evolution by examining the advantages and disadvantages of specific adaptations and the role of human intervention in the process of evolution.
				Lesson 7 – Inherited traits – sheet which shows a ‘mum’ and dad’ and how the children could inherit different characteristics an offspring could inherit.
				Lesson 8 – Inherited traits Use list of inherited traits so that children can end up with a ‘DNA code’ about some of the traits.
				Lesson 9 – inheritance – Physical appearance. Use Mr Men / Little Miss characters to draw what offspring could look like.
				Investigation: - Darwin’s finches Investigate the best ‘beak’ for certain ‘foods’
				Lesson 1 model as a whole class how to do the investigation – complete investigation sheet as a class as we go.
				Lesson 2 – children change the investigation from yesterday and complete themselves.

Science



			to identify changes over time, identify processes and make comparisons. • To know that specialised equipment is used to take accurate measurements in standard units. Examples include data loggers plus sensors, such as light (lux), sound (dB) and temperature (°C); timers (seconds, minutes and hours); thermometers (°C) and measuring tapes (millimetres, centimetres, metres). • To know that a variable is something that can be changed during a fair test. • To know that data can be recorded and displayed in different ways, including: tables, bar and line charts, scatter graphs, classification keys and labelled diagrams. • To know that results are information, such as measurements or observations, that have been collected during an investigation. • To know that a conclusion is an explanation of what has been discovered, using correct, precise terminology and collected evidence. Be able to: Vocabulary: evolve, fossil, genetics, gene, species, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited and species, vertebrates, invertebrates, flowering and non-flowering.	
Key texts/class reader 	Information texts on Charles Darwin / animals The Yark Class Reader Room 13 / Crater Lake (CF reads to class for enjoyment purposes) Homework Book Darwins' Dragons	Decode • Read a broad range of genres (information texts, fiction, poetry, magazines) Vocabulary • Identify authorial intent • Identify how language, structure, etc. contribute to meaning • Discuss use of language, inc. figurative Inference • Support inferences with evidence from the text / video etc • To infer relationships between characters Predict • Make informed predictions using inferences and retrieved facts Explain / Understand • Discuss & explain reading, providing reasoned justifications for views Retrieval • To retrieve key facts about characters and settings Summarise / Sequence • Summarising key points from texts	'PRE-READING' information: The core knowledge that children need to know before encountering the text Room 13: • Where Whitby is. (use of Google Maps whilst reading to show key landmarks) • That life in school (and how teachers could speak / interact with children) has changed since the late 1980s/ early 1990s when the book was first published. The core knowledge that children need to know before encountering the text Darwin's Dragons: • Who Charles Darwin was. • What the Beagle was. • Whereabouts in the world the Galapagos Islands are. • When the Victorian period was in relation to now (link to Y5 knowledge after Victorians theme)	

Writing purpose 	Pathways Unit King Kong	Spoken language: • Articulate and justify answers • Build vocabulary • Maintain attention and participate actively in collaborative conversations • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Participate in discussions, presentations, performances, role-play, improvisations and debates Reading comprehension: • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Summarise main ideas, identifying key details • Identify how language, structure and presentation contribute to meaning • Evaluate authors' language choice Writing Composition: • Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading • Enhance meaning through selecting appropriate grammar and vocabulary • Describe settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Proof-read for spelling and punctuation errors	Gateway Keys: (non negotiable / basic skills) • Use devices to build cohesion within a paragraph • Link ideas across paragraphs using adverbials of time, place and number • Use of inverted commas and other punctuation to punctuate direct speech • Use Y5 standard punctuation • Use consistent and correct Tense Mastery keys: (year group national curriculum expectations) • Use expanded noun phrases to convey complicated information concisely • Use passive verbs • Link ideas across paragraphs using a wider range of cohesive devices (e.g. repetition, adverbials, ellipsis) • Integrate dialogue to convey character and advance the action Feature keys: (vocabulary, manipulating sentences and tense, structure) • Use language carefully to influence the reader's opinion of a character, place or situation • Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood • Use paragraphs to vary pace and emphasis • Build excitement and tension • Combine action, dialogue and description • Powerful, evocative language for settings and characters • Powerful and varied verbs for action	Session 1: Write a setting description of New York. Session 2: Complete Hole in the Wall for Ann Darrow and Carl Denham Session 3: Write diary entry as Carl Denham about the day where he met Ann Darrow. Session 4: Use speech to write the scene where Carl takes Ann for dinner in the café. Session 5: Write a letter from Denham to his financial backer, recounting the events of their first encounter on the island. Session 6: Practise changing sentences from active to passive. Decide whether the agent can be left off when using passive voice. Session 7: Continue to write the scene from a young villager's viewpoint who has never seen the beast before, including some dialogue between the natives about what is happening to advance the action and portraying character. Session 8: Using the text on page 49, improve the action scene using the techniques discussed: developing setting, character and description of action Session 9: Use images from pages 50, 51 and 52 to use as a storyboard to write their own action scene. Session 10: Write a diary entry from Carl Denham's point of view recounting events of the capture of Kong. Session 11: Work in pairs to review each other's writing from session 9 and give feedback on their use of the Mastery and Feature keys in their writing. Session 12: Create a timeline of the key events of the story then use the timeline to develop their own plan for the story. Session 13: Write own action-packed story based on the images from the book and their plan.
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				Session 14: Continue with story from session 13
				Session 15: Give pupils the opportunity to reflect and evaluate their writing. Allow time for pupils to make revisions and corrections. Pupils to use a partner to support with this.
Maths 	White Rose Maths Scheme. 'Place Value' and 'Addition, Subtraction, Multiplication and Division' units	Number, Place Value & Rounding - To read write and order numbers to 10,000,000 - Round numbers to 10,100 and 1000 - To order, add and subtract negative numbers, crossing zero. Addition and Subtraction - To add and subtract numbers with more than four digits, including using inverse operations and applying this to word problems. - Perform mental calculations with mixed operations and large numbers - To use the rule of BIDMAS for order of operations. - Use estimation to check answers and determine levels of accuracy. - Solve problems using the four operations. Multiplication and Division - To multiply a four-digit number by a 2-digit number. - To divide using short division, factors and long division - To interpret remainders as whole numbers, fractions or by rounding - Perform mental calculations with mixed operations and large numbers - To use the rule of BIDMAS for order of operations. - To know and understand factors, common factors, prime numbers, square numbers and cube numbers. - Solve problems using the four operations.		
Art & Design 		Painting - Develop watercolour techniques. - Explore using limited colour palettes. - Mark make with paint (dashes, blocks of colour, strokes, points). - Develop fine brush strokes. Collage	Know: - To mix colours with care and sensitivity to show feeling and ideas - To know colour relationships such as complimentary & harmonious colours	Painting Lesson 1 – Introduction to Watercolour Techniques Demonstrating basic watercolour techniques. Lesson 2– Sketching Eyes Sketching the eyes of different animals from photographs. Lesson 3 – Colour Theory and Mixing Exploring colour theory; mixing colours.

		Create a collage of an animal using different colours from magazines / newspapers. (Use the Work of Megan Coyle and Deborah Shapiro as a stimulus)	- To know different papers and surfaces to paint on and be able to name them Be able to: - To show an awareness of how paintings are created (composition) - To know different types of paint media and when to use them - To control paint to make things appear lighter and further away - To know when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes - To use acrylic paint - To choose appropriate paint, paper and implements to adapt and extend their work - To carry out preliminary studies, test media and materials and mix appropriate colours Vocabulary: Acrylic, media, sketch, materials	Lesson 4 – Applying Watercolour Techniques to Animal Eyes Applying learnt watercolour techniques to sketched eyes. Lesson 5 – Refinement and Detailing Adding details to watercolour paintings of animal eyes. Lesson 6 – Evaluation and Sharing Sharing and evaluating each other's work; self-reflection. Collage Lesson 1 – To understand the concept of collage. Introduction to collage, exploring examples by famous artists. Children will view and discuss works by Matisse and others, before looking at animal specific ones by Deborah Shapiro Lesson 2 – To select materials creatively. Children will choose different coloured papers based on their chosen animal picture for their collage. Lesson 3 – To use sketching to plan art work. Children will sketch their chosen animal picture to plan the layout and composition of their collage. Lesson 4 – To develop skills in shaping and cutting Practicing techniques in cutting and shaping paper without drawing. Lesson 5 – To create textures using collaging techniques. Start creating the collage, focusing on layering papers to create textured effects. Lesson 6 – To evaluate and review artistic work. Children will complete their collages and spend the lesson critiquing artworks within the class, discussing what they have learned.
Music 	Charange Unit 'Happy'	Control of Instruments - Listen to detail and recall aurally - Perform with control & expression solo & in ensembles - Improvise & compose using dimensions of music	Know: - To know five songs from memory, who sang or wrote them, when they were written and why? - To know the style of the songs and to name other songs from the Units in those styles. - How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music - How to keep the internal pulse Be able to: - To identify and move to the pulse with ease. - To think about the message of songs. - To compare two songs in the same style, talking about what stands out	Lesson 1 – listen and appraise – begin to recognise the style indicators of a pop song with a soul influence. Sing the song, 'Happy' Lesson 2 – listen and appraise – begin to recognise the style indicators of pop music with a country groove. Sing the song, 'Top of the World' Lesson 3 – listen and appraise - begin to recognise the style indicators of a cappella pop music. Sing the song 'Don't Worry, Be Happy' Lesson 4 – listen and appraise - begin to recognise the style indicators of soft rock from the 1980s. Sing the song 'Walking on Sunshine' Lesson 5 – listen and appraise - begin to recognise the style indicators of big band music from the 1940s and 1950s. Sing the song 'When You're Smiling Lesson 6 – listen and appraise - begin to recognise the style indicators of soul with a latin groove. Sing the song 'Love Will Save the Day'

			musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel, using musical language to describe the music. Vocabulary: Pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation.	
PE and games 	CFC Attacking and Defending – Invasion Games	Will understand and perform sports specific skills in pressure situations. They will be able to use skills in combination to make them more complex. They will gain understanding of where and when each sport specific skills are used.	Know: • To know the basic rules of benchball. Be able to: • Practise basic passing and catching skills. • Develop strategies for attacking in benchball. • Develop strategies for defending in benchball. • Apply attacking and defending tactics in a game. • Evaluate performance and understand sportsmanship. Vocabulary: Space, attack, defend, invade, situation, strength, weakness, evaluate, leadership	CFC – Principles of Attacking & Defending
	CF Tactics of attacking and defending - Benchball	Participants recognise space and move into it to receive the ball. They call for the ball or indicate where they are moving to, using pointing or other gestures, such as a nod of the head.		Lesson 1
		They create space by keeping the defender away from the open area. They call then move into space to receive the ball. Players often pass the ball to space rather than directly to the receiver.		• To refine dodging skills within competitive situations.
				Lesson 2
				• To refine dodging skills within competitive situations. • To identify what it takes to be a leader.
				Lesson 3
				• To create space for others when attacking in invasion games.
				Lesson 4
				• To create space for others when attacking in invasion games. • To explore a variety of skills needed to be a leader.
				Lesson 5
		Will be able to demonstrate how to recover when losing possession aiming to get possession back.		• To identify a variety of triggers that could affect your decisions when attacking.
		Will be able to work in a team within a variety of invasion games to achieve success, whether on attack or in defence. Understanding individual roles and responsibilities. They can contribute with		Lesson 6
				• To identify a variety of triggers that could affect your decisions when attacking.
				Lesson 7
				• To organise your own warm up game to deliver to the group. • To critique others delivery, evaluating strengths weaknesses.
				CF – Benchball using tactics of attacking and defending
				Lesson 1
				Introduction to benchball, explaining the rules, court setup and equipment.

		positive questions and support when their peers need it. Strivers will be selfless. This can come in the form of assisting others, setting up others to succeed and encouraging and motivating others. Demonstrating positive communication Will understand how to defend and attack within invasion games. Creating and evaluating attacking and defending tactics see what works and what doesn't within game situations. Strivers can make quick decisions based on triggers. Using knowledge of sport specific skills to recognise triggers as they happen within the game.		Lesson 2 Drills focusing on accurate passing and effective catching techniques. Lesson 3 Practising offensive moves and strategies to maintain possession of the ball. Lesson 4 Role-play and simulation games focusing on defensive positioning and tactics. Lesson 5 Mini-games to practice and apply previously learned skills in a real scenario. Lesson 6 Playing a full-length game followed by a discussion and feedback session.
RE 	Jigsaw RE Enquiry 1 How do inspirational people impact on how Humanists live today?	Learning About Religions • Use developing vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. • Make links, describe some similarities and differences within and between religions. • Raise and suggest answers to questions and issues raised by religion and belief. Ethics • Explore philosophical and religious thinking by asking big questions about creation • Consider the ethics of genetic modification, xenotransplantation and cloning.	Know: The enquiry considers how Humanists may live their lives based on the following key beliefs: • There is no evidence of a god – science gives many answers to things previously attributed to gods e.g. the formation of life • We have one life – we need to make the best of it • It is our responsibility to treat humans and other living things ethically, fairly and positively • We need to take personal responsibility for our actions • We have the potential to achieve great things which will benefit humanity and future generations • Humanists value freedom, empathy, reason and human rights • Humanists respect people's right to hold their own beliefs; however they are opposed to human rights being violated which can happen in some societies, some of which may be governed by religious law. Be able to: Vocabulary: Actions, impact, inspiration,	Lesson 1 – • I can discuss the characteristics of a role model Lesson 2 – • I can discuss how Albert Einstein might inspire a Humanist and say why Lesson 3 – • I can explain why Charles Darwin might inspire a Humanist Lesson 4 – • I can explain why and how Alice Roberts might inspire a Humanist Lesson 5 – • I can explain something which has inspired me and how I live • I can explain what a Humanist might find as an inspiration and say why Lesson 6 – • I can say whether the people we have studied might be a role model to me and others

			role-model, atheist, Golden Rule, Humanism, Humanist, Physics Nobel Prize, non-religious, worldview, atheist, evolution, naturalist, natural selection, non-religious, worldview, anatomist, anthropologist, archaeology, palaeopathology, skeleton, ethical, impact, inspiration, criteria, commonality, difference, inspirational	
Jigsaw/PSHE 	Being me in my World	Living In The Wider World - Identify goals, understand fears and know how to express them. - Know that there are universal rights for all children. - Understand that actions affect others. - Make choices about behaviour understanding rewards and consequences and how they relate to rights and responsibilities. Understand how an individual can impact on a group. - Understand how democracy benefits the school system.	Know: - To know about children's universal rights (United Nations Convention on the Rights of the Child) - To know what fears and worries are - To know what effective group work is - To know about the lives of children in other parts of the world - To know that personal choices can affect others locally and globally Declarative: To know that their own choices result in different consequences and rewards Be able to: - To know how to set goals for the year ahead - To know how to make others feel valued and welcomed - To know how to be a positive role model Vocabulary: goals, worries, fears, value, welcome, choice, rights, community, education, wants, needs, Maslow, empathy, comparison, opportunities, behaviour responsibilities, rewards, consequences, empathise, Learning Charter, obstacles, rights, cooperation, collaboration, participation, motivation, democracy, decision, proud	Lesson 1 – My Year Ahead
				Lesson 2 – Being a Global Citizen 1
				Lesson 3 – Being a Global Citizen 2
				Lesson 4 – The Learning Charter
				Lesson 5 – Our Learning Charter
				Lesson 6 – Owning our Learning Charter
MFL 	Spanish Language Angels unit: 'Hábitats'	- Listen & engage - Engage in conversations, expressing opinions - Speak in simple language & be understood Develop appropriate pronunciation	Know: - The names of some common plants and animals - The names of 5 key habitats in the world Be able to: - Say some of the essential elements that plants and animals need to survive in their habitats,	Lesson 1 – Learn in Spanish the essential elements that all plants and animals need to survive.
				Lesson 2 – to learn about some of the key habitats in our world
				Lesson 3 – To learn in Spanish which plants grow in specific habitats and why.
				Lesson 4 – Learn about which animals live in specific habitats and why.
				Lesson 5 – Consolidate which animals and which plants live in a particular habitat.

			• Say, in Spanish, a couple of different types of habitats and find examples on a world map. • Say, in Spanish, what animals and plants live and grow in two different types of habitats. • Say one sentence from memory in Spanish on a plant and animal adaptation Vocabulary: Vivir – to live Crece – to grow Sol – sun Agua – water Comida - food	Lesson 6 – to consolidate all the language covered in the unit by preparing a PowerPoint or oral presentation about an animal and / or plant in a particular habitat.
Computing 	Teach Computing Unit Internet Communication	NC Objectives • use logical reasoning to explain how some simple algorithms work • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Know: Understanding Technologies • Why we need tools to find things online • How search engines make money • That search results are ordered and follow rules to rank relevant pages. • Some of the ways that search results can be influenced • Some of the limitations of search engines • How search results are selected and ranked. • The different ways in which people communicate and that there are a variety of ways of communicating over the internet. • When I should and should not share • That communication on the internet may not be private Be able to: Understanding Technologies • Understand uses of networks for collaboration & communication • Use search technologies effectively, • Be discerning in evaluating digital content. • Refine and complete a web search to find specific information • Compare results from different search engines • Recognise the role of web crawlers in creating an index	Lesson 1 – Searching the Web In this lesson, learners will be introduced to a range of search engines. They will be given the opportunity to explain how we search, then they will write and test instructions. Next, they will learn that searches do not always return the results that we are looking for, and will refine their searches accordingly. Finally, they will be introduced to the two most common methods of searching: using a search engine and the address bar. Lesson 2 – selecting search results In this lesson, learners will gain an understanding of why search engines are necessary to help us find things on the World Wide Web. They will conduct their own searches and break down, in detail, the steps needed to find things on the web. They will then emulate web crawlers to create an index of their own classroom. Finally, they will consider why some searches return more results than others. Lesson 3 – How search results are ranked This lesson includes an unplugged activity in which the class will learn about some of the main factors that influence how a search engine ranks a web page. Learners will create paper-based 'web pages' in groups, on a topic that they are currently studying. They will then discover how their web pages would rank when searching for keywords relating to their content. Lesson 4 – How are searches influenced In this lesson, learners will explore how the person performing a web search can influence the results that are returned, and how content creators can optimise their sites for searching. Learners will also explore some of the limitations of searching, then discuss what cannot be searched. Lesson 5 – How we communicate In this lesson, learners will deepen their understanding of the term 'communication'. They will explore different methods of communication, then they will consider internet-based communication in more detail. Finally, they will evaluate which methods of communication suit particular purposes. Lesson 6 – Communicating responsibly In this lesson, learners will use information provided and their own prior knowledge to categorise different forms of internet communication. They will then choose which method they would use for the scenarios discussed in the previous lesson. During these activities, they will explore issues around privacy and information security.

			• Relate a search term to the search engine's index • Suggest some of the criteria that a search engine checks to decide on the order of results • Choose methods of communication to suit particular purposes • To compare different methods of communicating on the internet E-safety • Use technology safely, respectfully and responsibly; • recognise acceptable/unacceptable behaviour; • identify ways to report concerns. Vocabulary: Search, search engine, Google, Bing, Yahoo!, Swisscows, DuckDuckGo, refine, index, crawler, bot, ranking, search engine optimisation, links, web crawlers, searching, content creator, selection, communication, internet, public, private, one-way, two-way, one-to-one, one-to-many, SMS, email, WhatsApp, blog, YouTube, Twitter, BBC Newsround	
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