

## YEAR 8, WEBSITES (TERM 3), ICT and Computing (Tech Fac)

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>As mentioned in second Year 8 SoL, Year 8 ICT focusses more on the creative side of ICT and Computing and this unit seeks to extend and deepen those skills learned in the previous unit of Vector Graphics (Logos).</p> <p><b>At KS3 learners must:</b></p> <ul style="list-style-type: none"> <li><i>Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.</i></li> <li><i>Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability</i></li> </ul> <p>This unit seeks to finalise these goals. Students will create a website which supports different multimedia and brings the skills learned in the previous unit and this unit together.</p>	<p>All students will be taught:</p> <ul style="list-style-type: none"> <li>The basics of website software (WebPlus), giving them a knowledge of how this works in the industry.</li> <li>What makes an effective website / what conventions they need to include</li> <li>How to target an audience / target a key market (building upon learning from Technology and previous units)</li> </ul> <p>Design skills can be used and applied in a range of subjects at both KS3 and GCSE level. Being able to use website software gives students an alternative method of presenting work.</p> <p>Could inspire students for a future career in website design.</p>	<p>Conventions (2) Navigation (bar) (2)</p> <p><i>NB. Each lesson has a key words list to accompany the students' learning and more words may be explicitly taught than the above but these are obligatory.</i></p>

Challenge and Support:	World wide learning/ links to 21 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:
<p>Each lesson has EDSM descriptors and there are tasks in each lesson which target HAPs.</p> <p>This scheme gives students the opportunity to plan and design an effective website, using all of the their skills learned in ICT so far. HAPS can even challenge themselves to insert some HTML code into the their site.</p> <p>Students will be taught how to change the colours of documents. A list of key words/ word bank is available for every lesson with definitions.</p> <p>Tasks are chunked with step by step instructions and the lessons powerpoints are saved on the public area. Students who need to, can save a copy to their areas so they can refer back to it. They can print the document if needed and make notes (or do this electronically).</p> <p>Extra help guides are also available in both electronic and printed out formats for various pieces of software.</p> <p>Writing frames / bullet points to support learners with extended writing tasks.</p> <p>Students are given plenty of time (a fortnight) to complete any homework tasks. They are encouraged to complete this at lunchtime or at homework club, giving them access to computers, if they do not have IT access at home.</p>	<p>Each lesson has either a 'real life link' or a 'link to careers' section, depending on which one is relevant to the lesson.</p> <p>Students can make their website on a topic of their choosing but they have to direct it towards a certain audience. They have to plan how they will design their website to maintain their audience's interest.</p> <p>This unit also links to the career of website designer.</p>	<p>Budding website designers will enjoy this unit as it gives them a chance to see how the design process works.</p> <p>Students have to evaluate their products based on test buddy feedback which promotes analytical skills and also team work.</p>

<p>Lessons will be further differentiated in accordance with SEND and PP passports. Seating plans will be annotated based on passports.</p> <p>To support SEND students further, scaffolding, cognitive and metacognitive strategies, explicit Instruction and flexible grouping are used, along with the aid of technology.</p>		
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
See previous section.	<p>Links to Art (design) and Technology (design brief / tracking progress of a product from draft to final)</p> <p>Opportunities to read aloud in class.</p> <p>Extended writing when evaluating websites (both existing and own)</p> <p>Links to English as the website has to 'inform' their audience about a particular topic.</p> <p>Some numeracy links when sizing pages and looking at layout.</p>	<p><i>"Website design it all about how it looks"</i> – Good design takes user experience into account and creates elements that function flawlessly, are easy to interact with and are helpful to your users. We will explore this in this unit and think about user friendly websites / why they are user friendly.</p>
Assessment timeline:		
<ul style="list-style-type: none"> <li>Skills will be assessed on a lesson by lesson basis using AB tutor to monitor students' progress with the development of their website building / design skills.</li> <li>Information taken from previous quiz at end of last unit to inform any teaching / plug any gaps in knowledge</li> <li>There is a quiz at the end at the end of the unit to test theoretical knowledge of file formats, software terminology etc.</li> <li>Website project to show design skill and show understanding of the website building / design process.</li> <li>There are vocab matches at the end of some lessons to help students get used to using the correct terminology.</li> </ul>		

- All lessons show examples of what students are aiming for.
- EDSM criteria included in all lessons so students can self-assess each lesson
- Assessment scores will be converted into end of unit percentages. A spreadsheet will be generated for every single student and every single answer they gave so I can see which questions / topics they have struggled with and take that into the next unit / recap.

## Home learning

HMK focusses on PiXL unlock sheets and literacy tasks. One HMK is given per term in KS3 for IT.

**Further reading:**

<https://www.webfx.com/blog/web-design/books-learning-web-design/>

## Feedback

In KS3, marking is via self-marking google quizzes. Students will have at least two of these per unit. (Mid unit and end of unit)

Feedback for HMK is given via google classrooms. There is one HMK per term.

Class discussions used regularly. Online Quizzes. Test buddy feedback (peer assessment) used in class with criteria.

**Length of unit (duration indicated in lessons)**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit: Websites (Term 3 of Year 8)																													