ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: UNIT: TERM: YEAR GROUP:

THE BIG QUESTION	
What is the benefit of technology?	
END OF UNIT OUTCOME	To create a movie trailer on IMOVIE.
OBJECTIVES	• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
CONCEPT: Conflict	This unit links to the concept of **conflict** by exploring how technology can both create and resolve conflict—such as competing routes for data across networks, bias and manipulation in online information, and the tension between different perspectives—while ultimately using digital tools creatively to communicate and manage these challenges effectively.
LESSON 1 QUESTION	How does data travel across the internet and how can we trace it?
KEY KNOWLEDGE	Know how **packets of data** travel from one place to another Know and understand the opportunities **computer networks** offer for collaboration Know the difference between **physica**l, **wirel**ess and **mobile networks** Know how the school **network** works to link together Know the **internet** is a network of networks Know the main functions of the **operating system**
RICH TASK	Introduce The Big Question – what do they already know? ***<u>Tracing the internet</u>*** *Explain what an IP address is* - An IP address is a unique address that identifies a device on the internet or a local network. IP stands for "Internet Protocol," which is the set of rules governing the format of data sent via the internet or local network. Model (use St Lawrence website as example) how to find IP address, traceroute and location. Trace a historical website (e.g., **Hampshire Battle of Alton Archive**) to see its IP, hops, and location Record in a table: website, IP, location, number of hops
SUPPORT AND CHALLENGE	**Support:** Work in pairs, pre-filled table templates **Challenge:** Compare routes of two different websites and explain differences

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KEY VOCABULARY	IP address, traceroute, hops, network, wireless, protocol	**RESOURCES**	**Slide explanation document** ***How do networks work and what is the internet – a network of networks?*** ***https://prezi.com/v7mm9_wuxizf/network-of-networks-mark-2/?utm_campaign=share&utm_medium=copy*** ***How do we view a website from another country? Watch*** ***https://www.youtube.com/watch?v=Gfoc3Cxgnpk*** Using website https://whatismyipaddress.com/hostname-ip you can work out the IP address of a website Using the website https://dnschecker.org/online-traceroute.php we can trace the paths of the data packets Using website https://www.ipaddress.com/ip-lookup will tell you the location of the IP address.
LESSON 2 QUESTION	How can we collect and analyse data about the English Civil War?		
KEY KNOWLEDGE	Know how to organise data Know how to analyse data Know how to evaluate data Know how to use **filter**s or single criteria searches to search for information Know that data can be structured into **tables** to make it useful Know how to create a graph from given data		
RICH TASK	Retrieval practice activity - Recall IP tracing – *How do data packets travel? How can we see them?* ***Excel*** Explain what Excel is and how to create formulas in a table. Display Hockey League match data – ask children to give you the formulas. Input formulas into excel doc to see if they are correct. To then use that formula for the rest of the column just drag down using the small green square on right hand side of cell. E.g. input formula for b2 once answer is entered drag green box down to spread formula. Model how to put results into alphabetical order – select all cells, right hand click- sort – sort A-Z Model how to order by score - select all cells, right hand click- sort – sort largest - smallest Model how to create a graph from this data		

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<table>
<tr><td></td><td colspan="3">Provide battle statistics for the English Civil War (troop numbers, casualties)

Children input into Excel, use formulas (SUM, PRODUCT)

Sort by army size or casualties

Create graphs to visualise patterns</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: Pre-filled Excel tables, step-by-step guidance

Challenge: Compare Alton battle data with another battle, explain differences</td></tr>
<tr><td>KEY VOCABULARY</td><td>data, table, formula, sort, graph, analyse, pattern</td><td>RESOURCES</td><td>Laptops

Women’s football data
Excel templates

Matches
=SUM (C2:E2)

Points
=PRODUCT (C2*3+D2*1)

Goal difference
=SUM(G2-H2)

Battle statistics for the English Civil War</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 3 QUESTION</td><td colspan="3">How can we use the internet safely when researching?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Know how to identify tactics someone might use to manipulate another person online
Know what to do if someone tries to pressure or manipulate them online
Know a range of ways to report concerns
Know how to select and use internet services safely
Know how to appropriately communicate with wider audiences digitally</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval activity: “Data Detective”

• Show a small table from Lesson 2 (Excel: points, totals, graphs)
• Ask pupils: Which formula would you use to calculate totals again?
• Pupils explain to a partner how they would sort the data alphabetically or by score

Online Safety

Watch “They have fans, but we have friends” video

When might one of the characters have felt a warning sign or thought something wasn’t right?</td></tr>
</table>

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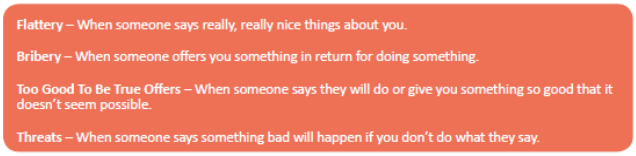
<table>
<tr><td></td><td colspan="3">Who was pretending to be Magnus? Why?

Discuss the following tactics and definitions:



cious of Magnus. Then discuss and
:heir messages

Help Grandpa George. Sam's Grandpa George has just got a brand new laptop. He hopes that having it will help him solve the following problems:
• he doesn't live near a supermarket
• he misses his son who lives in Australia
• Sometimes he feels a bit lonely
What ideas can you give Grandpa George about how going online could help him?

Children record answers on sheet.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: Safety video simplified, guided discussion

Challenge: Identify at least two unreliable sources and explain why</td></tr>
<tr><td>KEY VOCABULARY</td><td>bias, reliable, trustworthy, manipulate, evaluate, digital citizenship</td><td>RESOURCES</td><td>SEN: watch safety video An Internet Safety Story for Year 1 (youtube.com)

Colour safety poster

Play, Like, Share video and sheet

Can you help grandpa George sheet</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 4 QUESTION</td><td colspan="3">How do we plan a movie trailer?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Know how to create project
Know how to plan project
Know how to use timelines for the different elements
Know how to record, ensuring composition and sound as needed is effective
Know how to find and use still and moving images for replacing green screen
Know how the green screen works to replace with another image to create an illusion</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval practice activity: “Safe or Not?”

• Show 3–4 websites or images used in Lesson 3
• Ask pupils: Which of these websites were safe and reliable sources? How could you tell?
• Pupils discuss in pairs and explain their reasoning</td></tr>
</table>

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	In pairs, plan an **iMovie trailer for The Lion, the Witch and the Wardrobe** • Decide which scenes are most important • Write narration for each scene • Sketch a storyboard including images, dialogue, and sound cues		
SUPPORT AND CHALLENGE	**Support:** Storyboard template with prompts; teacher demonstration of green screen effects **Challenge:** Suggest additional creative effects or angles to make trailer more engaging		
KEY VOCABULARY	storyboard, script, timeline, green screen, composition, visual effect	**RESOURCES**	iPads with iMovie Storyboard templates Digital images of *The Lion, the Witch and the Wardrobe*
LESSON 5 QUESTION	How can we create and edit our trailer effectively?		
KEY KNOWLEDGE	Know how to access **trailer** section of **iMovie** Know how to add **credits** Know how to **move** and **crop** sections of video Know how to **preview**, identify errors and make changes		
RICH TASK	Retrieval practice activity - Children watch clip on how to edit green screen in I movie https://www.youtube.com/watch?v=y4Xv2GJ3tPU ***Imovie – Trailer*** Show examples of film trailers – what is included: shots of the action, information about the storyline, persuasive language, music, characters. Children are going to Use one of the trailer templates in I movie to create a trailer for The Lion, The Witch and the Wardrobe Children need to download images/videos that they would like for their trailer. Remind children they are trying to convince people to watch this film. Play children instructions on how to create a trailer in I movie. https://www.youtube.com/watch?v=UhAHJIW9iS4 **Children create trailer** by selecting the template style they wish to use. Then edit the headings and add images/videos. **Children edit their green screens** to include an image from book The Lion, The Witch and the Wardrobe from the internet.		
SUPPORT AND CHALLENGE	**Support:** Work in pairs, teacher demonstration of editing tools		

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<table>
<tr><td></td><td colspan="3">Challenge: Add multiple layers (sound/music, text, transitions) and explain why they improve the trailer</td></tr>
<tr><td>KEY VOCABULARY</td><td>trailer, edit, crop, preview, narration, credits, template, transition</td><td>RESOURCES</td><td>Film trailer examples

Ipads

SEN: to work with peers to support- maybe group of 3 or 4 rather than a pair</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 6 QUESTION</td><td colspan="3">How can we evaluate the effectiveness of our trailer?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">How to evaluate digital content for clarity, engagement, and effectiveness

The importance of feedback for improving work

Reflecting on planning, editing, and final outcomes</td></tr>
<tr><td>END OF UNIT OUTCOME</td><td colspan="3">Revision of key knowledge - Activity: “Editing Recall Quiz”

• Ask pupils orally:
1. Which iMovie tools did you use to add narration?
2. How did you preview or crop clips?
3. Which effects or transitions did you use to make it more engaging?
• Pupils write short answers in 1–2 sentences, then share with a partner

Outcome linked to The Big Question
What links to our concept have you found?

Children to play trailers to buddy class. Buddy class to feedback if trailer would make them want to watch the film. If they have already seen the film do they think the trailer accurately reflects the film?</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: Teacher models feedback process; provide sentence starters

Challenge: Suggest at least one improvement and explain why it would help</td></tr>
<tr><td>KEY VOCABULARY</td><td>evaluate, feedback, narration, trailer, reflection, creativity, engagement</td><td>RESOURCES</td><td>iPads with iMovie

Feedback sheets

Buddy class for peer review</td></tr>
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