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National Curriculum Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.		Lesson Duration It is estimated that this lesson will take approximately 60 minutes.	
Aim To identify what makes a website reliable and trustworthy.			
Success Criteria I can explain that just because information is online doesn't mean it is true. I can identify what makes a trusted web page. I can identify why trusted websites are important.		Key Vocabulary: Domain name, protocol, reliability, scheme, second-level domain, secure, subdomain, top-level domain, trustworthy, URL.	
Resources Lesson Pack Two different coloured pencils, pens or highlighters Whiteboards and pens		Preparation Knowledge Organiser - one per child Trusted Web Pages Discussion Cards - one per group (as required) Differentiated Trusted Web Pages Activity Sheet - one per child Access to Internet Tips: Understanding URLs video clip	

Prior Learning: In the last lesson, children will have looked at how to use a search engine effectively. They should feel confident using a search engine to get their desired search results. They should also be very familiar with how a search engine looks.

Learning Sequence

	Remember It: Using the Knowledge Organiser , ask the children to go through the words previously underlined as ones that they didn't understand and see if they can now explain them. Ask the children to highlight any words that they are still unsure of that were mentioned in the last lesson. Using the Lesson Presentation , ask the children to note down on a whiteboard what they can remember about refining search terms. They will be given a 60 second timer. It is recommended that children are given a short time for thinking before setting the timer. Then ask the children what they remember about URLs.	
	The Big Question: Using the Lesson Presentation , ask the children if they can believe everything they read or see online. Make a note of what the children say and any reasons they offer.	
	Trusted Web Pages: Using the Lesson Presentation , discuss with the children how often the search engine Google is used along with how many websites there are on the World Wide Web. Explain to the children that, although there are a lot of websites, there are clues for us to use to decide if a website is reliable and trustworthy.	
	Understanding URLs: Using the Lesson Presentation and Internet Tips: Understanding URLs video clip, explain and discuss the components of a URL.	
	URL: Scheme: Using the Lesson Presentation , explain the first part of a website's URL. It would be beneficial to show the children where a URL is and show the children how to see the scheme of a website URL. Explain to the children that https means that a website is secure. Can the children think of websites that would use a secure protocol scheme to make their website secure?	
	URL: Domain Components: Using the Lesson Presentation , discuss what a domain name is. Explain to the children that the domain name is the main part of a URL. The Lesson Presentation uses www.twinkl.co.uk as an example domain name and breaks it up into the three parts, explaining the meaning of each part.	
	Domain Name: Top-Level Domain: Using the Lesson Presentation , explain to the children the different top-level domains and their meanings. The Lesson Presentation explains some of the most common top-level domains, including some country specific.	
	Using the Domain Name: Using the Lesson Presentation , go through three different website URLs (a mixture of real and fake). The Lesson Presentation provides the children with an opportunity to use what they have just learnt to discuss how trustworthy these websites are. It is suggested that children work in pairs or small groups to discuss initially.	

	<p>Trusted Web Pages: Using the differentiated Trusted Web Pages Activity Sheets, children should use what they have learnt to decide if the website URLs are from trustworthy websites. Using a mixture of real and fake URLs, children look at the different components of the URL to decide. They are not required to go onto the website, this is an unplugged activity.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="215 241 598 353">  Children decide if the four URLs provided are trustworthy, explaining their reasoning. </div> <div data-bbox="614 241 997 353">  Children decide if the five URLs provided are trustworthy, explaining their reasoning. </div> <div data-bbox="1013 241 1396 443">  Children decide if the six URLs provided are trustworthy, using their knowledge of top-level domains and subdomains. They should explain their reasoning. </div> </div>	
	<p>Trusted Web Pages: Using the Lesson Presentation, show the children examples of two websites. The websites have a similar purpose but look completely different. Ask the children to evaluate the website to decide which one they think will provide the most reliable information. It is important to mention that the look of a website is not always a good indicator of the reliability of a website but can be used as an initial indicator. Ask the children to come up with suggestions for what they look for in a website to check if its information is reliable.</p> <p>Can the children identify what makes a website trustworthy?</p> <p>Using the Trusted Web Pages Discussion Cards, ask the children to discuss the statements with their talk partner. The statements provide a good indicator of children's understanding of what makes a reliable website.</p>	
	<p>Web Page Reliability: Using the Lesson Presentation, ask the children to come up with their 'Web Page Reliability Golden Rules'. Some examples are provided, these can be altered or deleted prior to the lesson if required.</p>	

Explore it

Research it: Children could be given an animal or they could choose their own to research. They must create three statements about the animal and note down the website URLs they found the information on. The children must confirm each fact by finding two or three websites that state the same fact. They must then change one statement so that it becomes a lie. Swap statements with a partner and the partner must try to discover which statement is a lie using the website URLs provided.

Explain it: Children create a poster to display 'Web Page Reliability Golden Rules' to inform younger children within the school. The poster could be done on paper or on an application on a device.

Assessment Notes:

Disclaimers:

This unit involves children searching on the Internet. Please be mindful of search terms/topics used and connotations that could result in inappropriate links and pages. Child friendly search engines are advised. Ensure your firewall settings are set at the appropriate levels necessary and your anti-virus software is up to date. It is good practice to ensure screen content can be seen at all times and that children know what to do if they see something on the Internet that makes them feel uncomfortable.

We hope you find the information on our website and resources useful. This resource contains links to external websites and/or external apps. Please be aware that the inclusion of any link in this resource should not be taken as an endorsement of any kind by Twinkl of the linked website and/or app, or any association with its operators. You should also be aware that we have no control over the availability of the linked pages and/or apps. If the link is not working, please let us know by contacting TwinklCares and we will try to fix it although we can assume no responsibility if this is the case. We are not responsible for the content of external sites and/or external apps.

In addition to this, this resource contains 'fake' website URLs. These URLs should not be attempted to be viewed. These were 'fake' at the time of print. We do not accept responsibility should these websites become live in the future.

This resource contains links to external video websites. These websites often have autoplay features meaning that other videos will play after the video you are watching finishes. You should disable this feature before using the video in any classroom or similar setting. Twinkl assumes no responsibility for the contents of linked websites. The inclusion of any link in this resource should not be taken as an endorsement of any kind by Twinkl of the linked website or any association with its operators. We have no control over the availability of the linked pages. If the link is not working, please let us know by contacting TwinklCares and we will try to fix it, although we can assume no responsibility if this is the case.

Trusted Web Pages

To identify what makes a website reliable and trustworthy.



Which of the following web page's URLs look trustworthy? You do not need to go and visit the web pages, just simply look at the URL.

You must explain your reasons for your decision.



Trusted Web Pages Answers

To identify what makes a website reliable and trustworthy.



The children may have set out their answers in different ways. But they should have noticed the following about the web page URLs:



<https://www.gov.uk/school-term-holiday-dates>

Trustworthy - https means it is secure, government website has accurate information.

Untrustworthy - http indicates the website is unsecure, 'get-free-games' could indicate some form of scam as completely free games are unlikely and the website is asking you to sign up which could also indicate a scam.

Trustworthy - https means secure, BBC is a very trusted source of information.

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Discuss the following statements below with your talk partner.

The website looks very professional, therefore all of the information must be factual and correct.

There is an email provided on the website, so I should use the email to ask if the information on the website is trustworthy.

The website was written by someone I know. I can trust this website.

The web page is from a government website. The information it offers must be factually accurate.

I have read three websites that state the same fact. I can trust that this fact is accurate.

The website has lots of graphs and information, as a result the information must all be true.

I have been told to go onto this website by a friend. I can trust this website.

The website has a logo on it that I recognise. I should trust this website.

I know a website is safe to use if a trusted adult has recommended it.

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