Teaching the First World War with E2BN Autumn 2014

Inside this issue...

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Wartime Cookery

E2BN Resources

Computing Curriculum

www.e2bn.org
In Brief...

Welcome to another academic year and another edition of Learning Matters from E2BN.

In this edition: we mark the centennial of the start of the First World War, with a focus on the use of E2BN resources and tools when teaching about this historical event; we take a look at what the Internet really means for our privacy and share our top tips for getting up to speed with the new Computing Programme of Study. There’s news about E2BN’s great Single Sign-on service, this year’s E-Safety conference and careers in the cyber security industry. And because it wouldn’t be the start of the autumn term without thoughts of Christmas, we have a special announcement about a certain person from Lapland!

Have a good term!

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News

Technology for a New Curriculum: Conference 2014 Report

Oh Wow! What a great conference! With a record 483 teachers and educational leaders, this year’s conference must rate as the best ever.

We always ask our main hall speakers to challenge or inspire, and this year we were not disappointed. Dr Sue Black talked of how gaining a Computer Science degree as a mature student enabled her to lift herself and her family out of poverty. Professor Peter Scott, back to the E2BN stage after a long absence, was brilliant. Martin Matthews and Billy Downie talked about the very different ways in which technology has contributed to improved learning, teaching and attendance at their respective schools. Simon Weston, OBE provided a truly inspirational closing address which had his audience alternately laughing and crying, and which resulted in the E2BN conference’s first ever standing ovation.

This year’s superb workshop programme ranged from teaching Computer Science away from the computer, to augmented reality, from BYOD to Video Conferencing with a WWI Tommy, from E-Security to an assortment of programming languages. Unfortunately, two presenters had to pull out of their workshops at very late notice, potentially leaving the programme down four workshops. So the conference organisers would like to say an especially big thank you to Alissa Ozouf from Schools Support Services @Luton and Shelia Denny, Independent Primary ICT Consultant for stepping into the breach!

Presentations from the workshops can be found attached to individual workshop descriptions at: http://conference.e2bn.org/seminar.php
The exhibition areas were packed this year, with 70 exhibition stands showing the latest educational technology: Lego, control technology, Learning Platforms, coding software, eBooks, E-Safety, desktop management systems, printers, homework support... The range of suppliers was fantastic.

As always, the overall success of the conference is due to the hard work of many people: the E2BN team who put a great deal of effort and energy into getting it right, the exhibitors who spend a lot of time standing up and still manage to smile, and the speakers and presenters who bring a fresh perspective to teaching and learning with technology. All of this is underpinned by the great staff at The Wyboston Lakes Executive Centre, who work tirelessly to ensure that everyone has a pleasant stay on site. This year, we also had a whole new team of young technical assistants; they have learnt a lot and did a great job.

And finally, if you attended thank you and we look forward to seeing you again next year. If you returned a feedback form, thank you again. If you weren’t there, make sure that you get next year’s dates into your diary!

**Save the Date!**

The E2BN Conference 2015, Learning and Technology: The Future, will take place on 23rd and 24th June 2015 at The Wyboston Lakes Executive Centre, Bedfordshire.

If you would like to run a workshop, make a presentation, suggest an exhibitor or have any ideas for the conference we’d love to hear from you. Email: admin@e2bn.org

**A Few of the Things You Said on Twitter:**

- **Susie Collins @SusieCollns Jun 25** Had a great couple of days at #e2bn14 inspirational speakers and great people along with cutting edge technology!

- **Kim Millican @nacillink Jun 24** #E2BN14 @dr_black awesome! Juggling real life and being a positive role model for women in computing #techmums

- **Dawn Carman-Jones @2rettery Jun 25** #e2bn14 what an inspirational conference! Head buzzing with ideas. What to do 1st?

- **Paul Hutton @Krowdrah Jun 25** History’s Heroes Great resource from #e2bn14 - and a very powerful presentation by @simon_weston OBE http://historyheroes.e2bn.org

- **Jan Harrison @janharrison21 Jun 24** #E2BN14 #techmums came about because biggest influence on what kids choose to do is their mum

- **Peter Scott @peter_scott Jun 25** Powerful student analytic in schools from @billydownie via chromebook; vle; cpd portal etc triangulation #e2bn14 pic. twitter.com/PdKBjCPedo

**Update**


- **November 13th E2BN E-Safety Conference**. The Leagrave Centre, Strangers Way, Luton, LU4 9ND. This year the conference will include sessions on cyber security, digital privacy and BYOD. Book now at: www.e2bn.org/events

- **December 3rd, 4th and 5th VC with Santa**. Twenty minute slots will be available for your pupils to speak to Santa via FlashMeeting. Email: admin@e2bn.org or call: 01462 834588.

- **January 21st to 24th Bett 2015**. Excel, London. Bett is the global meeting place for those passionate about the transformational power of learning technology. Thousands of visitors come to see the latest technology for learning available from both big brands and small innovative companies. See more at: http://www.bettshow.com/

- **February 10th SID 2015**. The theme for the day is: ‘Let’s Create a Better Internet Together’. Once again, all stakeholders – children and young people, parents and carers, teachers and educators, industry and politicians – join us in marking the day and working together to build a better Internet for all. Go to: http://www.saferinternetday.org
Case Study

E2BN Direct - Broadband Services for Schools
Milton Keynes

Christ the Sower is one of many Milton Keynes schools delighted with their recent change of Internet provider to E2BN Direct. In November 2013, MK schools were informed by the Local Authority of a major change in the way broadband services would be made available from April 2014. The LA would no longer contract with a single provider on behalf of schools and would instead require schools to make their own procurement arrangements.

Several schools immediately contacted E2BN as a trusted partner, to discuss whether we could provide a direct service based on the same features they were used to: education-focused, fast broadband, safe web access, mail services and NEN - The Education Network access.

E2BN responded quickly and by December 2013 had contracts in place with around one-quarter of MK schools. By 1st April, 19 school sites were connected, with a further eight connected during April and May 2014.

The fully managed E2BN Direct service is built around business-class superfast broadband where available, an on-site ‘gateway’ server and E2BN ProtexLocal web filtering. As a Regional Broadband Consortium (RBC), E2BN is the only provider in the region to be able to offer full access to NEN resources. Schools also have access to E2BN’s Domain Services and mail-relay back-up plus a wealth of technical expertise.

In some cases, schools opted to purchase their broadband from a third party and then signed up for E2BN Direct Gateway which gives the schools all of the above services.

To ensure a smooth transition, E2BN carried out detailed site and network surveys at each of the schools. Orders were placed for telephone/broadband lines and hardware during January, with a view to going live before the LA’s services were due to be withdrawn.

Prior to the termination of Milton Keynes Council’s Education wide-area-network contracts, the Christ the Sower school had been connected to the Local Authority infrastructure, Internet and NEN via microwave wireless technology.

Christ the Sower, with more than 400 students and staff, was migrated to the live E2BN service in mid-March 2014.

Theresa Stock, Network Manager at Christ the Sower commented: “E2BN kept us informed at every stage. They provided the assistance we needed in order to prepare for the migration. When it came to switching over, the process was very easy. We were more than impressed with the whole process. As a result we are delighted with the broadband speed, the fact that we can have our own web filtering configuration and excellent support on tap.

“Compared to some other services we considered, E2BN Direct provides the essential features and services we require at a competitive cost.”
Is it Me?

In the old days the answer to that question was simple, at least as far as computer systems where concerned. You logged into your school Windows network and the local network knew who you were.

But now it’s becoming complicated, with the increasing use of web based computing (e.g. most Learning Platforms, E2BN resources, Education City, Purple Mash, Office 365, Google Apps, Google Classroom). You end up with having a different username and password for each service you want to use.

In the classroom it can become a nightmare to ensure all the students can get in to the resources you want them to use, wasting valuable lesson time.

The result is that these valuable resources don’t get used!

The solution to this problem is a Simplified Sign-On (SSO) service.

With SSO you sign in via a web page. You then have access to the web services you need without having to log-in again.

To make it simple to access the resources needed, the SSO can take you to a launch page with icons which link directly to the resources you (or your students) need.

So students can sign-in once and then quickly get using their resources from any device, (classroom workstation, iPad or any mobile device). The result – faster access to all your resources so maximising learning and making lessons more productive!

You and your students can also access the SSO launch page from home or where-ever you are.

E2BN is delighted to announce that we will be making a fantastic SSO available to all E2BN member schools later this term. An entry-level SSO system will be included in your E2BN membership for 2014/15. There will be the opportunity for your school to upgrade to enhanced services at special rates only available to E2BN member schools.

So look out for the announcements giving further details later this term. If you would like to be one of the first schools to take advantage of this, email admin@e2bn.org with 'E2BNSSO' as the subject, giving your school name and your contact details.

Then with the new E2BN SSO service in place, you can simply answer:

It is Me!
This recipe is based on the recollections of a soldier from the 9th Bedfordshire Regiment, who served in the trenches during WWI. Getting fresh hot food from the field kitchen to the front lines was impossible when a battle was raging. Soldiers lucky enough to have a small stove, or even candles, would boil up any food including stale biscuits or add these to the canned food provided.

**Ingredients:**
- 1 turnip
- 2 carrots
- 1/2 tin corned beef
- 1/4 stock cube (improves flavour. The canned stews and soups would have had some flavourings. However we are not sure if this would have been available in the field kitchens in times of shortages.)
- 1 or 2 biscuits (optional)
- 1 pint of water

**Equipment:**
- Sharp knife
- Measuring jug
- Pan
- Chopping board
- Masher
- Wooden spoon

**Method:**
1. Put the water on to boil
2. Slice up the turnip and carrot
3. Add to the boiling water
4. Add the stock and stir then leave for 10 minutes
5. Mash up corned beef and add to the mixture
6. Add the biscuits and stir (optional)

[cookit.e2bn.org/historycookbook](cookit.e2bn.org/historycookbook)
In the early days of WWI, panic buying and hoarding caused food shortages at home. Some shops sold out of food in days. Then things settled down; however, the German Navy attempted to prevent imports into Britain by introducing unrestricted submarine warfare. By the end of 1916, German U-boats were sinking many ships carrying food (on average around 300,000 tons of shipping a month was lost).

As 1917 drew to a close, people began to fear that food would run out. The food shortages led to malnutrition in many poor people. The Ministry of Food introduced rationing: in January 1918, sugar was rationed, then later butchers’ meat. More foods were added to the list as the year went on.

3,240,948 tons of food was sent from Britain to the soldiers fighting in France and Belgium during the First World War. As the size of the army grew, and more food supplies were blockaded, rations were cut to six ounces of meat a day. Later, troops not in the front line only received meat on nine days out of every 30.

The soldier’s food was often supplied in cans and was very monotonous. Most of the diet in the trenches was bully-beef (canned corned beef), bread and biscuits or Maconochie stew. By 1916, flour was in such short supply that bread was being made with dried, ground turnips. A few years into the war, the main food was a pea-soup with a few lumps of horsemeat. When vegetables ran out, weeds such as nettles were used in soups and stews. Soldiers would break up their biscuits and add potatoes, onions, sultanas or whatever was available, and boil the mixture up in a mess tin.

The ‘Defence Of the Realm Act’ (DORA) let the government take over land when it needed to and by the end of the war, Britain had an extra three million acres of farming land. Any area that could grow food was converted to do so – gardens were turned into allotments, and chickens etc. were kept in back gardens. Potatoes, sugar and ‘butchers’ meat were the hardest goods to obtain. However, rationing of food and these other measures were successful and (according to official sources) most people obtained the food they needed.

Getting food, especially in good condition, to the front line was often a problem. The British Army employed 300,000 field workers to cook and supply the food. When troops were away from the front, the food they ate was probably better than many of them got at home, especially if they came from poorer families.

Special iron rations were carried when advancing into enemy territory. The two-part sealed tin (Emergency Ration), which could only be consumed by express permission of an officer, contained cocoa paste and beef paste (which could be spooned onto hard tack biscuits or mixed with boiled water and drunk – as hot cocoa or Bovril). Troops complained of being hungry. Out of the line, troops were much better fed.

The battalion’s kitchen staff used large vats in which everything was prepared. Mobile field cookers were brought as far forward as safety allowed, to allow cooks to provide (theoretically ‘hot’) food for troops in the firing line. Despite the use of insulated containers, this food was usually cold when it reached the trenches.

During battles, there were particular problems in getting food down the lines. Getting hot food from the field kitchen to the front lines was impossible when a battle was raging. Catering staff put food in old cans and jars and carried it along the trenches in straw-lined boxes. It was always cold when it arrived. Sometimes a group of soldiers managed to buy a small primus stove to heat the food, and even candles were used.

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My Year 8 English have been studying WWI in History and they had also looked at the work of the war poets in English. I wanted them to produce a piece of creative writing that drew on their historical knowledge of the period.

Handling objects is a form of active learning that engages children. Objects provide a concrete experience and a strong link to the past. They can provide stimuli for art, creative writing and drama as well as historical investigation. Everyone can learn from objects.

There are a surprising number of WWI artefacts around. The junk shops, flea markets and curio shops are a good place to look. eBay is also a good source: lots of posters, medals (original and replicas), original postcards, photographs, copies of The Wiper (a trench magazine), hat badges, buttons and so on are available, many for less than a pound or two. Some local museums also offer an object loan scheme.

"I was a 35 year old nurse in a French hospital in WWI; it was a cold bitter January morning... A military hospital was not a very pleasant place. It stank of old blood and vomit and you could never sleep there because of the moans of agony all through the night... I have seen many things no lady should see but like they say apparently things are changing in Britain for ladies. Maybe one day we won't be considered ladies - instead we will be considered strong women.” Dylon

Look for different objects that carry a theme: patriotism, propaganda, Empire, honour, life in the trenches, sweethearts...

“They hand me a box; a small, shiny brass box. Queen Mary's face was engraved into it. This was where they got them from, the chocolate and cigarettes. It was from the Queen...

"I opened it slowly hoping for cigarettes. The smell of new tobacco filled the air, joy filled me for the first time since I entered this hell.” Aaron

There are also lots of images of WWI artefacts available at: gallery.e2bn.org

I borrowed a small collection of artefacts from a friend whose grandfather had served throughout the war in the 3rd Kings Own Hussars and had been part of the British Expeditionary Force. The collection included a Queen Mary Christmas 1914 box, the three WWI campaign medals (1914 Star, The British War Medal 1914 – 1918 and The Allied Victory Medal) a regimental cap badge, some original photographs of Private John Lee (on a horse in khaki uniform, formal portrait with baby sister, informal photograph of soldiers, including John, in a French hospital) and a telegram informing John's father that John had been wounded.

Working in groups, pupils examined the objects (you could use a simple collection form or provide headings to help guide pupils’ analysis).

They were encouraged to use their knowledge of WWI to discuss in their groups the context of the object and the circumstances which led to their particular item coming into being, e.g. for the photograph of John on a horse pupils were asked to imagine what John might have been able to see or hear or smell. What might have happened just before or just after the photograph was taken? Had the horse stood calmly or had John struggled to control it? Who was the man standing in the background and what did he make of the scene? How would the photographer have felt (he probably took a lot of very similar pictures that day!)? Why was the photograph taken?

Pupils wrote short narratives, in the first person, based on their artefact.

"The man and his horse that were before John were perfect. The horse was perfectly still and I only had to take one picture of them. However, John's horse was a different story. John's horse was a nightmare, a devil in a crowd of angels. He just wouldn’t keep still.” Chloe
As part of the WWI centennial, most schools will be looking at the causes and events of the 1914-1918 conflict at some point during the year. There are a number of E2BN resources that can help

**The Gallery** has lots of images available to download and repurpose. There are images of war graves and memorials, WWI Christmas cards (both British and German), pictures of soldiers in uniform, medals and other historical artefacts.

**Picture Teller** is a cross-curricular tool that allows users to use pictures and audio to demonstrate or present information. One or more 'still' images can be uploaded to a player. Pan and zoom effects can be added to allow the user to map out movement across each of the images. The tool also allows the user to add a narrative they have pre-recorded using their own software or to record a narrative directly into Picture Teller to accompany the images. Upon completion, the resultant ‘movie’ can be downloaded or embedded into a website or Learning Platform. There’s more information about Picture Teller and a ‘getting started guide’ in the Spring 2013 edition of the E2BN journal - see the QR code above.

**Classroom Activity - Lower KS2**

Make a collection of WWI artefacts: pupils will enjoy handling genuine artefacts and, unless the artefacts are very fragile, should be encouraged to do so. However, if only a small collection of artefacts is available, make sufficient copies of photographs of the artefacts for pupils to work in pairs or small groups. There is a set of photographs including the Princess Mary Christmas 1914 box, medals and a hat badge. Images of Private John Lee taken at different points during the war are available to download here: [http://gallery.nen.gov.uk/gallery1598-.html](http://gallery.nen.gov.uk/gallery1598-.html)

In groups, pupils should identify the objects, arrange them in chronological order and justify their position on a timeline, e.g. Victory Medal is at the end of the timeline because medals are awarded at the end of the war not at the beginning!

Pupils could record their timeline by uploading digital versions of the images to Picture Teller and record their oral explanation of the artefact’s chronological position:

MuseumBox is a tool which can help pupils to build up an argument related to a specific issue or to pull together digital resources - images, video clips, audio clips, documents, text files, spreadsheets, weblinks etc. - to answer a specific enquiry, and then present the results in a unique way.


Resources: e.g. Princess Mary Christmas 1914 box, medals, hat badges, original photographs of soldiers. (For this activity, copies of photographs and documents are fine but images of three-dimensional objects really are a poor substitute.)

Divide the artefacts between groups of pupils. Pupils should examine their object carefully – you might wish to provide a hand lens for closer examination.

Pupils could consider the objects under the following headings: their physical characteristics, construction, function, design and value. You might wish to provide a recording sheet with some question prompts under each heading.

Pupils could then use MuseumBox to create an online presentation about their artefact(s), where four faces of a cube in a MuseumBox would relate to a different characteristic of the artefact and a fifth could be used to display a photograph of the object. Pupils could carry out further research into the artefacts and record their findings on the sixth face of the MuseumBox cube.

Research questions about the Mons Star might, for example, include:

How does the 1914 Star differ from the more widely distributed 1914-1915 Star? Who received the 1914 Star? (Answer: British Expeditionary Force aka The ‘Old Contemptibles’. ) What was the role of the BEF?

http://museumbox.e2bn.org/
History’s Heroes explores the concept of heroism and asks what sort of people become heroes and how their heroism reflects the time in which they lived. Discover the remarkable story of Edith Cavell, a nurse who became a national hero!

Edith Cavell was an English matron of a teaching hospital and an influential pioneer of modern nursing in Belgium.

When WWI broke out she felt her nursing skills would be needed more than ever and felt it her duty to stay in the occupied country rather than return to the safety of England. Edith’s hospital became a Red Cross hospital, and wounded soldiers of all nationalities were equally treated there. Her strong Christian beliefs motivated her to help all those in need, both German and Allied soldiers. When some wounded British soldiers, who had been cut off from their comrades, arrived, Edith had to face a near-impossible dilemma: if she helped the soldiers she put at risk the neutrality of the Red Cross and would possibly endanger others working with her. If she refused to help them they would be in danger of being executed, along with any civilians who had harboured them.

Continue reading her story at: http://historysheroes.e2bn.org/hero/86

Using History’s Heroes and the story of Edith Cavell at KS1

The National Curriculum for KS1 History KS1 states that pupils should be taught about: “the lives of significant individuals in the past who have contributed to national and international achievements.” The Non Statutory guidance suggests Edith Cavell.

KS1 teachers will be best placed to decide how, or indeed if, the story of a nurse who was executed should be shared with KS1 pupils. The site itself has been designed for older students, so whilst not a site that KS1 pupils might be directed to it would be a useful place for a teacher to gain a good overview of Edith’s life, work and death.

Using History’s Heroes and the story of Edith Cavell at KS3 - a flipped learning opportunity

The National Curriculum Programme of Study requires KS3 pupils to study “challenges for Britain, Europe and the wider world 1901 to the present day.” The First World War and the Peace Process is a suggested area of study in the non-statutory guidance. The story of WWI cannot fully be told without referencing the enormous contribution made by so many women. History’s Heroes documents Edith’s work as a nurse and provides a vivid illustration of just one area where women ‘did their bit’. But, perhaps even more useful to the History student, the site provides a wealth of information about the societal context in which Edith lived and worked and raises important questions about the way her death was used as propaganda. Pupils could use the site for research and then produce arguments for or against statements such as:

“Edith was brave but no braver than the millions of men who died on the battlefields. She deserved no greater honour than them.” or “Edith Cavell was not honoured - her death was exploited for propaganda!”
Other E2BN Resources

**SpeechMaker** provides a unique and engaging way for you or your students to construct, practise and refine the delivery of a speech or oral presentation.

The tool allows a user to write a speech, annotate the text with prompts and notes about its delivery and then record their speech. By listening to their own delivery a user can identify improvements and changes.

Using SpeechMaker - any Key Stage

SpeechMaker is such a versatile tool that it could be used with any year group (or indeed in any subject). Any of the activities could be adapted so that pupils present their research as spoken narratives.

http://tools.e2bn.org/speech/

There’s more information about SpeechMaker and a ‘getting started guide’ in the Autumn 2013 edition of the E2BN journal available at:

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New This Autumn! History Lines

Many of you have told us how much you love the History Cookbook: http://cookit.e2bn.org/historycookbook/ with its useful and informative sections: Food, Health and general background information on each period of British history. You have also said that you would like us to expand these resources. So over the summer we have been busy moving the existing history sections of Cookit to a new site – History Lines: http://historylines.e2bn.org We’ve been commissioning additional materials and ensuring that the whole lot is aligned to the new National Curriculum for History Programme of Study.

History Lines: http://historylines.e2bn.org is organised into the major periods of British history. Each period is structured around nine main themes relating to political, military, social, economic and cultural history as well as a section about what everyday life was like for the people of the time. It can therefore be used either to study a particular period or to follow a theme through history – just as the National Curriculum document suggests.

The Key Stage 2 sections of the site (the Stone Age to 1066) are now complete. The Key Stage 3 sections (1066 to 1945) will be available before the New Year!

To accompany the site, we have also commissioned four downloadable teaching packs:

- Romans and Technology (KS2)
- The Coming of Christianity (KS2)
- The Victorians and The Crystal Palace (KS2 & KS3)
- The British Empire (KS3)

We’d love to hear what you think of the site. Please have a look and let us have your feedback via the online form available here: https://www.surveymonkey.com/s/HistoryLines
Santa Claus is Coming to Town!

Actually Santa will be in Lapland but will be available to talk to schools on 3th, 4th and 5th December from 9:20am to 3:40pm via Video Conference. There will be 20 minute slots booked, with 15 minutes of the time spent with your pupils talking to Santa.

The sessions will be run through FlashMeeting which is a simple Video Conference tool which is free to schools that are part of the E2BN network. You will need a webcam and microphone. A projector and speakers connected to your PC/laptop will enable the whole class to see and hear Santa more clearly.

Due to austerity measures imposed by the Lapland Government & Mrs Christmas(!), Santa will need a small contribution of £30 from participating schools to cover his costs.

To book your slot and to check availability email: admin@e2bn.org or call: 01462 834588.

FlashMeeting is an easy to use online meeting application; it allows a dispersed group of people to meet from anywhere in the world with an Internet connection. Typically a meeting is pre-booked by a registered user, and a url, containing a unique password for the meeting, is returned by the FlashMeeting server. The 'booker' passes this on to the people they wish to participate with, who simply click on the link to enter into the meeting at the arranged time.
Help! The New Computing Curriculum is Coming is Here!

The new National Curriculum became mandatory this September. The replacement of ICT with Computing means that, for many teachers, there’s a whole new body of knowledge to get to grips with. Many ICT/Computing co-ordinators and subject leaders will be expected to provide guidance or INSET to colleagues!

If you are the ICT co-ordinator and you don’t think that you and your colleagues have quite hit the ground running in terms of Computing, what can you do to get them skilled up quickly?

Download the new curriculum from here: https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4 and get colleagues to read it! It sounds obvious but lots of teachers haven’t actually looked at the Computing Programme of Study!

Break it up. The PoS has three strands: Computer Science, Digital Literacy and ICT. Get colleagues to identify the separate strands. This is a nice highlighter pen activity. And remember that even the CS part of the curriculum is more than just learning programme or ‘code’.

Identify what you are already doing. Hopefully colleagues will realise that there are parts of the Computing PoS that they are already teaching. But do check!

Understand the new vocabulary. Get colleagues to identify which terms they don’t understand on the PoS.

They might come up with things such as algorithm, debug, Boolean logic. There’s a glossary of terms available here: http://code-it.co.uk/csvocab.html

Work out what needs to be taught: Naace and CAS have produced some very useful documents which when read in conjunction with the PoS will help teachers to understand what they need to teach.


Help colleagues to understand some of the fundamental concepts of Computing, such as binary counting, searching and sorting algorithms and programming: there are some really great activities to do away from the computer on: www.csunplugged.org

Have a go! The best way to learn something is to have a go! Get your colleagues to try coding for just one hour. Hour of Code™ is an opportunity for every student to try Computer Science for one hour. You can also teach the Hour of Code all-year-round. Tutorials will work on browsers, tablets, smartphones, or ‘unplugged’: http://uk.code.org

Use Digital Leaders. Do any of your pupils already code? Do you have any MindCraft fans or Scratch users within your school? Get them to show you and your colleagues what they can already do. Help these pupils become peer programming mentors.

Get the local community involved. Code Club provides projects for volunteers to teach at after-school coding clubs or at non-school venues such as libraries. The projects teach children how to program by showing them how to make computer games, animations and websites. Volunteers go to their local club for an hour a week and teach one project a week. Go to: www.codeclub.org.uk

Register with CAS (Computing at School). The CAS website is brimming with help and advice; there are regular newsletters, training events and the excellent CAS forum.
If you are in a Primary school and don’t feel confident about running an INSET for colleagues on the new Computing Curriculum, book an E2BN ‘Getting started with the new Computing Curriculum’ twilight session at your school.

Or attend an E2BN day course which will cover:

- Understanding the Computing Programme of Study
- Teaching Computer Science without a computer – fundamentals of Computing
- Getting started with Scratch
- Summary of resources and activities to support Computing in schools

For more information please go to: www.e2bn.org/events/126/the-new-computer-curriculum.html

Khan Academy started out with its creator, Salman Khan, creating video tutorials for maths lessons and this now also includes Computer Science. You’ll find programming lessons in the form of short videos, buoyed by practice lessons and tools for teachers: www.khanacademy.org/computing/cs

**Espresso Code** - write apps, build games, share them and play them. Enter the Espresso Coding universe with sample lessons and amaze yourself with how quickly you can code. It’s fun, it’s friendly and it’s FREE until October 2014: www.espressocoding.co.uk/espresso/coding/signup.html

**Six Great & Free Ways to Get Started with Programming**

**BeeBots, Roamers and Turtles** - we use to call it ‘control technology’. Pupils and teachers, especially in KS1, have a lot of fun controlling these devices. If you can give instructions for a Roamer or a BeeBot to move along a predetermined path to a specific place you have a simple algorithm. If you write it in a language the device can understand you have a programme. If you identify where your programme went wrong and you correct it you are debugging!

**LOGO** - LOGO is an educational programming language that some teachers will remember from the days of the BBC micro computer! The language was originally conceived to teach concepts of programming. It enables students to understand (and predict and reason about) the turtle’s motion by imagining what they would do if they were the turtle. There are lots of variants of LOGO, including FMSLOGO, which are free to download and run on a PC: http://fmslogo.sourceforge.net

**Scratch** - Scratch is a multimedia authoring educational tool (it has pre-programmed elements for the development of interactive multimedia programmes). Users construct ‘programmes’ by manipulating graphical blocks of code. There’s a free download: http://scratch.mit.edu/scratch2download or you can work online at: http://scratch.mit.edu/projects/31876/

**Kudo** - Kudo is a free visual programming language made specifically for creating games. There’s more information and the free download here: http://www.kodugamelab.com

**Codea for iPad** lets you create games and simulations — or just about any visual idea you have. Turn your thoughts into interactive creations that make use of iPad features like Multi-Touch and the accelerometer. Tutorials and support available via forums such as www.coolcodea.wordpress.com and www.codeatuts.blogspot.com

**Python** is a widely used general purpose, high level, text based programming language suitable for KS3 students. Python is free to download: www.python.org/download
The E2BN Anywhere Cloud Services Framework allows schools to adapt to the ever changing ICT demands without the need for up-front capital investment. Anytime, anywhere, any device solutions such as Single Sign-on and Virtual Desktop enable BYOD and can transform the teaching and learning experience. E2BN Anywhere provides a safe, secure, Government approved route for schools to buy the latest technology solutions with confidence.

What is E2BN Anywhere?

E2BN Anywhere is a Government approved framework catalogue that covers all aspects of ICT services, including:

- Single Sign-on
- Classroom Management
- Virtual Desktop
- LAN/WAN infrastructure
- Safeguarding
- VLE
- MIS
- Hardware
- Printers/Photocopiers

The solutions are offered ‘as a service’, meaning no up-front capital costs, flexible payment terms and your technology is always up-to-date. Costs are based on the services selected and are on a student-per-annum basis.

Why is it so Good?

All the hard work of identifying vendors, getting quotes and negotiating the best deals has been done for you. You sign one single contract that covers all ICT services for the school, the solutions are implemented, your staff are trained and you’re up and running. The service comes with a Change Management option to help you drive change in your school and get the maximum impact from your ICT investment. We highly recommend our Readiness Assessment Audit that helps you select the best solutions for your school.

How do I Find Out More?

Go to: www.e2bn.org/anywhere contact: admin@e2bn.org or call: 0203 282 1443 and arrange an initial conversation with one of our advisors.
Interactive Workshops Inspire Next Generation of Cyber Professionals

A whistleblower holed up in a Russian airport, a teenage victim of cyber-bullying, a covert war in the Middle East, malicious software, credit card fraud, social networking sites being hacked, attacks on financial institutions... Today, cyber security is headline news and touches every corner of society. More than 120,000 cyber-attacks are launched every day against computers in Britain and it costs the country up to £27 billion. Yet many people do not understand the issues, and few young people realise that cyber security offers fascinating career opportunities at every level.

Secure Futures campaign is part of BigAmbition, e-skills UK's digital careers website. The campaign is working to address the severe shortage of young people entering the sector. Research delivered last year by e-skills UK showed that only 7% of security professionals are aged between 20 and 29.

Bringing together UK employers and schools, Secure Futures recreates the exciting demands of cyber security careers in the classroom, and provides teachers with a wealth of free interactive resources and cross-curricular activities. It teaches young people how to stay secure online, makes the link between how they ensure their own safety and how government and business protect the nation from cyber threats, and shows how exciting and rewarding it can be to work in cyber security.

More than 2,000 Secondary school children have taken part so far. Students get the chance to meet current cyber security professionals, and take part in activities based on real-life examples from industry. Through games and role plays, they see how online information is stolen and how it can be protected; catch criminals with digital forensics; and help businesses and government plan for and recover from disasters.

Visit Secure Futures to try some of the activities. If you are interested in a Secure Futures day at your school, contact Rhian.kavanagh@e-skills.com to arrange a bespoke cyber day and help your students to discover this exciting subject.

Rhian will discussing cyber security at the E2BN E-Safety conference on 13th November 2014.
On the Internet There’s No Such Thing as Privacy

There’s a slide that appears in every E2BN E-Safety presentation. It’s a simple message. It reads “On the Internet: there’s no such thing as privacy, there’s no delete button so post like your enemies are watching!” This article looks at the first part of that message.

Imagine if every book you read reported that you had read it, how long you looked at it, which bits you re-read and what you read next. You can learn a lot about someone based on what they read! This is what happens online.

Cookies on websites track your browsing habits and web servers store this data. If you combine browsing habits and some bits of personal data, quite a detailed picture or profile will emerge. Marketing companies use this data to populate your web pages with targeted marketing. Marketers say that this data is kept private and only viewed in aggregated form but a cookie can collect so much data. The more data you have and the more it can be correlated, the less it is possible to completely anonymise it.

Social network interactions are stored. Every post, tweet and ‘Like’, every friend, follower and everyone you follow is logged against your account.

Every web page with a Like button (whether you click on it or not) reports to Facebook that you visited the page! The Facebook Likes that you do click can be used to infer your sexual orientation, voting habits, gender, race, religious allegiances and even intelligence. Not in the obvious way where ‘Liking’ David Miliband might suggest that you’re going to vote Labour. A predilection for seemingly innocuous things such as curly fries and thunderstorms provide, with a surprisingly degree of accuracy, information about how intelligent you are!

Now imagine if every book you read reported on who you had told about the book. That is like what happens when you tweet a URL. What you notice about tweeted URLs is that Twitter shortens the URL. What you don’t see is that Twitter also arranges that anyone clicking on the URL will be tracked. So when you send a tweet to alert your colleagues to a useful education website, Twitter is reading over your shoulder and theirs too!

Now let’s say that as well as reporting on what you read and who you shared the information with, the book also reported on where you were reading it.

Location services on your smartphone, tablet or other mobile device help you locate your lost iPad, tell you how far away the nearest petrol station is and even tag your photos with the precise location in which they were taken. But location services on social network posts log when you left the house, the route you took, how long the journey lasted and where you stopped. This makes it easy for those in the know to send you marketing from businesses along your route. It also makes it easy for a suspicious partner to check your whereabouts and for the criminals casing your house to know how long they have before you return.

And what if that book could see you reading it and stored your image plus all the other information it has about you, so that the next time you walk into a book shop they already know which book you are going to want to read next?

Facial recognition software used to be the stuff of science fiction films; a blurry photograph would morph into a clear, crisp image nicely packaged with a name, address and personal history. This is now science fact. With enough processor power, enough storage and a big enough database of images, identifying individuals is possible. But how do you populate such a database? Who’s going to photograph the world’s population and tag the pictures with the individuals’ name, age, location, status and Likes? That would be those nice people at Facebook, Google and Apple (amongst others). Not that they are actually doing the work!

Privacy: a state in which one is not observed or disturbed by other people; the state of being free from public attention.
because that would be us uploading selfies from all angles and tagging friends in our photos, allowing apps to use our ‘current location’ and giving a thumbs up to products and services on the web.

Now let’s imagine that every piece of paper you wrote on was saved, filed and catalogued and that the paper manufacturer owned what you had written. Actually there’s no need to imagine this because it already happens.

Cloud services allow you to use any device, anywhere, to access software and data remotely.

Storing data in the Cloud could be safer than storing it on your laptop or even a school server. But if your Cloud storage solution stores your data on servers based outside Europe, the data is not protected by European data legislation. The US has a completely different take from Europe and the UK on who owns the data and what they can do with it. Everything you host, post or store on servers in the US belongs to the online service, not you!

And since they own what you think of as your data, they can do whatever they like with it.

Social media sites do explain that when you post something on the site you transfer your IPR (Intellectual Property Rights) to the site. It’s in the terms and conditions. Even if you didn’t read them you agreed to them when you took the service. So the social media site already has your permission to sell that amusing photograph you took on holiday or to use your image in a commercial. But don’t expect any royalties: you signed that right away too!

None of this means that you should stop using social media or surfing the web. It’s too late to go back to saving all your files and photos on CD ROMs or memory sticks. But what it does mean is that we are living in a world where increasingly the things that we thought we knew about privacy are changing. All of us cheerfully exchange huge swaths of information about who, where and what we are for ‘free’ file storage, a ‘free’ email address or for the ability not to have to remember where we were when we took the photo of the Eiffel Tower. We reveal our tastes, habits and preferences to our friends and in doing so provide marketers and data miners with the ability to see our most personal secrets. We trade our data for access to their web services. What you read and write have ceased to be private or personal. Now it’s all tracked, traced and analysed. I don’t know about you but I’ll never look at a book in quite the same way again!
E-Safety Conference 2014

Date: 13th November
Location: Leagrave Centre, Strangers Way, Luton LU4 9ND
Audience: Headteachers, Teachers, School Governors

This year’s E-Safety conference will be held on Thursday 13th November 2014.

Programme:

E-Safeguarding Update - State of the Nation Address - David Wright - SWGfL.
Cyber Security: Secure Futures - Rhian Kavanagh - e-skills UK.
BYOD - Are You Sure That You Aren't Already Doing it at Your School? - Richard Cook - YHGfL.
Online Reputations: But That’s Private - Kathy Olsson - E2BN.
This Works in My School - A Case Study.

Thanks to support from Luton Borough Council, our NEN colleagues, and our exhibitors we are able to offer places at the conference to E2BN delegates at a very reasonable £50 per person. Delegates from schools outside E2BN and those from schools that have opted out of their Local Authority/E2BN broadband provision are welcome to attend the conference for £75 per person.

More details and online booking form are available at: http://www.e2bn.org/events/123/e2bn-e-safety-conference.html