Digital Literacy

❓ Lesson Title	🧠 Learning Intention	🛠️ Disciplinary Knowledge	📚 Key Knowledge	👩‍🏫 What the Teacher Does (3–4 Steps)	👨‍🏫 What the Pupils Do (3–4 Steps)	🧾 Evidence	🔧 Adaptation	⏰ Suggested Timing
1. What Makes a Podcast Pop?	To understand what a podcast is and explore examples.	Can recognise that technology is for creating, storing, manipulating and retrieving content.	Podcasts are audio shows that use speech, music, and effects to inform or entertain.	1. Play excerpts from kid-friendly history podcasts & Horrible Histories audio. 2. Discuss humour, facts, and structure. 3. Brainstorm possible themes (Olympics, gods, myths, battles). 4. Create podcast teams.	1. Listen and evaluate podcast styles. 2. Choose a Greek topic. 3. Start scripting funny facts/skits. 4. Decide team roles (host, writer, sound etc).	Initial podcast concept and working script draft.	Topic templates and example clips for support.	Week 1
2. How Do We Make Our Script Shine?	To write a podcast script that informs and entertains.	Can recognise that technology is for creating, storing, manipulating and retrieving content.	Scripts include facts, jokes, characters, and sound direction.	1. Recap expectations for facts and tone. 2. Model scriptwriting (dialogue, narrator, effects). 3. Share a joke-writing prompt. 4. Support peer editing.	1. Draft full script using jokes, facts, characters. 2. Include sound/music directions. 3. Practise reading aloud. 4. Edit for time and clarity.	Finalised podcast script.	Script template with sentence starters for support.	Week 2
3. How Do We Record Like Professionals?	To use Audacity to record audio tracks.	Can recognise that technology	Audacity allows multitrack recording	1. Model how to record tracks in Audacity.	1. Record voice tracks with expression.	Raw audio tracks saved in Audacity.	Use quiet breakout areas or iPads to	Week 3

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		is for creating, storing, manipulating and retrieving content.	and editing of audio files.	2. Show how to save and name files properly. 3. Demonstrate basic mic technique. 4. Supervise group recordings.	2. Save and organise files. 3. Re-record if needed. 4. Begin collecting music/effects.		support sound clarity.	
4. How Do We Edit for Impact?	To edit audio with sound effects, music, and timing.	Can recognise that technology is for creating, storing, manipulating and retrieving content.	Editing improves audio quality, humour, and listener experience.	1. Teach how to trim, split and move tracks. 2. Show how to add sound effects and fade-ins. 3. Supervise group editing. 4. Support file exporting.	1. Edit podcast using SFX, transitions and volume control. 2. Layer in music (open/close). 3. Export final version. 4. Rehearse for launch.	Final edited podcast file.	Offer visual editing guides and SFX library.	Week 4
5. How Do We Share Our Groovy Greek Greatness?	To publish and present podcasts to an audience.	Can understand that content can be shared externally, combining a variety of software and range of devices.	Podcasts are meant to be heard—sharing builds confidence and community.	1. Set up a class podcast 'launch party'. 2. Help pupils introduce their episode. 3. Share on ClassDojo or school website. 4. Reflect on the process.	1. Present podcast to class/school/families. 2. Write a short blurb for their episode. 3. Answer questions about the process. 4. Celebrate successes!	Podcast shared via ClassDojo or QR code link.	Visual support for presenting and written blurbs.	Week 5

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