

LESSON 23

Adding images and structure

40 minutes

Strand 2: Let's get connected

Outcome 2.5

WHAT THIS LESSON DOES

Build on a previous web page by adding subheadings, sections, images and a divider. Create a second page and link to it with a button. Predict the HTML tags used for each element before checking them.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
2.5	Create a small website using HTML and CSS.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Add images and structure a page into sections (LO 2.5)

BEFORE THE BELL

- Prepare a simple real page example such as a school club page for discussion.
- Nothing about saving needs to go on the board. Work saves by itself, and the line beside the Save button shows when it last did.
- Student devices; the site from last lesson opens by itself

Adding images and structure

HOW THE LESSON RUNS

3 min	introduction	Start: what we're building
4 min	content	How a page gets structure
5 min	activity	Add a subheading
5 min	activity	Put a picture in its section
3 min	activity	Separate two sections with a line
5 min	activity	Hide something behind a button
7 min	activity	Add a second page and a button to reach it
4 min	activity	Your turn: structure your own page
2 min	content	Make sense
1 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Point at a real page and ask where sections begin and end.
- Lead the open explainer with three core pieces only: subheading, image, second page with button. Keep framing to five minutes and open the builder sooner.
- Introduce list and divider only during circulation, not in the whole-class explainer.
- Run the hands-on as two checkpoints: sections and image first, then second page with a working button and an explicit click-to-test.
- Circulate during hands-on activities and ask which tag is structuring the page.
- Model predicting tags before revealing the HTML tab.
- In the independent step, protect personalising the page as the must-finish path; treat the button check as a thirty-second verify; treat tag-naming and list or divider as stretch.

WHAT TO WATCH FOR

- Placing images without linking them to a section. Remind students to keep images with their related content.
- Leaving bare subheadings with no text or picture under them. Each section needs a short bit of content.
- Creating a button that does not link correctly because the target is not set to the second page's name, or the spelling does not match. Run the preview click test during review.
- Keeping generic content instead of personalising it. Encourage writing or rewriting subheadings about a topic of interest.

DIFFERENTIATION

- Support: Offer the seeded one-page shell (heading, paragraphs, list already placed) and focus on Checkpoint 1 first, then the button target with you beside them.
- Extension: Challenge students to add list and divider, then a third page with additional links.
- Support: Allow focus on one section at a time for those needing more guidance.