

A Banner Across the Top

60 minutes

Design a Website

WHAT THIS LESSON DOES

Pupils add a banner to the top of two hobby web pages. They discover the importance of the top section and create consistent banners with short titles and colours for visitors to understand the site quickly.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Understand the purpose of a banner in web design.
- Position a banner block at the top of multiple pages.
- Select concise text and an appropriate colour for the banner.
- Ensure the banner is consistent across all pages of the site.

BEFORE THE LESSON

- One device per pupil or pair, with the Web Page Builder open on this lesson so the two-page site is already there. Do not click Start again, it is not a clean slate.
- Test the interactive on your own device first: check the site loads with Home and Reading present, and that you can switch between the Blocks and Your web page tabs.
- Have a real-world header ready to show: a library display title, a club poster or the top of the school newsletter.

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HOW THE LESSON RUNS

5 min	introduction	Start: What We're Building
5 min	content	Why the Top of the Page Matters
7 min	activity	Look at Your Site First
7 min	activity	Add a Banner on Home
8 min	activity	Banner Words and Colour
8 min	activity	Put the Same Banner on Reading
8 min	activity	Your Turn: Make It Yours
4 min	content	Make Sense
3 min	content	Reflect
5 min	summary	What You Covered

TEACHING MOVES

- 1. Start: What We're Building. Model on the board how to switch between the Blocks tab and the Your web page tab before anyone touches a device. Say the site saves itself and will be there next time.
- 2. Why the Top of the Page Matters. Keep this spoken and brief. Hold up your header example. Plant one fact calmly: the banner's colour comes from the block's own colour dropdown, not from any CSS tab.
- 3. Look at Your Site First. Circulate while pupils look from the top down on Home. Take 30 seconds on the predict questions, two pupils per bullet, but do not confirm the answer. The build will test it.
- 4. Add a Banner on Home. Model the page-block click, then the drag once: Layout, then banner, then drop it above the menu in the very first slot. Warn that the banner is the wide strip, not the box card.
- 5. Banner Words and Colour. Push for a few words, not a sentence. If a pupil goes hunting in CSS for the banner colour, point them back to the block dropdown. The test for colour is whether the title stays easy to read.
- 6. Put the Same Banner on Reading. Model clicking the Reading page block on the workspace so edits land there. This is a new control. Stress sameness: same words, same colour, both above the menu. Use the four checks as a walk-around list.
- 7. Your Turn: Make It Yours. Protect one minute at the end for a partner swap: pairs look only at the top of each other's Home page for three seconds and say what the site is about. That three-second test is the whole lesson.
- 8. Make Sense. Take two or three voices. Ask what a banner is for and push for 'tells a visitor what the site is about', not 'makes it pretty'. Link back to their earlier prediction.
- 9. Reflect. Read the questions aloud for a spoken pair share only. Nothing is typed or handed up.

WHAT TO WATCH FOR

- Pupils drop the banner under the heading or menu instead of at the very top of the page. Tell them to pull it up to the very first slot on the page, above the menu, and check on the Your web page tab that it sits first.
- Pupils grab a coloured box (card) from Layout instead of the banner, or go into CSS looking for the banner colour. Point out the banner is the wide strip block, not the box. The colour is chosen on the block's own dropdown, so CSS will not recolour it.
- Pupils treat the two pages as separate, using different words or colours on Home and Reading. Ask them to match both on purpose so a visitor hopping between pages knows it is one site. Have them check each page from the site menu.

DIFFERENTIATION

- Emerging: Sit beside them for the first drag and let them keep 'My Hobbies' as their title. Choosing a colour on purpose is the win, not inventing a clever name. If their canvas looks empty, check they are on the right lesson tab in the builder before anything else.
- Developing: Have them narrate the steps back to you as they add the Reading banner: click Blocks, click the Reading page block, drag from Layout, drop above the menu.
- Proficient: Ask them to run the three-second test on a partner's site and give one specific reason it does or does not tell a visitor what the site is about. Have them explain aloud why matching both pages matters to someone browsing the site.