

Introduction to HTML

20 minutes

Introduction to Web Frontend

Outcome 1.22

Outcome 2.15

Outcome 3.3

WHAT THIS LESSON DOES

Embark on a journey to understand HTML, the standard markup language for creating web pages. Learn about the structure of a web page, HTML elements, and how web browsers work. Get hands-on experience by writing your own HTML code and adding content to your webpage.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
1.22	read, write, test, and modify computer programs
2.15	explain what is meant by the World Wide Web (WWW) and the Internet, including the client server model, hardware components and communication protocols
3.3	use appropriate programming languages to develop an interactive website that can display information from a database that meets a set of users' needs

WHAT STUDENTS SHOULD BE ABLE TO DO

- Understand the purpose and role of HTML as the standard markup language for creating web pages.
- Identify the basic structure and essential elements of a web page using HTML.
- Recognise the components and functionality of HTML elements, including start tags, content, and end tags.
- Explain how web browsers interpret and display HTML code to render web content.
- Apply basic HTML coding skills to create and customise simple web page content.

BEFORE THE LESSON

- Open the in-lesson code interactive yourself and confirm 'Run Code' renders output on the school network before class.
- Have a short model page (a heading and two paragraphs) ready to show so students see where the lesson is heading.
- Check the school filter does not block the rendered preview or any assets the interactive loads.

Introduction to HTML

HOW THE LESSON RUNS

What is HTML?

The structure of a web page

What is an HTML element?

How do web browsers work?

Write some HTML code

Add some content

TEACHING MOVES

- 1. What is HTML? Stress that HTML describes structure and meaning, not appearance: it tells the browser this is a heading, that is a paragraph. Head off the idea that HTML is a programming language, it is markup.
- 2. The structure of a web page. Draw the nesting as a set of boxes: html holds head and body, head holds title. Point out head content is information about the page, not page content the visitor reads.
- 3. What is an HTML element? Name the three parts out loud repeatedly: start tag, content, end tag. Flag the end tag's forward slash as the single most common thing students forget. Introduce empty elements like br as the exception.
- 4. How do web browsers work? Land the key point: the browser reads all the code but only displays what is inside body. Ask why the title text does not appear on the page itself.
- 5. Write some HTML code. Have them run the empty structure first and confirm a blank result is correct, not broken. This proves nothing shows until content sits inside body.
- 6. Add some content. Let them personalise the content with their own name and details. Circulate for missing slashes and unclosed tags. One h1, several p, run after each change.

WHAT TO WATCH FOR

- Students expect content typed inside head or title to appear on the page. Show a title in the browser tab versus an h1 on the page side by side. Repeat that only body content is displayed.
- Forgetting the closing slash, writing `<h1>` to end a heading instead of `</h1>`. When a page renders wrongly, ask them to point to the end tag before you look. Make finding the missing slash their job, not yours.
- A blank output after running the empty skeleton is read as an error. Confirm out loud that a blank page is the expected, correct result at that step because body is empty.

DIFFERENTIATION

- Emerging: Give the skeleton pre-typed so they only add content inside body and are not fighting brackets. Pair them with a student and have them read each tag aloud before running.
- Developing: Ask them to add a second heading and reorder paragraphs, predicting the result before running.
- Proficient: Challenge them to add a title element and explain where it shows, then research one element not covered here such as ol or a and demonstrate it.