Subject: ICT

Year Group: 10

Week beginning	Subject Topic	Key Learning points/big questions	Independent/Home learning	Linked Assessment	Resources
7/9	A: Investigate user interface design for individuals and organisations A1 What is a user interface?	Introduction to user interfaces: hardware features, software features and human facilitation and example uses Basic user interface: text-based and menu-based	Students confirm their understanding of 'user interface', by describing a user interface giving features of – and example interactions with – a user interface. Explain which type of interface may be used on a smartwatch and justify your choice.	Coursework practice case study: https://eggbuckland.sharepoint.com/:w:/g/ict/EX5AEVgwdWpCohT7GOwM2JcBeyeTwek0l1P0XRlCRaWd5A?e=peqAUf	User Interface mini-web https://www.teach-ict.com/gcse_new/computer%20systems/user_interface/miniweb/pg6.htm ICT Knowledge Organiser Share-point Folder https://eggbuckland.sharepoint.com/:b:/g/ict/EfJuukhAZC
14/9	A: Investigate user interface design for individuals and organisations A1 What is a user interface?	Complex user interfaces: speech/natural language-based, GUI/WIMPs and sensor-based Choosing a user interface: performance/response time, ease of use, user requirements, user experience, accessibility and storage space	Students describe two ways in which supermarket self-checkouts could make use of graphical-, sensor- and speech-based interfaces		
21/9	A: Investigate user interface design for	How hardware and software affects user interfaces: operating systems/platforms,	Students to research the typical user		

	individuals and organisations A1 What is a user interface? A2 Audience needs	screen type/size, types of user input, hardware resources available and emerging technologies User accessibility needs: visual, hearing, speech, motor and cognitive needs	interfaces found in fast food chain restaurant. Find out specific information about the components and consider how these components impact the user interface.		 'E-textbook Exploring User Interface Design' https://eggbuckland.sharepoint.com/:b:/g/ict/EfJuukhAZChHmHfBkV-e2bkBwO2fdLKg6EL-GpUZ8cweyg?e=wonYTJ
28/9	A: Investigate user interface design for individuals and organisations A2 Audience needs A3 Design principles	User skills: expert, regular, occasional and novice user skills and demographics: age, beliefs/values, culture and past experiences Design principles: visual elements: colour and font style/size	Students consider how a user interface for a local college application form can be adapted for users with visual, hearing and speech accessibility needs.		
5/10	A: Investigate user interface design for individuals and organisations A3 Design principles	Design principles: text elements: language and amount of information Design principles: layout: consistency, placement of items, user expectations, grouping related items, navigational components and input controls	Students write a list of dos and don'ts when using colours and fonts in a user interface. Students to evaluate why the layout of items on a user interface is important. What factors influence the layout of items on the screen?		'History of the Graphical User Interface' video https://eggbuckland.sh

| 12/10 | A: Investigate user interface design for individuals and organisations

A3 Design principles | Design principles: user expectations: colour, sound, symbols, visuals
Design principles: keeping the user engaged: uncluttered screens, tip text, labels, default values and autofill | Students to think of what immediately comes into their mind when they hear positive high-pitched sounds and negative low-pitched sounds.

Give students an example of audio that may sound when a file is deleted. Students to discuss their immediate reaction to the sound.

Students to think of three other situations of when a positive high-pitched sound and sharp negative low-pitched sound may be played while using devices. | | arepoint.com/:f:/g/ict/EiRImp8266pKiyQTAe0n38gB1lOM2dhs0tSUqusj1etEsQ?e=TVvQMC |
| 19/10 | A: Investigate user interface design for | Design principles: intuitive design: graphics denoting actions, helpful messages, easy | Students list three methods that can be used to sustain the | | |

	individuals and organisations A3 Design principles A4 Designing an efficient user interface	reversal of actions, help features and consistency Improving the speed of user interfaces: keyboard shortcuts, reversal of actions, informative feedback and distinguishable objects	attention of a user while they are using a user interface. Students confirm their understanding about what the word 'intuitive' means. Students explain how to achieve an intuitive design and why intuitive design is important in a user interface.		
Half term					