

Meden School Curriculum Planning							
Subject	BTEC DIT	Year Group	10	Sequence No.	MTP 3	Topic	Learning Aim C
Retrieval	Core Knowledge			Student Thinking			
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and ‘do something about them!’			
<p>In ICT / CS at Meden in KS3, pupils are taught to:</p> <ul style="list-style-type: none"> design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability 	<p>In component 1, students will learn different project planning techniques that can be used to plan and deliver a project that meets a set of user requirements (needs of the user using the device). You will learn the different design principles (colours, buttons, layout, imagery) that can be used to design effective user interfaces (the point at which human users interact with a computer, website or application) and apply appropriate project planning techniques to create a user interface that meets different audience requirements.</p> <p>Learners will understand how to review the success of the user interface and the use of their chosen project planning techniques.</p> <ul style="list-style-type: none"> Strengths and weaknesses of the user interface, to include: <ul style="list-style-type: none"> how well the user requirements have been met suitability for purpose and audience ease of use accessibility features how effectively the design principles have been met. Suggest improvements that could be made to the user interface to better meet the audience needs. 			<p>Searching and applying for jobs in ICT , IT and computing.</p> <p>Learners will then be able to select appropriate project planning techniques to be able to plan and create an effective user interface that meets a set of defined user requirements.</p> <p>Be able to plan and design a user interface</p> <p>Discuss and evaluate existing user interfaces, describing current design trends.</p> <p>Be able to plan a project and create smart goals and objectives.</p> <p>Improving society</p>			

<ul style="list-style-type: none"> • understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns 		<ul style="list-style-type: none"> • How could your project design be of benefit to society? • Which groups in society could it benefit?
<p>Vocab List: Planning tools, task lists, Gantt charts, mood boards, mind-maps, methodologies, waterfall, agile, scrum, purpose, audience, project requirements, user requirements, output requirements, visual, audio, haptic, input requirements, mouse, keyboard, voice, touch, user accessibility requirements, constraints, resources, task dependencies, security, timescales, sub-tasks, key milestones, visualisation, storyboards, sketches, hardware requirements, software requirements, user confidence, user familiarity, learning time, user attention, specialised knowledge, colours, house style, textures, font style, font size, appropriate language, skill level, white space, layout, consistency, grouping, navigational components, search fields, breadcrumbs, icons, dropdown lists, tick boxes, toggles, user perception, interactions, pop-up messages, animation, autofill, tip text.</p>		