Meden School Curriculum Planning							
Subject	Computing	**Year Group**	9	**Sequence No.**	MTP 2	**Topic**	User Interfaces

Retrieval	Core Knowledge	Student Thinking
What do teachers need to **retrieve** from students before they start teaching **new content**?	What **specific ambitious knowledge** do teachers need to teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to **develop our students' thinking, encouraging them to see the inequalities around them** and 'do something about them!'

Students will already have some understanding of user interfaces from using various programs in KS3. E.g. digital literacy and units on small basic, spreadsheets all teach students how to use different online user interfaces to improve the user's experiences.
 	
Students' knowledge of digital device interfaces will be used to help introduce students to this unit e.g. smartphones, iPads, Kindles, traffic lights, microwaves, cookers, smart cars etc. Students will be assessed on their prior knowledge of how these interfaces are constructed to be intuitive for various users needs
	Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.
	
	Learners will investigate a wide variety of design principles that provides both appropriate and effective user interaction with hardware devices.
	
	• **Colours:**
	  • use of limited range of colours o use of organisational house style
	  • ensuring that colours do not clash
	  • use of textures, e.g. glossy, corporate textures in colours, warm, fabric-style textures.
		Students will be shown a variety of real-world examples of where user interfaces are used to engage users and improve accessibility needs.
		
		Learners will be given a range of different devices, e.g. mobile phones, tablets, robots and will then investigate the type of user interface used and how the user interacts with them in real world contexts.
		
		Learners will be able to explain how two different types of interface meets design principles, e.g. use of colours, textures, font styles/sizes, language, layout and how they can

e.g. disabilities, visually impaired, colour blind etc.	• **Font style/size:**
	  • ensuring text style/style is readable
	  • use of sans serif fonts for screen reading
	  • avoiding decorative fonts.
	
	• **Language:**
	  • using appropriate language for user needs, e.g. age-appropriate language
	  • using language that is appropriate for user skill level.
	
	• **Amount of information:**
	  • providing appropriate amount of information for the task o making appropriate use of white space.
	
	• **Layout:**
	  • consistency throughout the whole interface
	  • keeping the layout as close as possible to user expectations
	  • placing important items in prominent positions
	  • grouping related tasks together
	  • use of navigational components, e.g. search fields, breadcrumbs, icons
	  • use of input controls, e.g. dropdown lists, tick boxes, toggles
	
	- **Accessibility**
		be combined to create an intuitive design.
		
		Learners will be able to explain how two different interfaces meet/do not meet the requirements of corresponding users.

	○ Understanding of accessibility ○ Zoom ○ High contrast ○ Button / font size ○ Speech to Text ○ Text to Speech **Tier three vocabulary** **User interface**	