



The curriculum for this stage of students' education has been designed for Learners' who want to acquire technical knowledge and technical skills through vocational contexts by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning.

<p>HALF TERM 1: Component 1 Strand A</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> Investigate user interface design for individuals and organisations Learners will investigate different types of user interface used by individuals and organisations. They will investigate how they vary across different uses, devices and purposes. Learners will investigate the varying needs of the audience and how they affect both the type and the design of the interface. Learners will investigate a wide variety of design principles that provides both appropriate and effective user interaction with hardware devices. Learners will investigate techniques that can be used to improve both the speed and access to user interfaces. <p>HOW THIS WILL BE ASSESSED: Assessment will be completed at the end of this Unit by way of a written report.</p>	<p>HALF TERM 2: Component 1 Strand B</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> Project planning techniques Learners will know how to investigate different planning tools and design methodologies that can be used to The planning, monitoring and execution of projects. How to select suitable project planning techniques to develop a project plan for the The development of a user interface for a given brief. How to create an initial design using the design principles covered. <p>HOW THIS WILL BE ASSESSED: Assessment will be completed at the end of this topic with a combination of evidence including fully analysed primary and secondary research; GANTT charts and mood boards.</p>	<p>HALF TERM 3: Component 1 Strand B</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> Project planning techniques Learners will know how to investigate different planning tools and design methodologies that can be used to The planning, monitoring and execution of projects. How to select suitable project planning techniques to develop a project plan for the The development of a user interface for a given brief. How to create an initial design using the design principles covered. <p>HOW THIS WILL BE ASSESSED: Assessment will be completed at the end of this topic with a combination of evidence including fully analysed primary and secondary research; GANTT charts and mood boards.</p>
<p>HALF TERM 4: Component 1 Strand C</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> How to use their design to produce a user interface. How to refine their user interface using an interactive process with potential users. How to review the success of the user interface and the use of their chosen project planning techniques. <p>HOW THIS WILL BE ASSESSED: A user interface supported by a written document detailing its strengths and weaknesses alongside their own skills and areas needed for further development.</p>	<p>HALF TERM 5: Component 1 Strand C</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> How to use their design to produce a user interface. How to refine their user interface using an interactive process with potential users. How to review the success of the user interface and the use of their chosen project planning techniques. <p>HOW THIS WILL BE ASSESSED: A user interface supported by a written document detailing its strengths and weaknesses alongside their own skills and areas needed for further development.</p>	<p>HALF TERM 6: Component 1 Strand C</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> How to use their design to produce a user interface. How to refine their user interface using an interactive process with potential users. How to review the success of the user interface and the use of their chosen project planning techniques. <p>HOW THIS WILL BE ASSESSED: A user interface supported by a written document detailing its strengths and weaknesses alongside their own skills and areas needed for further development.</p>
<p>Embedding this knowledge can be supported by cross curricular experiences as well as developing computational thinking skills by use of programs such as Serif WebPlus and Microsoft Excel. Using the Micro-bit or getting a Raspberry Pi will also help develop programming skills and computational thinking.</p>		