

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 10 Overview 2023-24 –

KEY:

Component 1: Exploring user interface design principles and project planning techniques

Component 2: Collecting, Presenting and Interpreting Data

Component 3: Effective Digital Working Practices

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment
8 weeks (38 Days)				
Tues 5-Sep	A	1	<p>Component 1 – A1: User interfaces Lessons 1 – 4 Types of user interface; Range of uses and devices; Factors affecting the choice of user interface; Hardware and software influences.</p> <p>Component 1 – A2: Audience needs. Lessons 1 – 3 Accessibility needs; Skill level; Demographics.</p> <p>Component 1 – A3 & A4: Design principles / Designing an efficient user interface Lessons 1 – 4 Colours; Font style/size; Language; Amount of information; Layout; User perception; Retaining user attention; Intuitive design</p> <p>Component 1 – B1 Project planning techniques Lessons 1 – 2 Planning tools; Methodologies</p> <p>Component 1 – B2 Creating a project proposal and plan Lessons 1 – 4 Purpose and audience; Project requirements; Project requirements; Constraints; Timescales</p> <p>Component 1 – B3 Creating an initial design Lessons 1 – 4 User requirements; Resource requirements; Visualisation; User-friendly / Features.</p>	<p>Foundational Concepts</p> <ul style="list-style-type: none">Identify a range of devices and describe tasks they can do using the different interfaces.Features of text, form and menu interfaces.Features of graphical user, sensor and speech interfaces then answer a question on each type.How a range of components (making up specs for a high-end smartphone, mid-to-high end smartwatch and mid-price laptop) will impact a user interface. <p>Foundational Concepts</p> <ul style="list-style-type: none">Adapt online forms (to address visual, hearing and motor needs).Identify a type of user for a range of computer programs/devices (i.e. novice, occasional, regular or expert). <p>Foundational Concepts</p> <ul style="list-style-type: none">Design principles used for UI design.Use of keyboard shortcuts, reversal of actions, informative feedback and distinguishable objects.Use of appropriate object sizes, object emphasis and grouping related objects <p>Foundational Concepts</p> <ul style="list-style-type: none">Use of waterfall and iterative project methodologies.Create a Gantt chart, PERT chart and critical path diagram.Create written and graphical descriptions in planning. <p>Foundational Concepts</p> <ul style="list-style-type: none">Use of SMART aims/objectives.Defining the project requirements.Project constraints and risksPlanning project timescales <p>Foundational Concepts</p> <ul style="list-style-type: none">Meeting user requirements and accessibility needs.Design specification that includes visualisation and testing.Designing for an intuitive system <p>• Equality Diversity and Inclusion (EDI) links? <i>15/09-17/09 Rosh Hashanah</i> <i>23/9 International day of sign languages</i> <i>2/10-8/10 Dyslexia awareness week</i> <i>5/10 world teachers day</i> <i>6/10 World cerebral palsy day</i></p>
11-Sep	B	2		
18-Sep*	A	3		
25-Sep	B	4		
2-Oct	A	5		
9-Oct	B	6		
16-Oct	A	7		
23-Oct	B	8		
7 weeks (34 Days)				
6-Nov	A	9	<p>Component 1 – B4: Developing a user interface- Lessons 1 – 8 Prototype user interface.</p>	<p>Foundational Concepts</p> <ul style="list-style-type: none">Developing a functional user interface.Showing the key aspects of a user interface.

13-Nov	B	10	Component 1 – C1 Review Lessons 1 – 3 Strengths and weaknesses of the user interface; Further improvements	Foundational Concepts <ul style="list-style-type: none"> Review the user interface against user needs. Suggest improvements that could be made to the user interface to better meet the audience needs.
20-Nov	A	11	Component 1 - Summative Assessment and internal marking	Early Sep: Release of PSAs for internally assessed component Early Dec to end of Jan: Moderation / Submission of centre marks and sample of learner work deadline approx. Dec 15 th
27-Nov	B	12	Component 3 – A1: Modern technologies. Lessons 1 – 5 Communication technologies; Features and uses of cloud storage; Features and uses of cloud computing; How the selection of platforms and services impacts on the use of cloud technologies; How cloud and ‘traditional’ systems are used together; Implications for organisations when choosing cloud technologies.	Foundational Concepts <ul style="list-style-type: none"> What an ad hoc network is, how you can connect to it, and how you can create it. How cloud computing works. Factors affecting the choice of computing platform What a virtual machine is and the benefits of it. Factors to consider when choosing a cloud service provider
4-Dec	A	ST1		
11-Dec	B	ST1	Component 3 – A2 Impact of modern technologies Lessons 1 – 5 Changes to modern teams facilitated by modern technologies; How modern technologies can be used to manage modern teams; How organisations use modern technologies to communicate with Stakeholders; How modern technologies aid inclusivity and accessibility; Positive and negative impacts of modern technologies on organisations / individuals	Foundational Concepts <ul style="list-style-type: none"> Benefits and possible drawbacks of collaborative working on a document. Collaborative working tools. Use of home-based working, group collaboration and virtual meetings.
18-Dec	A	15		
Christmas Holiday 6 weeks (30 Days)				
8-Jan	B	16	Component 2: A Understand how data is collected and used by organisations and its impact on individuals Lessons 1 – 10 Characteristics of data and information; Representing information; Ensuring data is suitable for processing; Data collection; Quality of information and its impact on decision making; Sectors that use data modelling; Threats to individuals	Foundational Concepts <ul style="list-style-type: none"> Characteristics of data Characteristics of information How to present information Making data suitable for processing Collecting data Why quality is important Who uses data modelling? Data security for individuals
15-Jan	A	17	Component 2: B Be able to create a dashboard using data manipulation tools Lessons 1 – 13 Data processing methods	Foundational Concepts <ul style="list-style-type: none"> data manipulation methods: <ul style="list-style-type: none"> importing data, to include from other files, the internet formulae, to include add, divide, subtract, multiply functions, to include SUM, AVERAGE, MIN, MAX sorting, to include sorting multiple columns and values advanced manipulation methods: <ul style="list-style-type: none"> decision-making functions, to include IF, WHATIF, SUMIF lookup functions, to include VLOOKUP, HLOOKUP count functions, to include COUNTBLANK, COUNTIF, COUNTA logical operators, to include NOT, AND, OR outline, to include group, ungroup
22-Jan	B	18		

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29-Jan	A	19		<ul style="list-style-type: none">○ subtotal to include AVERAGE, SUM, MIN, MAX, COUNT, COUNTA○ filtering, to include greater than, less than, equals, contains, begins with, ends with, text to columns, to include delimited, fixed width• other processing methods:<ul style="list-style-type: none">○ absolute and relative cell referencing, to include use of dollar sign (\$) and named cells○ macros, to include for automatic navigation, change graph options, change data ranges○ multiple and linking worksheets, to include for dashboard and raw data○ cell comments○ alternative views, to include hiding/unhiding cells, freezing planes○ conditional formatting, to include data bars, colour scales, icon sets.• Equality Diversity and Inclusion (EDI) links? <i>25/1 Burns night</i> <i>27/1 Holocaust memorial day</i> <i>LGBT+ history month</i> <i>1/2 World Hijab day</i> <i>6/2-12/2 Children's mental health week.</i> <i>7/2 Safer internet day</i> <i>10/2 Chinese New Year</i>
5-Feb	B	20		
12-Feb	A	21		
Half-Term				
5 weeks (?? lessons) (24 Days)				
26-Feb	B	22	<p>Continue previous term work</p> <p>Component 2: B Be able to create a dashboard using data manipulation tools Lessons 1 – 5 Producing a dashboard</p>	<p>Foundational Concepts</p> <ul style="list-style-type: none">• Showing data summaries from the data set:<ul style="list-style-type: none">○ totals○ counts○ averages○ percentages○ sales breakdowns○ departmental/section breakdown.• Appropriate presentation methods:<ul style="list-style-type: none">○ tables○ pivot tables○ sparklines○ graphs/charts, including dynamic charts/graphs○ form controls, to include button, combo box, check box, spin button (spinner), dropdown menu, option button.• Using appropriate presentation features:<ul style="list-style-type: none">○ font size, style and colour○ merge cells○ text wrap○ cell borders and shading○ graphics○ axis labels○ titles, including overall and section titles○ conditional formatting• Equality Diversity and Inclusion (EDI) links? <i>Women's history month</i> <i>Ramadhan 10/03-08/04</i> <i>Passover 22/4-30/4</i> <i>Good Friday 29/3</i> <i>Easter Sunday 31/3</i>
4-Mar	A	23		
11-Mar	B	24		
18-Mar	A	25		
25-Mar*	B	26		

Easter Holiday			6 weeks (?? lessons) (29 Days)	
15-Apr	A	27	<p>Component 2 C: Be able draw conclusions and review data presentation methods</p> <p>Lessons 1-5</p> <p>Drawing conclusions based on findings in the data, How presentation affects understanding</p>	<p>Foundational Concepts</p> <ul style="list-style-type: none">trends / patterns / possible errors.information being misinterpretedinformation being biasedinaccurate conclusions being made <p>Early Jan: Release of PSAs for internally assessed component</p> <p>Early May to end of Jun: Moderation / Submission of centre marks and sample of learner work deadline approx. May 1st</p> <p>• Equality Diversity and Inclusion (EDI) links?</p> <p><i>Autism and stress awareness month.</i></p> <p><i>25/4 World Malaria Day</i></p> <p><i>26/4 Lesbian visibility day</i></p> <p><i>UK national walking month.</i></p> <p><i>1/5-7/5 Deaf awareness week</i></p> <p><i>23/05 Vesak</i></p>
22-Apr	B	28		
29-Apr	A	29		
6-May*	B	30		
13-May	A	31		
20-May	B	ST2		
Half-Term			7 weeks (?? lessons) (35 Days)	
3-Jun	A	ST2	<p>Component 3 – B1 Threats to data</p> <p>Lessons 1 – 4</p> <p>Why systems are attacked; External & Internal threats; Impact of security breach.</p>	<p>Foundational Concepts</p> <ul style="list-style-type: none">Why systems are attacked.External threats to digital systems and data security.Internal threats to digital systems and data security. <p>Foundational Concepts</p> <ul style="list-style-type: none">User access restriction.Data level protection: firewalls and anti-virus software.Data level protection: device hardening and encryption.Finding weaknesses and improving system security. <p>Foundational Concepts</p> <ul style="list-style-type: none">Security policies.Defining security parameters.Actions to take after an attack. <p>• Equality Diversity and Inclusion (EDI) links?</p> <p><i>LGBTQ+ pride month.</i></p> <p><i>Gypsy, Roma and Traveller history month.</i></p> <p><i>12/6 world day against child labour</i></p> <p><i>18/6 autistic pride day</i></p> <p><i>20/6 World refugee day</i></p>
10-Jun	B	ST2		
17-Jun	A	35		
24-Jun	B	36		
1-Jul	A	37		
8-Jul	B	38		
15-Jul	A	39		
(Total: 190 Days)				

* Bank Holidays

Overview of Year 10	
Based on your Flight Path (E.g. Targets 1L – 4L)	By the end of Year 10, students will have learned
GW: (E.g. Grade 1)	development of key skills that prove your aptitude in digital information technology
BI: (E.g. Grades 2-3M)	attitudes that are considered most important in digital information technology, including personal management and communication
EW: (E.g. Grades 3U-4L)	knowledge that underpins effective use of skills, process and attitudes in the sector