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| ICT KS4 | **Curriculum Team Vision** |
| At OMA we believe education is for everyone, that all students irrespective of their backgrounds, will be exceptional pupils, so they are equipped with the necessary knowledge, skills, qualifications, and mind-set to contribute positively to society.  Everything we do in the vocational faculty is aimed at providing an ambitious and challenging curriculum which inspires, motivates, and exploits the limitless potential of all our students. This will be achieved by us ‘*being inspired by the past - creating excellence in the present- by embracing the future’.*  Our long-term aim is to produce thinking, adaptable adults capable of taking his / her place in a changing technological society. We strive to create distinctive and dynamic partnerships between students and the world or work, forging active relationship with industry-based external training providers and employers.  The vocational curriculum seeks to promote an educational culture which is scientific, technological, creative, healthy, and entrepreneurial within the framework of the school and national curriculum. In addition, our faculty aims to provide the excellent practical technological, scientific, and holistic communication skills needed by our manufacturing and service industries within the UK and global markets. Thus, ensuring that our students will be well-educated and skilled, ready, and able to progress into employment, further training, or higher education according to their individual aptitudes and ambitions.  The faculty will be truly cross-curricular and will use aspects of many subjects to aid the students when developing innovative ideas and solving problems individually or as a team. The only boundary to making an impact in the future is our ‘*imagination*’ and our ability to ‘*engineer’* the solutions that could affect peoples’ lives. Students arrive and leave our faculty with a sense of wonder in learning…. that they will carry with them for a lifetime.  **Pupils should be taught to:**  • The creativity of the User Interface design element and the opportunity to work towards a realistic work scenario.  • Cloud storage and cyber security aspects can be related to social media like Instagram and Facebook to make the content interesting and relatable to students.  • The opportunity to develop knowledge and skills through ‘doing’. Students can bring their own interests and ideas into the work they do.  • CMP allows them to learn broadly about different audiences and types of media including games, websites, apps, magazines, film and television | |
| **Where can studying IT take you? Click on the link below:**  • Ideal for learners who want a career in IT and want to get a broad taste of digital skills.  • A steppingstone to careers like IT Project Management, Technical Support and Cyber Security.  •Great for hands-on learners who want to get straight in and ‘make’.  • Beneficial for learners with a creative instinct who may be interested in Art or D&T and are looking for a course which combines skills from each in a client and customer-driven creative sector. | |

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| **Subject:**  Year 10 Curriculum Map 2024 -2025 | | | |
| Terms | **Topics covered** and **core knowledge and skills** | Links to careers | Links to the Knowledge organiser and other additional resources |
| Half term 1 | **Understand what a User Interface is**  Definition of user interface:  o software features  o human features  o how software features can be used to facilitate human–device interaction.  **Types of interfaces:**  o text based  o speech/natural language  o GUI/WIMPs  o sensors  o menu/forms.  **Range of uses, e.g.:**  o computers  o handheld devices  o entertainment systems  o domestic appliances  o controlling devices  o embedded systems.  **Factors affecting the choice of user interface:**  o performance/response time  o ease of use  o user requirements  o user experience  o accessibility  o storage space.  **Hardware and software influences:**  o operating systems/platforms  o types/size of screen, e.g. touchscreen vs traditional displays  o types of user input, e.g. keyboard, mouse, voice, gestures  o hardware resources available, e.g. processing power, memory  o emerging technologies, e.g. new innovations of input techniques | <https://www.google.com/search?q=jobs+in+user+interface&rlz=1C1GCEU_en-GBGB957GB970&oq=josb+in+user+interface&aqs=chrome..69i57j0i13j0i22i30l2j0i390l3.3616j0j4&sourceid=chrome&ie=UTF-8&ibp=htl;jobs&sa=X&ved=2ahUKEwj3kK_-s-n4AhXXPsAKHdsrAnIQutcGKAF6BAhEEAY#fpstate=tldetail&htivrt=jobs&htidocid=nKeSZfvAE_UAAAAAAAAAAA%3D%3D> | Knowledge Organisers:  [Component 1 KO](https://herefordts.sharepoint.com/:p:/s/VocationalDepartmentDrive/EQqi6514MZNJnsokdAj-Dj4BfMCA5-MqfSn9ZmmuCZbF9g?e=AQvZpK) |
| Half term 2 | An Audience needs Learners will investigate the varying needs of the audience and how they affect both the type and the design of the interface.  **• Accessibility needs**:  o visual  o hearing  o speech  o motor  o cognitive.  • Skill level:  o expert  o regular  o occasional  o novice.  • Demographics:  o age  o beliefs/values  o culture  o past experiences.  A3 Design principles Learners will investigate a wide variety of design principles that provides both appropriate and effective user interaction with hardware devices.  • Colours:  o use of limited range of colours  o use of organisational house style  o ensuring that colours do not clash  o use of textures, e.g. glossy, corporate textures in colours, warm, fabric-style textures.  • Font style/size:  o ensuring text style/style is readable  o use of sans serif fonts for screen reading  o avoiding decorative fonts.  • Language:  o using appropriate language for user needs, e.g. age-appropriate language  o using language that is appropriate for user skill level. • Amount of information:  o providing appropriate amount of information for the task  o making appropriate use of white space.  • Layout:  o consistency throughout the whole interface  o keeping the layout as close as possible to user expectations  o placing important items in prominent positions  o grouping related tasks together  o use of navigational components, e.g. search fields, breadcrumbs, icons  o use of input controls, e.g. dropdown lists, tick boxes, toggles. |