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 2024-25 – DIT

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)	
2-Sep	A	1	**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.	**Foundational Concepts** • 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.
9-Sep	B	2		
16-Sep*	A	3	**Component 1 – A2: Audience needs.** Lessons 1 – 3 Accessibility needs; Skill level; Demographics.	**Foundational Concepts** • 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).
23-Sep	B	4	**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	**Foundational Concepts** • 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
30-Sep	A	5	**Component 1 – B1 Project planning techniques** Lessons 1 – 2 Planning tools; Methodologies	**Foundational Concepts** • Use of waterfall and iterative project methodologies. • Create a Gantt chart, PERT chart and critical path diagram. • Create written and graphical descriptions in planning.
7-Oct	B	6	**Component 1 – B2 Creating a project proposal and plan** Lessons 1 – 4 Purpose and audience; Project requirements; Project requirements; Constraints; Timescales	**Foundational Concepts** • Use of SMART aims/objectives. • Defining the project requirements. • Project constraints and risks • Planning project timescales
14-Oct	A	7	**Component 1 – B3 Creating an initial design** Lessons 1 – 4 User requirements; Resource requirements; Visualisation; User-friendly / Features.	**Foundational Concepts** • Meeting user requirements and accessibility needs. • Design specification that includes visualisation and testing. • Designing for an intuitive system
21-Oct	B	8		• ***Equality Diversity and Inclusion (EDI) links?*** *Parent and Carers month/Black History month* *3/9 World afro day* *23/9 International day of sign languages* *10/10 world mental health day* *5/10 world teachers day* *6/10 World cerebal palsy day*
Half-Term			**7 weeks (35 Days)**	
4-Nov	A	9	**Component 1 – B4: Developing a user interface-** Lessons 1 – 8 Prototype user interface.	**Foundational Concepts** • Developing a functional user interface. • Showing the key aspects of a user interface.

Date	Week	No	Topic	Foundational Concepts
11-Nov	B	10	**Component 1 – C1 Review** Lessons 1 – 3 Strengths and weaknesses of the user interface; Further improvements	**Foundational Concepts** • Review the user interface against user needs. • Suggest improvements that could be made to the user interface to better meet the audience needs.
18-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 15th
25-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** • 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
2-Dec	A	13		
9-Dec	B	14	**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** • Benefits and possible drawbacks of collaborative working on a document. • Collaborative working tools. • Use of home-based working, group collaboration and virtual meetings. • ***Equality Diversity and Inclusion (EDI) links?*** *Mens health awareness month/disability confident month* *1/11 Diwali* *12/11 Remembrance Sunday* *13/11-19/11 Transgender awareness week* *14/11 World Diabetes Day* *1/12 World AIDS day* *25/12 Christmas Day*
16-Dec	A	15		
Christmas Holiday			**6 weeks (30 Days)**	
6-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** • 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

13-Jan	A	17	**Component 2: B Be able to create a dashboard using data manipulation tools**
			Lessons 1 – 13
			Data processing methods
				Foundational Concepts
				• data manipulation methods:
				  o importing data, to include from other files, the internet
				  o formulae, to include add, divide, subtract, multiply
				  o functions, to include SUM, AVERAGE, MIN, MAX
				  o sorting, to include sorting multiple columns and values
				• advanced manipulation methods:
				  o decision-making functions, to include IF, WHATIF, SUMIF
				  o lookup functions, to include VLOOKUP, HLOOKUP
				  o count functions, to include COUNTBLANK, COUNTIF, COUNTA
				  o logical operators, to include NOT, AND, OR
				  o outline, to include group, ungroup

20-Jan	B	18		

Date	Week	No.	Content	Detail

27-Jan	A	19		o subtotal to include AVERAGE, SUM, MIN, MAX, COUNT, COUNTA
				o filtering, to include greater than, less than, equals, contains, begins with, ends with, text to columns, to include delimited, fixed width
				• other processing methods:
				   o absolute and relative cell referencing, to include use of dollar sign ($) and named cells
				   o macros, to include for automatic navigation, change graph options, change data ranges

3-Feb	B	20		o multiple and linking worksheets, to include for dashboard and raw data
				   o cell comments
				   o alternative views, to include hiding/unhiding cells, freezing planes
				   o conditional formatting, to include data bars, colour scales, icon sets.
				
				• ***Equality Diversity and Inclusion (EDI) links?***

10-Feb	A	21		*LGBT+ History month* *27/1 Holocaust memorial day* *1/2 World Hijab Day* *6/2-12/2 Children's mental health week.* *7/2 Safer internet day* *10/2 Chinese New Year*

Half-Term				6 weeks (29 Days)

25-Feb	B	22	INSET 24th Feb
			
			Continue previous term work
			
			Component 2: B Be able to create a dashboard using data manipulation tools
			Lessons 1 – 5
			Producing a dashboard
				Foundational Concepts
				• Showing data summaries from the data set:
				   o totals
				   o counts
				   o averages
				   o percentages
				   o sales breakdowns
				   o departmental/section breakdown.

3-Mar	A	23		• Appropriate presentation methods:
				   o tables
				   o pivot tables
				   o sparklines
				   o graphs/charts, including dynamic charts/graphs
				   o form controls, to include button, combo box, check box, spin button (spinner), dropdown menu, option button.

10-Mar	B	24		• Using appropriate presentation features:
				   o font size, style and colour
				   o merge cells
				   o text wrap
				   o cell borders and shading
				   o graphics
				   o axis labels

17-Mar	A	25		o titles, including overall and section titles o conditional formatting • ***Equality Diversity and Inclusion (EDI) links?***
24-Mar*	B	26		*Women's history month* *Ramadhan begins 1/3* *21/3 World Down Syndrome day* *31/3 Transgender day of visibility*

Date	A/B	Week	Content	Notes
20-May	A	ST1		

Easter Holiday			5 weeks (23 Days)	

Date	A/B	Week	Content	Notes
22-Apr	B	ST1	Easter Monday 21st Early May bank hol 6/5 Component 2 C: Be able draw conclusions and review data presentation methods Lessons 1-5 Drawing conclusions based on findings in the data, How presentation affects understanding	**Foundational Concepts** • trends / patterns / possible errors. • information being misinterpreted • information being biased • inaccurate conclusions being made
28-Apr	A	ST1		
5-May	B	30	**Component 2 - Summative Assessment and internal marking**	Early Jan: Release of PSAs for internally assessed component Early May to end of Jun: Moderation / Submission of centre marks and sample of learner work deadline approx. May 1st • ***Equality Diversity and Inclusion (EDI) links?*** *Good Friday 18/4*
12-May	A	31		*Easter Sunday 20/4* *Autism and stress awareness month.* *25/4 World Malaria Day* *26/4 Lesbian visibility day* *UK national walking month.*
19-May	B	ST2		*1/5-7/5 Deaf awareness week* *23/05 Vesak*

Half-Term			7 weeks (34 Days)	

Date	A/B	Week	Content	Notes
2-Jun	A	ST2	SJBF INSET 4/7 Component 3 – B1 Threats to data Lessons 1 – 4 Why systems are attacked; External & Internal threats; Impact of security breach.	**Foundational Concepts** • Why systems are attacked. • External threats to digital systems and data security. • Internal threats to digital systems and data security.
9-Jun	B	ST2		**Foundational Concepts**
16-Jun	A	35	Component 3 – B2 Prevention and management of threats to data Lessons 1 – 4 User access restriction; Data level protection; Data level protection.	• User access restriction. • Data level protection: firewalls and anti-virus software. • Data level protection: device hardening and encryption. • Finding weaknesses and improving system security.
23-Jun	B	36	Component 3 – B3 Policy Lessons 1 – 2 Defining responsibilities; Defining security	**Foundational Concepts** • Security policies. • Defining security parameters. • Actions to take after an attack.
30-Jun	A	37		• ***Equality Diversity and Inclusion (EDI) links?***
7-Jul	B	38		*LGBTQ+ pride month.* *Gypsy, Roma and Traveller history month.* *12/6 world day against child labour* *18/6 autistic pride day* *20/6 World refugee day*
14-Jul	A	39		

(Total: 189 Days)				

Prompt Questions

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?

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?

Please revisit the prompts from last year:
- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
  - For each Unit? By the end of the Year?
    - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)