

# 'Home Sweet Home Front' Website Project Y3S2

The Processes not Relating to  
the Programming/Building  
Processes

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## The Brief

*“To produce a user-friendly re-designed website of the ‘Home Sweet Home Front’ website that is both cross-browser and cross-device compatible, retaining all of the previously included content where appropriate.”*

## Introduction

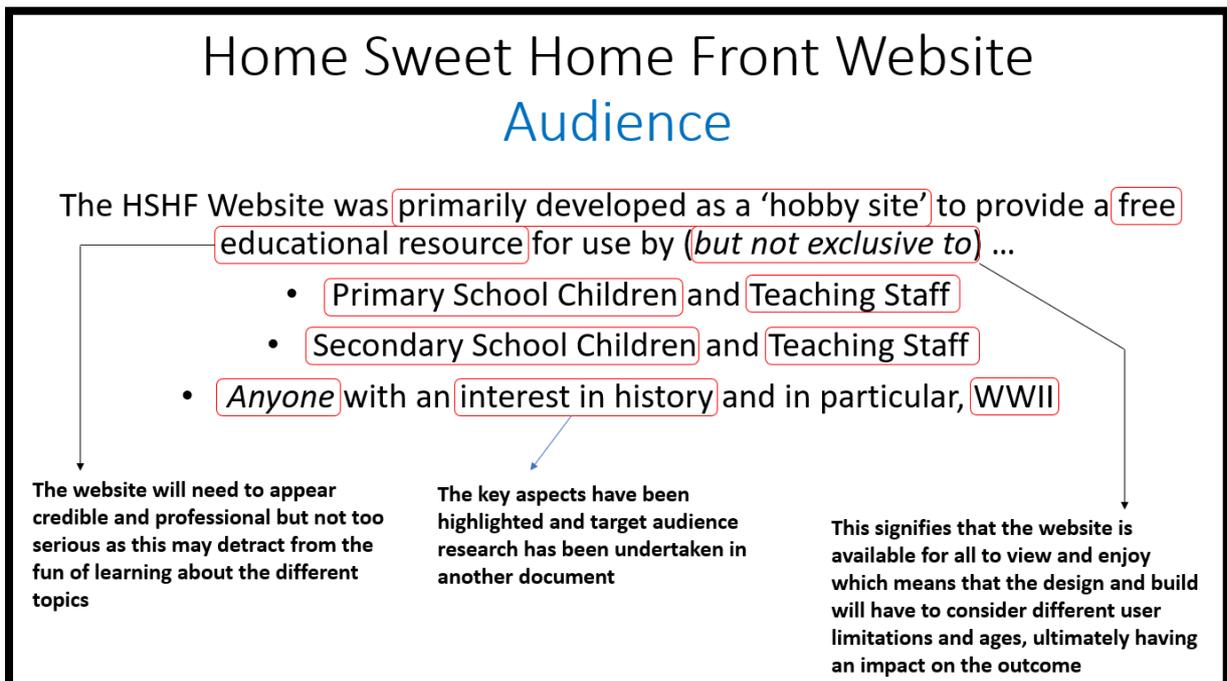
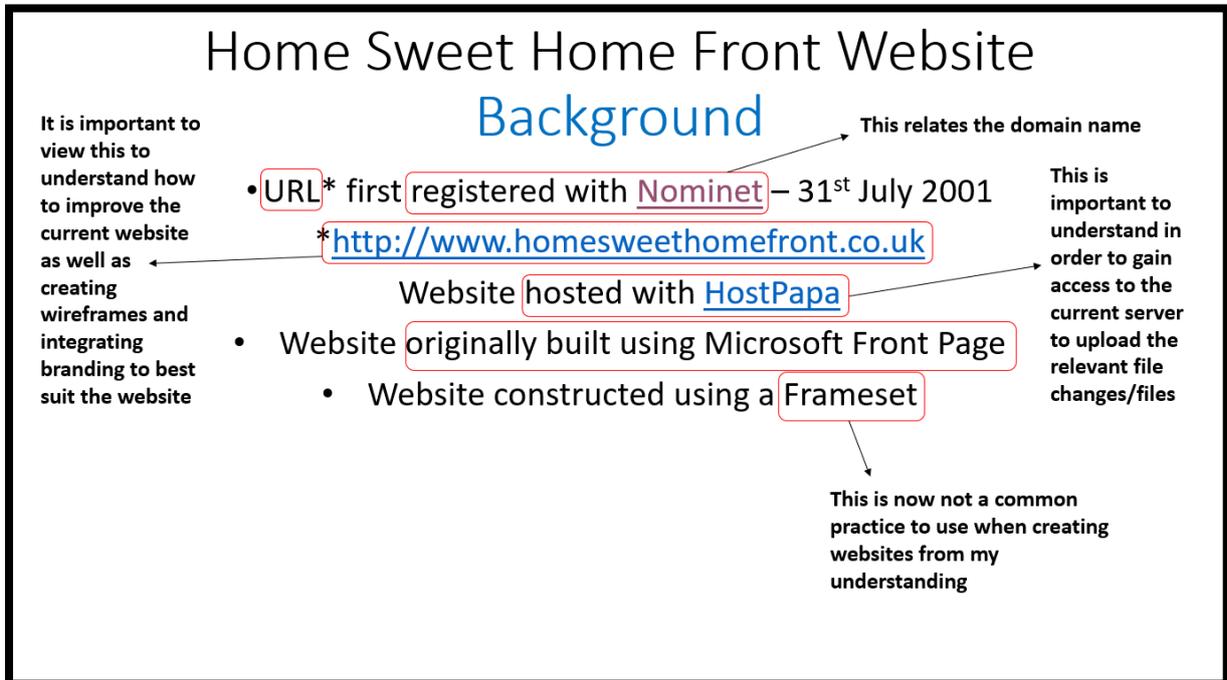
The ‘Home Sweet Home Front’ website was a website that had been created by both my father and uncle using ‘Microsoft Front Page’ in 2001, basing the topic around the Home Front during World War 2. Due to the fact that the appearance was outdated and some aspects weren’t accessible/user-friendly and due to the fact that I needed to find a project to undertake during my second semester of my third and final year at University, it was therefore agreed that I could have completed a re-designed website for them both. Please note that the whole website was not re-designed and rebuilt as the clients stated that other pages were for future publication. However, I still undertook this process for 12 pages.

Throughout this project, I undertook two major roles. One was acting as the designer, including suggesting fonts and colours as well as creating several wireframes for the required pages, and the other was as the developer, building the design using different programming languages to ensure that the website functioned properly throughout different devices and browsers.

Within this document, you will be able to view the processes undertaken not relating to the development aspect but to the other stages which helped progress onto the development/programming stage.

## Analysing the Provided Brief by the Clients

Although this was undertaken after having started the project, as the clients were kindly placing a brief together, this was a process undertaken throughout in order to help myself understand which areas would have needed to have been addressed as the main priority. Constant reviewing of the brief helped myself to understand what was still required to be completed as well as understanding what had already been achieved. The screenshots below demonstrate notes created regarding different aspects of the provided brief:



## Home Sweet Home Front Website

### Wish List – 1 of 2

- **Replace existing Favicon** ...  <http://www.homesweethomefront.co.uk/> → This is the favicon
- **Complete re-design of Website** required → New and refreshed appearance throughout
- **Cross-browser** Compatible
- **Cross-device** Compatible → This includes desktop, tablet and mobile devices
- **User Friendly** – remove existing frameset! → Placement of elements, WCAG 2.1, etc.
- **Use existing background colour** somewhere in the new design 
- **Replace existing logo** ... 
- **Can HSHF be linked on the Imperial War Museum Website?**
- Create a **new 'Contact Us' E-mail address** & then **link to HSHF**
- **Retain 'Web Page' naming convention** – i.e. **hshf\_name\_pg.htm**

**This includes Safari, Google Chrome and Firefox (different technologies may not function across all browsers)**

**There are many tasks to complete, both involving design and development aspects**

**I will need to view inspiration and create several ideas**

## Home Sweet Home Front Website

### Wish List – 2 of 2

- **Retain 'Image' naming convention** – i.e. **hshf\_img\_name** → Maintain consistent naming conventions throughout
- **Introduce 'Sounds' naming convention** – i.e. **hshf\_snd\_name**
- **Introduce links to sound files** including **'Air Raid Siren'** & (*in the future*) **'Doodlebug'** → Maybe this could be more interactive?
- **Pages for Publication** – Introduce **now** as part of re-design
- **Pages for Future Publication** – Introduce **later** as part of **'one page a month'** future assignments
- **Replace existing Fonts** → WW2/Home front stylised fonts? → Ensure notes are taken during the meetings to understand what has been discussed as well as what needs to be completed
  - Introduce a **CSS**
- **Weekly Checkpoint Meetings** via **FaceTime**

**Not all pages will need to be completed this semester which may allow more time to focus on other projects**

## Home Sweet Home Front Website

### Existing Pages for Publication

These are the Pages to be published now as part of this project

- [Copyright Disclaimer](#)
- [Home Page](#) ... but please remove 'Image of the Month' | 'Timeline' | 'Hints & Tips'
- [Other WWII Websites – Links](#) ... include the [IWM](#) Website
  - [Air Raid Shelters](#)
  - [Blackout](#)
  - [Careless Talk](#)
  - [Dig for Victory](#)
  - [Evacuees](#)
  - [Home Guard](#)
  - [Land Girls](#)
  - [Rationing](#)
  - [Squander Bug](#)
  - [WVS](#)

Remove bookmarks section on the home page

These are the pages to be completed for my final major project for this semester at University - there are many pages which means that I will need to ensure the design process is completed as soon as possible to allow for a lengthy development process

**Please Note:** With regards to the screenshot above where I have annotated with the text 'Remove bookmarks section on the home page', I clarified this with the clients as I wasn't sure if this related to the bookmarks section or the actual sections themselves as well. I was informed that they wanted the sections relating to 'Image of the Month', 'Timeline' and 'Hints & Tips' to all be removed but after discussing with them that this would have removed most of the content of the home page, it was agreed that not all aspects would have been removed.

## Home Sweet Home Front Website

### Existing Pages for Future Publication

Some of these Pages can be introduced later as part of 'one page a month' future assignments

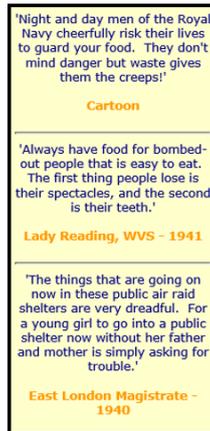
- [Feedback Form](#)
- [Guest Book](#)
- [Printing Advice](#)
- [Events](#)
- [Thank you](#)
- [Welcome Page](#)
- [Articles](#) | [Sunday Times](#)
- [Christmas at Home](#) ... Ideal during December?
- [VE Day](#) ... Ideal during May?
- [Hitler's V Weapons](#)
  - [Gas](#)
  - [Salvage](#)
- [Curried Carrot Recipe](#)
- [Nursery Rhymes](#)
- [Woolton Pie Recipe](#)
- [Poor Man's Goose Recipe](#)
- [Dried Powder Eggs](#)

These are the pages to complete at a later date, when maintaining the website – these aren't required now, however, depending on time I may be able to add some of these as well?

## Home Sweet Home Front Website New Page for Future Publication

- WWII Slogans ... see screenshot below for examples - other slogans can be provided

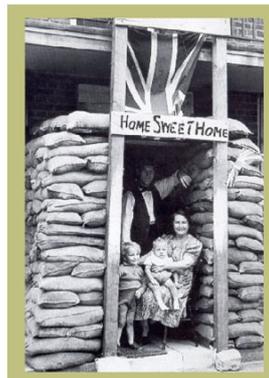
This is to be completed at a later date and not during this semester but this is something that may still require consideration



### With thanks to...

Since its release in 2001, the HSHF Website has always been very popular. However, conscious that its 'look and feel' is now tired and in desperate need of a refresh, Darren and Wayne want to thank Daniel for taking on the project and very much look forward to introducing the revamped HSHF Website to audiences both old and new 😊

Since 2001, there have been many developments in the website industry and the new website will need to reflect this with regards to aspects such as website trends and guidelines



The website will need to appear professional and also exciting to encourage new users to revisit and inform others of the website

## Planning the Project

### Creating a Module Time Map

Before creating the task table for the project, I created a table that related to the information about the module such as the due dates for the assignments as well as tasks to complete for the module, including those not relating to this project. This helped myself to understand then how much time to allocate to different aspects. Regarding some of the listed tasks, this then helped myself explain these in more detail as will be seen in the task table within the next section. The time map can be viewed below:

*The Created Module Time Map (Only Aspects Relevant to this Module are Displayed)*

| Name of the Module                                       | Assignments  | Assignment Deadlines                       | Expected Independent Self-study Hours   | Module Tasks to Complete   |
|--|--|--|---|--|
| <b>DM3104<br/>Negotiated<br/>Development<br/>Project</b> | Development Portfolio (80% weighting)              | Friday 3 <sup>rd</sup> May 2019<br>15:30   | 188 hours (More hours than expected will be undertaken throughout the semester) | <p><i>Regarding the Content of the Portfolio for the 'Home Sweet Home Front' Website Project</i></p> <ul style="list-style-type: none"> <li>• Project brief analysis</li> <li>• Brief review of the project (content on portfolio page)</li> <li>• Competitor research and analysis (including analysis of the current 'HSHF' website)</li> <li>• Target audience research and creation of target audience personas</li> <li>• Branding research and integration into the project (including fonts and colours)</li> <li>• Development research regarding required technologies and elements which could affect performance and how to overcome this (bandwidth/Internet connection, etc.)</li> <li>• Brainstorming of ideas/mind mapping regarding both design and development concepts</li> <li>• Original, high-fidelity 'Adobe XD' wireframes</li> <li>• Creation of a sitemap(s)</li> <li>• Creation of a flow diagram(s), showing the user journey/experience throughout the website</li> <li>• Several processes of prototyping, displaying development of the project throughout</li> <li>• Programming/coding the front-end aspects of the website and documenting the process</li> <li>• Programming/coding the back-end aspects of the website, if required, and documenting the process</li> <li>• Testing (including cross-browser and device testing) and documenting the process</li> </ul> |
|  |  |  |   | <ul style="list-style-type: none"> <li>• Communication with the client(s) and incorporating feedback into the project throughout whilst also maintaining a contact log to display the contact</li> <li>• Annotation and organisation of code (efficient, concise and readable)</li> <li>• Inclusion of acknowledgements, reference list and bibliography</li> <li>• Refining of the project and uploading to the relevant website server to make 'live'</li> <li>• Creation of handover document/branding guidelines</li> <li>• Submission of the project outcome with the portfolio to the lecturers</li> </ul> <p><i>Tasks not Relating Specifically to the Project itself</i></p> <ul style="list-style-type: none"> <li>• Creation of an updated 'live' CV</li> <li>• Creation of an Updated Negotiated Learning Agreement document (NLT2)</li> <li>• Creation of a log to document undertaken work daily</li> <li>• Attending and/or demonstrating work at networking events for at least three times</li> <li>• Integration of project work onto the portfolio website</li> <li>• Completion of the 'Negotiated Development Project Self-Submission Assessment Sheet' for submission</li> </ul>  |
|  | Semester Reflective Process Report (20% weighting) | Thursday 9 <sup>th</sup> May 2019<br>15:30 |   | <p><i>Tasks Relating to the Content of the Reflective Process Report (Assessment Sheet)</i></p> <ul style="list-style-type: none"> <li>• Include an outline of the undertaken projects and outcomes</li> <li>• Include an explanation of the previously set objectives for the semester two learning goals</li> <li>• Include an explanation of how the projects related to the previously set learning goals</li> <li>• Include an explanation of the improved skillset</li> <li>• Demonstrate the techniques used to undertake a brief</li> </ul>  |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  | <ul style="list-style-type: none"> <li>• Include an explanation of the identified key solutions and overcome problems in the undertaken work</li> <li>• Include an explanation of the development work undertaken with an explanation of why certain technologies and platforms were chosen</li> <li>• Demonstrate an understanding of time and resource management with project timeline charts</li> <li>• Demonstrate contacting lecturers or clients with received feedback included</li> <li>• Write the conclusion to explain how to approach future projects with regards to what has been learnt during this semester/project(s)</li> <li>• Add relevant acknowledgements, a reference list and a bibliography</li> <li>• Include a cover page, a table of contents and a professional structure/format</li> <li>• Proof read and refine before the submission</li> <li>• Submit the report to the lecturers</li> </ul> |
|--|--|--|--|--|

### Creating a Task Table Relating to the Project and Module

One of the first aspects I completed was a task table to be able to analyse the required tasks, allocating specific time periods to each and also explaining the consequences if not completed and the risks with the tasks. Although throughout there may have been additional tasks, this related to the main tasks required to complete. The listed tasks related to various processes including development research (e.g. website trends) and creating wireframes. Furthermore, the progress of each task was indicated by either 'Not Started', 'In Progress' or 'Completed', each with different colours and also by the '✓' or '✗' in the last column. The task table can be viewed below:

The Created Task Table

| Project Tasks (Relating to both the Project Portfolio and Module) | Allocated Time/Time to Complete | Progress of the Task | Contingencies/Costs if Incomplete/Risk Management   | Has the Task been Completed? |
|---|---------------------------------|----------------------|---|------------------------------|
| Project brief analysis  | 1 hour                          | Completed            | <p><u>Costs if Incomplete</u><br/>I won't fully understand the context of the brief and desired project outcome, hence creating a product that doesn't fully meet the client requirements</p> <p><u>Risk Management</u><br/>If I don't receive a written brief, I will ask for information to build an understanding of aspects including values and objectives as well as the desired outcome</p>                            | ✓                            |
| Competitor research and analysis                                  | 2-3 hours                       | In Progress          | <p><u>Costs if Incomplete</u><br/>I won't be able to understand how to improve the current website, making the project more difficult</p> <p>I won't be able to understand how to integrate features used in competitor websites, making the project more difficult to complete</p> <p><u>Risk Management</u><br/>If I am not provided with suggested competitor websites, I will undertake research myself to compensate</p> | ✗                            |
| Target audience research and creation of target audience personas | 2-3 hours                       | In Progress          | <p><u>Costs if Incomplete</u><br/>I won't fully understand the audience that the new website will want to attract, creating a website that potentially won't be suited to the required target audience, hence not fully meeting the client requirements</p> <p><u>Risk Management</u><br/>If I am not provided with the target audience, I will undertake research of similar websites to</p>                                 | ✗                            |

**HSHF Website Project (Y3S2) Processes Other than Development Work Document – Daniel Wilkins**

|   |            |             |   |   |
|---|------------|-------------|---|---|
|   |            |             | gauge the target audience their website attracts and use this as an indicator for the new HSHF website  |   |
| <b>Branding research and integration into the project</b> | 8-10 hours | In Progress | <p><u>Costs if Incomplete</u><br/>This will make it more difficult to create a new website that reflects the required values in a professional and visually attractive way</p> <p><u>Risk Management</u><br/>If not provided with feedback from the client regarding areas such as fonts and colours, I will make a professional judgement on what is best for the client and website to allow for continuation of the project</p>  | X |
| <b>Development research</b>                               | 2-3 hours  | In Progress | <p><u>Costs if Incomplete</u><br/>This will mean it will be hard to understand what technological requirements will be required to produce an effective and efficient performing website, potentially creating a less professional outcome</p> <p><u>Risk Management</u><br/>There may be a risk of becoming confused with this aspect which will mean I will need to allocate time to seek advice from lecturers to overcome this problem successfully</p>   | X |
| <b>Brainstorming/mind mapping of ideas</b>                | 3-4 hours  | In Progress | <p><u>Costs if Incomplete</u><br/>This will mean I won't be able to display my thought processes/general processes for the project, having less to show to the client and lecturers for the submission</p> <p><u>Risk Management</u><br/>If there are areas which don't require brainstorming or mind mapping, I will ensure</p>  | X |
|   |            |             | another method is shown, such as bullet points, to compensate   |   |
| <b>Creation of initial wireframes</b>                     | 8-10 hours | In Progress | <p><u>Costs if Incomplete</u><br/>This will make it difficult to receive feedback from the client as well as for myself regarding visualising how to structure the website. This could mean that the final outcome could become inconsistent or underwhelming.</p> <p><u>Risk Management</u><br/>Due to the number of current pages (25) on the website, this could consume considerable time and to counteract this, an agreement could be made to reduce the pages on the website, either removing pages altogether or merging content from multiple pages into one</p>   | X |
| <b>Creation of high-fidelity/Adobe XD wireframes</b>      | 8-10 hours | Not Started | <p><u>Costs if Incomplete</u><br/>This will make it difficult to receive feedback from the client as well as for myself regarding visualising how to structure and style the website as well as include links to different pages. This could mean that the final outcome could become inconsistent or underwhelming, being unprofessional.</p> <p><u>Risk Management</u><br/>Due to the number of current pages (25) on the website, this could consume considerable time and to counteract this, an agreement could be made to reduce the pages on the website, either removing pages altogether or merging content from multiple pages into one</p> | X |

**HSHF Website Project (Y3S2) Processes Other than Development Work Document – Daniel Wilkins**

|  |  |             |   |   |
|--|--|-------------|---|---|
| Creation of a sitemap(s)   | 3-4 hours  | Not Started | <p><u>Costs if Incomplete</u><br/>This will mean that it will be difficult to display how each page and aspect of the website interlinks with each other to both the client and lecturers for submission</p> <p><u>Risk Management</u><br/>Due to the number of current pages (25) on the website, this could consume considerable time and to counteract this, an agreement could be made to reduce the pages on the website, either removing pages altogether or merging content from multiple pages into one</p>   |    |
| Creation of flow diagram(s)  | 3-4 hours  | Not Started | <p><u>Costs if Incomplete</u><br/>This will mean that it will be difficult to display the user journey/experience throughout the website to both the client and lecturers, demonstrating a lack of understanding from my view point</p> <p><u>Risk Management</u><br/>Due to the number of current pages (25) on the website, this could consume considerable time and to counteract this, an agreement could be made to reduce the pages on the website, either removing pages altogether or merging content from multiple pages into one</p>  |    |
| Prototyping processes and programming/coding the website and documenting the process   | 130 hours  | Not Started | <p><u>Costs if Incomplete</u><br/>This will result in having no website for the client, ultimately causing disappointment as well as having no work to display on my portfolio regarding the coding/programming process for this project, reducing received marks</p> <p><u>Risk Management</u></p>   |    |
|  |  |             | <p>If I encounter problems with the programming/coding process, I will either use online sources or lecturer advice to resolve these</p> <p>If there are aspects which are unable to be completed through one method, I will research to find another method to fulfil this with regards to the coding/programming process</p>  |   |
| Communication with the client(s) and incorporating feedback into the project throughout whilst also maintaining a contact log to display contact | No specific allocated time as this will be something that will be completed throughout the project | In Progress | <p><u>Costs if Incomplete</u><br/>If I don't communicate with the client, I will be unable to obtain feedback, creating an outcome that doesn't fully meet the client requirements</p> <p>If I don't communicate with the client, I will be unable to obtain required material to implement into the website</p> <p>If I don't complete a contact log, I will be unable to display proof of contact for my course submission</p> <p><u>Risk Management</u><br/>As sometimes I may be unable to contact the client, I will ensure that the time in-between is used for focus elsewhere that doesn't require client involvement -&gt; This could be because of many reasons such as device damage, loss of Internet, etc.</p> <p>If I am unable to show a high amount of client contact in the log, I will ensure that I will include as much as possible as well as explaining why the reason for this</p> |  |

**HSHF Website Project (Y3S2) Processes Other than Development Work Document – Daniel Wilkins**

|  |                         |                           |  |   |
|--|-------------------------|---------------------------|--|---|
| <p><b>Website testing (including cross-browser and device testing) and documenting the process</b></p> | <p>30 hours</p>         | <p><b>Not Started</b></p> | <p><u>Costs if Incomplete</u><br/>                 If I don't test the website, I will be unaware if it functions correctly and successfully across multiple browsers and devices, potentially creating a website that isn't fully responsive and user friendly</p> <p>If I don't test the website, I will be unable to meet the assessment criteria as I wouldn't have documented the process</p> <p><u>Risk Assessment</u><br/>                 If I experience several issues whilst testing, this may consume considerable time to resolve which therefore means this will need to be undertaken as soon as possible in order for a successful process</p> <p>If I have limited access to multiple devices and browsers, this will mean that I won't be able to fully test the website -&gt; To counteract this, I will ensure that I either use equipment at the University or from friends/relatives to fully test the website</p> | <p style="text-align: center;"><b>X</b></p> |
| <p><b>Annotation and organisation of code (efficient, concise and readable)</b></p>                    | <p>8-10 hours</p>       | <p><b>Not Started</b></p> | <p><u>Costs if Incomplete</u><br/>                 If the code isn't annotated and easy to read, this will cause confusion for both the client and future developers</p> <p>This will also mean that I won't fully meet the assessment criteria, reducing the possible marks obtained from doing this</p>  | <p style="text-align: center;"><b>X</b></p> |
|  |                         |                           | <p>If the code isn't efficient and concise, this could cause performance issues on the website altogether</p> <p><u>Risk Assessment</u><br/>                 Due to help from online sources or lecturers, I may be unsure of how each piece of code functions -&gt; To resolve this, I will clarify and add descriptions next to the relevant code, acknowledging where the help has been obtained from</p>   |   |
| <p><b>Making refinements to the website in preparation to become 'live'</b></p>                        | <p>2-3 hours</p>        | <p><b>Not Started</b></p> | <p><u>Costs if Incomplete</u><br/>                 This will mean that any errors regarding aspects such as spelling and grammar will be missed, reducing the professionalism of the website</p> <p><u>Risk Assessment</u><br/>                 There could be a considerable amount of refinements to make which would mean that this process would need to be undertaken at least two weeks prior to the submission deadline</p>   | <p style="text-align: center;"><b>X</b></p> |
| <p><b>Uploading of the website to the relevant server</b></p>  | <p>Less than 1 hour</p> | <p><b>Not Started</b></p> | <p><u>Costs if Incomplete</u><br/>                 The website won't become 'live', disappointing the client</p> <p>I won't be able to show the final outcome on my portfolio website, reducing the marks received</p> <p><u>Risk Assessment</u><br/>                 The uploaded files such as images could take a while to process on the server and show on the website, meaning the files will need to be uploaded at least a week before the deadline</p>  | <p style="text-align: center;"><b>X</b></p> |

## HSHF Website Project (Y3S2) Processes Other than Development Work Document – Daniel Wilkins

|   |   |             |  |   |
|---|---|-------------|--|---|
| Creation of the handover document/branding guidelines for the client  | 10-12 hours   | Not Started | <p><u>Costs if Incomplete</u><br/>The client won't be able to understand how to make future edits to the website as well as how to change fonts/colours to comply with the brand, potentially causing the website to become less professional and attract fewer visitors as a result in the future</p> <p><u>Risk Assessment</u><br/>The client may not require these aspects to be completed which will mean that I will have to show I have worked to the branding of the organisation or advised on how to edit certain aspects of the website</p>  | X |
| Inclusion of acknowledgements, a reference list and a bibliography  | No specific allocated time as this will be completed throughout the project | Not Started | <p><u>Costs if Incomplete</u><br/>Sources won't be referenced which will mean that I will be claiming all the credit for the work completed, committing plagiarism and being dishonest</p> <p>I will also lose marks if this aspect isn't completed</p> <p><u>Risk Assessment</u><br/>As I know from experience that this takes a considerable amount of time to complete, I will ensure this is something completed either throughout or a few weeks prior to the deadline</p> <p>Links to aspects such as websites may no longer exist, making it difficult to reference/cite sources<br/>-&gt; To prevent this, I will reference the sources as soon as I have discovered and used them</p> | X |
| Documentation of the project processes other than the programming/coding work such as branding, etc. (both in the form as a document and also on the personal portfolio website for the submission) | 50 hours  | In Progress | <p><u>Costs if Incomplete</u><br/>I won't be able to show the different processes undertaken throughout the project, reducing my marks for the module</p> <p><u>Risk Assessment</u><br/>As I know that this is something that will take a considerable amount of time to complete, I will ensure this is done throughout the semester to allow for this to be completed in time for the submission</p>   | X |
| Submission of the project outcome with the portfolio to the lecturers   | Less than 1 hour  | Not Started | <p><u>Costs if Incomplete</u><br/>I will fail the module as I will have no work to show for this assignment</p> <p><u>Risk Assessment</u><br/>As there is a possibility that the 'Canvas' system could malfunction, I will ensure that the submission is made at least a day prior to the deadline to compensate for any issues experienced</p>  | X |
| Creation of an updated 'live' CV  | 1 hour  | Not Started | <p><u>Costs if Incomplete</u><br/>I will lose marks as this is a requirement for the portfolio website</p> <p><u>Risk Assessment</u><br/>Nothing to add for this task</p>  | X |

## HSHF Website Project (Y3S2) Processes Other than Development Work Document – Daniel Wilkins

|   |   |             |  |   |
|---|---|-------------|--|---|
| Creation of an Updated Negotiated Learning Agreement document (NLT2)                | 1-2 hours   | Not Started | <p><u>Costs if Incomplete</u><br/>I will lose marks as this is a requirement for the portfolio website</p> <p><u>Risk Assessment</u><br/>Nothing to add for this task</p>  | X |
| Completion of the 'Negotiated Development Project Self-Submission Assessment Sheet' | 1-2 hours   | Not Started | <p><u>Costs if Incomplete</u><br/>I will lose marks as this is a requirement for the portfolio website</p> <p><u>Risk Assessment</u><br/>As this was something that was difficult to complete in the previous semester, I will ensure that I will seek advice prior to completion to ensure it is completed correctly</p>  | X |
| Creation of a log to document work undertaken daily                                 | No specific allocated time as this will be completed throughout the module                                      | Not Started | <p><u>Costs if Incomplete</u><br/>I will be unable to demonstrate how I have managed my time with the tasks undertaken each day</p> <p><u>Risk Assessment</u><br/>As this is something that will need to be added to continuously, I will ensure that I allocate enough time each day to achieve this</p>  | X |
| Networking event attendance/demonstration for at least three times                  | No specific allocated time as this will be completed throughout the module when networking events are available | Not Started | <p><u>Costs if Incomplete</u><br/>I will fail the module as this is a type of formative assessment which needs to be completed</p> <p><u>Risk Assessment</u><br/>Some events may be cancelled/I may become unwell/I may need to attend something in emergency which will therefore mean that I will need to attend events elsewhere -&gt; To resolve this, I will seek advice from the lecturers and undertake research to identify other networking</p> | X |
|   |   |             | events to attend and fulfil the module requirements  |   |

### Risks which Relate to all:

*Device Damage:* This will mean that potential loss of work could occur and to prevent this from happening, I will ensure that regular backups of work are undertaken

*PDF files on the Portfolio Website could become Slow to Load:* This will mean that the lecturers may not be able to successfully view some of the completed work and to prevent this from happening, I will ensure the file sizes are as small as possible and I will test this at least 1 week prior to the deadline to allow for any changes to be made

## Creating a Gantt Chart to Reflect the Task Table Visually

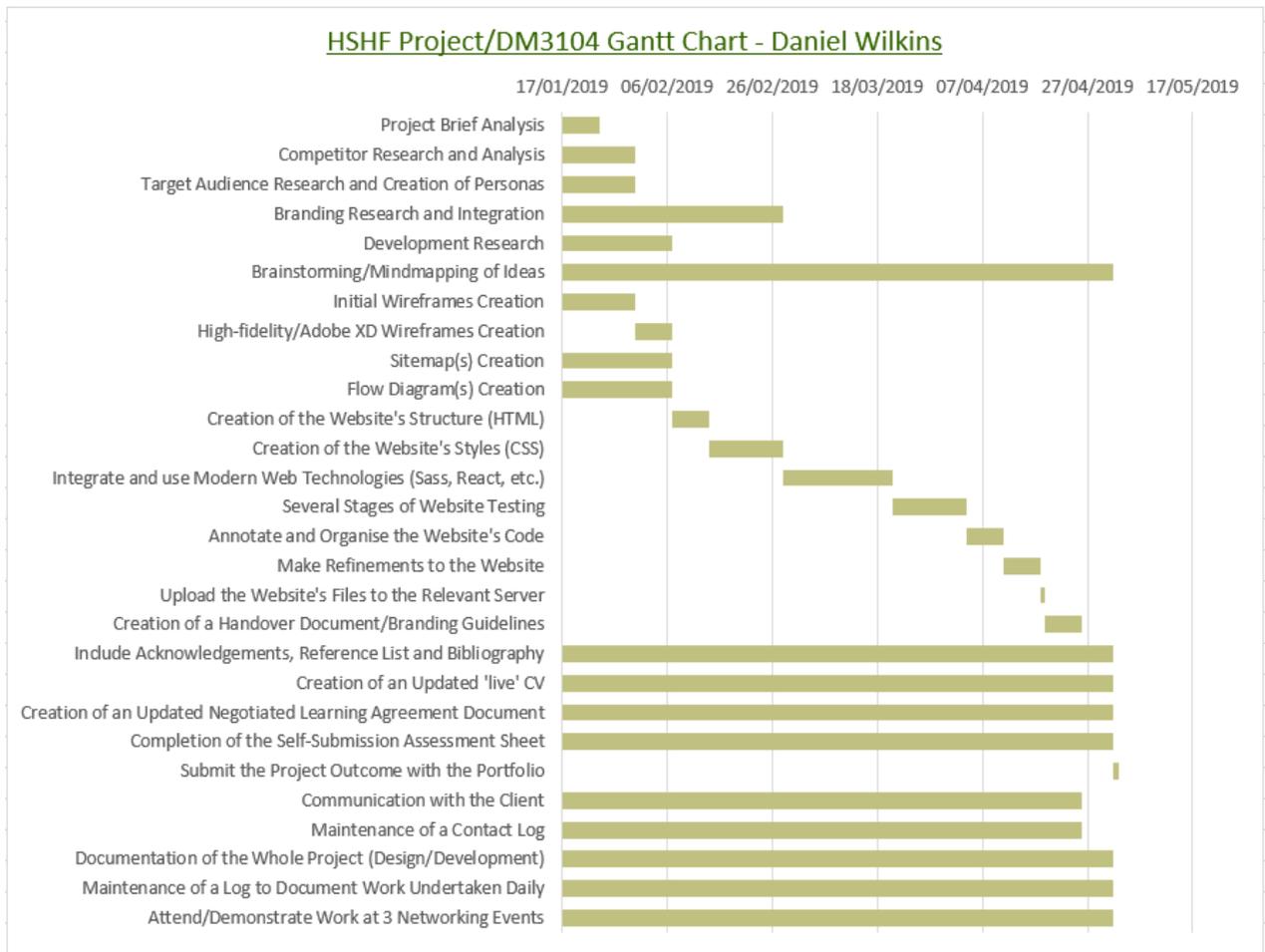
At a later date, I then created a Gantt chart to reflect the task table in a more visual way. However, whilst completing this, I also divided the development process into several sections to allow myself to understand how much time I would have needed to allocate to progress through different phases such as completing the 'HTML' code and 'CSS' code. With regards to the programming/coding process, I allocated a longer amount of time to the languages which I believed would have required a longer process such as 'CSS' and the new frameworks/languages that I wanted to explore. This was because I knew that 'CSS' would have entailed not only styling the website on desktop devices but also integrating aspects such as 'media queries' to change styles on different screen resolutions/devices. With regards to the new frameworks/languages, I allocated even more time to these as I knew I would have needed to learn how to use them whilst progressing with the project, requiring thorough research and seeking of advice from relevant lecturers. Please note that at a later stage, I decided not to explore new frameworks due to the fact that I was undertaking this in another project during the semester and because I wanted to have a fully complete project regarding this project.

With regards to the other processes before the programming/coding stage, I ensured that the majority of these would have been completed before starting the programming/coding stage as this would have helped myself progress better with this. This was especially relevant to the wireframes as these would have helped myself visualise the structure and styling of the website better, being more efficient and quicker in the programming/coding process. Areas such as target audience and development research would have helped myself identify how to design each web page so that it would have been both modern and usable and accessible.

With regards to the continuous processes such as the documentation of the project, these were allocated these time periods due to the fact that these would have been areas that wouldn't have been able to have been completed immediately and would have needed to be either added to throughout or completed near to the end of the semester to reflect the work undertaken. This was especially relevant to both the 'Self Submission Assessment Sheet' and 'Negotiated Learning Agreement Document' which would have demonstrated what had been completed throughout the semester.

Finally, the majority of the tasks had been organised to be completed by 26<sup>th</sup> April 2019 to allow enough time to ensure that I would have been happy with the completed work and to also allow enough time to successfully submit my portfolio to the lecturers. The Gantt chart is viewable on the following page.

**HSHF Website Project (Y3S2) Processes Other than Development Work Document – Daniel Wilkins**



(Cheusheva, 2019)

## Analysing the Current ‘Home Sweet Home Front’ Website

In order to fully understand the current website, I undertook the task of analysing the positives and negatives of each relevant page. This would have then helped myself understand which areas would have been beneficial to keep and which areas that would have needed to have been removed. A summary of this analysis regarding key points to consider for each page can be viewed below. Please note that most aspects overlapped on each page. To view this analysis with images, please view this on the page for this project on my personal website.

### Welcome Page

#### Advantages

- This welcomes the user to the website with a welcoming message and an overview through images
- The instructions are clear and obvious to the user
- A last updated message is included to display that the website is still being updated
- There is an animation of the United Kingdom flag

#### Disadvantages

- The text for the title of the page is saved and inserted as an image
- When visiting websites, it is unusual to see a welcome page asking the user to select another button/link to enter the website (this creates another process for the user, potentially degrading the user experience)
- The content isn't vertically centred on the page
- The appearance is slightly outdated

### Home Page

#### Advantages

- There are bookmarks to navigate the user to different sections of the web page
- There is a combination of images and text
- There is offered advice at the end of the home page
- There is a ‘Top of Page’ link to navigate users back to the top of the page if required
- The page is structured into different sections effectively
- The colours, images and fonts create a nostalgic appearance
- A last updated message is included to display that the website is still being updated

#### Disadvantages

- Framesets have been used which are not commonly used currently
- There is no title to the web page
- Some of the used icons are outdated
- There is a message stating which resolution the website is best viewed in -> This is something that doesn't need to be included and the website should be fully responsive
- There is a bookmark option which doesn't need to be included
- Although not evident on the screenshot of the whole page, there is a large blank space beneath the Copyright notice
- There is a home button/link allowing users to return to the home page when the user is on the home page

## Air Raid Shelters Page

### Advantages

- There is a combination of images and text
- There is a 'Top of Page' link to navigate users back to the top of the page if required as well as a home button/link allowing users to return to the home page
- The page is structured into different sections effectively
- The colours, images and fonts create a nostalgic appearance
- There are image captions to provide detail about each image
- There is an option to view some images in full size
- A last updated message is included to display that the website is still being updated

### Disadvantages

- The position of the images and their captions are sometimes presented in an untidy and unprofessional format and are in a font size that is hard to read for the user
- Framesets have been used which are not commonly used currently
- Some of the used icons are outdated
- There is a sound button/link to play the sound of a World War Two air raid siren but this doesn't work and the icon for this is pixelated and not of high quality
- There is no 'Back' button/link to return to the previous page after viewing the image in full size

## Blackout Page

### Advantages

- There is a combination of images and text
- There is a 'Top of Page' link to navigate users back to the top of the page if required as well as a home button/link allowing users to return to the home page
- The page is structured into different sections effectively
- The colours, images and fonts create a nostalgic appearance
- There are image captions to provide detail about each image
- There is an option to view some images in full size
- There is a 'Back' button/link that allows the user to return to the previous page after viewing an image in full size with a home button/link allowing users to return to the home page also
- A last updated message is included to display that the website is still being updated
- The page is structured well in some places with regards to the placement of text and images
- The colours used complement each other well
- The links included in the paragraphs are clear and obvious to the user (examples shown below)

### Disadvantages

- The position of the images and their captions are sometimes presented in an untidy and unprofessional format and the font is of a size that is hard to read for the user
- Framesets have been used which are not commonly used currently
- Some of the used icons are outdated
- Some images don't fully fit their containers when viewing in full size and the content isn't placed vertically central

## Careless Talk Page

### Advantages

- There is a combination of images and text
- There is a 'Top of Page' link to navigate users back to the top of the page if required as well as a home button/link allowing users to return to the home page
- The page is structured into different sections effectively
- The colours, images and fonts create a nostalgic appearance
- There is an option to view all images in full size
- There is a 'Back' button/link that allows the user to return to the previous page after viewing an image in full size with a home button/link allowing users to return to the home page also
- The page is structured well with regards to the placement of text and images
- A last updated message is included to display that the website is still being updated
- The colours used complement each other well

### Disadvantages

- Some images don't fully fit the containers they are in when viewing them in full size
- Some of the images aren't vertically central when viewing in full size
- The title of the page is too close to the edge of the page
- There aren't any captions underneath each image
- Some of the used icons are outdated

## Christmas at Home Page

### Advantages

- There is a combination of images and text
- There is a 'Top of Page' link to navigate users back to the top of the page if required as well as a home button/link allowing users to return to the home page
- The page is structured into different sections effectively
- The colours, images and fonts create a nostalgic appearance
- There are image captions to provide detail about each image
- The page is structured well in some places with regards to the placement of text and images
- A last updated message is included to display that the website is still being updated
- The colours used complement each other well

### Disadvantages

- In some places on the page, there is a considerable amount of space between elements
- The font used for the image captions is of a small size which is hard to read for the user
- Framesets have been used which are not commonly used currently
- Some of the used icons are outdated
- The title of the page is too close to the edge of the page

## Dig for Victory Page

### Advantages

- There is a combination of images and text
- There is a 'Top of Page' link to navigate users back to the top of the page if required as well as a home button/link allowing users to return to the home page
- The page is structured into different sections effectively
- The colours, images and fonts create a nostalgic appearance
- The title section of the page is effective as this includes an image showing a poster with the slogan 'Dig for Victory', instantly displaying to the user what the page is about
- A last updated message is included to display that the website is still being updated
- There is an option to view one of the images in full size
- The colours used complement each other well

### Disadvantages

- In some places on the page, there is a considerable amount of space between elements
- Only one caption has been included for one image with all the other images being without captions
- Framesets have been used which are not commonly used currently
- Some of the used icons are outdated
- The title of the page is too close to the edge of the page
- Inconsistent colours for the hyperlinks within the paragraphs
- There is no 'Back' button/link to return to the previous page after viewing the image in full size
- A couple of the images are positioned vertically which would be better placed horizontally

## Evacuees Page

### Advantages

- There is a combination of images and text
- There is a 'Top of Page' link to navigate users back to the top of the page if required as well as a home button/link allowing users to return to the home page
- The page is structured into different sections effectively
- The colours, fonts and images create a nostalgic appearance
- There are image captions to provide detail about each image
- A last updated message is included to display that the website is still being updated
- The page is structured well in some places with regards to the placement of text and images
- The colours used complement each other well
- The links included in the paragraphs are clear and obvious to the user

### Disadvantages

- In some places on the page, there is a considerable amount of space between elements
- Framesets have been used which are not commonly used currently
- Some of the used icons are outdated
- The title of the page is too close to the edge of the page
- The font for the image captions is of a size that is too small, ultimately becoming hard to read for the user

## Gas Page

### Advantages

- There is a combination of images and text
- There is a 'Top of Page' link to navigate users back to the top of the page if required as well as a home button/link allowing users to return to the home page
- The page is structured into different sections effectively
- The colours, fonts and images create a nostalgic appearance
- There are image captions to provide detail about each image
- A last updated message is included to display that the website is still being updated
- There is an option to view some images in full size
- There is a 'Back' button/link that allows the user to return to the previous page after viewing an image in full size with a home button/link allowing users to return to the home page also
- The links included in the paragraphs are clear and obvious to the user
- The colours used complement each other well

### Disadvantages

- In some places on the page, there is a considerable amount of space between elements
- Framesets have been used which are not commonly used currently
- Some of the used icons are outdated
- The title of the page is too close to the edge of the page and isn't centred
- There is considerable blank space to the right of the content on the page, causing horizontal scrolling
- The image at the top of the page doesn't fully fill its container
- When viewing one of the images in full size, the content isn't vertically centred

## Hitler's V Weapons Page

### Advantages

- There is a combination of images and text
- There is a 'Top of Page' link to navigate users back to the top of the page if required as well as a home button/link allowing users to return to the home page
- The page is structured into different sections effectively
- The colours, fonts and images create a nostalgic appearance
- There are image captions to provide detail about most images
- A last updated message is included to display that the website is still being updated
- There is an option to view one image in full size
- The colours used complement each other well
- The page is structured well in some places with regards to the placement of text and images

### Disadvantages

- In one situation, because the content is close to the edge of the page, part of an image is hidden, causing horizontal scrolling
- In some places on the page, there is a considerable amount of space between elements
- The position of the images and their captions are sometimes presented in an untidy and unprofessional format
- Framesets have been used which are not commonly used currently

- Some of the used icons are outdated
- The title of the page is too close to the edge of the page
- The font for the image captions is of a size that is too small, ultimately becoming hard to read for the user
- Not all images have captions on the web page
- There isn't a 'Back' button when viewing an image in full size

## Home Guard Page

### Advantages

- There is a combination of images and text
- There is a 'Top of Page' link to navigate users back to the top of the page if required as well as a home button/link allowing users to return to the home page
- The page is structured into different sections effectively
- The colours, fonts and images create a nostalgic appearance
- There are image captions to provide detail about all images
- A last updated message is included to display that the website is still being updated
- There is an option to view one image in full size
- The colours used complement each other well
- The page is structured well in some places with regards to the placement of text and images
- The links included in the paragraphs are clear and obvious to the user

### Disadvantages

- In some places on the page, there is a considerable amount of space between elements
- The position of the images and their captions are sometimes presented in an untidy and unprofessional format and the captions are hard to read for the user
- Framesets have been used which are not commonly used currently
- Some of the used icons are outdated
- The title of the page is too close to the edge of the page
- There is no 'Back' button/link to return to the previous page after viewing the image in full size

## Land Girls Page

### Advantages

- There is a combination of images and text
- There is a 'Top of Page' link to navigate users back to the top of the page if required as well as a home button/link allowing users to return to the home page
- The page is structured into different sections effectively
- The colours, fonts and images create a nostalgic appearance
- There are image captions to provide detail about most images
- A last updated message is included to display that the website is still being updated
- There is an option to view one image in full size
- The colours used complement each other well

### Disadvantages

- Framesets have been used which are not commonly used currently
- Some of the used icons are outdated

- The title of the page is too close to the edge of the page
- There is no 'Back' button/link to return to the previous page after viewing the image in full size
- The font for the image captions is of a size that is too small, ultimately becoming hard to read for the user

## Rationing Page

### Advantages

- There is a combination of images and text
- There is a 'Top of Page' link to navigate users back to the top of the page if required as well as a home button/link allowing users to return to the home page
- The page is structured into different sections effectively
- The colours, fonts and images create a nostalgic appearance
- There are image captions to provide detail about all images
- A last updated message is included to display that the website is still being updated
- There is an option to view one image in full size
- There is a 'Back' button/link that allows the user to return to the previous page after viewing the image in full size with a home button/link allowing users to return to the home page also
- The colours used complement each other well
- The links included in the paragraphs are clear and obvious to the user

### Disadvantages

- Framesets have been used which are not commonly used currently
- Some of the used icons are outdated
- The title of the page is too close to the edge of the page
- The position of one of the images and its caption is presented in an untidy and unprofessional format
- The position of the images and text is sometimes untidy and unprofessional, with blank space occurring

## Salvage Page

### Advantages

- There is a combination of images and text
- There is a 'Top of Page' link to navigate users back to the top of the page if required as well as a home button/link allowing users to return to the home page
- Aspects of the page are structured into different sections effectively
- The colours, fonts and images create a nostalgic appearance
- There are image captions to provide detail about some images
- A last updated message is included to display that the website is still being updated
- There is an option to view one image in full size
- There is a 'Back' button/link that allows the user to return to the previous page after viewing the image in full size with a home button/link allowing users to return to the home page also
- The colours used complement each other well

### Disadvantages

- Framesets have been used which are not commonly used currently

- Some of the used icons are outdated
- The title of the page is too close to the edge of the page
- The position of one of the images and its caption is presented in an untidy and unprofessional format
- The position of the images and text is sometimes untidy and unprofessional, with blank space occurring
- The image doesn't fully fit its container when viewing it in full size and the content isn't placed vertically central
- The font for the image captions is of a size that is too small, ultimately becoming hard to read for the user
- The colour of blue is used which doesn't relate to the colour of the other aspects of the website, creating an inconsistent appearance

## **Squander Page**

### **Advantages**

- There is a combination of images and text
- There is a 'Top of Page' link to navigate users back to the top of the page if required as well as a home button/link allowing users to return to the home page
- Aspects of the page are structured into different sections effectively
- The colours, fonts and images create a nostalgic appearance
- There are image captions to provide detail about some images
- A last updated message is included to display that the website is still being updated
- There is an option to view one image in full size
- There is a 'Back' button/link that allows the user to return to the previous page after viewing the image in full size with a home button/link allowing users to return to the home page also
- The colours used complement each other well

### **Disadvantages**

- Framesets have been used which are not commonly used currently
- Some of the used icons are outdated
- The title of the page is too close to the edge of the page
- The position of one of the images and its caption is presented in an untidy and unprofessional format
- The position of the images and text is sometimes untidy and unprofessional, with blank space occurring
- The image doesn't fully fit its container when viewing it in full size and the content isn't placed vertically central
- The font for one of the image captions is of a size that is too small, ultimately becoming hard to read for the user
- Some of the images don't have captions, creating inconsistency throughout the web page

## **VE Day Page**

### **Advantages**

- There is a combination of images and text
- There is a 'Top of Page' link to navigate users back to the top of the page if required as well as a home button/link allowing users to return to the home page

- The page is structured into different sections effectively
- The colours, fonts and images create a nostalgic appearance
- There are image captions to provide detail about all images
- A last updated message is included to display that the website is still being updated
- The image at the top of the page helps to introduce the page along with its title
- The page is structured well in some places with regards to the placement of text and images

#### **Disadvantages**

- Framesets have been used which are not commonly used currently
- Some of the used icons are outdated
- The title of the page is too close to the edge of the page
- The position of the images and text on one occasion is untidy and unprofessional, with blank space occurring
- The font for the image captions is of a size that is too small, ultimately becoming hard to read for the user

#### **WVS Page**

##### **Advantages**

- There is a combination of images and text
- There is a 'Top of Page' link to navigate users back to the top of the page if required as well as a home button/link allowing users to return to the home page
- The page is structured into different sections effectively
- The colours, fonts and images create a nostalgic appearance
- There is an image caption to provide detail about one image
- A last updated message is included to display that the website is still being updated
- The links included in the paragraphs are clear and obvious to the user
- There is an option to view one image in full size
- The colours used complement each other well

##### **Disadvantages**

- Framesets have been used which are not commonly used currently
- Some of the used icons are outdated
- The title of the page is too close to the edge of the page
- The position of the images and text is sometimes untidy and unprofessional, with blank space occurring
- The font for the image caption is of a size that is too small, ultimately becoming hard to read for the user
- On most images, image captions haven't been included
- There is no 'Back' button/link to return to the previous page after viewing the image in full size
- The links included in the paragraphs are of inconsistent colours

## Undertaking Branding Research for the new Website

### Introduction

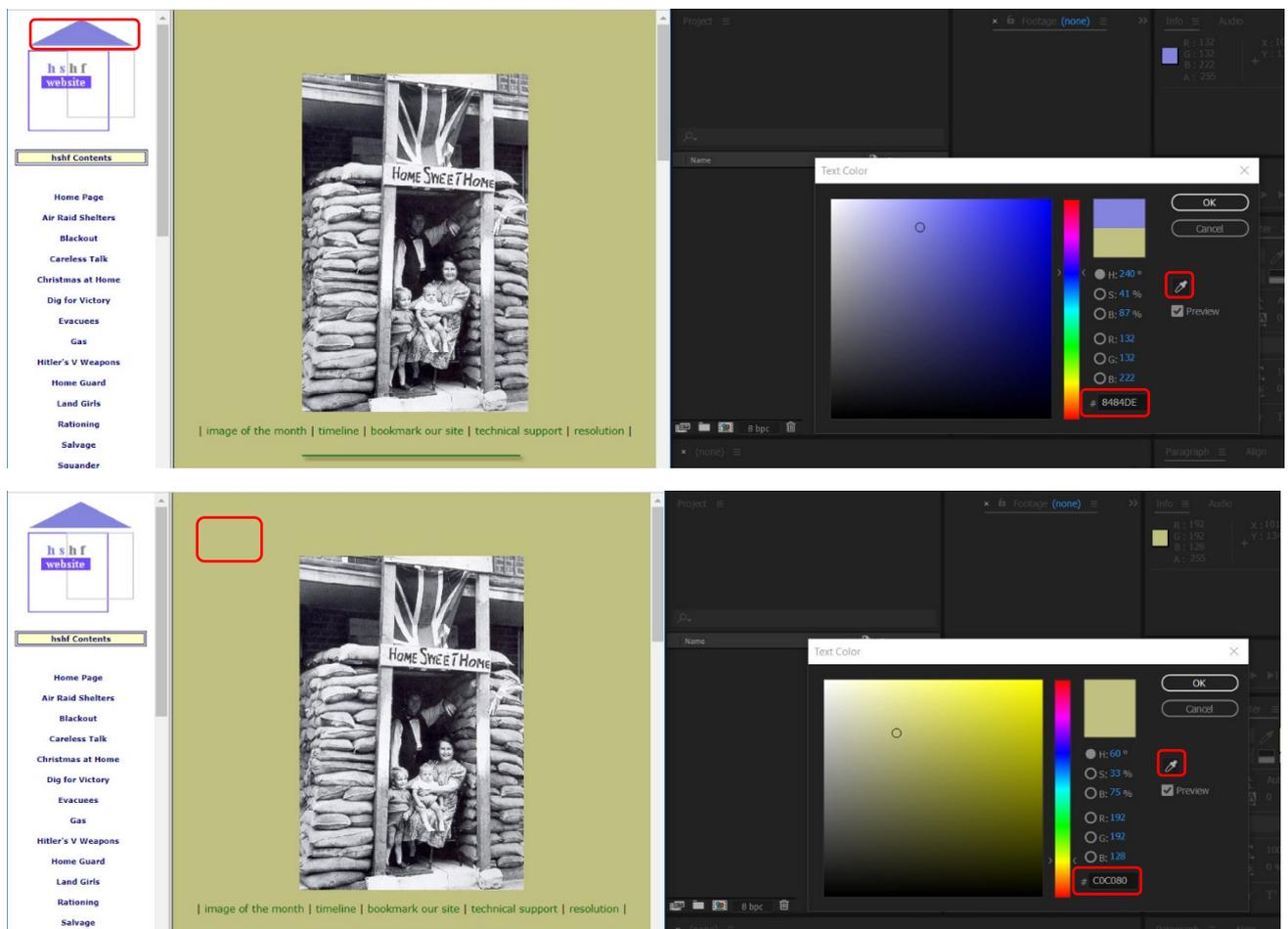
The purpose of this stage was to be able to determine the appearance of the website through gaining inspiration from both the current website and from online resources, being able to produce an outcome which fully demonstrated the website's values. The different processes of this can be viewed within this section.

### Analysing the Current Utilised Colours on the Website

To begin the branding process, I decided to analyse the current colours used on the current website in order to influence the final produced colour palettes at a later stage. This was due to the fact that the clients wanted to keep the colours and also because I thought these reflected the theme of the website successfully. I decided to list the colours used on the current logo and website with their 'HEX' values to allow for creating colour palettes with some of these 'HEX' values.

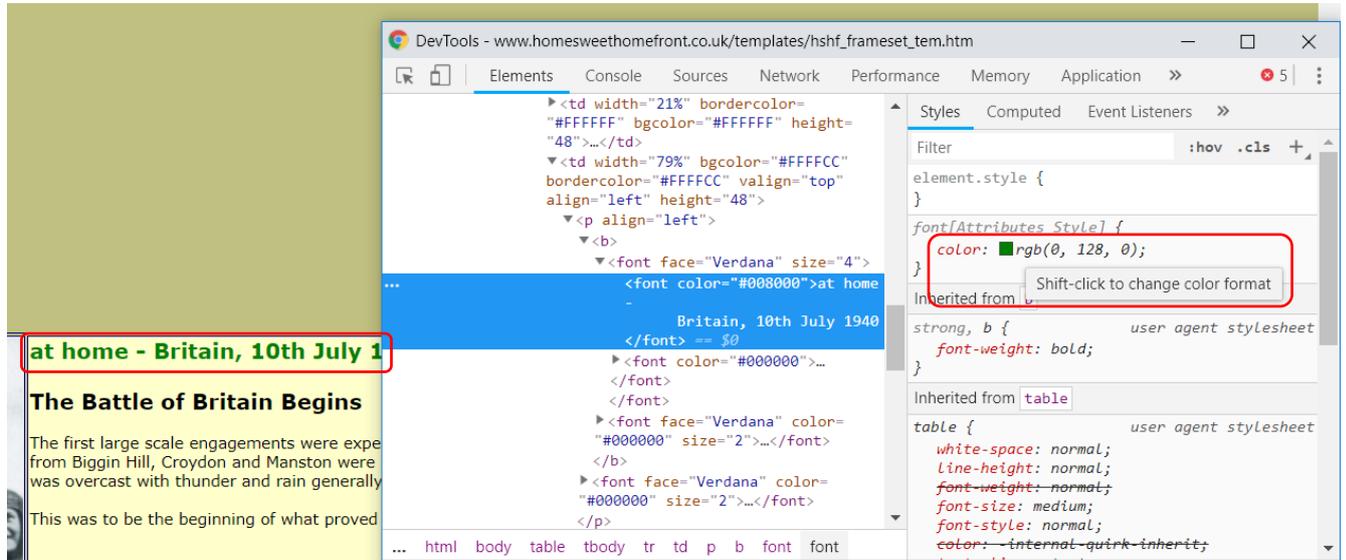
This was undertaken through various methods. The first was utilising 'Adobe After Effects' through using the colour picker tool. This process can be viewed below through a couple of provided examples:

*Selecting the Colour Picker tool, Selecting a Colour on the Website and the Provided 'HEX' Value as a Result*

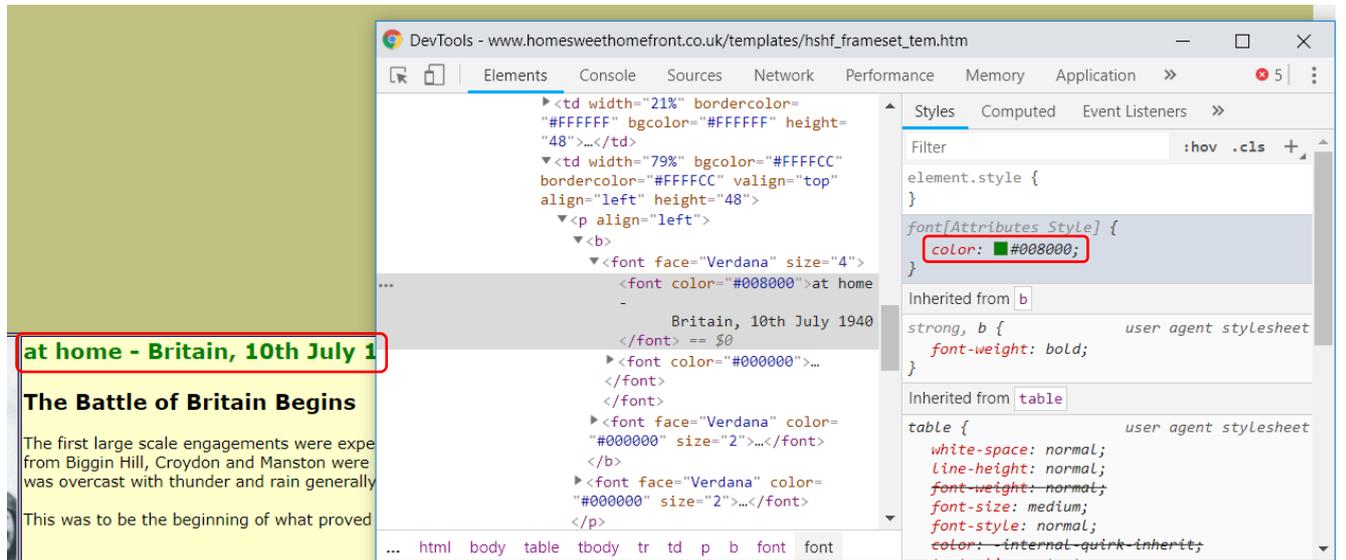


Another method of collecting some of the colour values was by using the tools provided by 'Google Chrome'. These were the 'DevTools' and the process of undertaking this method can be viewed below also through a couple of examples:

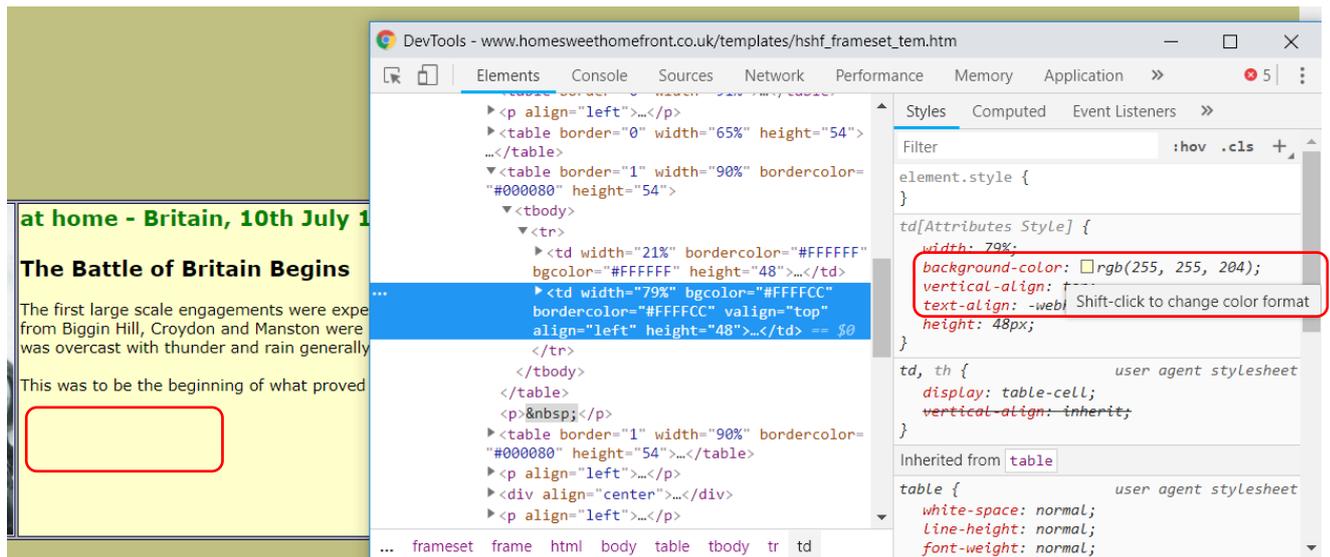
Example 1 – Using the 'Inspect' tool and Understanding that I could change the Colour Values



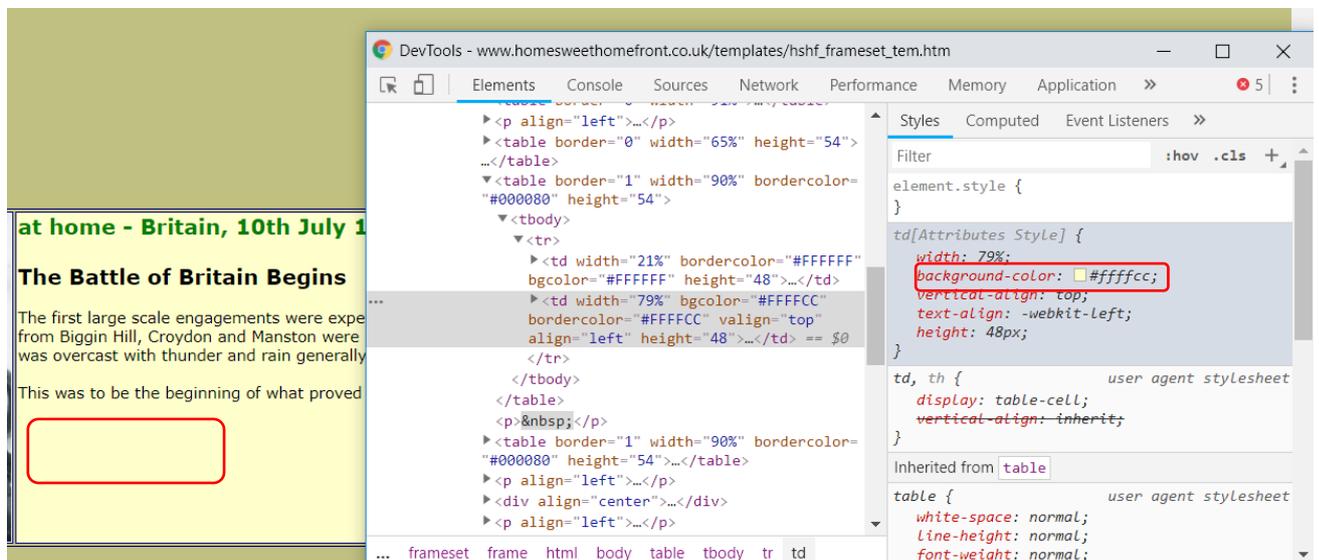
Example 1 – After Selecting the Correct Colour Value to Understand the 'HEX' Value



Example 2 - Using the 'Inspect' tool and Understanding that I could change the Colour Values



Example 2 – After Selecting the Correct Colour Value to Understand the 'HEX' Value



As previously mentioned, whilst undertaking the previous processes, I listed as many colours as possible relating to both the logo and the website itself. This can be viewed below:

*Listing the Colours Utilised on the Current Website and Logo*

## HSHF Utilised Colours

### Logo Colours

- #734AFF – Shade of Purple
- #CBCBCB – Shade of Grey
- #8484DE – Shade of Purple
- #5B2AFF – Shade of Purple
- #7E7E7E – Shade of Grey
- #FFFFFF – White

### Website Colours

- #C0C080 – Shade of Green
- #1B7312 – Shade of Green
- #008000 – Shade of Green
- #FFFFCC – Shade of Yellow
- #2E6ECB – Shade of Blue
- #FFFFFF – White
- #000080 – Shade of Blue
- #ffa10d – Shade of Orange
- #ffe1ae – Shade of Yellow
- #7AAC7F – Shade of Green

- #0000FF – Shade of Blue
- #800000 – Shade of Red
- #663300 – Shade of Brown
- #996633 – Shade of Brown
- #00009C – Shade of Blue
- #C0C0C0 – Shade of Grey
- #E7DE8C – Shade of Yellow
- #646464 – Shade of Grey
- #ffa10d – Shade of Orange
- #336600 – Shade of Green
- #666633 – Shade of Green
- #FF0000 – Shade of Red
- #000000 – Shade of Black
- #008080 – Shade of Blue/Green



## Creating the Final Colour Palettes for the New Website

After undertaking the necessary research, I then decided to specify colours to keep from the originally created list that would then have allowed myself to create colour palettes based on the highlighted colours. I decided not to include new colours at the later stage of creating the colour palettes due to the fact that I believed the current colours were representative of the topic and helped to create a nostalgic appearance.

The process of highlighting the colours to keep can be viewed below:

*Highlighting the Current Website Colours to Keep*

Website Colours

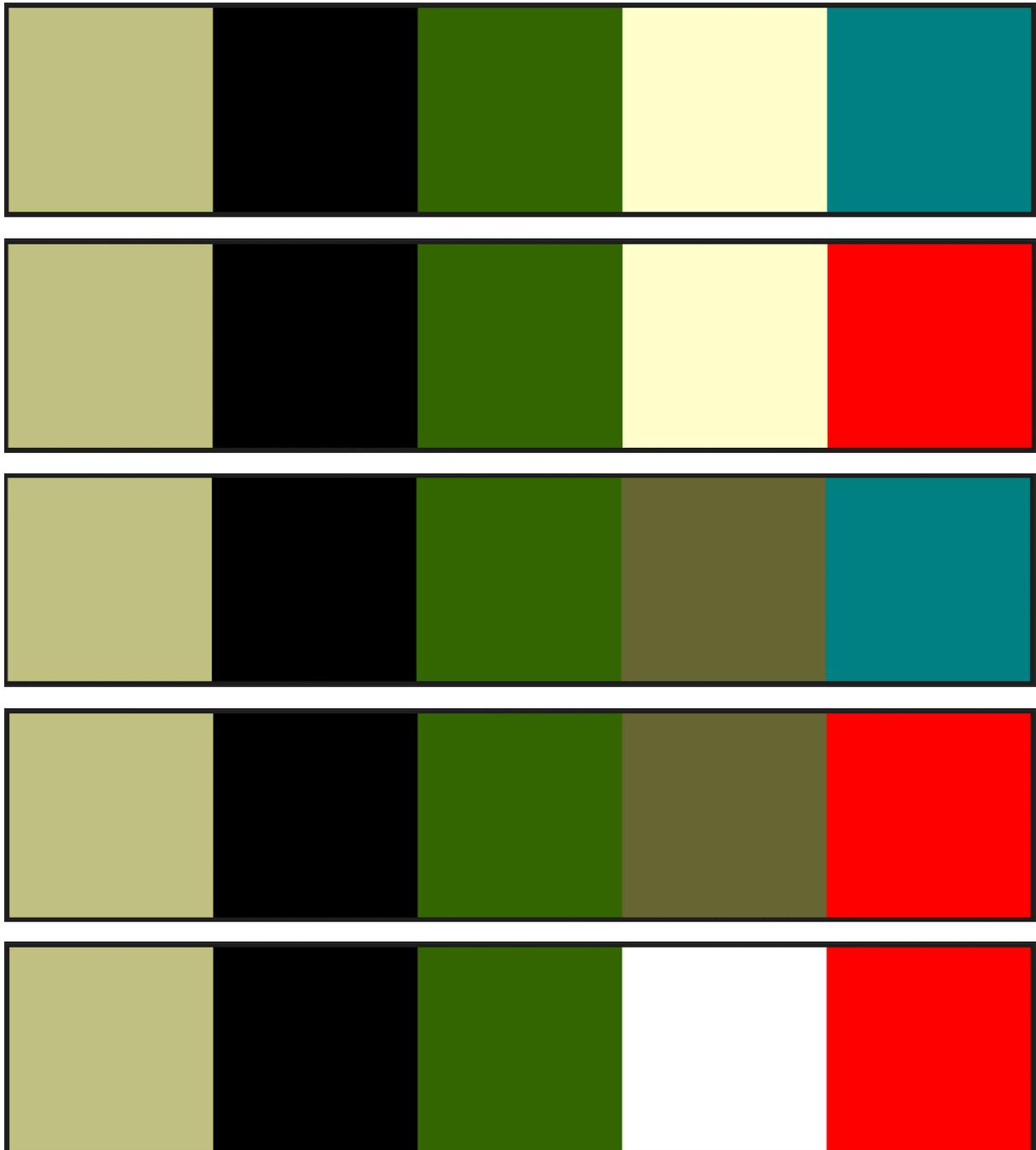
A colour the client wanted to keep

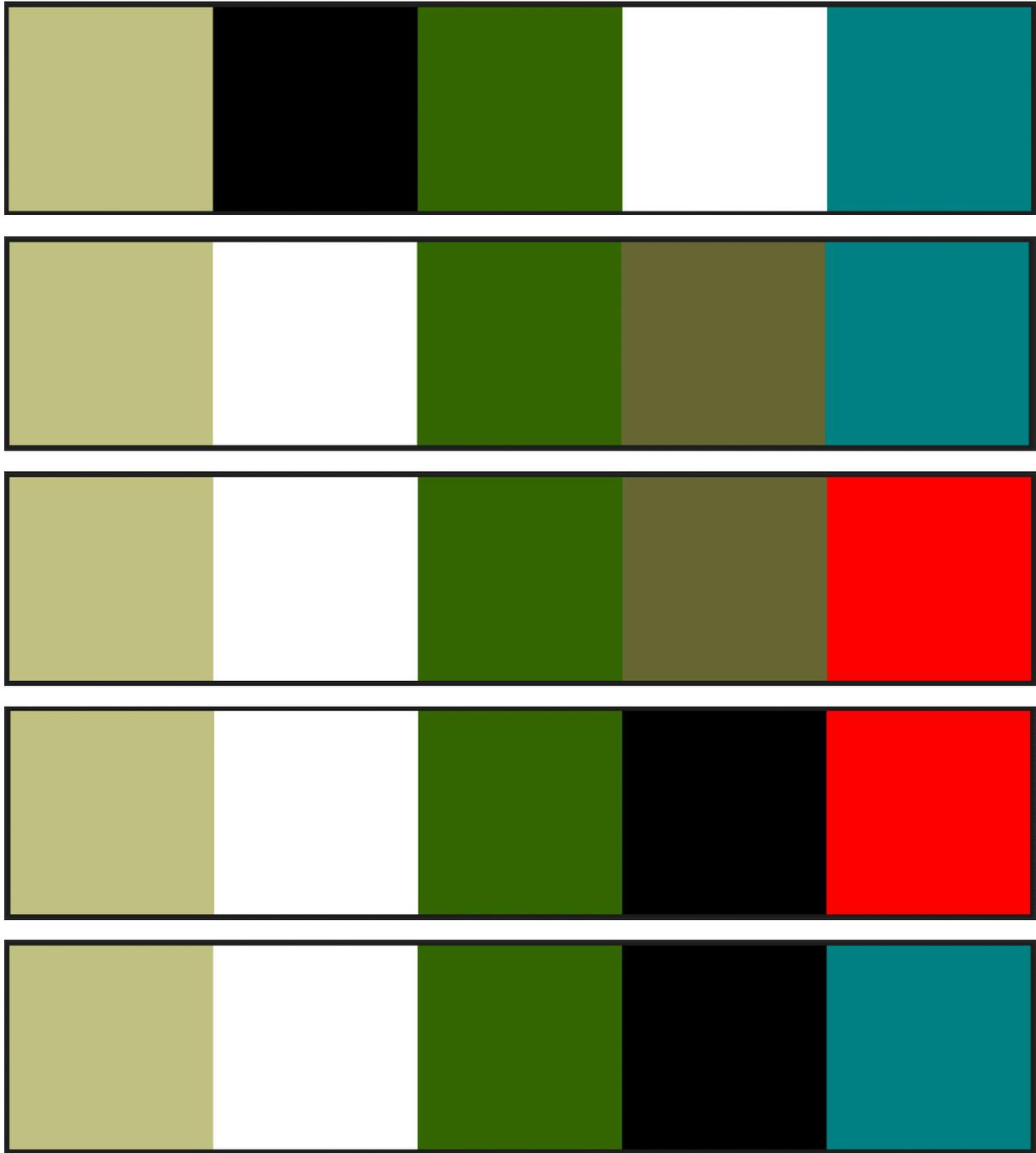
- #C0C080 – Shade of Green
- #1B7312 – Shade of Green
- #008000 – Shade of Green
- #FFFFCC – Shade of Yellow
- #2E6ECB – Shade of Blue
- #FFFFFF – White
- #000080 – Shade of Blue
- #ffa10d – Shade of Orange
- #ffe1ae – Shade of Yellow
- #7AAC7F – Shade of Green
- #0000FF – Shade of Blue
- #800000 – Shade of Red
- #663300 – Shade of Brown
- #996633 – Shade of Brown
- #00009C – Shade of Blue
- #C0C0C0 – Shade of Grey
- #E7DE8C – Shade of Yellow
- #646464 – Shade of Grey
- #ffa10d – Shade of Orange
- #336600 – Shade of Green
- #666633 – Shade of Green
- #FF0000 – Shade of Red
- #000000 – Shade of Black
- #008080 – Shade of Blue/Green

As would have been evident above, I decided to eliminate the colours from the logo. This was because the clients wanted to have a new logo created and therefore, I thought that the colours of the logo would have changed, making the previous colours redundant. I also didn't include these because I was relating to the website in general and these related to the logo. One of the colours, as will be seen above, was kept due to the fact that the clients had stated in the brief that they wanted this to be used in some aspect of the new website. The other colours I chose to keep were because I thought these related to World War 2 and the Home Front the most with the different shades of green representing the army. Black and white were kept due to the fact that these were colours which would have been a standard to use for paragraphs to allow for easier reading by the user of the website. The red was chosen because I thought this could have been utilised as an accent colour and also because this related to passion, indicating key elements of the website. One final aspect to note is that I decided to choose the colours above to provide a variety of colours, hence creating an outcome that was varied and exciting.

After the previous exercise had been completed, I then decided to create the final colour palettes which can be viewed on the following page. As will be evident, I decided to alternate between colours in different colour palettes to explore multiple options and to be able to provide the clients with multiple options to choose from.

*The Created Colour Palettes*



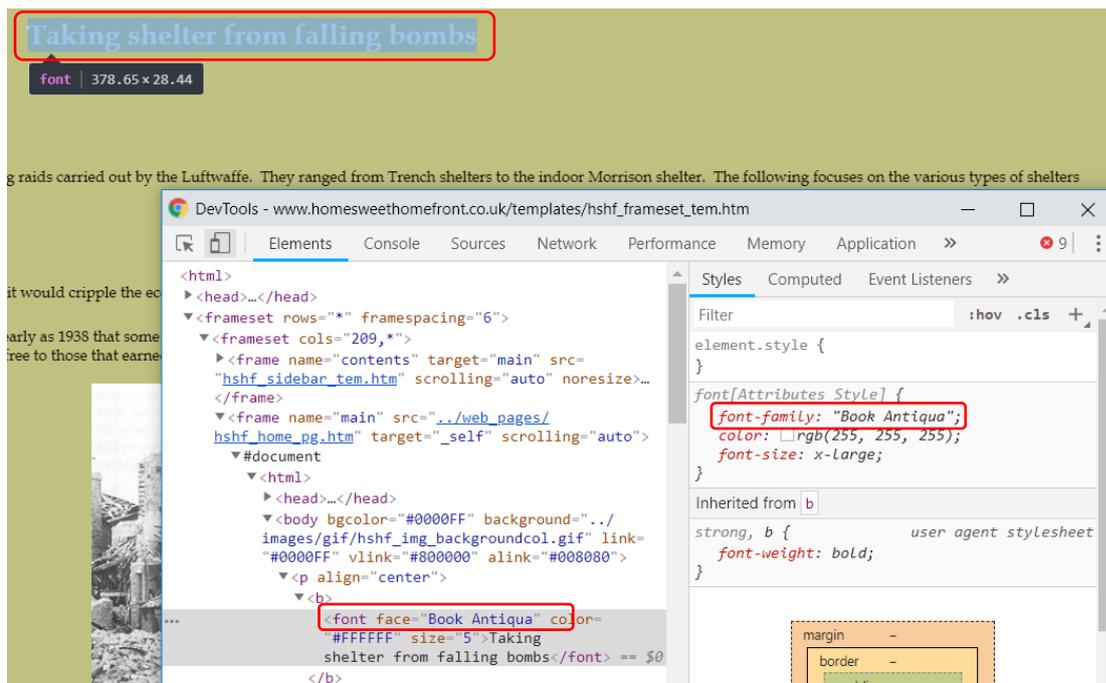


This now signified the end of this task, allowing myself to progress with the fonts aspect.

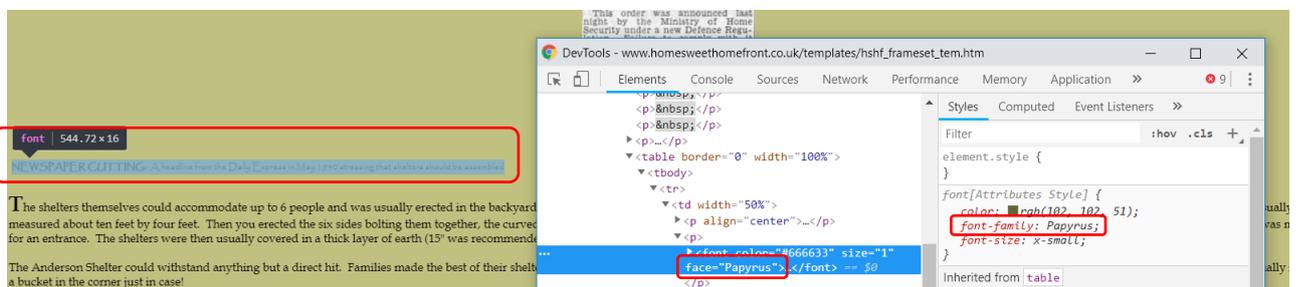
## Analysing the Current Utilised Fonts on the Website

As well as producing the colour palettes for the new website, I also decided to shortlist 'Google Fonts' and fonts within 'Microsoft PowerPoint' that I believed could have related to the theme of the Home Front and World War 2. However, before undertaking this task, I navigated through each page of the current website, utilising 'Google Chrome' 'DevTools' to help identify the fonts used for several aspects including headings and paragraphs. This was to understand the style of fonts utilised throughout which is something that could have then been considered whilst progressing with highlighting particular fonts to be used in the new website. After identifying each font on each page, I then documented this to help myself remember which fonts had been utilised on certain pages. This process can be viewed below:

### Example 1 of Utilising the 'Google Chrome' 'DevTools' to Identify the Utilised fonts



### Example 2 of Utilising the 'Google Chrome' 'DevTools' to Identify the Utilised fonts



Documenting the Fonts Utilised on each Web Page of the Website

## Utilised Fonts

### Home Page

- Page bookmarks = "Verdana"
- Paragraph text = "Verdana"
- Headings = "Verdana"
- Copyright/Page update text = "Verdana"

### Careless Talk Page

- Page Title = "Verdana"
- Paragraph text = "Verdana"
- Headings = "Book Antiqua"
- 'Back' button on loaded images = "Book Antiqua"
- Copyright/Page update on loaded images = "Book Antiqua"
- Copyright/Page update text = "Verdana"

### Air Raid Shelters Page

- Page Title = "Book Antiqua"
- Paragraph text = "Book Antiqua"
- Headings = "Book Antiqua"
- Picture Captions = "Papyrus"
- Copyright/Page update text = "Book Antiqua"

### Christmas at Home Page

- Page Title = "Book Antiqua"
- Paragraph text = "Book Antiqua"
- Headings = "Book Antiqua"
- Picture Captions = "Papyrus"
- Copyright/Page update text = "Book Antiqua"

### Blackout Page

- Page Title = "Book Antiqua"
- Paragraph text = "Book Antiqua"
- Headings = "Book Antiqua"
- Picture Captions = "Papyrus"
- Copyright/Page update text = "Book Antiqua"

### Dig for Victory Page

- Page Title = "Book Antiqua"
- Paragraph text = "Book Antiqua"
- Headings = "Book Antiqua"
- Picture Captions = "Papyrus"
- Copyright/Page update text = "Book Antiqua"

## Utilised Fonts Continued...

### Evacuees Page

- Page Title = "Book Antiqua"
- Paragraph text = "Book Antiqua"
- Headings = "Book Antiqua"
- Picture Captions = "Papyrus"
- Copyright/Page update text = "Book Antiqua"

### Home Guard Page

- Page Title = "Book Antiqua"
- Paragraph text = "Book Antiqua"
- Headings = "Book Antiqua"
- Picture Captions = "Papyrus"
- Copyright/Page update text = "Book Antiqua"

### Gas Page

- Page Title = "Verdana"
- Paragraph text = "Verdana"
- Headings = "Verdana"
- Picture Captions = "Verdana"
- Copyright/Page update text = "Verdana"
- 'Back' button on loaded images = "Book Antiqua"
- Copyright/Page update on loaded images = "Book Antiqua"

### Hitler's V Weapons Page

- Page Title = "Book Antiqua"
- Paragraph text = "Book Antiqua"
- Headings = "Book Antiqua"
- Picture Captions = "Papyrus"
- Copyright/Page update text = "Book Antiqua"

### Land Girls Page

- Page Title = "Book Antiqua"
- Paragraph text = "Book Antiqua"
- Headings = "Book Antiqua"
- Picture Captions = "Papyrus"
- Copyright/Page update text = "Book Antiqua"

## Utilised Fonts Continued...

### Rationing Page

- Page Title = "Book Antiqua"
- Paragraph text = "Verdana"
- Headings = "Verdana"
- Picture Captions = "Verdana"
- Copyright/Page update text = "Verdana"
- 'Back' button on loaded image = "Book Antiqua"
- Copyright/Page update on loaded image = "Book Antiqua"

### Salvage Page

- Page Title = "Book Antiqua"
- Paragraph text = "Book Antiqua"
- Headings = "Book Antiqua"
- Picture Captions = "Papyrus"
- Copyright/Page update text = "Book Antiqua"
- 'Back' button on loaded image = "Book Antiqua"
- Copyright/Page update on loaded image = "Book Antiqua"

### Squander Page

- Page Title = "Book Antiqua"
- Paragraph text = "Book Antiqua"
- Headings = "Book Antiqua"
- Picture Captions = "Papyrus"
- Copyright/Page update text = "Book Antiqua"
- 'Back' button on loaded image = "Book Antiqua"
- Copyright/Page update on loaded image = "Book Antiqua"

## Utilised Fonts Continued...

### VE Day Page

- Page Title = "Book Antiqua"
- Paragraph text = "Book Antiqua"
- Headings = "Book Antiqua"
- Picture Captions = "Papyrus"
- Copyright/Page update text = "Book Antiqua"

### 'The Sunday Times' Article Page

- Page Title = "Book Antiqua"
- Paragraph text = "Book Antiqua"
- Headings = "Book Antiqua"
- Copyright/Page update text = "Book Antiqua"

### WVS Page

- Page Title = "Book Antiqua"
- Paragraph text = "Book Antiqua"
- Headings = "Book Antiqua"
- Picture Captions = "Papyrus"
- Copyright/Page update text = "Book Antiqua"

### Feedback Form Page

- Paragraph text = "Verdana"
- Copyright/Page update text = "Verdana"

### Articles Page

- Page Title = "Book Antiqua"
- Paragraph text = "Book Antiqua"
- Headings = "Book Antiqua"
- Copyright/Page update text = "Book Antiqua"

### Guest Book Page

- Paragraph text = "Verdana"
- Headings text = "Verdana"
- Copyright/Page update text = "Verdana"

## Utilised Fonts Continued...

### Printing Advice Page

- Page title = "Verdana"
- Paragraph text = "Verdana"
- Headings = "Verdana"
- Copyright/Page update text = "Verdana"

### Thank You Page

- Paragraph text = "Book Antiqua"
- Headings = "Book Antiqua"
- Copyright/Page update text = "Book Antiqua"

### Links Page

- Page title = "Verdana"
- Paragraph text = "Verdana"
- Headings = "Verdana"
- Copyright/Page update text = "Verdana"

### Copyright Disclaimer Page

- Page title = "Book Antiqua"
- Paragraph text = "Book Antiqua"
- Headings = "Book Antiqua"
- Copyright/Page update text = "Book Antiqua"

### Events Page

- Page title = "Verdana"
- Paragraph text = "Verdana"
- Headings = "Verdana"
- Copyright/Page update text = "Verdana"

### Sidebar

- Section headings = "Verdana"
- Page links/Navigation = "Verdana"
- Slogans text = "Verdana"

## Undertaking Fonts Research

After analysing the fonts currently utilised on the ‘Home Sweet Home Front’ website, I then undertook research on the Internet, attempting to discover fonts that related to war or World War 2. This would then have allowed myself to understand the characteristics of these fonts to then highlight possible fonts that could have been utilised on the new website. This collected research can be viewed below:

### Analysing the Identified fonts on the ‘Fonts in Use’ Website

|                   |                    |               |                 |                 |                 |
|-------------------|--------------------|---------------|-----------------|-----------------|-----------------|
|                   |                    |               |                 |                 |                 |
| Founders Grot.    | Gill Sans          | Lato          | Stratos         | Harbour         |                 |
|                   | Imprint            | Playfair      | Minotaur        | FF DIN          |                 |
|                   | Welt-Antiqua       |               |                 |                 |                 |
|                   |                    |               |                 |                 |                 |
| Basalt            | GOTHIC             | Johnston      | Futura          | Windsor         | PMN Caecilia    |
| unidentified type |                    |               | Deutsch-Gotisch | Times New R.    | FF Trixie       |
|                   |                    |               | Bette Struktur  | MVB MAGNESIUM   |                 |
|                   |                    |               |                 |                 |                 |
| PHOSPHOR          | TEA CHEST          | Stanley       | FF Franziska    | GT Pressura     | City            |
| Deutsche Schrift  | Alternate Gothic   |               | FF Bau          |                 |                 |
| Kleukens-Straktur |                    |               |                 |                 |                 |
|                   |                    |               |                 |                 |                 |
| Futura Black      | Antique Olive Nord | Vendetta      | Kaufmann        | Grotesque No. 9 | PULCINO         |
|                   |                    | FF Scala Sans | COPPERPLATE     |                 | DTL Fleischmann |
|                   |                    |               | Memphis         |                 |                 |
|                   |                    |               |                 |                 |                 |
| Gill Sans         |                    |               |                 |                 |                 |

(Fonts In Use, 2010)

Analysing the Identified Fonts from 'Creative Bloq' and 'FontSpace'



(Creative Bloq Staff, 2019) (FontSpace, 2019)

From undertaking this research on the Internet, I understood that the best fonts were those that were in bold and in italics. I also understood that fonts based around the theme of war or World War 2 were 'Serif' fonts as seen with the font called 'Futura'. This was inspired by an online source and I also understood that character spacing was an element used to create an old-fashioned appearance. Finally, I also understood that a typewriter effect was integrated which helped to create a nostalgic appearance and especially relate to World War 2 letters.

## Highlighting Fonts to Utilise on the new 'Home Sweet Home Front' Website

After having undertaken the previous processes, I was now at a stage where I was able to highlight potential fonts to be utilised for the new website. This was to allow for sending the file to the clients to allow them to decide which fonts they would have preferred as this was their website and therefore the website would have needed to reflect their preferences.

I highlighted the most relevant fonts both available through 'Microsoft PowerPoint' as well as viewing the 'Google Fonts' available under the setting of 'Serif' fonts. When selecting the fonts, I ensured that I considered the previous research and the characteristics utilised to reflect the topic of the website in the best possible way. This process can be viewed below:

*Highlighting the Fonts Available in 'Microsoft PowerPoint'*

### Highlighted Fonts (PowerPoint Fonts)

- Verdana
- **Adobe Garamond Pro Bold**
- **Bauhaus 93**
- **Bernard MT Condensed**
- Book Antiqua
- **Broadway**
- Century Gothic
- Consolas
- **Eras Demi ITC**
- Garamond
- Gill Sans MT
- Lucida Sans Typewriter
- Rockwell
- **STENCIL**
- Tw Cen MT
- MS Gothic

Highlighting the Fonts most Relevant from ‘Google Fonts’ (GoogleFonts, n.d.)

## Highlighted Fonts (Google Fonts)

Abril Fatface

**Regular**

Aleo

Light

*Light Italic*

Regular

*Regular Italic*

**Bold**

***Bold Italic***

Arvo

Regular

*Regular Italic*

**Bold**

***Bold Italic***

Averia Libre

Light

*Light Italic*

Regular

*Regular Italic*

**Bold**

***Bold Italic***

Baloo Tamma

**Regular**

Bitter

Regular

*Regular Italic*

**Bold**

Bree Serif

Regular

Bubblegum Sans

Regular

Carter One

**Regular**

## Highlighted Fonts (Google Fonts Continued...)

Caveat Brush

Regular

Chelsea Market

Regular

Chewy

**Regular**

Courgette

*Regular*

Crimson Text

Regular

*Regular Italic*

Fredoka One

**Regular**

IM Fell Double Pica

Regular

*Regular Italic*

IM Fell English SC

REGULAR

Inconsolat

Regular

**Bold**

Semi-Bold

*Semi-Bold Italic*

**Bold**

***Bold Italic***

Kalam

*Light*

Regular

**Bold**

Lobster Two

Regular

*Regular Italic*

**Bold**

***Bold Italic***

Lobster

***Regular***

Marcellus

REGULAR

Marck Script

*Regular*

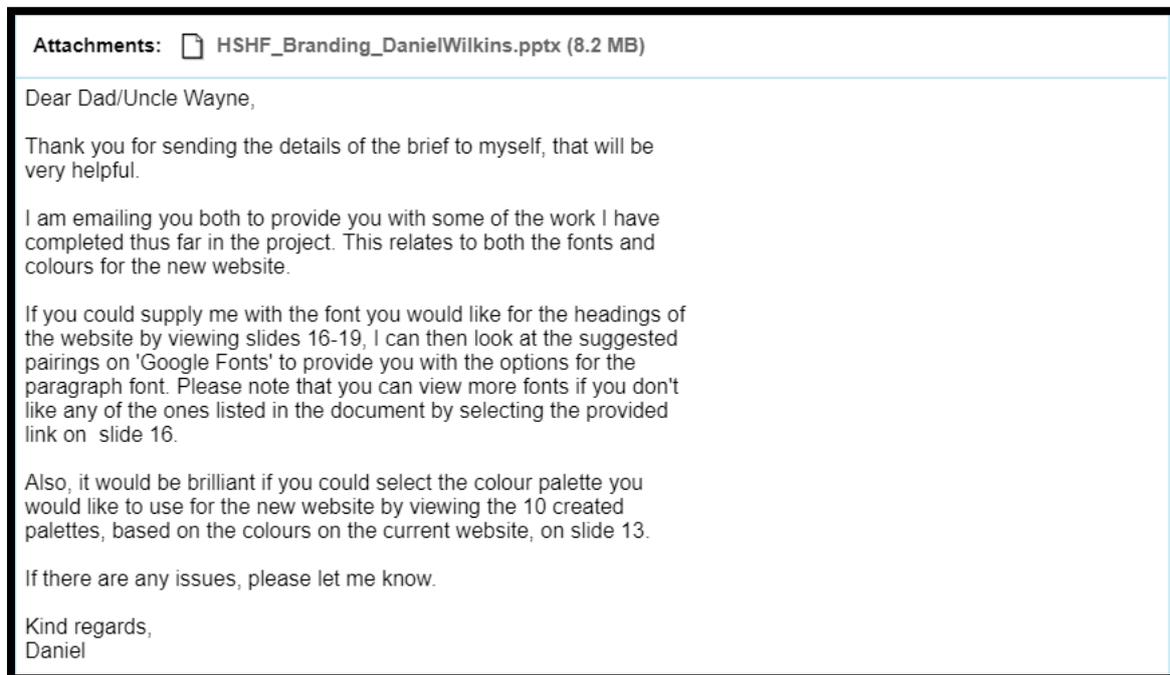
# Highlighted Fonts (Google Fonts Continued...)

|  |  |                                |   |   |
|--|--|--------------------------------|---|---|
| <u>Merienda</u><br>Regular<br>Bold         | <u>Pangolin</u><br>Regular   | <u>Patrick Hand</u><br>Regular | <u>Patua One</u><br>Regular   | <u>Roboto Mono</u><br>Thin<br>Thin Italic<br>Light<br>Light Italic<br>Regular<br>Regular Italic<br>Medium<br>Medium Italic<br>Bold<br>Bold Italic |
| <u>Shrik Hand</u><br>Regular<br>Extra-Bold | <u>Sniglet</u><br>Regular<br>Extra-Bold                                |                                | <u>Source Code Pro</u><br>Extra-Light<br>Light<br>Regular<br>Medium<br>Semi-Bold<br>Bold<br>Black |   |
| <u>Special Elite</u><br>Regular            | <u>Staatliches</u><br>REGULAR  |                                |   |   |
| <u>Stardos Stencil</u><br>Regular<br>Bold  | <u>Ubuntu Mono</u><br>Regular<br>Regular Italic<br>Bold<br>Bold Italic |                                | <u>ZCOOL QingKe HuangYou</u><br>Regular   |   |

## Contacting the Clients

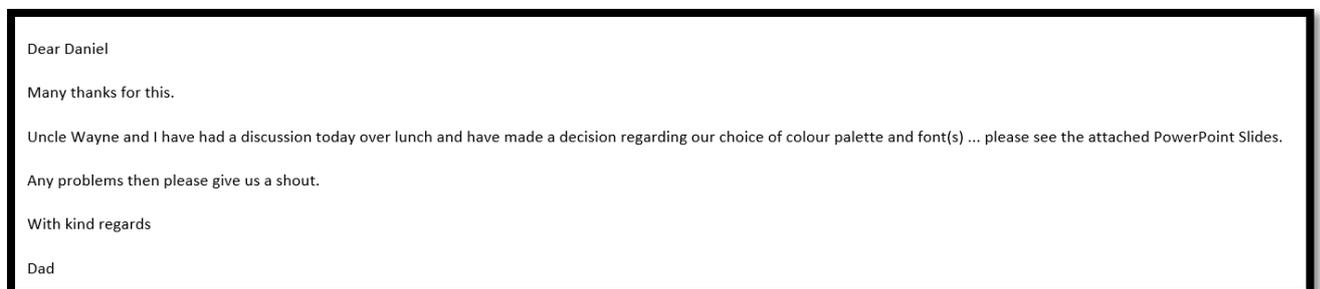
After having produced colour palettes and highlighting the possible fonts to be utilised, I then contacted the clients, attaching the branding document I had been progressing with. The purpose of this was to ask for their feedback regarding which colour palette and font relating to the headings of the website that they would have liked. This was through the form of an email which is viewable below:

### *The Email sent to the Clients Regarding Heading Font and Colour Palette Preferences*



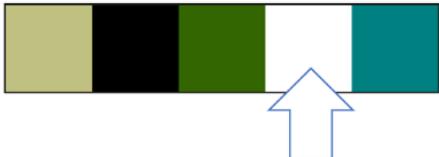
Following on from this, the clients then replied to myself mentioning that they had decided on the colour palette and fonts that they preferred:

### *The Response from the Clients via Email*



The Decided Fonts and Colour Palette

## Chosen Colour Palette and Heading Fonts



Could the Website be designed using White as its background colour, with the other colours being used elsewhere throughout the Site?

|   |  |   |
|---|--|---|
| <p><u>Special Elite</u><br/>Regular</p> | <p><u>Inconsolat</u><br/>Regular<br/><b>Bold</b></p> | <p><u>Aleo</u><br/>Light<br/><i>Light Italic</i><br/>Regular<br/><i>Regular Italic</i><br/><b>Bold</b><br/><i>Bold Italic</i></p> |
|---|--|---|

Fonts – these are our 3 favourite fonts for use with the HSHF Website Headings. Would it be please be possible to view the associated pairing fonts, so that we can make our final selection?

---

The '**Special Elite**' font is the one favoured at present.

## Typewriter Font - Titles

Kingthings Trypewriter

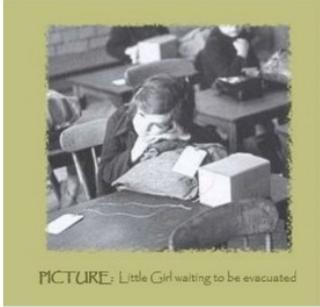
Sears Tower

L.C. Smith 5 Typewriter

Veteran Typewriter

My Underwood.

Could a 'Typewriter' Font be used to label images? Please see example below...



PICTURE: Little Girl waiting to be evacuated

As will be evident above, the clients had then mentioned that they would have liked to see the paired fonts for the 'Special Elite', 'Inconsolat' and 'Aleo' fonts. This was therefore an action that I then completed as will be seen on the following page.

Listing the Paired Fonts for each Selected Heading Font by the Clients – ‘Special Elite’ Font (GoogleFonts, n.d.)

## Clients’ Favourite Fonts from Previous Shortlist with Suggested Pairings

Special Elite  
Regular

The screenshot shows two examples of font pairings for 'Special Elite Regular'. In the first example, 'Oswald Regular' is selected as the pair. The text 'The spectacle before us was indeed sublime.' is displayed in Oswald. A callout box contains a paragraph of text: 'Apparently we had reached a great height in the atmosphere, for the sky was a dead black, and the stars had ceased to twinkle. By the same illusion which lifts the horizon of the sea to the level of the spectator on a hillside, the sable cloud beneath was dishd out, and the car seemed to float in the middle of an immense dark sphere, whose upper half was strewn with silver. Looking down into the dark gulf below, I could see a ruddy light streaming through a rift in the clouds.' The second example shows 'Merriweather Regular' as the pair, with the same text and callout box.

## Clients’ Favourite Fonts from Previous Shortlist with Suggested Pairings Continued...

Special Elite  
Regular

The screenshot continues the font pairing suggestions. The first example shows 'Josefin Slab Regular' as the pair, with the text 'The spectacle before us was indeed sublime.' and the same callout box. The second example shows 'Open Sans Condensed Light' as the pair, with the text 'The spectacle before us was indeed sublime.' and the same callout box.

## Clients' Favourite Fonts from Previous Shortlist with Suggested Pairings Continued...

Special Elite  
Regular

|                     |   |
|---------------------|---|
| Oswald              | +   |
| Merriweather        | +   |
| Josefin Slab        | +   |
| Open Sans Condensed | +   |
| Pacifico            | +   |
| Special Elite       | Regular <span style="border: 1px solid red; border-radius: 50%; padding: 2px;">↑</span> |
| Pacifico            | Regular <span style="border: 1px solid red; border-radius: 50%; padding: 2px;">↓</span> |

The spectacle before us was indeed sublime.

*Apparently we had reached a great height in the atmosphere, for the sky was a dead black, and the stars had ceased to twinkle. By the same illusion which lifts the horizon of the sea to the level of the spectator on a hillside, the sable cloud beneath was dished out, and the car seemed to float in the middle of an immense dark sphere, whose upper half was strewn with silver. Looking down into the dark gulf below, I could see a ruddy light streaming through a rift in the clouds.*

Listing the Paired Fonts for each Selected Heading Font by the Clients – ‘Aleo’ Font (GoogleFonts, n.d.)

## Clients' Favourite Fonts from Previous Shortlist with Suggested Pairings Continued...

Aleo  
Light  
Light Italic  
Regular  
Regular Italic  
Bold  
Bold Italic

|            |   |
|------------|---|
| Open Sans  | +   |
| Aleo       | Regular <span style="border: 1px solid red; border-radius: 50%; padding: 2px;">↑</span> |
| Open Sans  | Regular <span style="border: 1px solid red; border-radius: 50%; padding: 2px;">↓</span> |
| Roboto     | +   |
| Montserrat | +   |
| Lato       | +   |
| Alegreya   | +   |

The spectacle before us was indeed sublime.

*Apparently we had reached a great height in the atmosphere, for the sky was a dead black, and the stars had ceased to twinkle. By the same illusion which lifts the horizon of the sea to the level of the spectator on a hillside, the sable cloud beneath was dished out, and the car seemed to float in the middle of an immense dark sphere, whose upper half was strewn with silver. Looking down into the dark gulf below, I could see a ruddy light streaming through a rift in the clouds.*

|            |   |
|------------|---|
| Open Sans  | +   |
| Roboto     | +   |
| Aleo       | Regular <span style="border: 1px solid red; border-radius: 50%; padding: 2px;">↑</span> |
| Roboto     | Regular <span style="border: 1px solid red; border-radius: 50%; padding: 2px;">↓</span> |
| Montserrat | +   |
| Lato       | +   |
| Alegreya   | +   |

The spectacle before us was indeed sublime.

*Apparently we had reached a great height in the atmosphere, for the sky was a dead black, and the stars had ceased to twinkle. By the same illusion which lifts the horizon of the sea to the level of the spectator on a hillside, the sable cloud beneath was dished out, and the car seemed to float in the middle of an immense dark sphere, whose upper half was strewn with silver. Looking down into the dark gulf below, I could see a ruddy light streaming through a rift in the clouds.*

## Clients' Favourite Fonts from Previous Shortlist with Suggested Pairings Continued...

Aleo  
 Light  
 Light Italic  
 Regular  
 Regular Italic  
 Bold  
 Bold Italic

Open Sans +  
 Roboto +  
 Montserrat +  
 Aleo Regular -  
 Montserrat Regular -  
 Lato +  
 Alegreya +

The spectacle before us was indeed sublime.

Apparently we had reached a great height in the atmosphere, for the sky was a dead black, and the stars had ceased to twinkle. By the same illusion which lifts the horizon of the sea to the level of the spectator on a hillside, the sable cloud beneath was dishd out, and the car seemed to float in the middle of an immense dark sphere, whose upper half was strewn with silver. Looking down into the dark gulf below, I could see a ruddy light streaming through a rift in the clouds.

Open Sans +  
 Roboto +  
 Montserrat +  
 Lato +  
 Aleo Regular -  
 Lato Regular -  
 Alegreya +

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## Clients' Favourite Fonts from Previous Shortlist with Suggested Pairings Continued...

Aleo  
 Light  
 Light Italic  
 Regular  
 Regular Italic  
 Bold  
 Bold Italic

Open Sans +  
 Roboto +  
 Montserrat +  
 Lato +  
 Alegreya +  
 Aleo Regular -  
 Alegreya Regular -

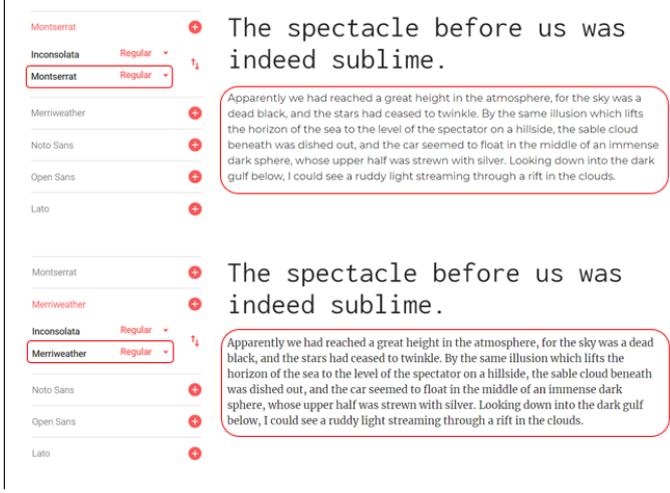
The spectacle before us was indeed sublime.

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Listing the Paired Fonts for each Selected Heading Font by the Clients – ‘Inconsolat’ Font (GoogleFonts, n.d.)

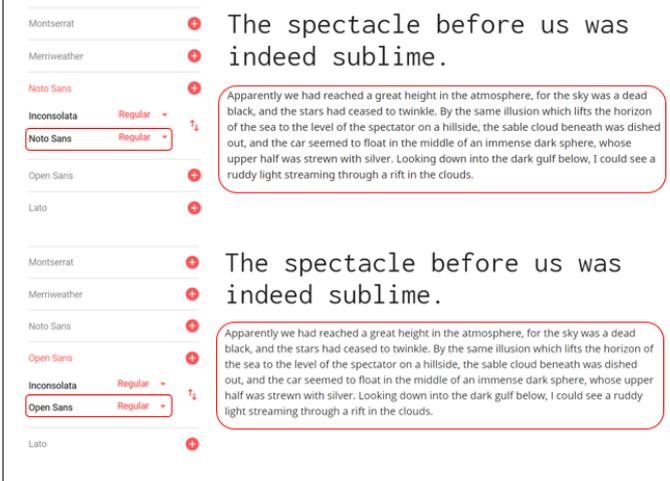
## Clients’ Favourite Fonts from Previous Shortlist with Suggested Pairings Continued...

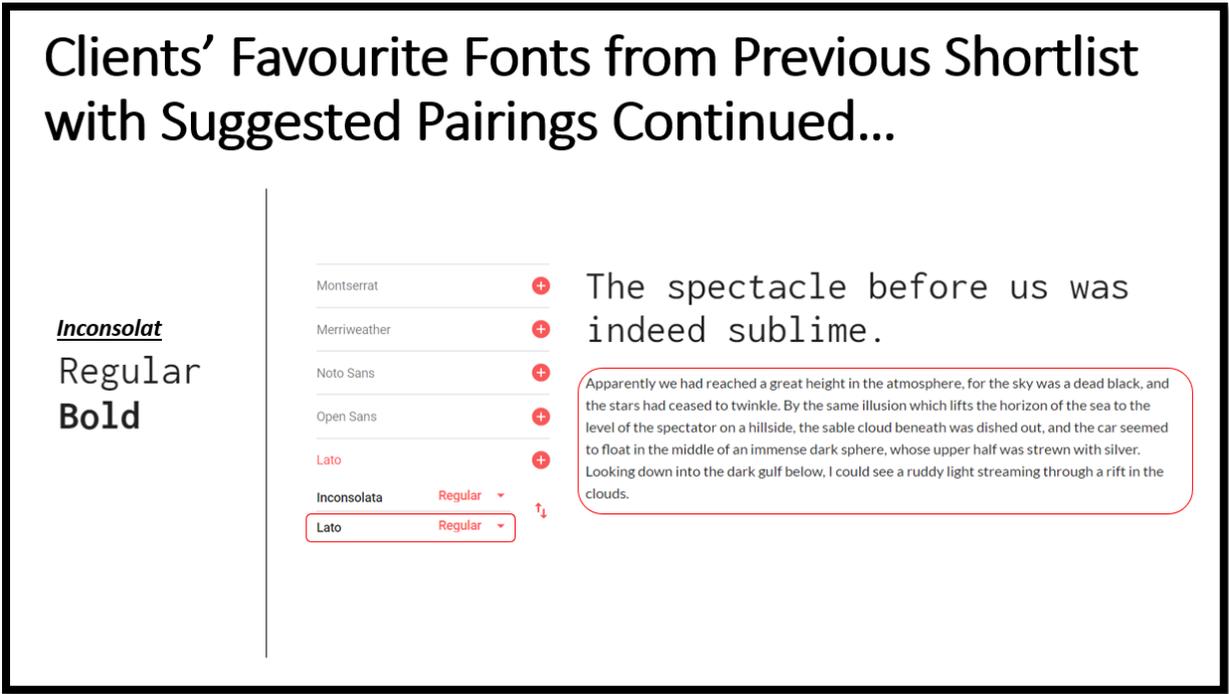
**Inconsolat**  
Regular  
Bold



## Clients’ Favourite Fonts from Previous Shortlist with Suggested Pairings Continued...

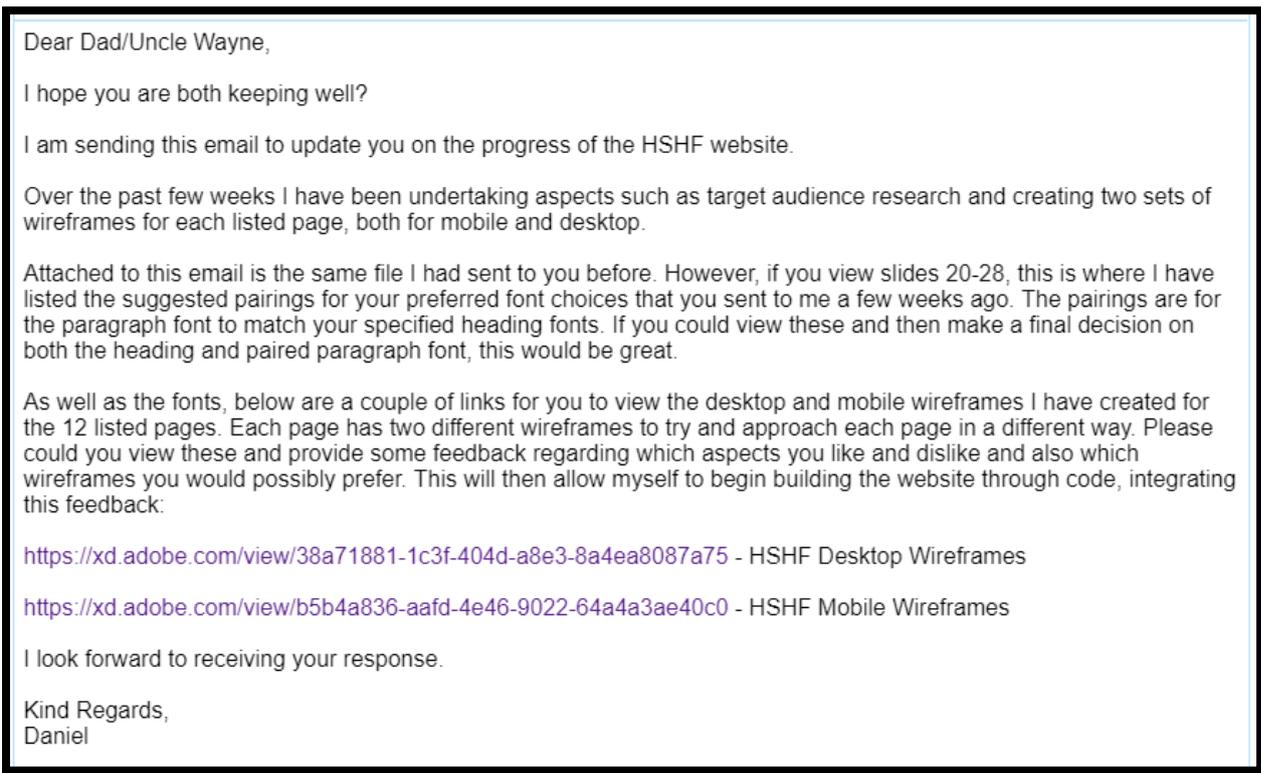
**Inconsolat**  
Regular  
Bold





After listing each of the paired fonts for each selected heading font, I then decided to contact the clients again at a later date once I had finished the initial desktop and mobile wireframes, as will be seen later on in this document. This was to allow them to choose the paired font which they wanted to integrate as the paragraph font for the new website. This email can be viewed below:

*Contacting the Clients with both the Wireframes and Paired Fonts*



I then received the following reply from the clients which also stated in the attached file which fonts were preferred to be utilised. This therefore signified the end of this stage and also the branding stage altogether, allowing for progression onto other aspects:

*The Received Response with the Font Choices*

Dear Daniel

Many thanks for all of your hard work. I must say that we are both very impressed with your Font Pairings and Wireframes ... all looks very professional, so well done!

So ... what have we opted for?

**WIREFRAMES** ... With regards to the Wireframes, please see slide 3 of the attached MS PowerPoint Presentation for our decision on which pages we both like the best.

**Please Note:** There are a couple of pages which we couldn't agree on(I), so could we please ask you (as the SME) to decide on which designs to go for? However, given that we both reviewed the Wireframes independently of one another and still managed to agree on 10 of the 12 designs, I thought this was a good result!

**FONT PAIRINGS** ... With regards to the Font Pairings, please see slides 1 + 2 of the attached MS PowerPoint Presentation ... once again, we both viewed these fonts independently of one another and agreed on exactly the same choices!

Many thanks for all of your help Daniel in re-designing the HSHF Website; this is something long overdue 😊

With kind regards

D + W

### Chosen Font for Main Heading(s) & Paragraphs

Could this Font Pairing please be used for the HSHF Main Heading(s)\* and Paragraphs? \*EG: Dig For Victory | Rationing etc.

**Aleo**

Light

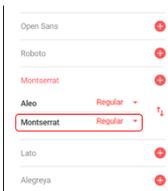
Light Italic

Regular

Regular Italic

**Bold**

**Bold Italic**



The spectacle before us was indeed sublime.

Apparently we had reached a great height in the atmosphere, for the sky was a dead black, and the stars had ceased to twinkle. By the same illusion which lifts the horizon of the sea to the level of the spectator on a hillside, the sable cloud beneath was dished out, and the car seemed to float in the middle of an immense dark sphere, whose upper half was strewn with silver. Looking down into the dark gulf below, I could see a ruddy light streaming through a rift in the clouds.

▲ Main Heading(s) Font

▲ Paragraph Font

### Chosen Font for Sub-Headings

Could this Font please be used for the HSHF Sub-Headings\*? \*EG: Potato Pete | Doctor Carrot etc.

The spectacle before us was indeed sublime.

← **Special Elite**

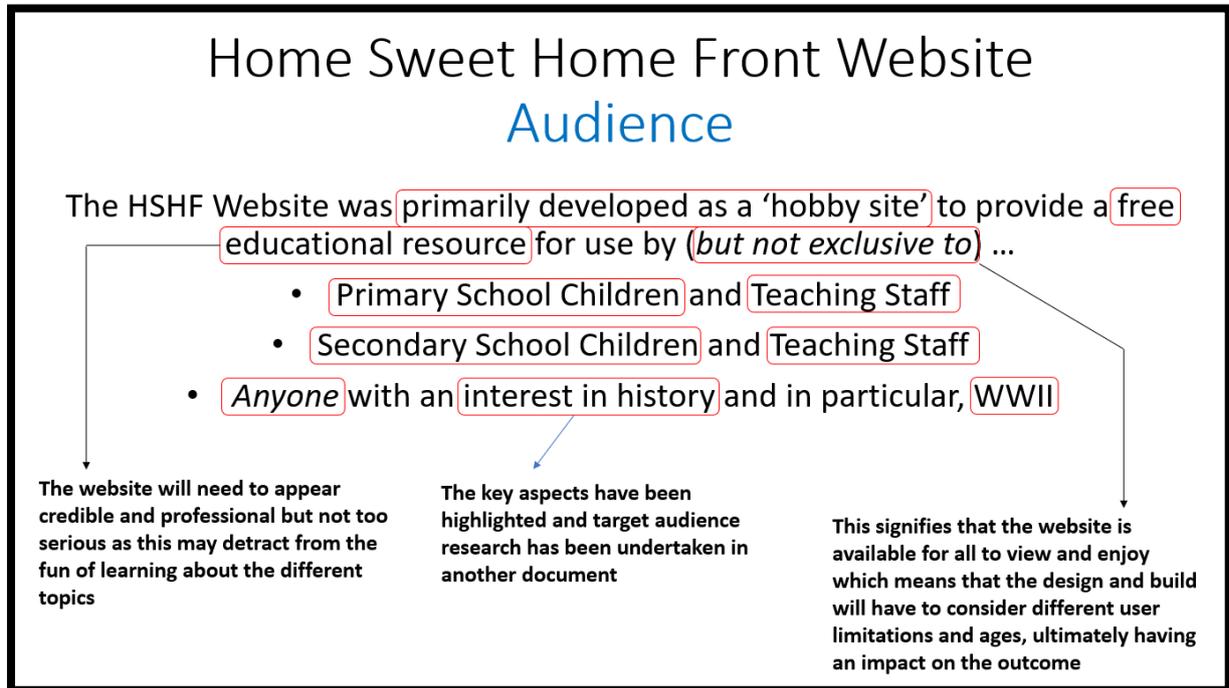
Regular

## Undertaking Target Audience Research

### Introduction/Initial Ideas

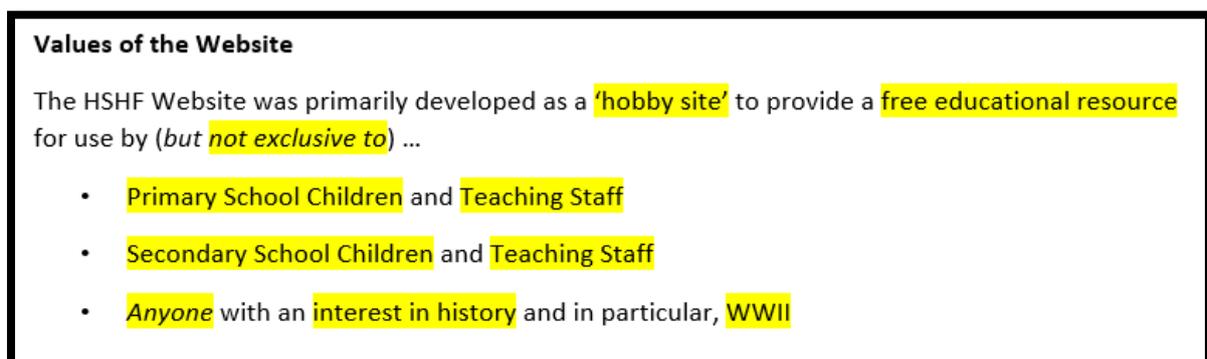
Another key aspect undertaken before creating the wireframes and progressing onto the building stage of the website included undertaking target audience research based on the target audiences provided by the client within the brief supplied to myself. These can be seen below:

*The Main Target Audiences of the 'Home Sweet Home Front' Website*



This target audience research was undertaken within a separate document whereby I added some initial thoughts of my own as well as discovered research. Firstly, I began by highlighting the key aspects of the overview provided by the client, helping myself to fully understand the types of people to undertake research regarding in order to produce the best possible conclusion from this research:

*Highlighting the Key Aspects of the Provided Target Audience Overview*



## Separating Initial Ideas and Collected Research

I then separated the initial ideas and discovered research into three categories based on the three bullet points shown above. Some of these ideas and research overlapped but still provided a good overview and understanding on how to make the new website suitable for these target audiences. I found it difficult to find sufficient research online for some areas which limited the research included. However, I was still able to gain an understanding of aspects to consider for the new website from the research discovered. This work can be viewed below:

*The Separated Research and Ideas into the Relevant Target Audience Areas (ALL SOURCES ARE REFERENCED AT THE END OF THIS DOCUMENT WITHIN THE BIBLIOGRAPHY SECTION)*

### **Target Audience 1 – Primary School Children and Teaching Staff**

- The website will need to be easy to understand and interesting\*
- The website will need to include many visuals in order to maintain the interest of the children\*
- Children and teenagers learn through areas including experimenting and exploring
- Children learn through many different ways
- Children learn through playing
- The website will need to be reputable through its appearance to encourage teaching staff to utilise this\*
- The website will need to contain enough information for teaching staff to utilise the website as a teaching resource\*
- Use visualisation\*
- Ask questions to consolidate learning (potentially include question and answer reveals)
- Use a variety of content to add variation to the website\*
- Integrate a type of game into the website
- The content provided must enthuse teaching staff to allow for effective teaching to their pupils, meaning that the website must present its content in an interesting way with multiple elements such as interactivity\*
- Each child is different with regards to their learning preferences and styles
- There are seven key learning styles which are visual, auditory, verbal, physical, logical, social and solitary
- The website will need to include content which is enthusiastic about the subject matter because if a child/student notices that someone is enthusiastic, this will make them enthusiastic
- Game-based learning motivates children to be involved in the learning process and this will make them want to learn even more
- Ensure to recognise and celebrate a child's achievements, potentially including positive feedback after an element of the new website such as a game
- Primary school children are aged from 5-11

*(ALL SOURCES ARE REFERENCED AT THE END OF THIS DOCUMENT WITHIN THE BIBLIOGRAPHY SECTION)*

**Target Audience 2 – Secondary School Children and Teaching Staff**

- Ensure that the learning process is fun
- Use a variety of content to add variation to the website, making it more interesting\*
- Integrate a type of game into the website
- Some children can be disengaged which will mean the information will need to be concise and structured in a format that is professional and interesting with appropriately used fonts and colours to make the topic more exciting -> There could also be constant interactivity throughout the website to help engage these children\*
- Due to the fact that there are different students with different abilities, the website will need to be easy to understand and presented in a format that is memorable, ultimately creating a useful learning resource\*
- The content provided must enthuse teaching staff to allow for effective teaching to their pupils, meaning that the website must present its content in an interesting way with multiple elements such as interactivity -> There must also be elements which help to depict the time period such as colours and fonts to help create a nostalgic appearance as well as lots of visuals to help the users visualise multiple aspects\*
- Ensure to give students a choice to increase engagement -> This can apply to the website, meaning that the user isn't forced into choosing something to interact with or read, as a result, feeling more inclined to stay on the website and increase user retention
- Ensure to provide incentives to help motivate and interest students -> This can relate to the new website, meaning that some rewards will need to be provided digitally to retain engagement and increase user recommendations and retention as a result
- Secondary school children are aged from 11-16 years

With regards to those interested in history and those, in particular, interested in World War 2, the first thought that occurred to myself was the fact to undertake research regarding historians. This was because I knew this audience was fascinated by history and would have helped to provide an overview of what other people interested in history would have preferred to see on the new website. This therefore contributed to most of this particular target audience research with some mention of other areas also. This can be seen below:

*(ALL SOURCES ARE REFERENCED AT THE END OF THIS DOCUMENT WITHIN THE BIBLIOGRAPHY SECTION)*

**Target Audience 3 – Those Interested in History**

- Historians are interested in creating ideas and descriptions of facts regarding past events and circumstances -> This will mean that there will need to be many facts/information that are presented in a clear way on the new website that can help them to create their ideas and descriptions of facts\*
- Historians need to be able to discover and understand information about an event or time in the past\* -> This will mean that the information/content will need to be structured in an easy to read and clear format so that the user is able to gain a full understanding about a particular topic on the website
- Historians need to understand about certain elements of an image in order to interpret the event which means that on the new website, image captions will be key to helping them to understand about a particular image to make these interpretations\*
- Historians conceptualise, describe, contextualise, explain and interpret past events and circumstances\* -> This means that the website will need to include enough content for historians to undertake these tasks but also present this in the most aesthetically pleasing way as possible to make it interesting to other audiences
- It has been stated that historians like to answer 'why' questions\* -> This will mean that the information/content will need to be provided in both an easy to read and informative way with lots of detail
- Historians interact with the public via educational programs or presentations\* -> The information will need to be easy to understand and clear on the website so they can utilise this within the presentations and other aspects they create
- Historians write reports, articles and books on the findings and theories they have collected\* -> This will mean that, again, the information will need to be easy to read and clear but also the website will need to be able to highlight key information through various structuring and styling of certain aspects to help them differentiate themselves from other sections -> This will allow historians to highlight the key information to place into their reports, articles and books
- Historians are interested in the 'thinking' interest area which relates to researching, investigating and improving knowledge of natural laws -> This may suggest that historians may be less interested in the way a website appears and more interested in the content provided, suggesting content will be key to the new website
- Historians should also be analytical, able to communicate, able to solve problems and be able to have good research skills and writing skills
- As well as historians, there are also those that will study history at the level of higher education as a degree\* -> This will mean that the website must present itself in a professional and highly credible way to attract the attention of these students and gain their trust, causing them to utilise the provided resources/information within aspects such as their essay writing
- A museum/gallery curator is an example of an occupation to undertake with a history degree and this has responsibilities including producing materials and articles for the website and writing articles for publications inside and outside of the organisation\* -> This emphasises the need for clear, concise and easy to find information on the new website if relating to undertaking research for these articles
- Examples of other occupations relating to history include being a librarian, an archivist and a researcher, all of which have a serious passion for history -> This therefore means that the

- website will need to be very informative through lots of information and perhaps through different methods such as interactivity
- Due to the fact that the brief stated that the website relates to anyone with an interest in history, this indicates several different age ranges including younger children and older adults\* -> This emphasises the need for the website to be easy to use and accessible, allowing any visitor to be able to find what they are looking for easily and without any issues

## Collecting Demographics Research

After separating the relevant research and ideas into the different target audiences, I then decided to undertake some demographics research to help myself understand the key statistics regarding types of people relating to each audience type. This was placed into one section for all three target audience areas and this can be viewed below. I also collected some statistics from 'Statista' relating to various other aspects including reasons for visiting cultural heritage websites.

## Collecting Research Other than 'Statista' Graphs

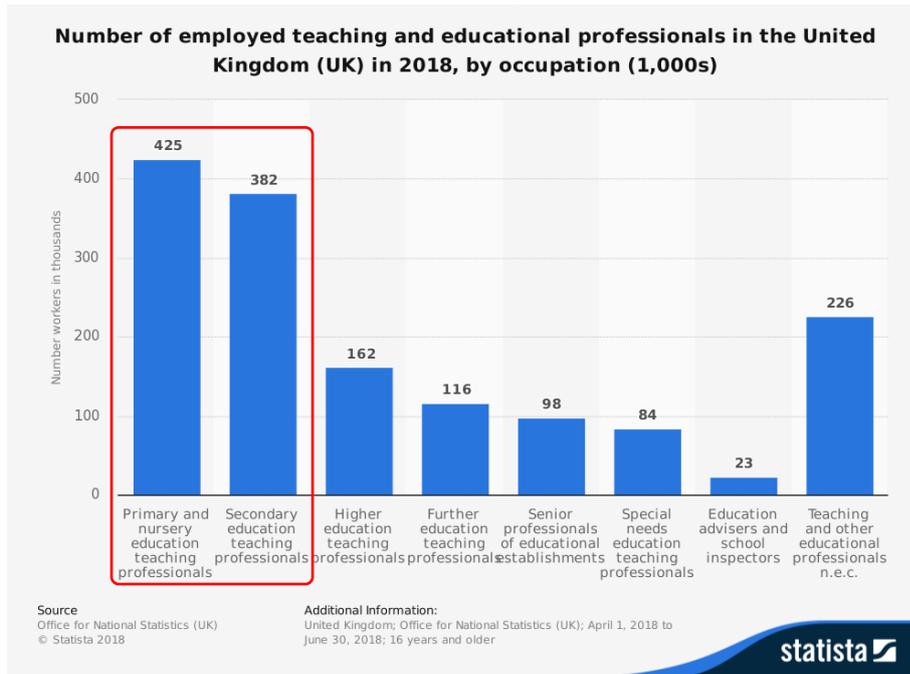
*Collecting Demographics Research for the Different Target Audiences (ALL SOURCES ARE REFERENCED AT THE END OF THIS DOCUMENT WITHIN THE BIBLIOGRAPHY SECTION)*

### Demographics Research

- Within teaching in the United Kingdom, there are more women than men teaching
- Approximately 3 out of 4 school teachers were female in 2017, equivalating to 376,300 teachers
- There were approximately 248,900 nursery and primary school teachers in 2017
- There were approximately 219,700 secondary school teachers in 2017
- As of January 2018, 4,716,245 students were in state funded primary schools
- As of January 2018, 3,258,451 students were in state funded secondary schools
- As of January 2018, in state funded primary schools there are a total of 2,292,888 boys full time and 2,205,260 girls full time
- As of January 2018, in state funded secondary schools there are a total of 1,633,792 boys full time and 1,621,529 girls full time
- In 2016, the number of historian occupations was placed at 3300 in the USA -> This indicates a small target audience for this area
- According to HESA, those enrolled on historical and philosophical studies for 2017/18 were 84,115, indicating a smaller target audience again
- There were more female (46,055) than male (37,910) enrolled onto historical and philosophical studies for 2017/18
- From April to June in 2018, a total of 37 librarians and related professionals were in employment, indicating a very small target audience (this included archivists and curators)

## Collecting ‘Statista’ Graphs

### *The Quantity of those Employed in Teaching and Education*

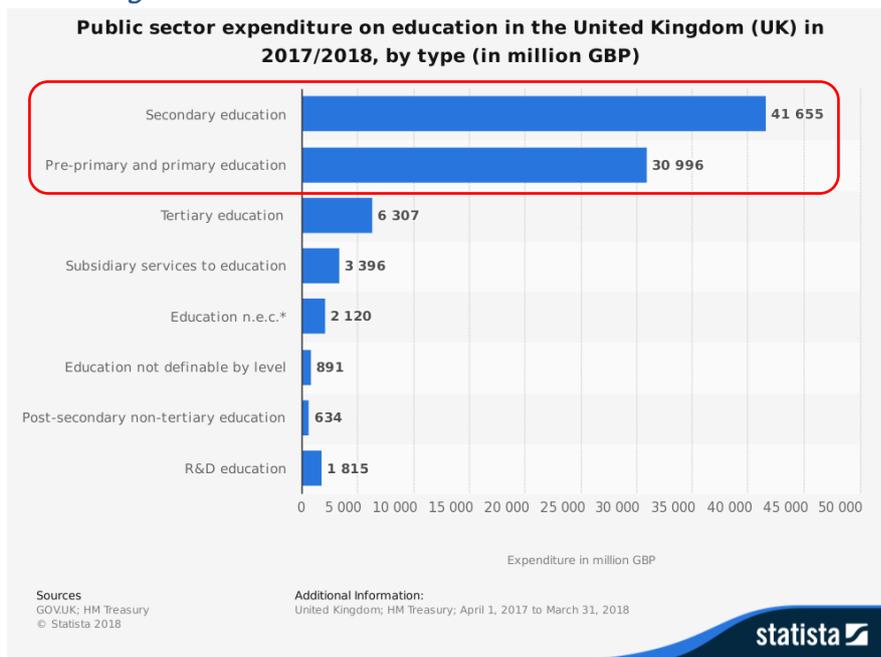


(Office for National

Statistics (UK), n.d.)

From the graph above, I understood that the majority of those employed related to both primary and secondary education which therefore signified to myself that the website would have needed to accommodate these audiences the most.

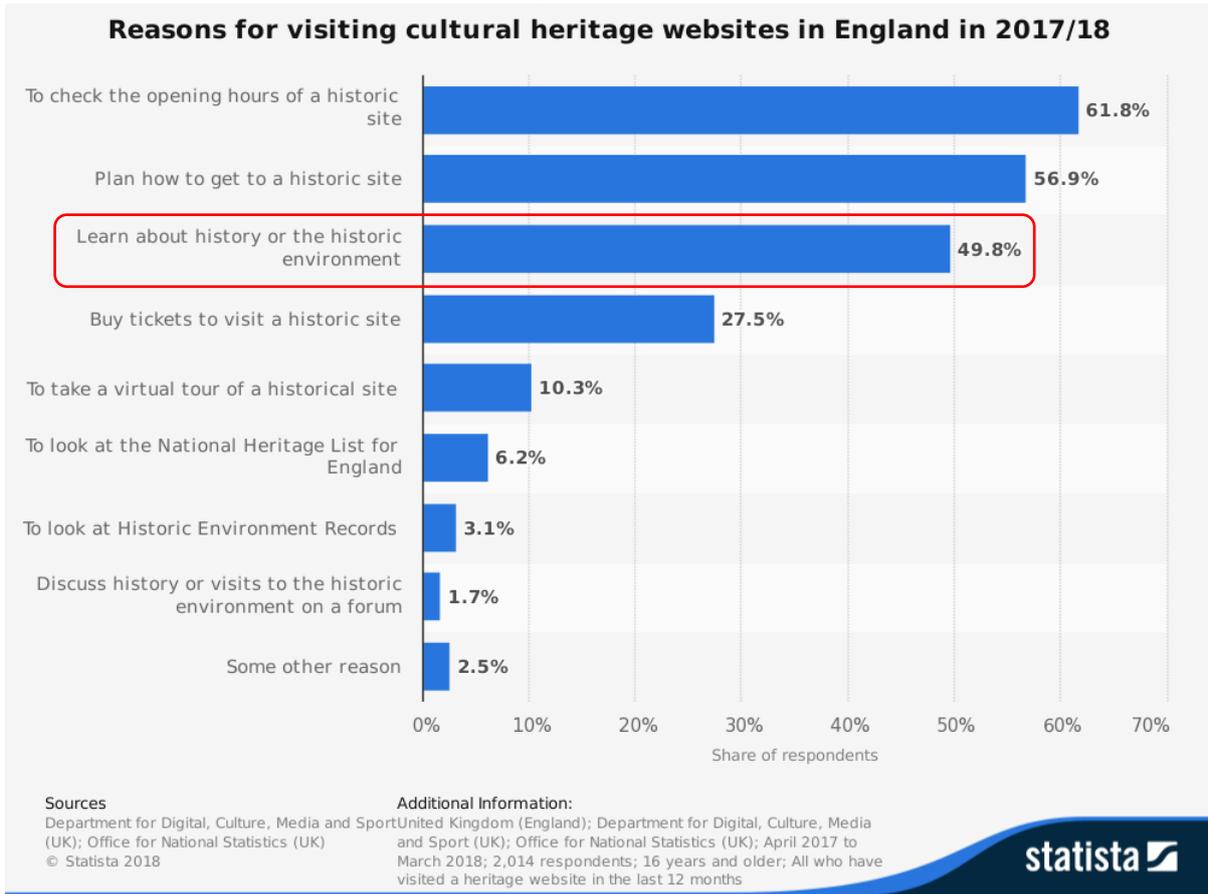
### *United Kingdom Investment in Education*



(GOV.UK. n.d.)

As is evident above, I also understood that primary and secondary education were the areas most invested in within the United Kingdom. This again emphasised that those involved in this area such as students and teachers would have been of a large audience, influencing the majority of the website’s outcome.

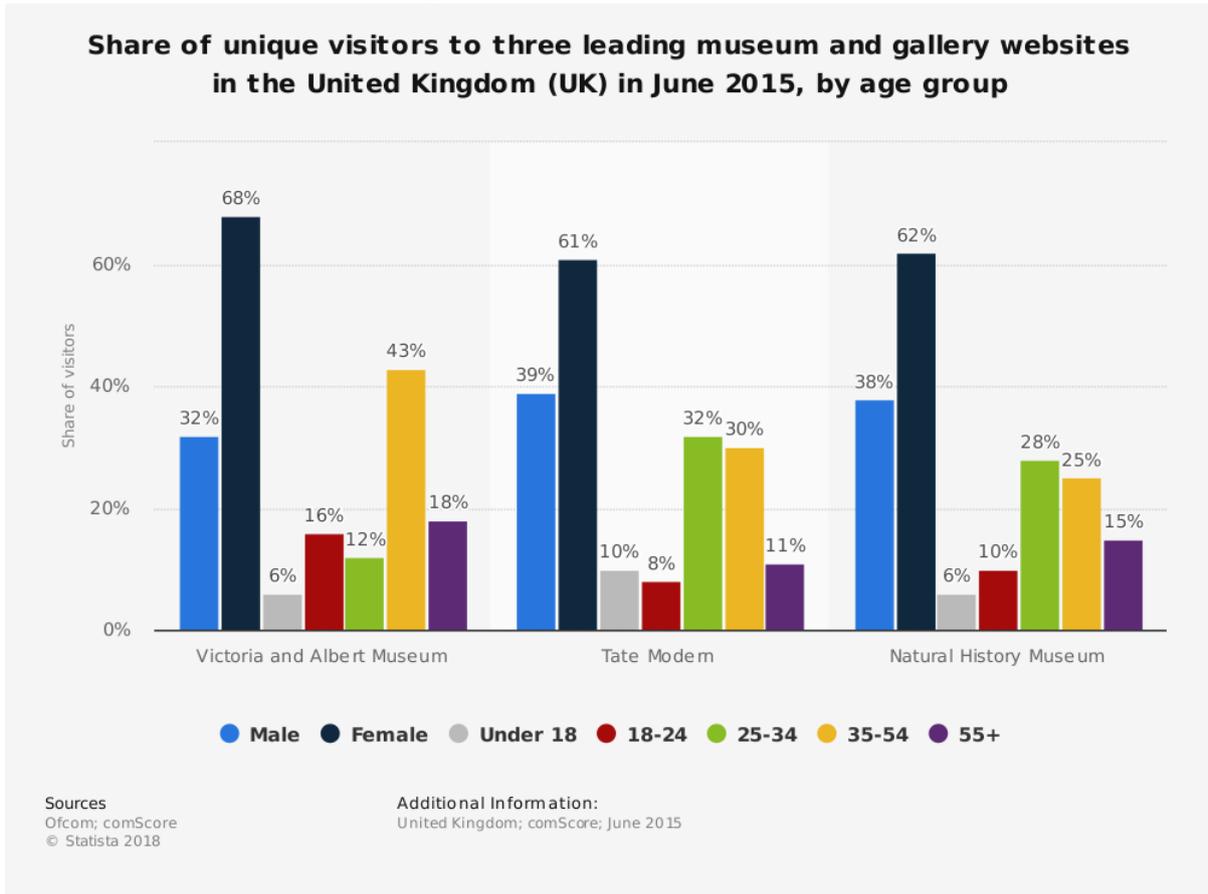
*The Reasons why People Visit Cultural Heritage Websites*



(Department for Digital, Culture, Media and Sport (UK). n.d.)

The reason why this graph was highlighted was because it occurred to me that heritage websites could have related to history websites and therefore understanding the reasons why people visited these websites would have been beneficial in influencing the outcome of the new 'Home Sweet Home Front' website. As highlighted above, I understood that one of the most popular reasons for visiting these websites related to learning about the history/historic environment. This therefore influenced myself to think that the website would have needed to have been easy to understand and informative to help visitors to the new 'Home Sweet Home Front' website learn the most from the information provided.

Visitors to Three Leading United Kingdom Museum and Gallery Websites



(Ofcom. n.d.)

The reason this graph was highlighted was to understand the age demographics of those visiting history related websites, as in my opinion, museums and galleries could have related to history. From viewing this graph, I believed that it demonstrated the most popular age on average was those between 25-34 years and 35-54 years. This again demonstrated to myself that the website would have needed to have been accessible and usable by any age due to the variety of visitors that the website would have obtained. This emphasised that despite there being set target audiences, various ages would have still visited the website.

## Conclusions and Created Target Audience Personas

After collecting several pieces of research, I then decided to place a red asterisk next to the most relevant points to help myself create conclusions from the research. This will have been evident in the previously provided images. This would have then allowed myself to create target audience personas which will be viewable later on. This process can be viewed below:

### *Creating the Conclusions from the Research*

#### **Key Aspects to take from the Target Audience Research:**

- The website will need to be easy to use and understand, especially for those of a very young age
- The website will need to be accessible on multiple devices as different users will use different devices to access the website
- The content on the website must be able to be found easily
- The content must be structured in a clear and easy to follow way
- The website will need to be interesting to accommodate different users with a need to include a variety of content, professional structure and interesting colours and fonts
- The website will need to appear credible in order to engage and retain visitors to the website
- There will need to be positive feedback if implementing a game onto the website
- The information must be credible in order for students and teachers to be able to use it effectively
- The website's appearance will need to be enthusiastic to encourage more visitors to remain engaged
- Inclusion of page suggestions would be beneficial in helping and guiding the user through the website but not in excessive quantities
- There are more primary school children than secondary school children which means the language will have to accommodate these students more or be suitable for any audience
- Historians and those interested in history are a smaller target audience for the website which means there will be more focus on accommodating the other audiences, however, there will still be consideration for historians and those interested in history
- The website must have an appearance that relates to the topic, creating a nostalgic appearance that excites and enthuses all audiences

As is evident above, there were numerous aspects to consider whilst progressing with the project in order to satisfy and provide a high-quality user experience to the relevant target audiences.

After creating the conclusions from the research, I then decided to create four target audience personas to help myself fully understand how to produce a website that suited the main target audiences. These personas related to different age ranges and personalities, helping to address various different target audiences and these can be viewed below:

*The Created Target Audience Personas*

**Persona 1**

**Name:** Johnny Green

**Age:** 8 years

**Occupation:** Full-time primary school student at 'Winnall Primary School'

**Income:** No income as Johnny is not currently working

**Description:** Johnny lives in Winchester and likes to spend his free time playing games and playing football with his friends but he is also a hard-working individual, ensuring that he finishes his homework first before having fun. Johnny has a pet cat called Whiskers and enjoys spending time with Whiskers. One subject Johnny struggles with at school is history, in particular World War 2, and at this current moment in time he has one piece of homework which relates to the Home Front during World War 2. He needs to find a website where he can find information to complete his homework and he needs to find a website which is fun and easy to understand to help himself understand this subject better. Johnny utilises his tablet device to access websites and hopes to find a website that suits his needs.

**Persona 2**

**Name:** Dianne Herald

**Age:** 32 years

**Occupation:** Full-time secondary school history teacher at 'Kings' School' in Winchester

**Income:** £35,008 annually

**Description:** Dianne is a very enthusiastic individual and loves teaching to different students. She graduated from the 'University of Winchester' studying history, obtaining both undergraduate and postgraduate titles. She is married to her husband Brian with two children called Kate and Thomas and a dog called Max and they all live in Winchester. In her spare time, Dianne loves to read about different aspects of history and improve her knowledge as well as spending time with her family. Recently, she has been wanting to teach her students about the Home Front during World War 2 and needs to find a website which is both exciting and interesting in order to encourage more of her students to participate in the next lesson as some of her students are disengaged usually. She also wants to find out more herself and therefore needs to find a website which is easy to understand and also one which is highly credible and accurate with regards to the information provided.

**Persona 3**

**Name:** Andrew Tavern

**Age:** 19 years

**Occupation:** Full-time student at the 'University of Southampton' but works at 'Sainsbury's' in Southampton in a part-time position as a Shop Assistant

**Income:** £7,731.36 annually

**Description:** Andrew has just begun studying History at the 'University of Southampton' and he is enjoying the course very much. During his free time, he likes to participate in different university societies including the history club and playing in the pop band as the main guitarist. Andrew is living in Southampton whilst he studies with his home being situated in Liverpool. At home, he has two cats called Maggie and Tommy and enjoys spending time with them both when visiting home from university. Most recently, Andrew has been assigned an essay task regarding the Home Front during World War 2. Due to the fact that he knows that lowly reputable resources will reduce his final grade on the essay, he therefore needs to find a website which is highly credible that provides accurate and clear information in order to understand and use in the essay. Most of the websites he has viewed so far haven't been useful to the essay and he is still currently searching for a better website.

**Persona 4**

**Name:** Kirsty Brown

**Age:** 43 years

**Occupation:** Full-time Historian

**Income:** £45,427.83 annually

**Description:** Kirsty is very enthusiastic about history and loves to expand her knowledge frequently by exploring various different topics. She is married to her husband David White and lives in Manchester with no pets and no children. In her spare time, Kirsty loves to visit historical places and creates an album of these different places by capturing photographs. Most recently, Kirsty has been wanting to explore more about the Home Front during World War 2 so that she is able to share this with others when presenting to the public. As she wants to collect as much information as possible, she therefore needs to find a website which captures this information in the best way to highlight the key facts easily. She also wants to be able to trust the website she finds, ensuring that the information is of high quality and is credible, otherwise this could damage her reputation as a historian if the facts are incorrect.

This now signified the end of this key task, allowing myself to progress further with other aspects of the project.

## Undertaking Competitor Analysis Research

### General Website Analysis

Another key aspect undertaken before creating the wireframes and building the website included analysing each identified competitor to understand what was successful and what needed improving. This would have helped myself understand which areas to implement successfully in the new website and those to avoid. This analysis included both general advantages and disadvantages as well as viewing how each website included colours and fonts. To begin, I analysed the general advantages and disadvantages of each highlighted competitor website which can be viewed below.

‘Imperial War Museums’ Website (*Imperial War Museums, 2019*) - <https://www.iwm.org.uk/>  
*Advantages/What was Successful*

The image shows a screenshot of the Imperial War Museums website with several annotations:

- IMPERIAL WAR MUSEUMS EXPLORES CONFLICT AND ITS IMPACT ON PEOPLE'S LIVES.** - A red box highlights the main heading, with an arrow pointing to it and the text: "Bold use of fonts for section headings/titles".
- Several links for easy reference in the footer section of the web page** - An arrow points to the footer navigation menu.
- Minimal text is used** - A red box highlights a small text block about a performance, with an arrow pointing to it.
- An easy option for signing up is provided for the user to receive emails** - A red box highlights the "SIGN UP TO OUR ENEWS" form, with an arrow pointing to it.

The footer section includes the following links:

- What we do:** About us, Governance, Projects & partnerships, Collection management, Research, IWM Institute, Press, Jobs
- Plan a Visit:** IWM London, IWM North, IWM Duxford, Churchill War Rooms, HMS Belfort, Exhibitions & Events, Shop
- Support Us:** Membership, Donations, Patrons, Corporate partnerships, Volunteer
- IWM Film & Images:** Media licensing, IWM Film, IWM Prints
- IWM Commercial:** Publishing, Brand licensing, Retail & product development
- IWM Hire:** Film locations, Venue hire

The footer also includes: © IWM 2019, Privacy and cookies / Copyright / Contact us

**IWM IMPERIAL WAR MUSEUMS**

**IWM IMPERIAL WAR MUSEUMS**

LONDON IWM LONDON

LONDON IWM LONDON

**WHAT'S ON**

PERFORMANCE **Field Music at IWM London**  
IWM London  
31 January 2019

EXHIBITION **Last We Forget?**  
IWM North  
Until 24 February

EXHIBITION **Moments of Silence**  
IWM London  
Until 31 March 2019

See more >

Multiple references for navigating to the home page of the website through the logo

A shadow effect is triggered when hovering over some of the images to indicate navigation to another page, enhancing the user experience

A hierarchy of information is included here to distinguish between the tags, titles, places and dates

FIRST WORLD WAR  
**HALL OF REMEMBRANCE**

Explore the story of the never-built Hall of Remembrance and the artworks created to commemorate the First World War

War in an immersive 3D experience.  
[Enter the hall >](#)

Free displays | What's on | Facilities | Getting here

**SIGN UP TO OUR ENEWS**

Sign up for more fascinating stories from our collections and be the first to hear about the latest exhibitions, events and offers from IWM.

EMAIL ADDRESS  
example@iwm.org.uk

Sign up

WHAT TO SEE AT IWM LONDON

There is lots to see and we recommend about two and a half hours for your visit. However, with new galleries, exhibitions, our onsite Cafe and shops, you may want to visit for half a day or longer.

What to see at IWM London

Share this

Simplicity is used throughout the website, emphasising less is more

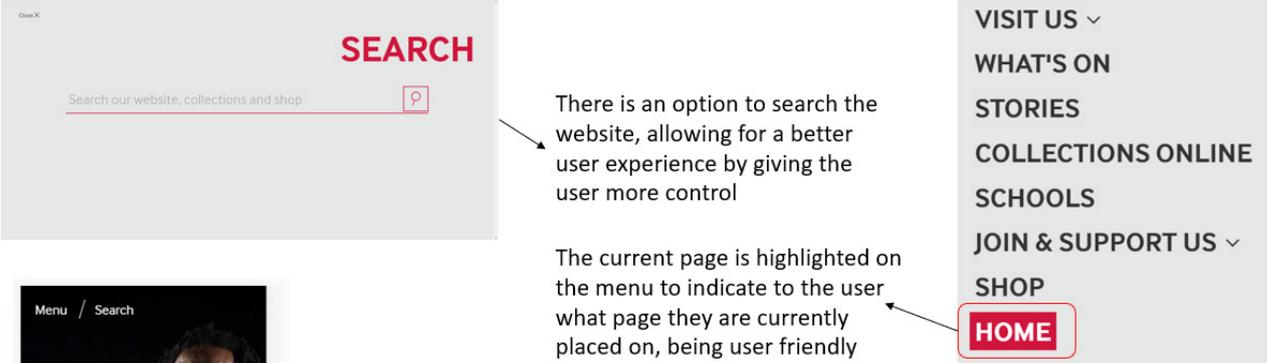
Embedded 'YouTube' video, adding various content

Page bookmarks save the user the time of scrolling down the page manually

Calls-to-action/reminders for the user to sign up to receive 'enews'

Social media links/calls-to-action, encouraging interaction

# HSHF Website Project (Y3S2) Processes Other than Development Work Document – Daniel Wilkins



SEARCH

Search our website, collections and shop

VISIT US ▾  
WHAT'S ON  
STORIES  
COLLECTIONS ONLINE  
SCHOOLS  
JOIN & SUPPORT US ▾  
SHOP  
**HOME**

There is an option to search the website, allowing for a better user experience by giving the user more control

The current page is highlighted on the menu to indicate to the user what page they are currently placed on, being user friendly



The website is mobile and tablet responsive, being more accessible to users

Disadvantages/What Needed Improving

**IMPERIAL WAR MUSEUMS EXPLORES CONFLICT AND ITS IMPACT ON PEOPLE'S LIVES.**

IWM is a family of five museums recording and showcasing experiences of modern conflict. Some of those experiences paint a picture of everyday life in wartime, others give us a glimpse of something exceptional. All of them help us to explore the causes of war and its impact on people's lives.

About us >

There is a considerable amount of blank space in certain areas, creating an empty appearance

Although done deliberately, the placement of elements on the website is sometimes cluttered and unprofessional

**IWM 2019**

Discover what's on at IWM in 2019, including the UK's first major exhibition on the ongoing humanitarian crisis in Yemen and a season devoted to exploring the impact of war on culture.

Find out more >

Close X

**SEARCH**

Search our website, collections and shop

The position of the search bar content could potentially be better if placed vertically central on the page

This may be better without the border surrounding the search bar icon

**IMPERIAL WAR MUSEUMS**

What we do: About us, Governance, Projects & partnerships, Collection management, Research, IWM Institute, Press, Jobs

Plan a Visit: IWM London, IWM North, IWM Duxford, Churchill War Rooms, HMS Belfast, Exhibitions & Events, Shop

Support Us: Membership, Donations, Patrons, Corporate partnerships, Volunteer

**SIGN UP TO OUR ENEWS**

EMAIL ADDRESS: example@iwm.org.uk

Sign up

IWM Film & Images: Media licensing, IWM Film, IWM Prints

IWM Commercial: Publishing, Brand licensing, Retail & product development

IWM Hire: Film locations, Venue hire

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Connect with IWM >

Although there are links within the footer for easy reference, perhaps there are too many and this could be minimised to a few key links

**IWM Shop**

Spitfire Gifts - The iconic plane

Shop now

On the 'Shop' page, the appearance is different to that on the main website, creating inconsistency

**VOLUNTEERING WITH IWM NORTH**

Share this

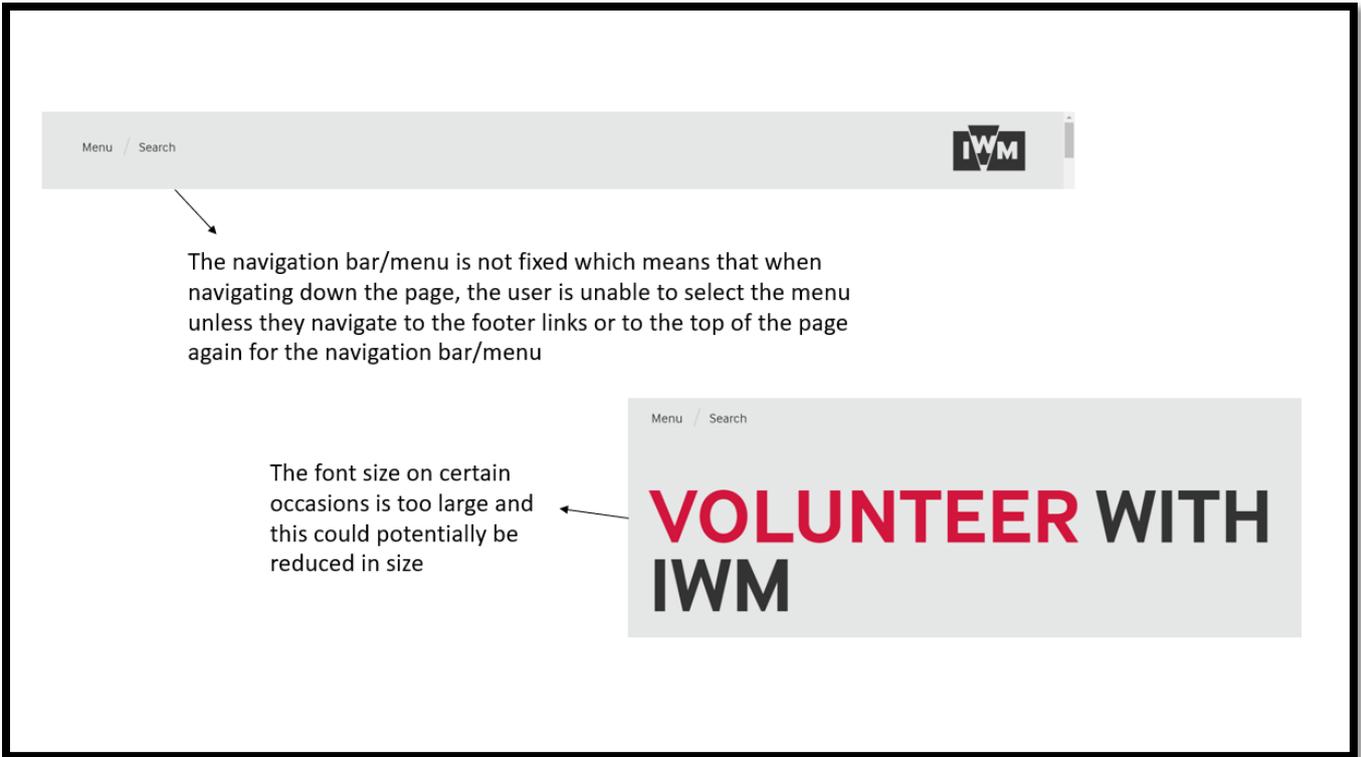
Although the colour scheme and structure of the website is simple and effective, perhaps more variation and colours could be utilised to make certain aspects unique

IWM Shop: Contact, Terms, Delivery, Returns, Account Settings, Register

Sign up for IWM Shop news: Enter e-mail address, Sign up

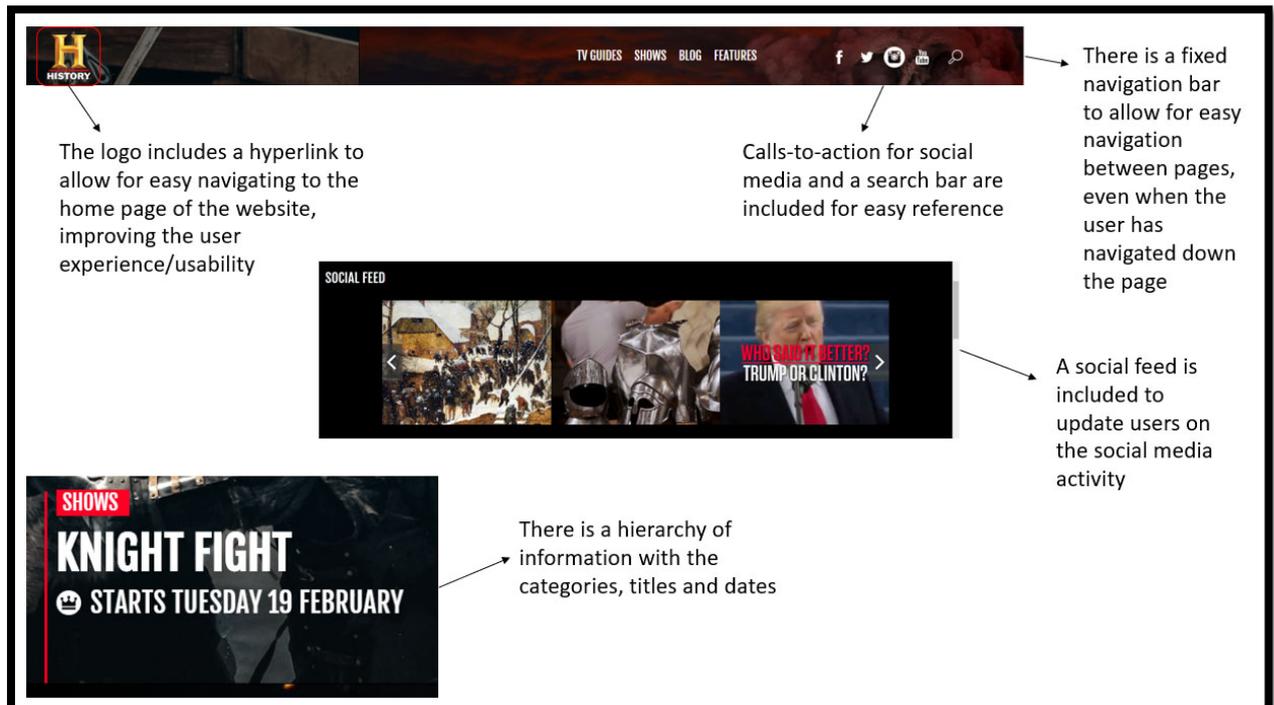
FAQs, Become a Member, About IWM, Tickets, Custom Prints

VISA, Privacy & Cookies, Terms of use, ©Imperial War Museum 2017



'HISTORY' Website (HISTORY, 2019) - <https://www.history.co.uk/>

Advantages/What was Successful



The screenshot shows the top navigation bar of the History website. On the left is the History logo, which is a stylized 'H' with the word 'HISTORY' underneath. To the right of the logo are links for 'TV GUIDES', 'SHOWS', 'BLOG', and 'FEATURES'. Further right are social media icons for Facebook, Twitter, YouTube, and Instagram, along with a search icon. Below the navigation bar is a 'SOCIAL FEED' section with three image thumbnails. The first shows a historical battle scene, the second shows a close-up of armor, and the third shows a man in a suit with the text 'WHO CAN IT BETTER? TRUMP OR CLINTON?'. Below the social feed is a 'SHOWS' section with a large image and the text 'KNIGHT FIGHT STARTS TUESDAY 19 FEBRUARY'.

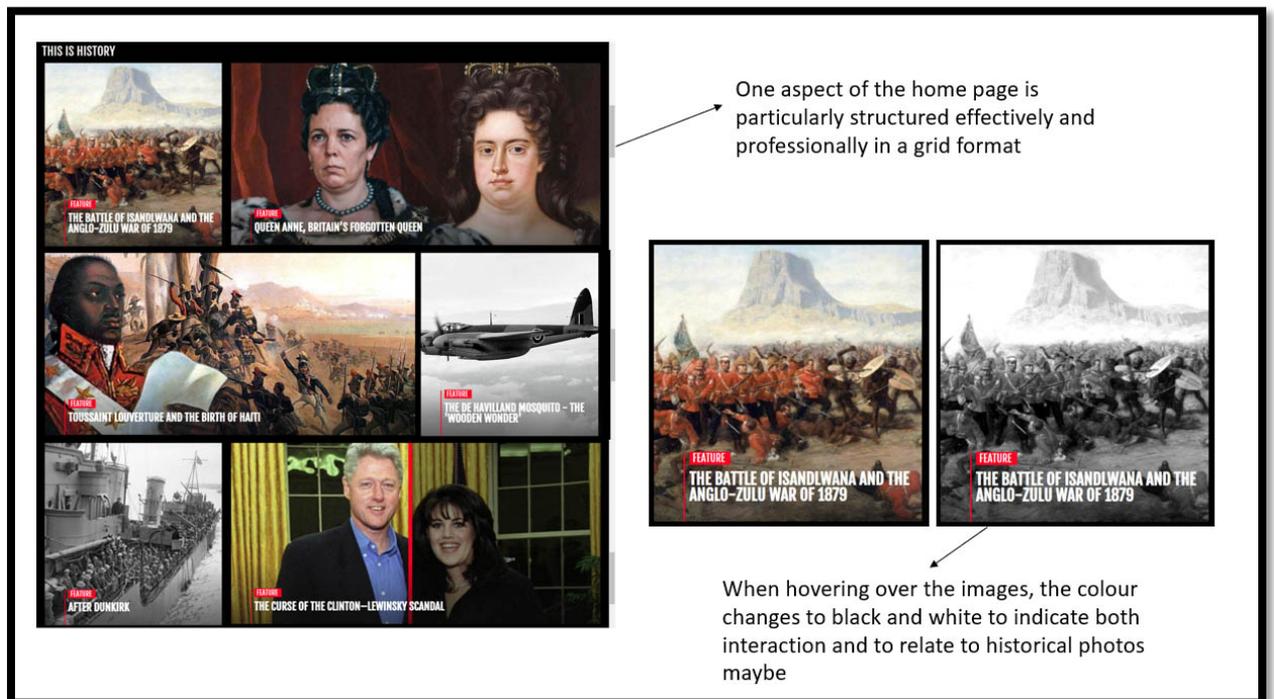
The logo includes a hyperlink to allow for easy navigating to the home page of the website, improving the user experience/usability

There is a fixed navigation bar to allow for easy navigation between pages, even when the user has navigated down the page

Calls-to-action for social media and a search bar are included for easy reference

A social feed is included to update users on the social media activity

There is a hierarchy of information with the categories, titles and dates



The screenshot shows a grid layout of historical content on the History website. The grid is titled 'THIS IS HISTORY' and contains six feature cards. Each card has a red 'FEATURE' label and a title. The cards are: 1. 'THE BATTLE OF ISANDLWANA AND THE ANGLO-ZULU WAR OF 1879' (battle scene), 2. 'QUEEN ANNE, BRITAIN'S FORGOTTEN QUEEN' (portraits), 3. 'TOUSSAINT LOUVERTURE AND THE BIRTH OF HAITI' (historical figure), 4. 'THE DE HAVILLAND MOSQUITO - THE WOODEN WONDER' (airplane), 5. 'AFTER DUNKIRK' (ship), and 6. 'THE CURSE OF THE CLINTON-LEWINSKY SCANDAL' (Clinton and Lewinsky). To the right of the grid, two of the 'THE BATTLE OF ISANDLWANA' cards are shown in a larger view, demonstrating a color change to black and white when hovered over.

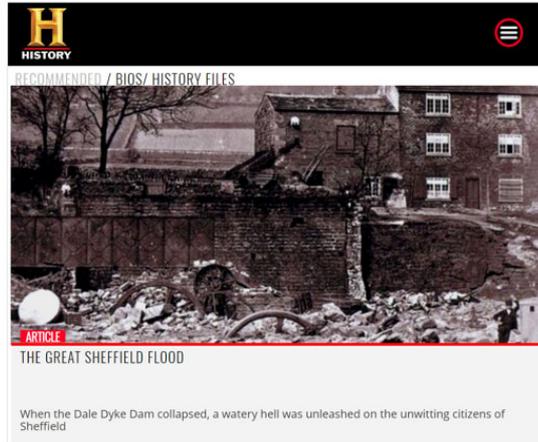
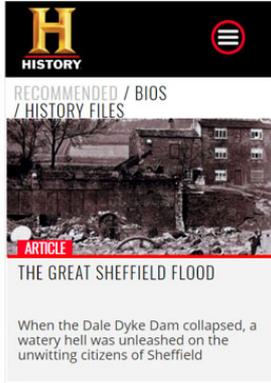
One aspect of the home page is particularly structured effectively and professionally in a grid format

When hovering over the images, the colour changes to black and white to indicate both interaction and to relate to historical photos maybe

SIGN UP NOW TO RECEIVE EMAIL UPDATES ON NEW SERIES, FEATURES, AND MORE FROM YOUR FAVOURITE HISTORY SHOWS

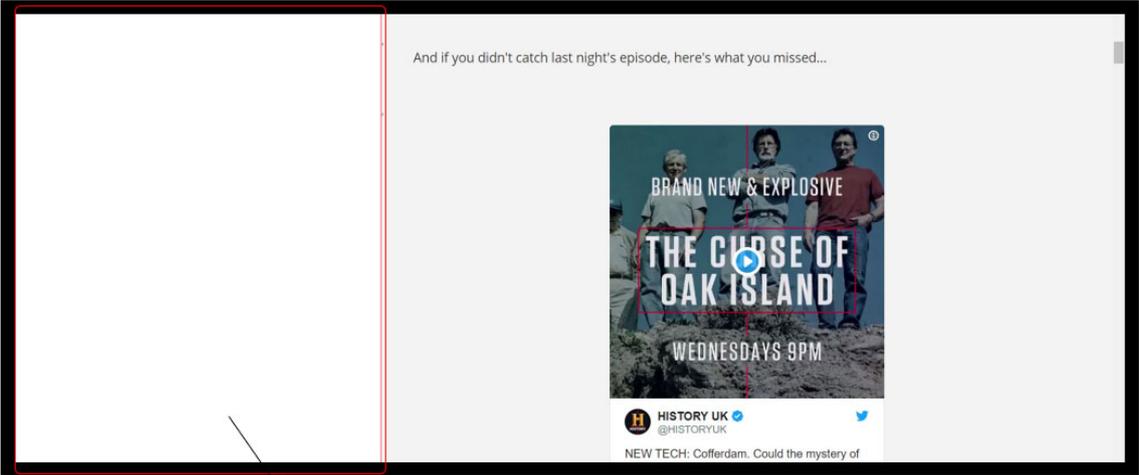
Email address  SUBSCRIBE

Calls-to-action to encourage users to sign up and receive emails about various topics



The website is mobile and tablet responsive, being more accessible to users





And if you didn't catch last night's episode, here's what you missed...

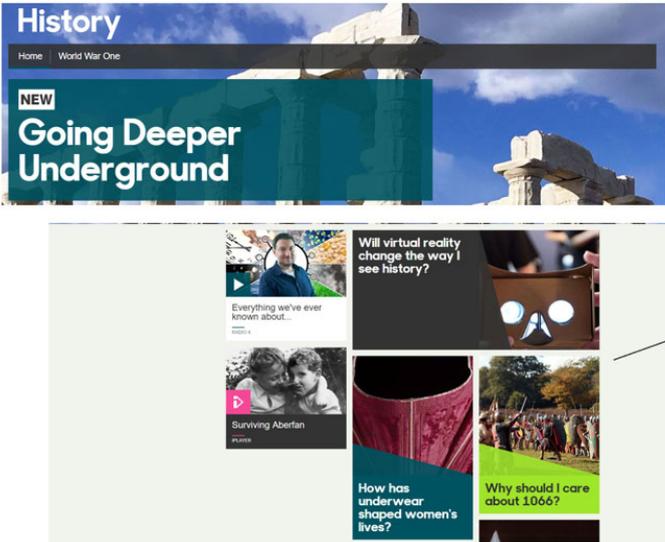
BRAND NEW & EXPLOSIVE  
**THE CURSE OF OAK ISLAND**  
WEDNESDAYS 9PM

HISTORY UK @HISTORYUK  
NEW TECH: Cofferdam. Could the mystery of

There is a blank space on the 'BLOG' page which could be resolved by placing the content in this section near to the top and horizontally placed instead

'BBC History' Website (BBC, 2019) - <https://www.bbc.co.uk/history>

Advantages/What was Successful



The newest topic is highlighted by being placed at the top of the page with the tag 'NEW'

A grid format is used to display different history topics and this acts as a professional and tidy method

There is a show more button/link to allow the user to display more topics -> This also helps to reduce the loading time of the page due to the fact that not everything is needed to be displayed



When mouse movements are made on this section, the background image moves as well, adding interaction to the page and improving the user experience

When selecting a topic and being navigated to the page, bookmarks are included to navigate the user easily to the different sections of the page, improving the user experience again

**1**

### Your country needs you

At the outbreak of war in 1914, the British Army had 700,000 available men. Germany's wartime army was over 3.7 million. When a campaign for volunteers was launched, thousands answered the call to fight. Among them were 250,000 boys and young men under the age of 19, the legal limit for armed service overseas.

For many, their experience of the war was no different to that of the adults they served alongside. It's estimated that around half of those who fought on the front line were wounded, died or taken prisoner. Why did so many boys lie about their age, or give false names so they could leave home and fight in a catastrophic war? And why did the authorities recruiting suitable candidates to serve King and country allow them?

How did Britain let 250,000 underage soldiers fight in World War One?

**4**

### Britain's underage soldiers in WW1

Underage recruits by year: 1914, 1915, 1916, 1917, 1918

1 in 5 underage soldiers discharged within a month

As adult volunteers dropped, more underage soldiers got through

Conscription introduced, underage volunteers no longer needed

They were sent home because they were either too small to fight or they admitted their real age.

Hierarchy of information with diagrams to add variation in content

**How did Britain let 250,000 underage soldiers fight in WW1?**

- Your country needs you
- Boys and young men answer the call
- Conspiracy of silence
- Britain's underage soldiers or WW1?
- Bring the boys home
- Could this happen today?
- Where next?

There is fixed navigation on this page with aspects being highlighted, depending where the user is situated on the page, indicating to the user where they are on the page, improving the user experience

**7**

### Where next?

What can today's soldiers learn from WW1?

Presented by Dr Catherine Ash

How do you find out what your family did in WW1?

Explore BBC History

Remembering soldiers from across Britain & Ireland

Suggestions of further content/topics for the user to view, enhancing the user experience and encouraging them to remain on the website for a longer period of time

When hovering over a topic area, an animation occurs to display to the user that this is to be selected and that it is interactive

The website is mobile and tablet responsive, being more accessible to users

How do you find out what your family did in WW1?

### Boys and young men answer the call

250,000 underage soldiers joined up, but many thousands more tried their luck and were turned away. Why were they so keen? Was it a tide of patriotism, or an escape from hard or dreary lives?



[Transcript \(PDF 270 Kb\)](#)



A variety of content is used throughout on the website to make it more interesting for the user, potentially causing them to become more engaged with what the website provides

Disadvantages/What Needed Improving

In these places, there are blank spaces which could be resolved by restructuring the topics

Too many colours are utilised, detracting from the professionalism potentially (this could also be positive as it distinguishes different topics)

The content is placed in the middle of the page with blank space surrounding this, perhaps being better if filling the entirety of the page instead

Surviving Aberfan

How has underwear shaped women's lives?

Why should I care about 1066?

Shakespeare shape our sense of history?

Spirit in Motion: A Paralympic history

The Great Fire of London: What vision rose from its ashes?

Queen Victoria: The woman who redefined Britain's monarchy

1819 1901

How did so many soldiers survive the trenches?

The Battle of the Somme: 4.4. days of horror

How do you find out what your family did in WW1?

How did Britain let 250,000 underage soldiers fight in WW1?

What did World War One really do for women?

## Colours and Fonts Analysis of Competitor Websites

As previously mentioned, after completing the general analysis of the competitor websites, I also undertook analysis regarding how they utilised fonts and colours on their websites. The purpose of this was to influence and inspire the project I was undertaking, helping myself to understand how to integrate colours and fonts effectively and professionally. This analysis for each website can be seen below.

‘Imperial War Museums’ Website (*Imperial War Museums, 2019*) - <https://www.iwm.org.uk/>  
*Colours Analysis*

**IMPERIAL WAR MUSEUMS EXPLORES CONFLICT AND ITS IMPACT ON PEOPLE'S LIVES.**

**VISIT US**

Key words/information is emphasised through a change in colour/vibrant colours

Not many colours are used throughout, producing a professional appearance that can relate to the feelings of war by creating a nostalgic appearance also

Highlights of colours are used to display interaction or a hyperlink on multiple occasions

**D-DAY 75**

This June marks the 75th anniversary of D-Day, the largest combined naval, air and land operation in the history of warfare.

War collection and three historic sites, HMS Belfast, IWM Duxford and Churchill War Rooms, which experienced first-hand the events of D-Day.

From 1 – 9 June we will retell the extraordinary land, air and sea story through our Second World

**WHAT'S ON**

**TOUR**  
**Duxford Uncovered: The Battle of Britain**  
 IWM Duxford  
 Until the end of April

**EXHIBITION**  
**Lest We Forget?**  
 IWM North  
 Until 24 February

**EXHIBITION**  
**Moments of Silence**  
 IWM London  
 Until 31 March 2019

See more >

**IMPERIAL WAR MUSEUMS**

Connect with IWM >

**What we do**  
 About us  
 Governance  
 Projects & partnerships  
 Collection management  
 Research

**Plan a Visit**  
 IWM London  
 IWM North  
 IWM Duxford  
 Churchill War Rooms  
 HMS Belfast  
 Exhibitions & Events  
 Shop

**Support Us**  
 Membership  
 Donations  
 Patrons  
 Corporate partnerships  
 Volunteer

**SIGN UP TO OUR ENEWS**

EMAIL ADDRESS  
 example@iwm.org.uk

Connect with IWM >

When hovering over certain links/buttons, a change in colour indicates that these can be interacted with on the web page

**About us >**  
 See more >

**About us**  
 Governance  
 Projects & partnerships

**Connect with IWM >**  
 Connect with IWM >

**FIRST WORLD WAR**  
**SOUND RANGING EXPLAINED**

You are on a First World War battlefield. An enemy artillery gun is firing at your lines. Lives are being lost. You need to stop that gun – but how can you stop it if you don't know where it is? **How they did it >**

**IMPERIAL WAR MUSEUMS**

Connect with IWM >

**SIGN UP TO OUR ENEWS**

EMAIL ADDRESS  
 example@iwm.org.uk

Sign up

**IWM Film & Images**  
 Media licensing  
 IWM Film  
 IWM Prints

**IWM Commercial**  
 Publishing  
 Brand licensing  
 Retail & product development

**IWM Hire**  
 Film locations  
 Venue hire

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The colours of the background and font/text contrast each other, making the content easy to read for the user

**IWM IMPERIAL WAR MUSEUMS**

**FACILITIES**

- Eating and drinking**  
Our Café serves a range of handmade British food freshly prepared every day including stone-baked pizzas, healthy salads and snacks, sandwiches and classic puddings.  
[See our menus >](#)
- Shopping at IWM London**  
Our shops offers a wide range of inspiring gifts, from books, clothing and accessories to vintage posters, homeware, toys and souvenirs, all inspired by our collections and the stories they tell.  
[Visit our Online Shop >](#)
- Lockers and luggage**  
We are unable to store large items of luggage or suitcases and these are not permitted in the galleries. The nearest left luggage facility is at Waterloo station. Lockers are available to use for smaller items such as small bags or ruck sacks.

**VISIT US**

- WHAT'S ON**
- STORIES**
- COLLECTIONS ONLINE**
- SCHOOLS**
- JOIN & SUPPORT US** ▾
- SHOP**
- HOME**

**IWM London**

- IWM North
- IWM Duxford
- Churchill War Rooms
- HMS Belfast

**Opening Times** 10am to 6pm every day  
Closed 24, 25 & 26 December

**Free admission**

On different background colours, the colours of the logo are also different to help produce a clear image for the user

A different shade of grey has been used here to help distinguish different facilities into their own sections with their own content and links

The use of a colour here indicates to the user which page they are currently placed on, enhancing the user experience

Here a bold colour for the background has been used to attract the user's attention to entice them to visit the museum

**MANCHESTER**

**IWM NORTH**

Purpose-built to tell the powerful stories of over a century of war, IWM North makes full use of its extraordinary exhibition space to deliver an award-winning immersive experience.

**Opening Times** 10am to 5pm every day  
Closed 24, 25 & 26 December

**Free admission**

**DUXFORD**

**IWM DUXFORD**

Walk through the same hangars and buildings as those who served at RAF Duxford. See aircraft take to the skies from the airfield that Spitfires first flew. And get up close to over a century of aviation with hundreds of aircraft and objects on display.

**Opening Times** 10am to 4pm with AirSpace and the shop open until 5pm  
Closed 24, 25 and 26 December

**Buy Tickets** **Members go free >**

A consistent colour scheme is used throughout the website, creating a professional and consistent appearance

Fonts Analysis

The same font is used as that in the logo on certain occasions for the headings of sections, creating a consistent appearance throughout

A bolder font is used for the headings with capitalisation of letters to introduce the user to the start of a new section on the web page

A different font is used for the paragraphs compared to the headings/subheadings to distinguish different sections clearly

A slightly bolder font is used to indicate that the text here is a hyperlink, indicating to the user that this is to be interacted with

A bold font is used for the headings in the footer section to identify the different sections/categories in the footer, making the information easy to find for the user

Capitalisation is used here to attract the user's attention into signing up for 'enews', encouraging them to become involved

A smaller font is used for these aspects of the footer as they are less important to the user

**TOUR**  
**Duxford Uncovered: The Battle of Britain**  
IWM Duxford  
Until the end of April

**EXHIBITION**  
**Lest We Forget?**  
IWM North  
Until 24 February

**EXHIBITION**  
**Moments of Silence**  
IWM London  
Until 31 March 2019

© IWM Mercury Prize nominated Field Music in IWM London's iconic Atrium. From left to right: David and Peter Brewis

©IWM

Capitalisation and boldness is applied to the main information with a lighter font-weight being applied to the information underneath, creating a hierarchy of information

A smaller font size is used for information under images to not detract the focus from the images but to add additional context to the images for the user (this is something to consider for the new website regarding the image captions)

**MAKING A NEW WORLD**

Our season explores how the First World War has shaped the society we live in today through a programme of free exhibitions, alongside immersive live music, performance and public debates.

[Read more >](#)

**MAKING A NEW WORLD**  
When the First World War ended, a new world began.  
VISIT IMPERIAL WAR MUSEUM LONDON

**IWM'S EARLY YEARS IN 16 IMAGES**

The now iconic 15 inch guns from HMS Ramilies and HMS Resolution outside IWM's Lambeth Road building were installed and unveiled to the public in 1968.

Find out more about the museum's early years and the events that led to IWM London's permanent residence at Lambeth Road in 1936, through 16 images.

[IWM's Early Years in 16 Images](#)

**Eating and drinking**  
Our Café serves a range of handmade British food freshly prepared every day including stone-baked pizzas, healthy salads and snacks, sandwiches and classic puddings.  
[See our menus >](#)

**Shopping at IWM London**  
Our shops offers a wide range of inspiring gifts, from books, clothing and accessories to vintage posters, homeware, toys and souvenirs, all inspired by our collections and the stories they tell.  
[Visit our Online Shop >](#)

**Lockers and luggage**  
We are unable to store large items of luggage or suitcases and these are not permitted in the galleries. The nearest left luggage facility is at Waterloo station. Lockers are available to use for smaller items such as small bags or ruck sacks.

**Accessibility**  
Step-free access to the museum is via the West Entrance. If you're looking at the front of the museum, the West Entrance is located on the right hand side of the building, just past the Café entrance.  
[Our Accessibility Guide >](#)

**Filming and photography**  
You are welcome to take photos and video for personal, non-commercial use. Please avoid the use of flash and tripods, and taking photos or filming people without permission. Please observe signage indicating where photography and filming is not permitted.

**Donations**  
Admission is free but we encourage visitors to support our work to help us share our stories with every generation. You can donate cash or make a quick and easy contactless donation with a credit or debit card by tapping it at various locations around the museum. Alternatively you can donate online now.

**FACILITIES**

For the majority of the time, the text is aligned to the left, creating a tidy and professional appearance

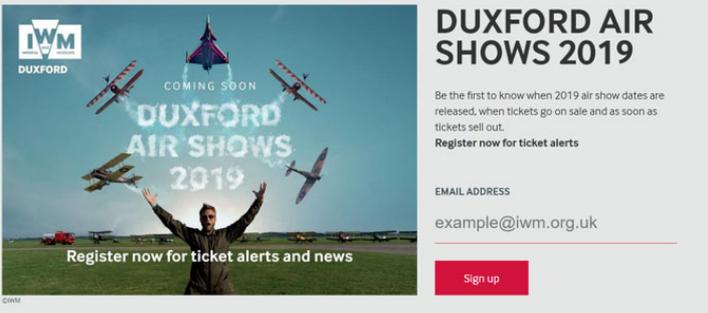
On certain occasions, the text is aligned to the right, adding variation to the page as well as complementing the content beneath

**Share this**  

The font is bold here again to attract the user's attention to 'Share this', increasing the user's engagement/involvement in promoting the business/website



On certain occasions, the placement of images and text alternates to add variation to the page, increasing the user's interest in the content provided



‘HISTORY’ Website (HISTORY, 2019) - <https://www.history.co.uk/>

Colours Analysis

**SHOWS**  
**KNIGHT FIGHT**  
STARTS TUESDAY 19 FEBRUARY

**FEATURES**  
**THE LAGINA BROTHERS: NET WORTH & BIGGEST FINDS**

**ABOUT US**  
ABOUT US  
FAQS  
END US  
ADVERTISING WITH US  
JOBS  
PRIVACY NOTICE  
TERMS AND CONDITIONS  
SITEMAP

**FOLLOW US**  
f | | | |

OUR FAMILY OF BRANDS  
LIFETIME | CRIME INVESTIGATION | | BLAZE

sky | | BT TV | TalkTalk  
130 | 270 | HD 299 | 327 | 327

TV GUIDES | SHOWS | BLOG | FEATURES

Different colours signify the difference between the categories and titles here on the main page

A different colour is used for the heading compared to the links to distinguish that these are different types of content

A different background colour is used for the footer to indicate to the user that this is a new section on the web page

When hovering over the links in the navigation bar, a red line appears, indicating that these can be interacted with

|                     | 15:00-16:00  | 16:00-17:00  | 17:00-18:00   |
|---------------------|--|--|---|
| <b>SUNDAY</b> 27/1  | <b>Forged In Fire</b><br>The Shamsir<br>15:00 - 16:00                      | <b>Forged In Fire</b><br>The Kamplion<br>16:00 - 17:00               | <b>Forged In Fire</b><br>The Kplingo<br>17:00 - 18:00         |
| <b>MONDAY</b> 28/1  | <b>American Pickers</b><br>Oddities & Commodities<br>15:00 - 16:00         | <b>Storage Wars</b><br>FA-La-La-Lala, La-La-Locker!<br>16:00 - 16:30 | <b>Storage Wars</b><br>The Way of the YUJUPI<br>16:30 - 17:00 |
| <b>TUESDAY</b> 29/1 | <b>American Pickers</b><br>Who is the Rarest of them All?<br>15:00 - 16:00 | <b>Storage Wars</b><br>Mary's RE-finds<br>16:00 - 16:30              | <b>Storage Wars</b><br>Crickets and Wickets<br>16:30 - 17:00  |

**RELATED SHOWS**

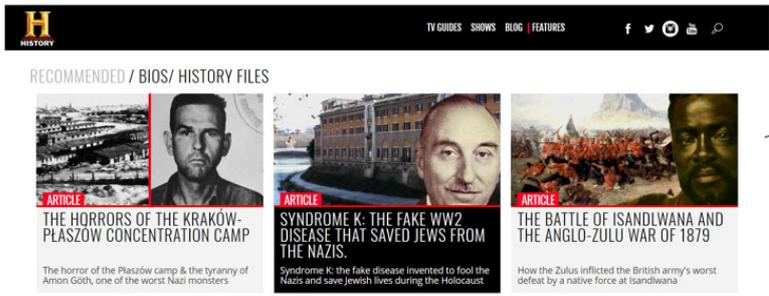
- WWII SECRET ARMY**  
Documentary around the last surviving shadow fighters from WWII.
- FORGED IN FIRE: TOURNAMENT OF CHAMPIONS**  
Four different classics of metalworking professionals will compete over five weeks for the chance to win.
- THE WEAPON MERCHANT**  
Paul Shull seeks out the world's most dangerous weapons and prepares them for use, from vintage rifles to tank batties.
- SECRET WAR ON DRUGS**  
The war on drugs has cost America \$1 trillion in a history that spans five decades.
- OUTLAW CHRONICLES: HELLS ANGELS**  
The Hells Angels motorcycle club reveal all about their secret organisation.
- AMERICAN DIPPER IN LONDON**  
Was RTI James Jack the Dipper?

**CURSE OF OAK ISLAND SERIES 6: YOUR REACTIONS**

The new series of Curse of Oak Island exploded onto your screens last night and we weren't the only ones super excited about it. Here are some of our favourite tweets from last night about the return of this much-treasured show.

Different background colours have been used on the 'BLOG' page to distinguish between different sections of the page, making the appearance clear and obvious to the user

Different colours are used here to indicate to the user what is being shown on today's date, making it clear and obvious to the user



RECOMMENDED / BIOS/ HISTORY FILES

ARTICLE THE HORRORS OF THE KRAKÓW-PLASZÓW CONCENTRATION CAMP  
The horror of the Plaszów camp & the tyranny of Amon Göth, one of the worst Nazi monsters

ARTICLE SYNDROME K: THE FAKE WW2 DISEASE THAT SAVED JEWS FROM THE NAZIS.  
Syndrome K: the fake disease invented to fool the Nazis and save Jewish lives during the Holocaust

ARTICLE THE BATTLE OF ISANDLWANA AND THE ANGLO-ZULU WAR OF 1879  
How the Zulus inflicted the British army's worst defeat by a native force at Isandlwana

1 2 3 4 5 6 7 8 9 ... > >>

TV GUIDES SHOWS BLOG | FEATURES

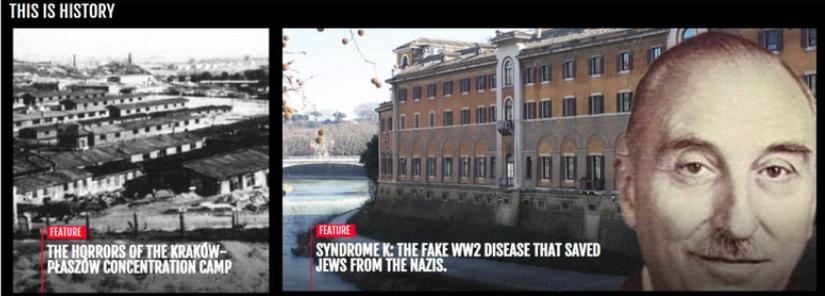
Forged In Fire  
The Shamsir  
15:00 - 16:00

Forged In Fire  
The Shamsir  
15:00 - 16:00

A clear and consistent colour scheme is used throughout, creating a consistent and professional brand

Sometimes colour is used to indicate to the user as to where they are on the website, enhancing the created user experience

When hovering over certain elements, the colour will change to indicate interaction to the user



THIS IS HISTORY

FEATURE THE HORRORS OF THE KRAKÓW-PLASZÓW CONCENTRATION CAMP

FEATURE SYNDROME K: THE FAKE WW2 DISEASE THAT SAVED JEWS FROM THE NAZIS.

SIGN UP NOW TO RECEIVE EMAIL UPDATES ON NEW SERIES, FEATURES, AND MORE FROM YOUR FAVOURITE HISTORY SHOWS

Email address  SUBSCRIBE

The colours used for the backgrounds and fonts contrast each other, making the information easy to read for the user

Fonts Analysis

**SHOWS**  
**FORGED IN FIRE: TOURNAMENT OF CHAMPIONS**  
 THURSDAYS AT 9PM

**FEATURES**  
**THE CURSE OF OAK ISLAND RECAP: SERIES 1- 5**

**THIS IS HISTORY**

**FEATURE**  
 THE HORRORS OF THE KRAKÓW - PEŁSZÓW CONCENTRATION CAMP

**FEATURE**  
 SYNDROME K: THE FAKE WW2 DISEASE THAT SAVED JEWS FROM THE NAZIS.

**ABOUT US**  
 ABOUT US  
 FAQs  
 FIND US  
 ADVERTISE WITH US  
 JOBS  
 PRIVACY NOTICE  
 TERMS AND CONDITIONS  
 SITEMAP

**FOLLOW US**  
 f t i y

The majority of the font is capitalised with different aspects such as categories and titles being identified by either the change in font-weight or font size

Within the footer section, a change in font-weight determines the headings for the footer in this case

< PREVIOUS HOUR

**SUNDAY**  
 27/1

**Forged In Fire**  
 The Shamsir  
 15:00 - 16:00

**Forged In Fire**  
 The Kamplian  
 16:00 - 17:00

**Forged In Fire**  
 The Kpinga  
 17:00 - 18:00

**MONDAY**  
 28/1

**American Pickers**  
 Oddities & Commodities  
 15:00 - 16:00

**Storage Wars**  
 FA-La-La-Lala, La-La-La Locker!  
 16:00 - 16:30

**Storage Wars**  
 The Way of the YUUUP!  
 16:30 - 17:00

**Storage Wars**  
 Goat Tell It on the Mountain  
 17:00 - 17:30

> NEXT HOUR

There are different sized fonts regarding different information with the headings of the TV shows being larger than the topic and time period, displaying a hierarchy of information to the user

**ALL SHOWS**

102 MINUTES THAT CHANGED AMERICA AL MURRAY: WHY DOES EVERYONE HATE THE ENGLISH? ALCATRAZ: SEARCH FOR THE TRUTH  
 ALIEN FILES: UNSEALED ALONE: REDEMPTION AMELIA EARHART: THE LOST EVIDENCE  
 AMERICAN PICKERS AMERICAN RESTORATION AMERICAN RIPPER IN LONDON  
 ANCIENT ALIENS ANCIENT ASSASSINS ANCIENT IMPOSSIBLE  
 ANCIENT TOP 10 APOCALYPSE HOW? AX MEN  
 BARBARIANS RISING BEHIND BARS BIG EASY MOTORS

Letter spacing has been used here, adding variation and uniqueness to the 'SHOWS' page

# CURSE OF OAK ISLAND SERIES 6: YOUR REACTIONS

The new series of Curse of Oak Island exploded onto your screens last night and we weren't the only ones super excited about it. Here are some of our favourite tweets from last night about the return of this much-treasured show.

**RELATED SHOWS**

**WWII SECRET ARMY**  
Documentary around the last surviving shadow fighters from WWII.

**FORGED IN FIRE: TOURNAMENT OF CHAMPIONS**  
Four different classes of metalsmithing professionals will compete over five weeks for the chance to win

**THE WEAPON HUNTER**  
Paul Shull searches for the wildest weapons and prepares them for use, from sword fights to tank battles.

On the 'BLOG' page, different fonts have been used to differentiate between headings and the descriptions/information provided underneath -> The headings are bolder and capitalised compared to the descriptions/information underneath

A different font and font size is used for captions regarding video and photo content, signifying that this is a different type of information on the web page to the user and to not detract from the provided images but to add context for the user



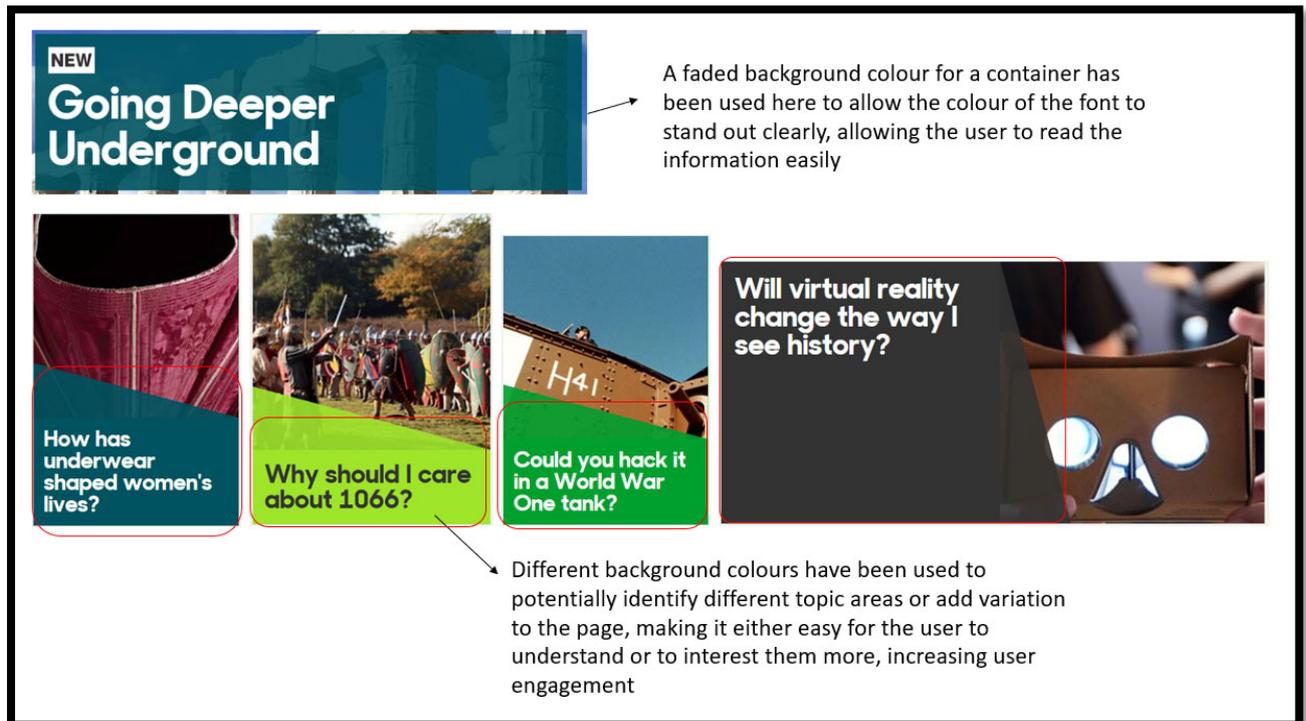
Curse of Oak Island



Curse of Oak Island Series 6

'BBC History' Website (BBC, 2019) - <https://www.bbc.co.uk/history>

Colours Analysis



**NEW**  
**Going Deeper Underground**

How has underwear shaped women's lives?

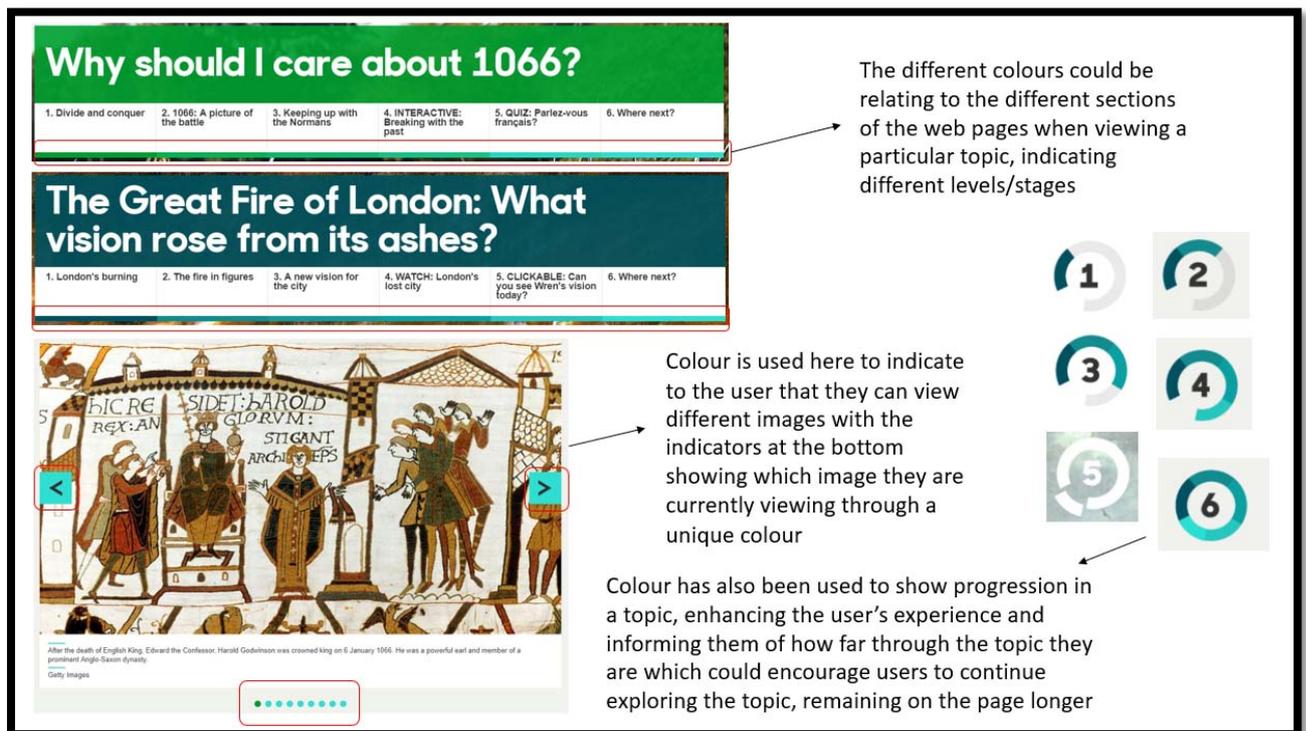
Why should I care about 1066?

Could you hack it in a World War One tank?

Will virtual reality change the way I see history?

A faded background colour for a container has been used here to allow the colour of the font to stand out clearly, allowing the user to read the information easily

Different background colours have been used to potentially identify different topic areas or add variation to the page, making it either easy for the user to understand or to interest them more, increasing user engagement



**Why should I care about 1066?**

|                       |                                  |                                |  |                                |                |
|-----------------------|----------------------------------|--------------------------------|--|--------------------------------|----------------|
| 1. Divide and conquer | 2. 1066: A picture of the battle | 3. Keeping up with the Normans | 4. INTERACTIVE: Breaking with the past | 5. QUIZ: Parlez-vous français? | 6. Where next? |
|-----------------------|----------------------------------|--------------------------------|--|--------------------------------|----------------|

**The Great Fire of London: What vision rose from its ashes?**

|                     |                        |                              |                              |  |                |
|---------------------|------------------------|------------------------------|------------------------------|--|----------------|
| 1. London's burning | 2. The fire in figures | 3. A new vision for the city | 4. WATCH: London's lost city | 5. CLICKABLE: Can you see Wren's vision today? | 6. Where next? |
|---------------------|------------------------|------------------------------|------------------------------|--|----------------|

Colour is used here to indicate to the user that they can view different images with the indicators at the bottom showing which image they are currently viewing through a unique colour

Colour has also been used to show progression in a topic, enhancing the user's experience and informing them of how far through the topic they are which could encourage users to continue exploring the topic, remaining on the page longer

The screenshot shows a website page with a navigation menu at the top containing 'Home' and 'World War One'. Below the menu is a table of contents for the article 'How did so many soldiers survive the trenches?'. The first item, '1. The myth of trench warfare', is highlighted in red. The main content area features a section header 'The myth of trench warfare' with a sub-header '1' and a small image. Below this is another section '2. A typical day on the frontline' with a sub-header '2' and a grid of images. Annotations with arrows point to the red highlights and the different background colors of the sections.

Active links are indicated by colour, indicating to the user where they are situated with regards to the website

Different sections contain different background colours to signify to the user that there is a start to a new section

The screenshot shows a website page with a green navigation bar containing the title 'Why should I care about 1066?'. Below the bar is a table of contents with six items: '1. Divide and conquer', '2. 1066: A picture of the battle', '3. Keeping up with the Normans', '4. INTERACTIVE: Breaking with the past', '5. QUIZ: Parlez-vous français?', and '6. Where next?'. The first item is highlighted in red. Below the table are two square icons with a hand cursor, one of which is highlighted in red. At the bottom, a blue navigation bar contains the word 'History' and a sub-menu with 'Home' and 'World War One'. Annotations with arrows point to the red highlights and the hand cursor icons.

When hovering over certain elements, the colour will change to indicate to the user that these elements can be interacted with

Colour is used here to signify that this section is a form of navigation bar

Fonts Analysis

**NEW**

**Going Deeper Underground**

**Why should I care about 1066?**

**How did Shakespeare shape our sense of history?**

**How did Shakespeare shape our sense of history?**

1. Elizabethan blockbusters 2. Shakespeare's history plays 3. England's identity crisis 4. **CLICK: Not for an age, but for all time** 5. Where next?

Capitalisation is used here for the 'NEW' font to help emphasise that this has recently been included and that the user of the website should read about this

Bold and clear fonts are used for the main page of the history section of the BBC website, producing a professional, aesthetically pleasing and clear outcome to the user

A bold font is also used for the titles of the topic pages but this time, the fonts are bigger in font sizes due to the fact that these are the titles of the web pages

Smaller font sizes and font-weights are used for the navigation aspect to both create a hierarchy of information as well as signifying that this section is different to the section above it

**1**

**Elizabethan blockbusters**

Although Hamlet and Romeo and Juliet are now Shakespeare's most performed plays, that was not always the case. Thanks to their heady mix of nationalism, soap opera and tabloid scandal, in his own time we think it was probably his history plays that packed playhouses. We now believe Henry IV Pt. 1 was his most reprinted play in his day.

By delving into the past, Shakespeare helped his audiences confront the issues of their time.

**Presented by Professor Robert Bartlett**  
Presenter and historian

**Elizabethan blockbusters**

Although Hamlet and Romeo and Juliet are now Shakespeare's most performed plays, that was not always the case. Thanks to their heady mix of nationalism, soap opera and tabloid scandal, in his own time we think it was probably his history plays that packed playhouses. We now believe Henry IV Pt. 1 was his most reprinted play in his day.

By delving into the past, Shakespeare helped his audiences confront the issues of their time.

BBC/Carnival Film & Television Ltd/Robert Viglasky

Different fonts are also used for the headings and paragraph text to again signify a difference in their relevance

The titles of the sections of the topic pages are bolder in font-weight and bigger in font size with the paragraph text underneath of a different font-weight and size, symbolising a hierarchy of information and making it easier to read for the user

A hierarchy of information is also present here with the font for the name of the presenter being bold as this is the most important information included and the additional information being provided in a lighter font-weight

A slightly smaller font is used here for the caption as this information has lower importance than the other provided information and this also helps to not detract from the provided image

### Haig's trench-busters

In 1916 the British developed a new weapon designed to break the deadlock on the Western Front. It was codenamed the "water-tank". The pioneers who fought inside them were drawn from various parts of the British Army, and few had any idea what to expect. Before going into action, they would have learned the perils of operating inside one of these deadly machines.

Modern tanks are a jumble of exposed brackets, junction boxes, and hard angles that cut and bruise the ingénue crewman as he learns to slink about the inside. However, inside early vehicles like the Mark IV, there were all manner of additional hazards, like exposed scalding pipes and moving machinery. Once committed to battle, the first tank men also discovered that the armour plate 'spalled', sending small shards of metal around the tank's inside, as it stopped bullets and fragments on the outside. Chainmail face masks were quickly improvised to protect them.

Early tanks were agonizingly slow in their movements and the soldiers inside must have felt like sitting ducks. But the tanks soon spread panic in German lines and demonstrated their potential to change the face of war. When the British tanks went forward, the terrified German soldiers threw everything they had at them - including machine gun fire, grenades and mortars - to try to destroy the metal beasts. They became one of the most dangerous places to be in World War One.

### Where next?

**The Battle of the Somme: 141 days of horror**



**3 June 1927**

**The Ryder Cup begins in earnest**

1927's Ryder Cup was the first properly official competition, with formal rules drawn up alongside a British and American selection process.

It was also the first time the Ryder Cup was contested in America, at the Worcester Country Club, Massachusetts. It was a struggle to raise travel costs for the nine-strong British team, and once secured they faced a rough six day transatlantic crossing. It was rough for the British golfers on the course as well, and they were beaten comfortably by the Americans, 9 ½ points to 2 ½. Because of the logistical problems, it was decided in future the Ryder Cup would be played every second year.

**“I don't think you would have missed that putt, but in these circumstances, I would never give you the opportunity!”**

Jack Nicklaus' comment to Tony Jacklin after Nicklaus' famous concession

Throughout the website, the font is aligned to the left which helps to produce a tidy and professional appearance throughout, improving the website's credibility

The quote here has been placed in a very large font to help it differentiate itself and be clear to the user as well as encouraging the user to read it and become interested -> The text underneath is smaller to indicate where the quote has originated from, adding context in a way which doesn't detract from the quote itself

## Conclusions

From undertaking this analysis, I understood that colour wasn't overused and that colour could have been utilised to symbolise importance/hierarchy as well as different types of fonts. I also understood different characteristics of fonts as well as colour could have been used to indicate interactivity, acting as a visual aid for the user. One final key aspect to note is that I understood that information/content was provided in a clear and professional format to help users find what they wanted faster. These aspects as well as others were considered when progressing further with the project.

## Undertaking Development Research

### Introduction

As well as undertaking research regarding areas such as competitors, I also believed it would have been beneficial to undertake research regarding website design/development trends and guidelines. This was because this would have allowed myself to understand what worked successfully and what to consider when building the 'Home Sweet Home Front' website to help it appear modern in the industry. This can be viewed within this section.

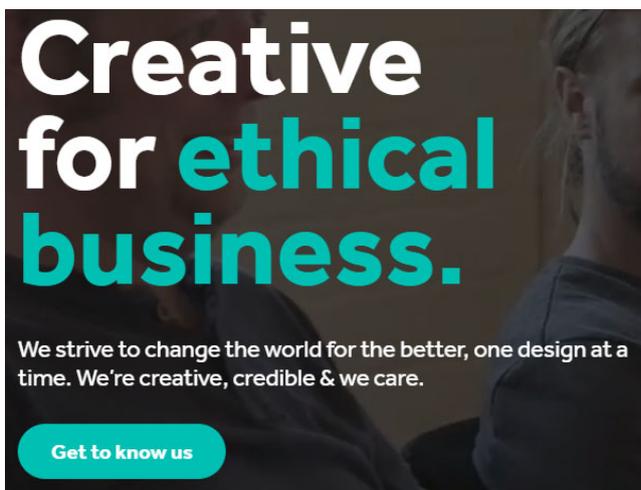
### Website Design/Development Trends for 2019

To begin, I undertook some research regarding trends to help myself understand aspects I could have possibly integrated into the 'Home Sweet Home Front' website to make it modern and so that it would have followed the latest trends. From doing this, I then listed the key points with some examples to help visualise some key points. Although some listed didn't relate to the website itself, this still helped myself to understand as a developer what was current within the industry. This can be viewed below:

#### *The Key Research*

- **Progressive Website Applications** (Batic, 2018)
- **Single page websites** (Batic, 2018)
- **Static web pages** (Batic, 2018)
- **Push notifications** (Batic, 2018)
- **JavaScript frameworks** (Singh, 2018)
- **Mobile devices are most popular/Mobile Design** (Singh, 2018)
- **AI/Chatbots** (FATbit Chef, n.d.)
- **Bold colours** (FATbit Chef, n.d.) (*Examples below*)

#### 'Studio Republic' Website



(STUDIO REPUBLIC, 2019)

‘Mud’ Website

## Latest from the Journal



13 Nov 2018

### Back end developer position

We're recruiting for a talented, enthusiastic back-end developer to join our team.



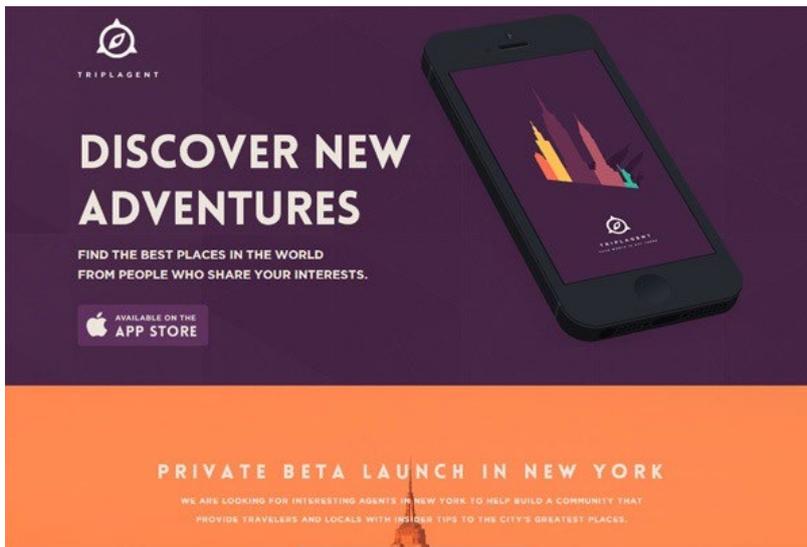
2 Nov 2018

### Front-End Developer Position

We're recruiting for a Front-End Developer to join our team in our offices in beautiful Bath.

(Mud, 2019)

‘Triplagent’ Website



(WebFX, n.d.)

- **Innovative Typography** (FATbit Chef, n.d.) *(Examples below)*

‘Noughts & Ones’ Website



(Noughts & Ones, 2018)

## About us

Huxley is a small but experienced team of developers, designers and marketing experts

Who set up an agency together in 2015. We make progressive websites, supporting content and offer other marketing services in order to help businesses achieve their potential. We are professional and creative. We're a close team who focus on one project at time, making sure our work is of an award winning quality.

(Noughts & Ones, 2018)

## 'Salesian College' Website

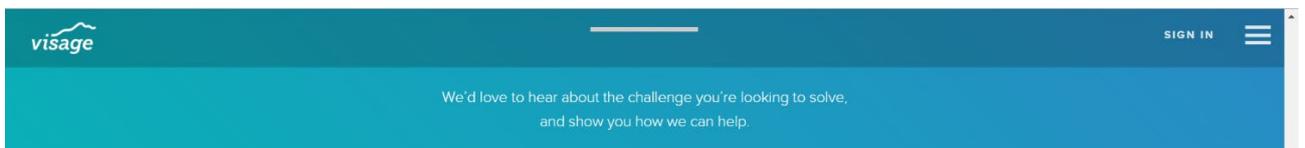


(Salesian College

Chadstone, 2019)

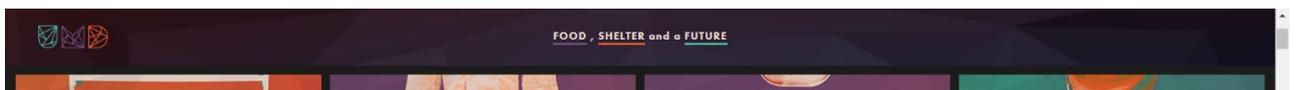
- **Blockchains** (FATbit Chef, n.d.)
- **Photos and Videos** (FATbit Chef, n.d.)
- **Better Support Online** (FATbit Chef, n.d.)
- **Floating Navigation Menus** (FATbit Chef, n.d.) (*Examples below*)

## 'Visage' Website



(Visage, 2019)

## 'Names for Change' Website



(Names for Change, n.d.)

## 'Papertelevision' Website

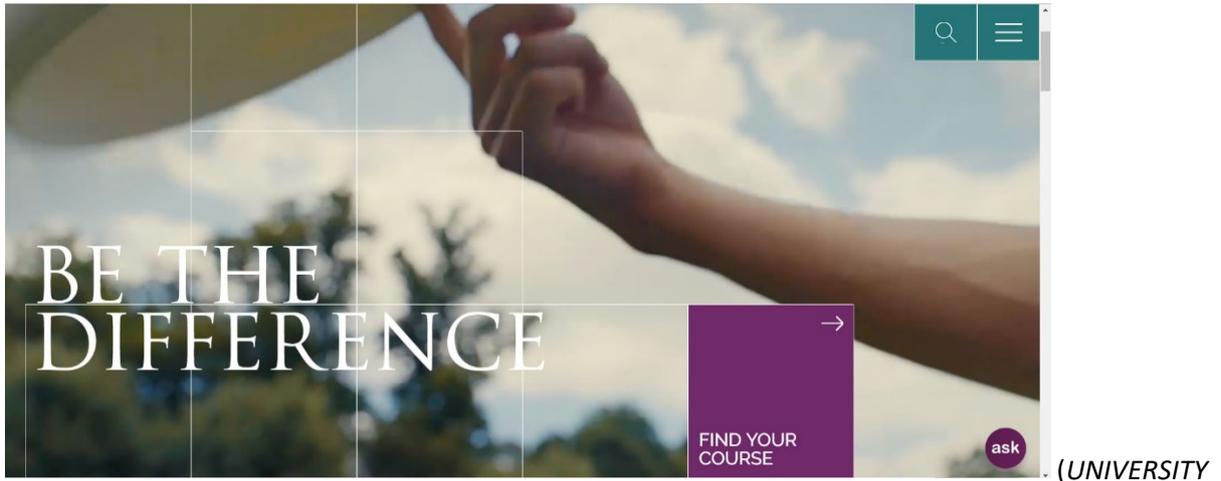


(Papertelevision, 2016)

- **Fast Performing Websites/High-speed** (Johns, n.d.)

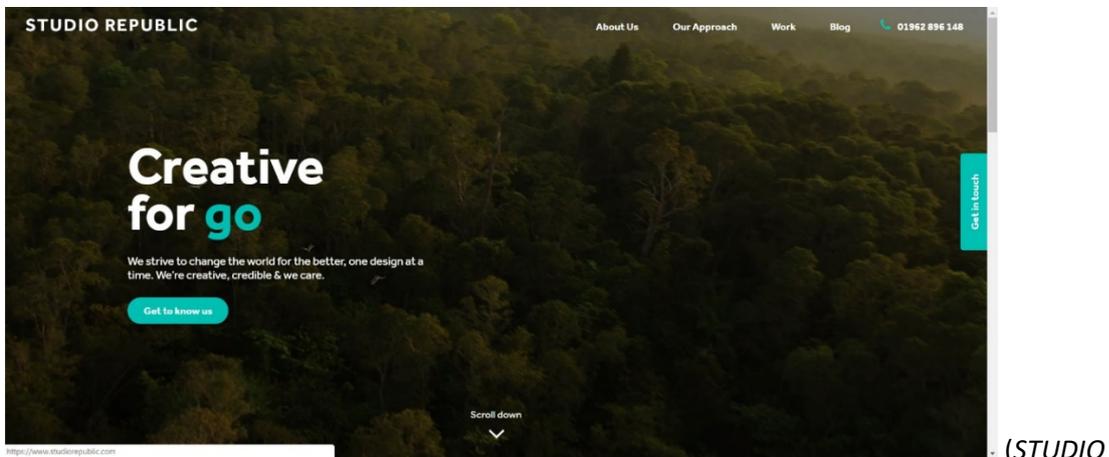
- **Video Backgrounds (Examples below)** (Johns, n.d.)

'University of Winchester' Website



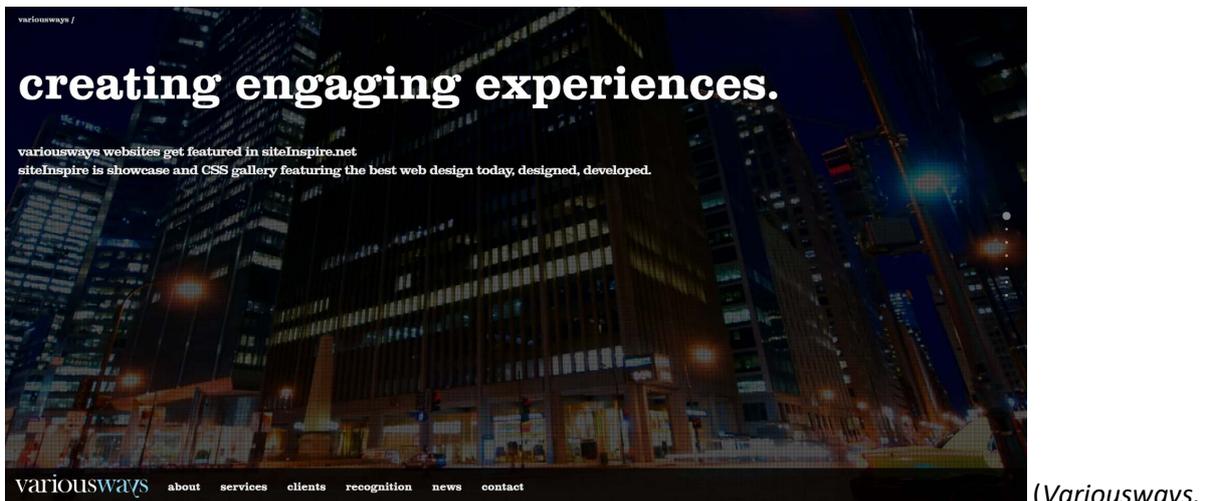
OF WINCHESTER, n.d.)

'Studio Republic' Website



REPUBLIC, 2019)

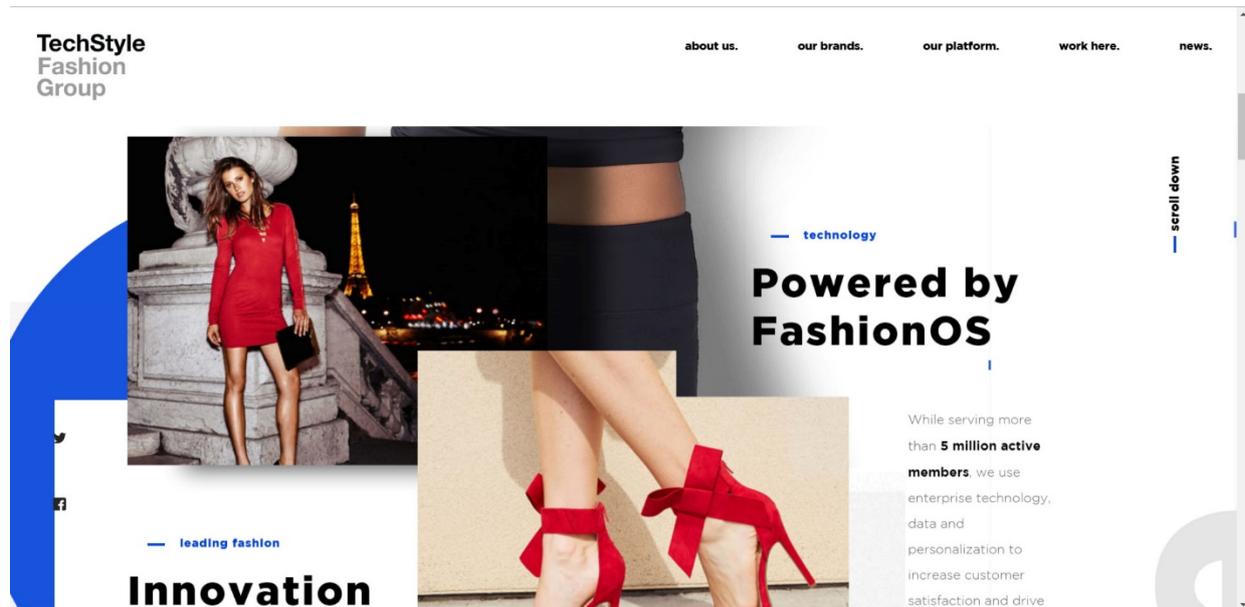
'Variousways' Website



2019)

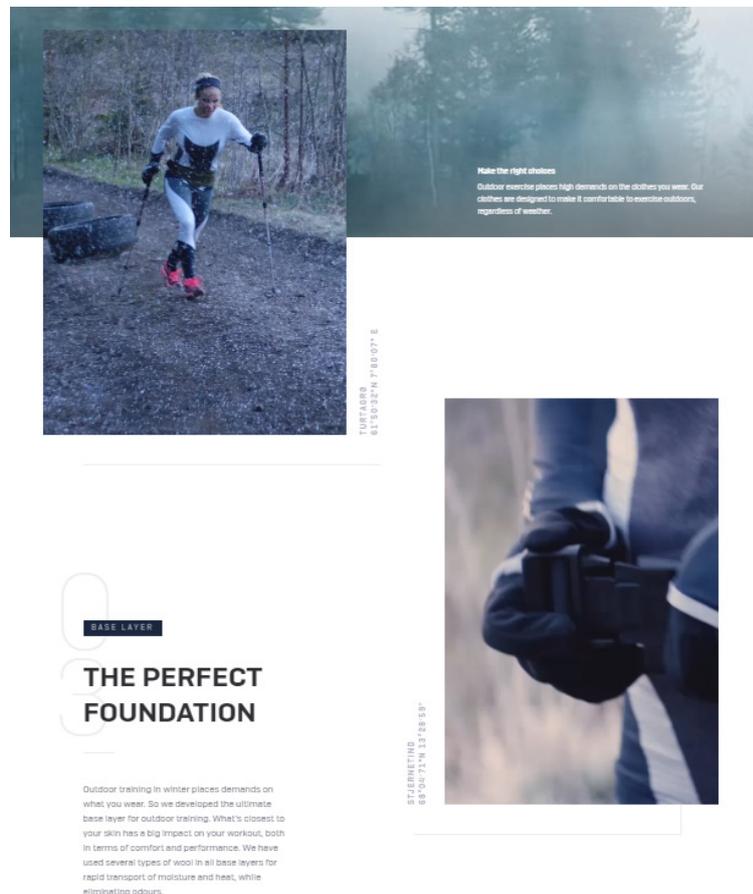
- **Asymmetrical Layouts** (Soave, 2017) (Examples below)

‘TechStyle Fashion Group’ Website



**Innovation**  
(TechStyle Fashion Group, 2017)

‘Rottefella’ Website



(Rottefella, 2017)

## Best Website Practices

Following on from the previous research, I thought it would have also been beneficial to understand the best practices for websites as this would have helped myself when creating the new 'Home Sweet Home Front' website. This would have helped myself to understand what to include and what to avoid in order to create a fully professional and sophisticated outcome. The key points from this research can be viewed below:

### *The Key Research*

- Ensure that the branding is consistent throughout the website otherwise this can become stressful and confusing for the user (Sellers, 2018)
- Ensure that strong calls-to-action are included as these are very important in converting website visitors into leads (Sellers, 2018)
- Also ensure that strong calls-to-action are placed in the correct places, for example 'Learn More' buttons could be situated higher on the page with a contact form being situated at the bottom of the page (Sellers, 2018)
- The website must be quick to load (Sellers, 2018)
- The website must be suitable for all devices (it must be responsive) (Sellers, 2018)
- The navigation on the website must be easy and simple (Sellers, 2018)
- Horizontal top navigation is a website design standard (Sellers, 2018)
- Search bars are important, allowing users to search through lots of content (Sellers, 2018)
- Contact information should be included in the right corner of the navigation bar (Sellers, 2018)
- Sticky 'back-to-top' buttons are good to include to allow the user to be able to navigate back to the top of a page when having scrolled down a page (Sellers, 2018)
- The photographs included must be of high quality (Sellers, 2018)
- The colour scheme of the website must represent the brand (Sellers, 2018)
- The colours of the background and text must contrast each other (Sellers, 2018)
- Ensure that the design focuses on the user experience (Pines, 2018)
- Ensure that the website can be scanned as people don't read websites (Pines, 2018)
- Make it easy to find interactive buttons/links for the user (Pines, 2018)
- Ensure the website is usable (Pines, 2018)
- Ensure there is a clear and consistent design for the users as this helps users to become familiar with the website (Pines, 2018)
- Make sure that URL, button and navigation placement is solely focused on the usability before integrating the design aspect (Pines, 2018)
- Ensure you know who the target audience is to create the best outcome (Pines, 2018)
- Highlight the most important aspects on the website to create a visual hierarchy (Pines, 2018)

From this research, I understood that the user needed to be considered before other aspects were implemented as well as making sure that the website would have needed to have been clear and easy to use for the user.

## Website Guidelines

### Introduction

Another aspect of research I undertook related to website guidelines similar to that of the best website practices. This would have also helped myself understand which areas to implement into the new 'Home Sweet Home Front' as well as those which I shouldn't have considered including to improve the user experience and produce the best possible outcome.

### Viewing an Article Online (Devaney, 2016)

Firstly, I began this process by viewing an article online and listing the key points from this research which can be viewed below:

#### *Simplicity*

- Don't utilise too many colours (no more than 5 colours)
- Ensure that the fonts/typography can be read by the user and that there aren't several colours used (no more than 3 fonts with 3 different font sizes)
- When including graphics, ensure they aren't included unless they are important in helping users to complete actions

#### *Visual Hierarchy*

- This involves arranging a website's features to encourage users to move towards the more important aspects before viewing the others
- Change the position, colour or size of aspects to make them more visually important
- The majority of website visitors view a website from left to right

#### *Navigation*

- Ensure that there is intuitive navigation
- Make sure the structure of the primary navigation is simple and placed in a place near the top of the web page
- Make sure that navigation is also included in the footer section
- Breadcrumbs are useful to show the user the path they have travelled through to be situated on the page they are on
- Ensure there is a search box in a place near to the top of the web page
- Don't provide excessive navigation options
- Ensure that the navigation isn't higher than three levels deep
- Keep the navigation the same on each page

#### *Consistency*

- The appearance must be consistent throughout all web pages including aspects such as colours, fonts and writing tone
- Create different structures for certain pages

#### *Accessibility*

- The website must be compatible with different devices, operating systems and website browsers
- Add 'alt-text' to all images and other methods to improve accessibility

### *Conventionality*

- Users have become familiar with main navigation being placed either at the top or on the left of a web page
- Users have become familiar with logos being placed either at the top left or centre of a web page
- Users have become familiar with the logo being able to navigate them back to the home page if selected
- Users have become familiar with links changing either their colour or appearance when hovering over them on a web page
- Use icons to distinguish different aspects e.g. a shopping cart icon relates to an ecommerce website
- Ensure that when creating a website that the conventions are abided by otherwise this can cause confusion for the user

### *Credibility*

- Website design conventions help improve a website's credibility which means that these are beneficial to include
- Be honest about the product/service provided on the website to help build credibility

### *User-Centricity*

- Undertake user testing to collect and integrate user feedback
- Ensure that when creating a website, you are thinking about the user and not yourself to create the best user experience possible

As is evident above, some elements were repeated from the previous research, however this highlighted that some elements were very important to consider when producing a website. The main aspect was understanding the user and to create a website which best suited their needs and not the needs of the person creating the website. Another key aspect understood was that the new website would have not needed to have been overcomplicated but simple to both keep users interested and to not cause confusion or frustration.

### ‘WCAG 2.1’ (GOV.UK, 2018)

After viewing the initial article shown above, I then decided to revisit the ‘Website Content Accessibility Guidelines’ with the summary provided on the ‘GOV.UK’ website. This was because I had utilised this in projects before to gain an understanding of how to make a website accessible to all users and believed this to be a good resource. This would have also helped solidify the research found previously. From viewing this, I noted down the notes based on the content provided on the ‘GOV.UK’ website. This can be viewed below:

#### *Overview*

- These are a recognised set of recommendations for improving web accessibility
- The guidelines explain of how to make content on the web accessible to everyone
- This includes people with vision, hearing, mobility and thinking and understanding impairments
- WCAG 2.1 is based on the design principles of being perceivable, operable, understandable and robust
- These guidelines help understanding of the ways in which different people interact with web content
- Ways of interaction includes using a keyboard instead of a mouse, changing browser settings to be able to read content, using a screen reader, using a screen magnifier and using voice commands
- This applies to every part of a project including the code and content

#### *Perceivable*

- Need to ensure that users can recognise and use a service with their available senses
- Use ‘alt text’ to provide a text alternative for content that doesn’t include text such as images
- Produce audio and video transcripts
- Video captions
- Logical content structure that can be navigated and read by a screen reader
- Ensure a proper markup is used for all aspects such as data tables
- Don’t solely use colour to provide an explanation for something
- Ensure that font and background colours contrast each other
- Ensure all features can still be used when increasing the font size
- Don’t include images of text
- Ensure responsiveness is included
- Assistive technologies compatibility

#### *Operable*

- This means that users must be able to find and use provided content through any method
- Ensure everything functions for people using only keyboards
- Allow people to have control over moving content
- Don’t use blinking/flashing content and allow the user to turn off animations
- Include ‘skip to content’ links
- Descriptive page and frame titles
- Allow for easy navigation through content
- Descriptive links
- Include meaningful headings and labels

- Include 'active focus' for people using keyboards
- Only use mouse events, dynamic interactions and other similar aspects when required
- Allow users to easily turn off and modify shortcut keys

### *Understandable*

- This means that users must be able to understand content and how a product functions
- Use simple language
- Don't use words and phrases that aren't fully known
- Explain abbreviations/acronyms
- Ensure it is stated which language the content is
- Ensure features appear consistently and behave in ways that are understood easily by the user
- Ensure that all fields on forms contain visible and meaningful labels
- Allow users to easily notice and correct form errors

### *Robust*

- This relates to ensuring that several technologies can properly understand the content included on the service
- Utilise valid HTML
- Ensure that the code informs assistive technologies about each interface component's purpose, its current state and if this will change
- Ensure status messages and modal dialogs can inform users of where they are and their purpose as well as being able to allow for interaction via assistive technologies
- Ensure that the user can then return to where they were after the interaction stated above

From this research, I understood that I needed to address several areas in order to make the website fully accessible and professional. This now signified the end of the research regarding aspects such as trends and guidelines.

## Technologies to Potentially Utilise

As well as research regarding aspects such as trends and guidelines, I also decided to undertake some research regarding different technologies to understand if I could have utilised these within the new 'Home Sweet Home Front' website. The key technologies identified as well as information about them can be viewed in this section. As the project was based towards front-end website development, this therefore influenced the decision to highlight those technologies based around this area.

### 'JavaScript' Technologies

#### 'JavaScript'

- This is beneficial in making a website dynamic (Eschweiler, 2018)
- 'JavaScript' knowledge is needed for both front-end and back-end frameworks (Eschweiler, 2018)
- 'JavaScript' can allow for many various functions (Eschweiler, 2018)

#### 'TypeScript'

- This is an addition to 'JavaScript' (Eschweiler, 2018)
- This is used with 'JavaScript' (Eschweiler, 2018)
- This allows applications to scale (Hejlsberg, 2017)
- You can integrate several different 'JavaScript' libraries (*TypeScript*, 2012)
- This is open source (*TypeScript*, 2012)

#### 'Angular'

- This is used to build client applications in 'HTML' and 'JavaScript'/'TypeScript' (Eschweiler, 2018)
- 'Angular' is one of the most popular choices regarding frameworks when building single-page website applications (Eschweiler, 2018)
- This is becoming more popular with companies, potentially identifying it as an industry standard technology (Eschweiler, 2018)
- 'Angular' allows for more dynamic website applications (*AngularJS*, 2010)
- This allows for quick development (*AngularJS*, 2010)
- 'Angular' is compatible with other libraries (*AngularJS*, 2010)
- 'Angular' is similar to other 'JavaScript' frameworks (*AngularJS*, 2010)
- There is multiple functionality included such as testability and the ability to create components (*AngularJS*, 2010)

#### 'React'

- This is used for building interactive user interfaces in an easy way (Eschweiler, 2018)
- This allows for quicker outcomes due to the fact that 'React' renders the components that are only needed (Eschweiler, 2018)
- This is fully component based (Eschweiler, 2018)
- This allows users to produce powerful single-page applications (Eschweiler, 2018)
- This is highly recommended to use (Eschweiler, 2018)
- 'React' allows for collaboration with other libraries and frameworks (*React*, 2019)

#### 'Vue.js'

- This is easy to learn (Eschweiler, 2018)
- This is more suited to smaller projects (Eschweiler, 2018)
- This is used for building website interfaces (*ValueCoders*, 2019)
- This allows for easier maintenance and testing of a code base (*Vue.js*, n.d.)

- You can choose which part of an application you place this into (*Vue.js*, n.d.)
- This allows the user to divide their web page into usable components with their own 'HTML', 'CSS' and 'JavaScript' (*Vue.js*, n.d.)
- When changing data on a web page, 'Vue' updates this where necessary (*Vue.js*, n.d.)
- There is a command line interface (*Vue.js*, n.d.)

### Pre-processors/Tools

#### 'SASS'

- Includes variables, nesting and mixins (*ValueCoders*, 2019)
- This allows for stylesheets to become more readable and 'dry' (*ValueCoders*, 2019)
- This allows for code that maintainable (*ValueCoders*, 2019)
- This is popular within the industry (*SASS*, 2006)
- This is compatible with any version of 'CSS' (*SASS*, 2006)
- There are several frameworks built with 'SASS' (*SASS*, 2006)

#### 'Less'

- This stands for 'Leaner Style Sheets' (*Less.js*, n.d.)
- This is a backwards-compatible language extension for 'CSS' (*Less.js*, n.d.)
- This includes variables, mixins and nesting like 'SASS' (*Less.js*, n.d.)
- This is a similar concept to 'SASS' (*Less.js*, n.d.)

### Other Identified Technologies

#### 'Foundation'

- This is a responsive front-end framework (*ValueCoders*, 2019)
- This allows for easy designing of responsive websites, applications and emails (*ValueCoders*, 2019)
- This allows for customisations by developers (*ValueCoders*, 2019)
- This allows for a quicker development process and also page speed (*ValueCoders*, 2019)
- There is semantic code (ZURB, 1998)
- This is widely used by different brands such as 'Amazon' and 'EA' (ZURB, 1998)

Please note that despite undertaking this research, due to the fact that I wanted to create a finished project, I therefore utilised technologies I already had experience of whilst exploring a few new areas.

## ‘Home Sweet Home Front’ Wireframes

### Initial Wireframes (‘Adobe XD’)

To begin the wireframes for the new ‘Home Sweet Home Front’ website, I utilised the research collected regarding areas including best practices/trends to help influence the outcome of the wireframes, making the web pages appear exciting as well as easy to follow and use. I then created two sets of initial desktop wireframes to show variation in approach of how each required web page could appear. This would have also allowed the clients to have more choice when deciding on which wireframes they would have preferred.

I decided to create the wireframes utilising the software ‘Adobe XD’ due to the fact that there were 12 pages with my intention of creating two wireframes for each, totalling to 24 wireframes in total. This would have therefore taken considerably longer by sketching the wireframes and also using ‘Adobe XD’ could have meant that I could have created professionally structured wireframes to place onto my portfolio website for this project.

The two sets of desktop wireframes can be viewed below with descriptions of why certain aspects were integrated.

**Please Note:** To view the whole pages of the desktop wireframes, please view these within the ‘Y3S2 PROCESSES’ section on the page for this project on my personal website.

## Desktop Wireframe Set 1

### Generic Aspects Not Mentioned within the Wireframes to follow

As each set of wireframes attempted to follow a certain format or style, this therefore meant that some aspects remained consistent throughout each page. As will be seen with the first set of wireframes below, I included a navigation bar to be placed across the top of each page with the current viewed page being highlighted through the use of an underline underneath the relevant link. This would have both informed the user of the page that they were currently on and would have also helped them to familiarise themselves with the navigation on each page. It is also worth noting that the navigation bar was fixed to prevent the user from needing to navigate to the top of the page to select a certain page link. Also, with regards to navigation, where relevant, page links were provided within the paragraph text when mentioning of other pages/topics. This was due to the fact that this was currently included on the current website and also would have allowed the user to navigate to the relevant page from that aspect in the page as opposed to needing to select a link from the navigation bar.

For the page heading sections, a container was integrated that included space around the page heading, helping to signify that this was the beginning of the page and to add space between this and the first section of the page.

With regards to the fonts, different sized fonts were utilised to identify a hierarchy of information. For example, the page heading was the biggest sized font to help users identify this as the page heading with the headings and subheadings of different sections also being bold but in different font sizes to identify them as different types of headings. A regular font-weight was used for the paragraph text to signify to the user that this information belonged to the bold heading above it. Furthermore, the captions provided, where relevant, were included underneath each image in italics and bold format to help them distinguish themselves as image captions, being a slightly smaller font than that of the paragraphs.

For the footer section of these sets of wireframes, the logo would have been positioned to the left with the headings of the different sections being of a bolder font and capitalised to help categorise the links provided within each of the sections. The links were of a lighter font-weight to signify that they were links to be interacted with by the user. The logo was included to help remind the user of the organisation who owned the website as well as creating a consistent brand. A couple of final aspects to note were that a border was included to help divide and separate this from the other sections of the page and that a vertical line was included to divide sections regarding the links in the footer.

*Home Page*



Regarding the page heading section, I decided to include an image next to the heading, which would have been the logo, to make the page heading more visual and therefore more exciting for the user rather than plain text. I decided to include an introduction section with an introductory image as this was something already included on the current website and I believed that this would have been beneficial in introducing the reader to the website, providing a context. Regarding the 'Image of the Month' section, I thought it would have been beneficial to include this in a container that would have differentiated from the rest of the content on the page, attracting the user's attention to find out more about the image. For the 'Home Sweet Home Front Timeline' section, I decided to try and structure this as a timeline to reflect the content's purpose, including an arrow to show how the events interlinked and followed on from each other. As will be seen throughout the page, I attempted to add variation with different positioning of the content to try and make the web page as interesting as possible rather than having the content in the same format throughout.

*Air Raid Shelters Page*



As I was still experimenting at this early stage, this is why therefore the title of the page was centred rather than being aligned to the left to try and experiment and understand how the page would have appeared. The introduction section was also positioned more centrally to attempt to signify clearly to the visitor that this was where they should have begun reading on the page. Regarding the 'Anderson Shelter' section, this text was positioned to the left with the images to the right to help fill the space of this section as well as help the reader visualise what they were reading about without needing to scroll to the end of the section. Where possible, alternating text and images were applied. For example, the 'Anderson Shelter' positioned the text to the left and the images to the right with the 'Taking a Chance!' section being the opposite. This was to add variation to the page and to create a more aesthetically pleasing appearance on the web page. Similar to the 'Image of the Month' section on the home page, the 'Air Raid Sirens – How did they Sound?' section was placed within a container to separate itself from the rest of the content and indicate an activity for the user, in this case selecting the image to hear an air raid siren in action. As will be evident in a couple of situations on the web page, content was placed centrally for the main reason being again to add variation to the page and help make the page more interesting, allowing for breaking up of information. Regarding the 'Other Types of Shelters' section, this was placed centrally due to the fact that I believed this would have been the best possible method of placing the two images as no text was included.

*Blackout Page*



The main aspect to note on this page was the ability to switch between the normal colours of the web page, which would have matched that of the chosen colour palette, and the colours of black and white to create a 'blackout theme'. This was to make the page more interactive and engaging for the user and to help them experience what it would have really been like in complete darkness. The majority of content on the page was positioned to the left to help explore another approach to alternating content, and to help produce a consistent and professional appearance. Content within quotation marks was included in a way that helped it stand out from the other content with a different background colour and the text being placed in bold and in italics as well as including, where relevant, the supplementary information to assist it, providing context. The section placed at the end of the page called 'Blackout Turns to Dim-Out' was placed centrally with a different background colour to the container to signify both the end of the page for the user and to also help relate to the fact that the blackout changed to dim-out.

*Careless Talk Page*



As will be evident with this page, I thought that including an image situated next to the title would have helped to create a more visual page heading section, improving the appearance of the web page. For both the 'New Slogan for February 1940' and 'Keep Mum!' sections, I decided to include the headings and text included on the current website to allow for a context to be provided for the images situated below each. With regards to the images, I thought it would have been beneficial to include these in a form of carousel to allow for interaction with the user. The user would have been able to select to view different images through the provided previous and next arrow buttons and also have been able to read information about each image, providing an educational experience in an interactive way. The majority of the content on the page was positioned to the left to create both a professional and consistent appearance with the carousel of images being placed in containers that would have been highlighted with colour to make these aspects differentiate themselves from the other aspects of the page, becoming more noticeable to the user.

*Dig for Victory Page*



As is similar to the previous page, I decided to include an image situated next to the title to help create a more visual page heading section. This was influenced by the provided image at the top of the page on the current website. The content within quotation marks on this page was included through a method to help it stand out from other content on the page with a different background colour and the text being placed in bold and in italics as well as including, where possible, the supplementary information to assist it, providing context to the quotations. Where possible, the content was positioned to the left to help create a consistent and professional appearance throughout the page. This related to the 'Introduction', 'Success of the Campaign', 'Woolton Pie' and 'Meat and Poultry' sections on the page. There were exceptions to this though with one including the 'Examples of Dig for Victory Posters' section. This was positioned centrally due to the fact that the 'Dig for Victory Anthem' was placed in its own section above, signifying there was no text to be placed with the provided images. Therefore, in my opinion, I believed this to be the best way to structure this whilst also adding variation in structure to the page. Another exception was the section which contained both 'Doctor Carrot' and 'Potato Pete' where the content was structured in a column format with a line to separate both aspects. The column format allowed for the content to be placed without creating the appearance of being compact. The reason why these aspects were included within the same section was because that they were related from my understanding of having viewed the current 'Home Sweet Home Front' website.

*Evacuees Page*

|  |
|--|
| <a href="#">Home</a> <a href="#">Air Raid Shelters</a> <a href="#">Blackout</a> <a href="#">Careless Talk</a> <a href="#">Dig for Victory</a> <a href="#">Evacuees</a> <a href="#">Home Guard</a> <a href="#">Land Girls</a> <a href="#">Rationing</a> <a href="#">Squander Bug</a> <a href="#">WVS</a> <a href="#">Other WW2 Websites</a> |
|--|

# Evacuation - How it Affected Ordinary Lives

For this page, no image was included within the heading section of the page due to the fact that there wasn't one to utilise on the current website. The majority of the content was positioned on the left to again create a consistent and professional appearance throughout the website. One key aspect to note on this page was the fact that for the subheadings of some of the sections, these were of a smaller font with the information below being indented to signify to the user that these belonged to the same section and that these weren't the start of new sections.

Although the 'Clothing Required as part of the Government Evacuation Scheme' was a section within the main section 'Saying Goodbye to Loved Ones', this was included within a container with the content being centred. This would have been styled to make this aspect stand out as this was a section on the current website that was structured differently and therefore unique. The images were to be placed first as these images currently acted as headings on the current website, with bullet points beneath to provide clear information for the user. Headings would have been used, where appropriate, to distinguish which bullet points belonged to certain categories.

Similar to the 'Clothing Required as part of the Government Evacuation Scheme' section, the 'Those Leaving the Major Cities to Safer Heavens' section was to also be included within a container that would have helped to have made it stand out. This was because, again, this was an aspect of the current website which was styled differently to other parts. The content was to be centred with the statistics provided a table format, helping to attract the user's attention to this aspect and make it easy for them to understand the content.

The final aspect to note was the fact that the 'Time to Reflect' section, which was the last content section of the page, was styled differently with regards to the colour used to signify to the user that this was the end of the page, differentiating itself from the content above.

*Rationing Page*



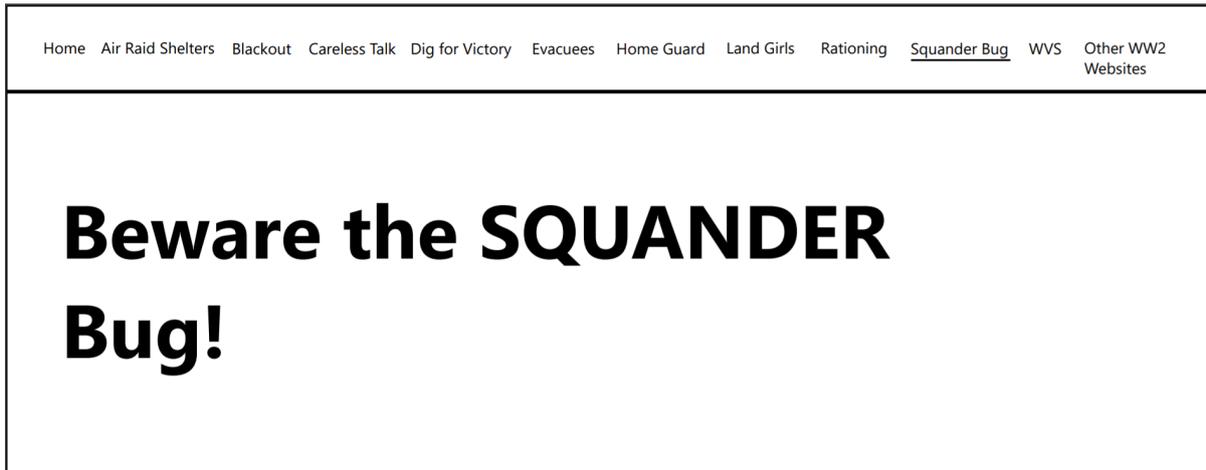
The content for this page was mostly positioned to the left again to help create a professional and consistent appearance throughout. No image was included in the page heading section due to the fact that there was no image to include from the current website.

The content within quotation marks on this page was included through a method to help it stand out from other content on the page with a different background colour and the text being placed in bold and in italics as well as including, the supplementary information to assist it, providing context to the quotation.

For both the 'Weekly Allowance' and 'What Clothing Cost in terms of Coupons' sections on the page, I decided to place both of these sections within containers that would have been styled to make these aspects distinguish themselves from other aspects of the page. This was to make these aspects more interesting than placing the content to the left of the page, including bullet points or concise information within a table to provide clear and informative information for the user. This also helped to add variation to the page, preventing the whole page from becoming paragraph blocks which could have potentially disinterested the user. For the 'Weekly Allowance' section, a separation of content and visuals was integrated through the use of a vertical line, allowing the user to visualise a week's worth of rations whilst also reading the bullet points.

The final aspect to note was that at the end of the page, the 'Petrol Rationing' and 'Cosmetics Rationing' sections were included on the same line. This was to add variation to the page by separating each section with a vertical line as the two sections before, 'Making Do' and 'Other Forms of Rationing', were formatted using the same method.

*Squander Page*



As with most of the other pages for this set of wireframes, the content was structured to attempt to include most of the content to the left to create a professional and consistent appearance throughout.

Furthermore, likewise to most of the other pages, the content within quotation marks on this page was included through a method to help it stand out from other content on the page with a different background colour and the text being placed in bold and in italics as well as including the supplementary information to assist it, providing context to the quotation.

For the 'Is Your Journey Really Necessary?' section, I decided to include the images beneath the paragraphs due to the fact that including the images next to the paragraphs would have created a considerable amount of white space in-between the paragraphs and the next section. This would have therefore created an unprofessional appearance.

I decided to add a 'Squander Reminder Posters' section due to the fact that the Lord Woolton quotation had been included in another section and due to the fact that there was very little text to include with the images. The 'Squander Reminder Posters' section was positioned centrally due to the same reasons stated above. Therefore, in my opinion, I believed this to be the best method of structuring this whilst also helping to add variation in structure to the page to make the web page more interesting for the user.

With regards to the 'Making Do' section, I decided to include bullet points for the ways people got by during rationing. This was because of the way in which the information was currently implemented through the use of Roman numerals on the current website. I also thought bullet points would have helped to make the information clear and easy to understand.

*Home Guard Page*

|  |
|--|
| <a href="#">Home</a> <a href="#">Air Raid Shelters</a> <a href="#">Blackout</a> <a href="#">Careless Talk</a> <a href="#">Dig for Victory</a> <a href="#">Evacuees</a> <a href="#">Home Guard</a> <a href="#">Land Girls</a> <a href="#">Rationing</a> <a href="#">Squander Bug</a> <a href="#">WVS</a> <a href="#">Other WW2 Websites</a> |
|--|

# Who do you think you are Kidding Mister Hitler? - The Story of the Home Guard

As with most of the other pages for this set of wireframes, the content was structured to attempt to position most of the content to the left, creating a professional and consistent appearance throughout.

Furthermore, likewise to most of the other pages, the content within quotation marks on this page was included through a method to help it stand out from other content on the page with a different background colour and the text being placed in bold and in italics as well as including the supplementary information to assist it, providing context to the quotation.

Regarding the 'Invasion Fears and the LDV' section, I decided to include one aspect of information in bold due to the fact that this was both an additional and interesting piece of information for users to read. This would have therefore helped to attract the attention of the user and hopefully have maintained their interest.

With relation to the 'The Dad's Army Role' section, I decided to place the images below the paragraphs for the same reason as that stated for the 'Is Your Journey Really Necessary?' section of the 'Squander Page'. This was because if I were to place the images next to the paragraphs, this would have created unnecessary white space, creating an unprofessional and unattractive appearance.

Due to the fact that the 'So what did the Home Guard actually do?' section on the current website included different letters of the alphabet to distinguish each of the different roles, I therefore thought it would have been beneficial to replicate this but through the use of bullet points instead. Bullet points would have helped to create a professional structure and help to differentiate each role in a clear way for the user to understand. It's also worth noting that this was a section within the main section called 'The Dad's Army Role' which meant, as explained before, the content had been indented to display to the user that this was part of the same section and not the beginning of a new section on the page.

Finally, the content of the 'Thank You' section placed at the end of the page was placed in a container that would have been styled to help the user identify that this was the end of the page, enhancing the user experience.

*Land Girls Page*



As has been explained with most of the other pages for this set of wireframes, the content was structured to attempt to position most of the content to the left, creating a professional and consistent appearance throughout.

Furthermore, likewise to most of the other pages, the content within quotation marks on this page was included through a method to help it stand out from other content on the page with a different background colour and the text being placed in bold and in italics as well as including the supplementary information to assist it, providing context to the quotation.

With regards to the 'Work and Conditions' section, the images were placed beneath the text as including these next to the text would have caused unnecessary white space, as explained before, creating an unprofessional and unattractive appearance.

The only aspect that was largely different on this page was the 'Uniforms' section. The image was placed to the left with bullet points placed on the right, helping to clearly state what the uniform consisted of. The reason why the placement of these elements wasn't opposite was due to inspiration from the current website where the image was placed first and the information after. It is also worth noting that a vertical line was included to help separate each of these aspects, creating a professional and well-structured appearance.

# The unsung heroines of The Women's Voluntary Service

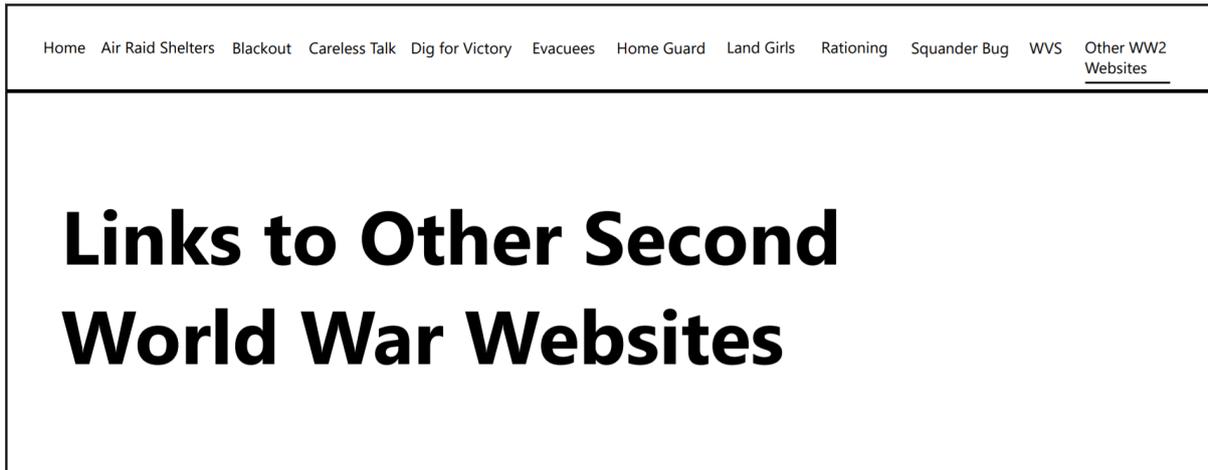
An image hadn't been included for the page heading section of this page due to the fact that there wasn't one available on the current website to utilise for this section.

As has been also explained with most of the other pages for this set of wireframes, the content was structured to attempt to position most of the content to the left, creating a professional and consistent appearance throughout.

With regards to the 'The WVS – A Brief History' section, I decided to format this in the method of a timeline to make this section more visually exciting for the user with the timeline being positioned centrally to help this aspect be bold and eye-catching.

Regarding the duties of the WVS, although these were listed on the current website, meaning that I could have integrated bullet points as seen with the other wireframes, I thought it would have been beneficial to include the duties as subsections with the relevant subheadings, paragraphs and images. This would have helped to create a more visually pleasing web page for the user and have allowed them to fully understand each of the different duties the WVS had. It is also worth noting that horizontal lines were placed in-between each subsection to help distinguish between each. For the 'Civil Defence Support' section, I decided to include bullet points as the information that was included within this section was almost similar to a list which meant that including bullet points would have provided a clear and professional format for users to easily understand.

*Other WW2 Websites Page*



An image hadn't been included for the page heading section of this page due to the fact that there wasn't one available on the current website to utilise for this section.

As has been also explained with most of the other pages for this set of wireframes, the content, where relevant, was structured to attempt to position most of the content to the left, creating a professional and consistent appearance throughout.

In order to make the 'Important' message included on the current website clear and obvious to the user, this was therefore placed at the top of the web page, being positioned centrally and in a container to ensure that users wouldn't have overlooked this. To also assist in this, the colour of red was utilised as this is a vibrant colour and would have helped to attract the user's attention.

For the actual links to the other World War 2 websites, these were included within the images on the page so that when hovering over each image, the name of the website/company would have appeared with the required link to select. This would have made the web page more interactive and interesting for the user.

The final aspect to note was the fact that the 'We can Give your WW2 Website a Mention!' section was included in a container that was positioned more centrally with space surrounding it to help this aspect become more noticeable to the user. This would have helped to encourage them to partake in sending an email to the people at 'Home Sweet Home Front'. The 'Please Note' aspect remained in bold to attract the user's attention, ensuring that the user would have understood that their website may not have been displayed.

## Desktop Wireframe Set 2

### Generic Aspects Not Mentioned within the Wireframes to follow

The hierarchy of information with regards to different font sizes and font weights remained the same as that in the previous set of wireframes but the description provided here is for reference. For example, the page heading was the biggest sized font to help users identify this as the page heading with the headings and subheadings of different sections also being bold but in different font sizes to identify them as different types of headings. A regular font-weight was used for the paragraph text to signify to the user that this information belonged to the bold heading above it. Furthermore, the captions provided, where relevant, were included underneath each image in italics and bold format to help them distinguish themselves as image captions, being a slightly smaller font than that of the paragraphs.

The navigation bar and links within some of the content remained the same due to the fact that this was believed to be the best method of approaching this. Please refer to the previous 'Generic Aspects' section of this document regarding the first wireframe set.

The main aspects which differed to this set of wireframes compared to the previous set began with the page heading sections. Instead of integrating a container with space around the headings, an underline/horizontal line was placed underneath each page heading to help separate these sections from the other sections of each page. I integrated this as I thought it would have been beneficial to creating a more professional and well-structured appearance. As well as this being integrated for the page headings, this was also integrated for each section heading of the page for the same reason as before but to also explore a different approach.

With regards to the quotation sections of the relevant pages, the concept remained the same of having a different colour background, placing the text in bold and italics and supplying assisting information to provide a context. However, the format of this in this set of wireframes was different with the quotation text being smaller in font size and the assisting information being supplied inline with a vertical line to separate both pieces of content. This was to allow the user to be able to refer more easily to the context of a quotation when reading the quotation instead of needing to navigate further down the page. This would have provided a better user experience as a result.

Regarding the subsections on some of the pages, the concept remained the same of having a smaller font size for the subheadings and indenting the information to signify that these aspects belonged to one of the main sections. However, a vertical line was included to help divide the subheadings from the paragraphs, acting as the same purpose as that for the main sections with their included horizontal lines.

With relation to the way in which the content was positioned on each of the pages, the consistent theme was to attempt to help alternate the positioning of this. This meant that for one section, the text would have been placed to the left with the image(s) situated to the right and for the next, this would have been the opposite. This was to explore different formatting of content as opposed to keeping the content in a fixed position on each page as was evident in the previous set of wireframes. This would also have helped the clients to choose from different appearing wireframes for the website.

The order in which items were placed in the footer section remained the same as that in the previous set of wireframes. The logo was positioned to the left and was included to remind the user of the organisation that the website belonged to and to create a consistent brand. However, instead of including the footer section headings next to each of the links, this time the headings were

included above the links with an underline/horizontal line below. This was to follow the same pattern as that with the page headings and other headings on the page with underlines/horizontal lines. A vertical line was included, again, to help divide and separate each of the sections regarding the links in the footer section. One final aspect to note is the fact that a border remained for the footer to help separate itself from the other sections of the page and clearly identify itself as a footer to the user.

### *Home Page*



With regards to this page, the only aspects that differed from the previous wireframe was that instead of including a navigation bar at the top of the page, links were included when hovering over the different provided images. This would have helped to make the website more interactive and interesting for the user. The generic aspects that changed have been explained within the 'Generic Aspects' of this section.

### *Air Raid Shelters Page*



The only aspect that differed on this page, that hasn't been mentioned in the 'Generic Aspects' of this section, was the 'Air Raid Sirens – How did they Sound?' section. The difference was that the content was positioned centrally within its container, helping to potentially attract the user's attention better than being displayed at full width of the container.

*Blackout Page*



The first evident change that will be noticeable here is the fact that instead of including all of the text for the 'Britain is Blacked Out' section in the same place, this was divided. The title was situated to the left with a black background and white text and the paragraph text was situated to the right with a white background and black text. This was to signify the theme of black and white, relating to the actual blackout. Capitalisation was included for the heading to signify this as a big issue. A border was included around both sections, helping to differentiate this from the content both above and below.

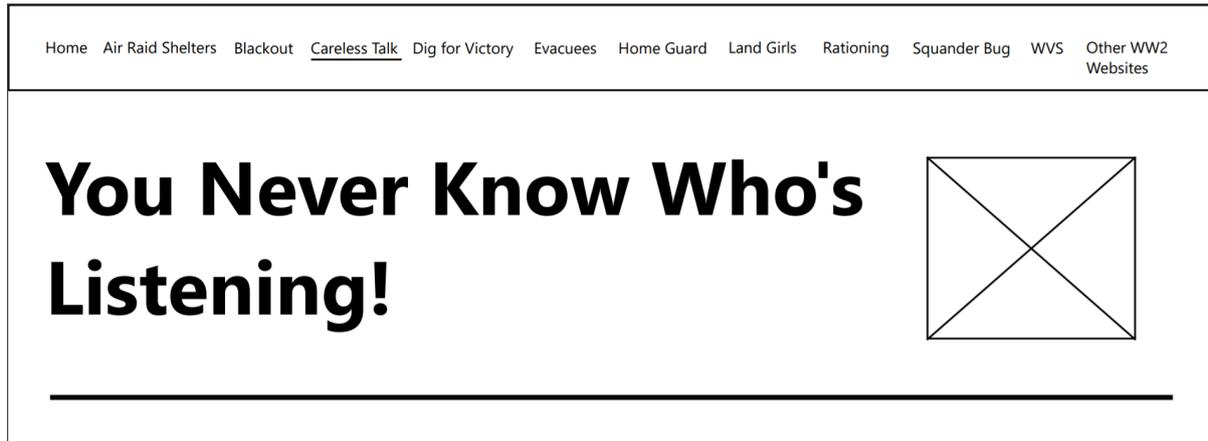
One of the main aspects that differed from the previous wireframe was that there was an alteration of black and white containers/backgrounds to help relate to the theme of black and white as it would have been during the blackout.

Furthermore, within the 'Businesses are Hit Hard' section, the headings of 'Factories' and 'Local Shopkeepers' were placed in italics compared to the previous section to help create a hierarchy of information for this section as well as attempting different approaches. A vertical line was also included to help separate both of the different affected businesses, creating a professional and clear structure.

Regarding the 'Other Posters Reminding People to be Sensible in the Blackout' section, the structure of this was different to the previous wireframe as instead of placing the images in a row with their captions underneath, they followed the style of the second set of wireframes by alternating with their captions. For example, for the first image, this was situated on the left with the caption to the right and for the image after this, this was placed to the right with the caption to the left. This was to help relate to the style of the web pages, as stated before. Furthermore, a horizontal line was included under each image and caption to help clarify the structure and separate each different image with their caption.

The final aspect to note, that hasn't been mentioned in the 'Generic Aspects' of this section, is the fact that in the 'Blackout Turns to Dim-Out' section, the heading font was capitalised with the paragraph font below being in bold to help signify that this was both the end of the blackout and the end of the page for the user. It was to also highlight the key events that occurred to reduce the blackout to dim-out.

*Careless Talk Page*



The main and only difference on this wireframe compared to the last was that instead of including an interactive carousel, the images and their corresponding information would have been placed on the page instead, exploring another method of showing each image with their relevant information. This would have also allowed for the page to be filled with more content. This would have followed the same structure as that for the other pages of this wireframe set with the alternating content to provide variation and more interest to the page. Also, not including a carousel would have potentially made the page easier to use for the user, especially relating to primary school children.

*Dig for Victory Page*



Due to the fact that there was an aspect on the current website that included an image of both 'Doctor Carrot' and 'Potato Pete' together, I therefore thought it would have been beneficial to include a section on this wireframe dedicated to this. This was because in the previous wireframe, I had included this within the 'Doctor Carrot' section and not in both. I decided to format this in the method of that used for the 'Image of the Month' section on the home page wireframe with a container styled in a particular way to help this stand out on the page. A title was included with some information underneath in italics to help indicate that this was a different type of section on the page and the image was included next to the information. Furthermore, with regards to the actual sections of 'Doctor Carrot' and 'Potato Pete', I decided to not include these inline with each other but with one being placed after the other. This would have then allowed for the user to easily read one section without becoming distracted by the other. A similar format was used to that on the current website where the image would have been placed first and the information after. This was to try and allow the user to visualise the characters first before reading about them. It is also worth noting that for the 'Potato Pete' section, context was provided to the quotations to allow the user to understand what the quotations related to as this was something not included in the previous wireframe.

The 'The Success of the Campaign' section was also different due to the fact that the title was centred to try and differentiate from the 'Potato Pete' section before.

For this wireframe, the reason why the quotation beneath the section mentioned above was not in the format as that as the other quotations on the page was because there was no relevant context to provide for the quotation. This meant that making this smaller in font size to accommodate would have appeared unprofessional and would have degraded the web page's appearance.

The final aspect to note that changed, that hasn't been discussed in the 'Generic Aspects' section, is the fact that the 'Woolton Pie' and 'Meat and Poultry' sections were displayed inline with a vertical line placed in-between. This was to help create a different formatting option for this section and to improve the appearance of the web page. A vertical line was included to separate each heading and their relevant content, creating a clear structure.

*Evacuees Page*

[Home](#) [Air Raid Shelters](#) [Blackout](#) [Careless Talk](#) [Dig for Victory](#) [Evacuees](#) [Home Guard](#) [Land Girls](#) [Rationing](#) [Squander Bug](#) [WVS](#) [Other WW2 Websites](#)

# Evacuation - How it Affected Ordinary Lives

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Apart from the aspects mentioned in the 'Generic Aspects' section, there were only two major changes within this wireframe.

The first related to the 'Clothing Required as part of the Government Evacuation Scheme' section where instead of including this in a container, this was in the format as that for the subsections on this page. This meant that the heading was separated from the images and bullet points by a vertical line. This was to help the user understand that this section related to the 'Saying Goodbye to Loved Ones' section and to also follow a more consistent and professional appearance as that displayed throughout the page. The same format followed as before with regards to the images and bullet points, as I believed this to be the best way of displaying this information clearly and effectively.

The second element that changed related to the 'Those Leaving the Major Cities to Safer Heavens' section. Instead of including the figures within a tabular format, the different categories were listed first in italics with their relating figures in a regular font to distinguish between the two different pieces of information. To make the 'Total Number' aspect more apparent than the previously mentioned categories and figures, this was included in a bold and slightly larger font without italics to help create a hierarchy of information and indicate different context behind the information. This helped to create a clear and concise structure.

*Rationing Page*



With regards to this page, this differed in multiple places compared to the previous wireframe.

The first area to note is that for the 'The Development of Rationing' section, instead of placing the bullet points horizontally, these were placed vertically as this provided a better appearance on the page and appeared more professional also.

Secondly, the 'Weekly Allowance' section was formatted to suit the structure of this set of wireframes, as explained before regarding all wireframes, to produce a consistent appearance throughout the page. However, the content was still placed within a container and it was centred to help this aspect differentiate itself from the other content and make the page more interesting for the user as was the same for the previous wireframe.

The majority of the 'Clothes Rationing' section remained the same as the previous wireframe. However, a vertical line was introduced to help create a bigger divide between the 'Gents Suit' and 'Ladies Clothing' and also because this helped to create a professional and well-structured appearance.

Furthermore, the majority of the 'What Clothing Cost in terms of Coupons' section remained the same with regards to the tabular format. However, the heading for this aspect was positioned inline with the table instead of above it. This was because I wanted to explore a different approach to try and add variation to the page and website and also attempt to alternate the content from the previous time where the heading was displayed to the right on the 'Clothes Rationing' section.

One final aspect to note is that with relation to both the 'Petrol Rationing' and 'Cosmetics Rationing' these were positioned in a vertical format instead of in a horizontal format with a vertical line to separate them both. This was to both explore another option and to also help match that of the other relevant sections within this page. Although it has been previously mentioned that the content would have alternated in the 'Generic Aspects', because most of the content didn't have an associated image, this was why most of the content was positioned to the left.

*Squander Page*



The two aspects which changed on this page, other than those mentioned in the 'Generic Aspects', were the 'Squander Reminder Posters' and 'Making Do' sections.

For the 'Squander Reminder Posters' section, I decided to format this in the method of including both the images and title inline with each other to explore another option and to also help this section differentiate itself from the other sections in a different way to the previous wireframe. Including a vertical line would have helped to divide the title from the images, helping to identify to the user the name of the section, creating a visual hierarchy. Formatting the structure of this section in this way would have also helped to add variation to both the website and web page itself.

Regarding the 'Making Do' section, this differed from the previous wireframe as this time, the content was aligned centrally. Due to the fact that the heading and paragraphs were aligned centrally, this influenced the decision to position the image and bullet points inline with each other with a vertical line in-between to divide these sections. Structuring the image and bullet points in this way helped to complement the information above and also helped to improve the appearance of the page. This would have also helped to signify to the user that this was the end of the page with a change in content structure. Overall, this provided a better appearance to this section than the previous wireframe.

*Home Guard Page*

Home Air Raid Shelters Blackout Careless Talk Dig for Victory Evacuees Home Guard Land Girls Rationing Squander Bug WVS Other WW2 Websites

# Who do you think you are Kidding Mister Hitler? - The Story of the Home Guard

Quite a few aspects were modified in this wireframe with the first involving the ‘The Dad’s Army Role’ section. Here, I decided to align the content centrally within a container to help this aspect both differentiate itself from other elements on the page and help to add variation to the page in order to make the page more interesting for the user. This would have helped to encourage them to keep reading and using the website.

Another section changed was the ‘So what did the Home Guard actually do?’ subsection. I decided to change the images and bullet points so that they would have been in the opposite direction to that in the wireframe before. This was to help experiment and understand the best format in which this content could have been displayed. This was due to the fact that because of the quantity of bullet points and images, I believed the only way to position these would have been next to each other. Furthermore, I also positioned the text beneath the bullet points to the whole width of this subsection due to the fact that this would have helped to improve the appearance and signify to the user that this was the conclusion of this subsection.

Another couple of sections modified were ‘One in the Eye for Hitler’ and ‘Home Guard ‘Call-up’’ so that these sections would have been placed inline with each other with a vertical line to indicate that they were separate sections. The reason why these were placed inline was because of the fact that this would have prevented three sections being placed in the same format after each other and because the quantity of text for each of these was not as much as other sections. This meant that displaying these sections vertically wouldn’t have caused a high column of text and would have helped to add variation to the page.

The final part changed related to the ‘Thank You’ section at the end of the page. This remained in a container to help this signify to the user that this was the end of the page but this time, the content was centralised and in a column format. This was due to the fact that in the previous wireframe, it was noted that the text was too short for the image, causing an unprofessional appearance. The text for this modified wireframe was provided before the image to help provide information to user so they would have understood the context of the image before viewing the image as opposed to the image first and the information last.

*Land Girls Page*



The first aspect I changed for this wireframe was the 'Origins' section, formatting the content centrally and displaying this in a container to help differentiate itself from the other sections. This would have also indicated that this was important to read to understand how the 'Women's Land Army' was invented, providing context to the user.

The final key change to note is the fact that the 'Evenings Out' section was placed in a container to help indicate to the user that this was the end of the page through different formatting.

*WVS Page*



The first section I changed for this wireframe related to the 'The WVS – A Brief History' section. I decided to still include a timeline effect but this time I decided to include the years in circles with an arrow indicating a change in time to explore another approach of how to present a timeline effect. The years in circles would have been placed inline with their relevant paragraphs situated to the right-hand side to help present a hierarchy of information. A vertical line would have separated the dates from the information.

The other aspects changed related to the duties of the WVS, centralising the content to improve the appearance of the last wireframe and make the text appear more interesting to the user. Due to the content being centralised, this meant that when images were included, the best way of displaying these without creating a compact appearance would have been to position these beneath the information, allowing users to understand the context before viewing the images.

The final aspect to note is that I decided to include drop-down buttons for each WVS duty which would have both allowed myself to explore how to achieve this as well as allowing for more user interaction on the page, improving the user experience.

*Other WW2 Websites Page*



As will be evident with this wireframe, I formatted the different WW2 websites to alternate, as explained in the 'Generic Aspects' for this set of wireframes.

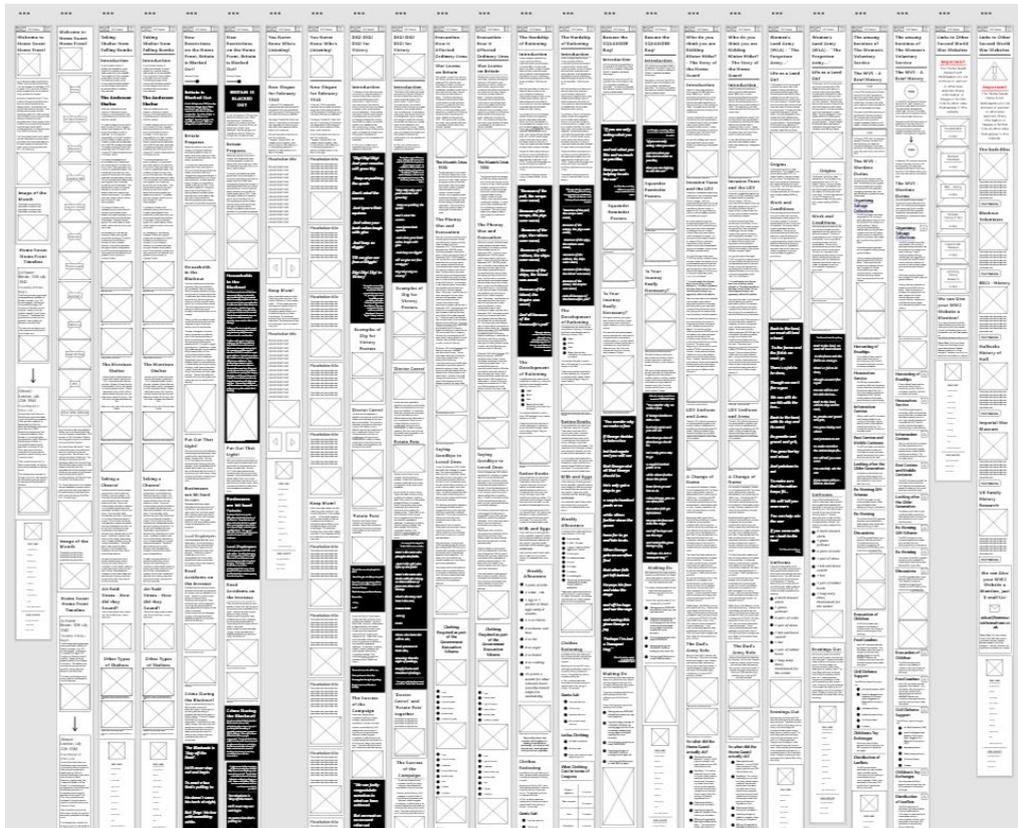
I also, for the 'Important!' section of the page, decided to align the text to the left so that I could have inserted a warning icon, helping to attract the user's attention to the warning message in a more visual method. This was also because the warning icon was well-recognised and would have therefore caused the user to read the message more than that without the icon.

The final aspect altered for this page was for the email section situated at the bottom of the page. I decided to alter the wording of this so that most of the information would have been placed in bold text to act as a better way of attracting the user's attention, more likely encouraging them to send the people at 'Home Sweet Home Front' an email. I also decided to make this section more visual through the recognised icon of an envelope to signify the email address, placing the email address in bold to make it easy to find for the user.

## Mobile Wireframes Sets 1 and 2

Following on from creating the wireframes for desktop, I then also believed it would have been beneficial to create wireframes regarding mobile devices to show how I could have made the website responsive and to also show to the clients to help them understand how the website could have possibly appeared on mobile devices. A screenshot has been provided below to show an overview but to view the mobile wireframes more clearly, please view these via the page for this project on my personal website.

### A Screenshot Demonstrating an Overview of the Mobile Wireframes



The main aspect to note for the mobile wireframes is the fact that due to the screen resolutions of mobile devices, the content was structured in a column format to ensure that a compact appearance wouldn't have been created and to allow for the content to have enough space to be shown on the page. Furthermore, on the wireframes that had a navigation bar, a responsive navigation bar was integrated, containing the name of the website and logo to maintain consistent branding throughout. The user would have selected the 'hamburger menu' to navigate the website through selecting a page link contained within this 'hamburger menu' such as 'Dig for Victory'.

## High-Fidelity Wireframes

### Contacting the Clients

As was displayed earlier, I sent an email to both of the clients asking for their preferences with regards to the wireframes previously shown. This would then have allowed myself to create high-fidelity wireframes based on the wireframes chosen. From this, the clients then stated which wireframes they wanted with some pages asking for myself to decide based on my expertise. The emails and feedback can be viewed below:

#### *The Email Sent to the Clients Regarding Wireframe Choices*

Dear Dad/Uncle Wayne,

I hope you are both keeping well?

I am sending this email to update you on the progress of the HSHF website.

Over the past few weeks I have been undertaking aspects such as target audience research and creating two sets of wireframes for each listed page, both for mobile and desktop.

Attached to this email is the same file I had sent to you before. However, if you view slides 20-28, this is where I have listed the suggested pairings for your preferred font choices that you sent to me a few weeks ago. The pairings are for the paragraph font to match your specified heading fonts. If you could view these and then make a final decision on both the heading and paired paragraph font, this would be great.

As well as the fonts, below are a couple of links for you to view the desktop and mobile wireframes I have created for the 12 listed pages. Each page has two different wireframes to try and approach each page in a different way. Please could you view these and provide some feedback regarding which aspects you like and dislike and also which wireframes you would possibly prefer. This will then allow myself to begin building the website through code, integrating this feedback:

<https://xd.adobe.com/view/38a71881-1c3f-404d-a8e3-8a4ea8087a75> - HSHF Desktop Wireframes

<https://xd.adobe.com/view/b5b4a836-aafd-4e46-9022-64a4a3ae40c0> - HSHF Mobile Wireframes

I look forward to receiving your response.

Kind Regards,  
Daniel

#### *The Response Received with the Choices*

Dear Daniel

Many thanks for all of your hard work. I must say that we are both very impressed with your Font Pairings and Wireframes ... all looks very professional, so well done!

So ... what have we opted for?

**WIREFRAMES** ... With regards to the Wireframes, please see slide 3 of the attached MS PowerPoint Presentation for our decision on which pages we both like the best.

Please Note: There are a couple of pages which we couldn't agree on(!), so could we please ask you (as the SME) to decide on which designs to go for? However, given that we both reviewed the Wireframes independently of one another and still managed to agree on 10 of the 12 designs, I thought this was a good result!

**FONT PAIRINGS** ... With regards to the Font Pairings, please see slides 1 + 2 of the attached MS PowerPoint Presentation ... once again, we both viewed these fonts independently of one another and agreed on exactly the same choices!

Many thanks for all of your help Daniel in re-designing the HSHF Website; this is something long overdue 😊

With kind regards

D + W

| Wireframes ... Selected Page Designs  |   |
|---|---|
| <a href="https://xd.adobe.com/view/38a71881-1c3f-404d-a8e3-8a4ea8087a75">https://xd.adobe.com/view/38a71881-1c3f-404d-a8e3-8a4ea8087a75</a> | <a href="https://xd.adobe.com/view/b5b4a836-aafd-4e46-9022-64a4a3ae40c0">https://xd.adobe.com/view/b5b4a836-aafd-4e46-9022-64a4a3ae40c0</a> |
| Please Note: Could you please choose the designs for the 'Air Raid Shelters' and 'Rationing' Web Pages?                                     |   |
| Title of Web Page   | Chosen Wireframe – Page No  |
| Women's Voluntary Service (WVS)   | Page 2  |
| Links to other Second World War Websites  | Page 4  |
| Home Page ( <i>Index</i> )  | Page 5  |
| Air Raid Shelters   | Page 7? Page 8? <i>Could you please choose?</i>   |
| Blackout  | Page 10   |
| Careless Talk   | Page 11   |
| Dig for Victory   | Page 14   |
| Evacuees  | Page 16   |
| Rationing   | Page 17? Page 18? <i>Could you please choose?</i>   |
| Squander Bug  | Page 20   |
| The Home Guard  | Page 23   |
| Women's Land Army (WLA)   | Page 22   |
| Pages NOT selected ... 1, 3, 6, 9, 12, 13, 15, 19, 21 + 24  |   |

With regards to the 'Air Raid Shelters' page, I decided to choose the wireframe from the second set as this appeared more professional than the other wireframe and because the content alternated as seen in most of the other chosen wireframes by the clients. This would have therefore helped to create a consistent appearance throughout the website. With regards to the 'Rationing' page, I decided to choose the wireframe from the second set for similar reasons stated above relating to consistency. However, I altered some elements to match that of the first wireframe such as the 'Weekly Allowance' section as these appeared more aesthetically pleasing in the other wireframe.

As I now knew the wireframes the clients preferred, I then began to build the website with code. However, I did return to create the high-fidelity wireframes once creating a basic structure. Please note that I made some decisions to change some of the elements within the chosen wireframes to create a consistent appearance throughout the website. This was because some wireframes chosen were from a different set to others.

### Undertaking Colours Integration Research

After having progressed with the initial stages of the programming/development process of the new website, I then believed it would have been beneficial to create high-fidelity wireframes. This would have allowed myself to then integrate colour into the website as well as other styling. To begin, I undertook research regarding how to utilise colour in a website. From this research I found the following which is listed below:

- Make the background strong through bold colours (Borowska, 2018)
- Utilise colour in order to make aspects bolder than others (Borowska, 2018)
- Colour can be utilised to tell a story (Borowska, 2018)
- Utilise different colours to symbolise different elements/sections of a website such as a navigation bar (Borowska, 2018)
- Use bursts of colour to create more interest for the user (Borowska, 2018)
- Ensure that the colours utilised benefit each other (Borowska, 2018)
- Ensure that the background colour contrasts from the text colour (Lake, 2008)
- Don't include patterns behind the integrated text (Lake, 2008)
- Ensure that the colour of a link changes once clicked/selected (Lake, 2008)
- Use a limited amount of colours (Lake, 2008)
- Ensure that there is 30% more white space to help guide the user (Lake, 2008)
- Ensure there is a consistent colour scheme throughout a website (Lake, 2008)
- Ensure calls-to-action utilise those colours that are more vibrant to attract attention (Lake, 2008)
- Ensure the colours utilised represent the values/topic of a website (Lake, 2008)

From this research I understood that colour would have needed to be used in a considerate way to not confuse the user or cause discomfort. I also understood that colour needed to be used in a way in which would have maintained the professionalism of the website.

## Creating the High-Fidelity Wireframes

After gaining an understanding of how to utilise colours for the new website, I then created the high-fidelity wireframes based on the web pages at that current time. An image showing an overview can be seen below but to view these wireframes in better detail, please view the provided files on the page for this project on my personal website:

### Overview of the High-fidelity Wireframes



With regards to the wireframes shown above, it was ensured that a consistent colour scheme was utilised throughout with the colour similar to teal relating to key/important aspects such as quotations. This would have helped to attract the user's attention, encouraging them to interact with or read these elements. Furthermore, alternating colours of grey and white were utilised to help divide sections, signifying to the user the start of a new section on the page.

Regarding the page heading sections, limited colour was utilised here as was with the navigation bar to keep these aspects simple with highlights of green relating to the brand. The footer was styled in the colour of black to signify to the user that this was of a different purpose to other sections and to also make this aspect bold. Furthermore, for subsections, the headings were styled in the colour of green to signify that these were of different value to the main headings and that these belonged to the main headings. The final important aspect to note, relating to colours, is that the 'Blackout' page had colour schemes applied relating to the status of the 'Blackout Theme' switch with main colours of black and white being used to relate to the blackout when selecting to turn the switch on.

Elsewhere, necessary images and text were implemented to demonstrate the potential final outcome. The fonts used were of different font-weights to relate to a hierarchy of information. For example, the headings were bolder and larger than the paragraphs.

## ‘Home Sweet Home Front’ Flowchart and Sitemap

### Introduction

As well as wireframes, two other key aspects were both a created flowchart and sitemap for the new ‘Home Sweet Home Front’ website to both demonstrate how the website would have functioned and how a user would have undertaken their journey before, whilst and after visiting the website.

### Flowchart

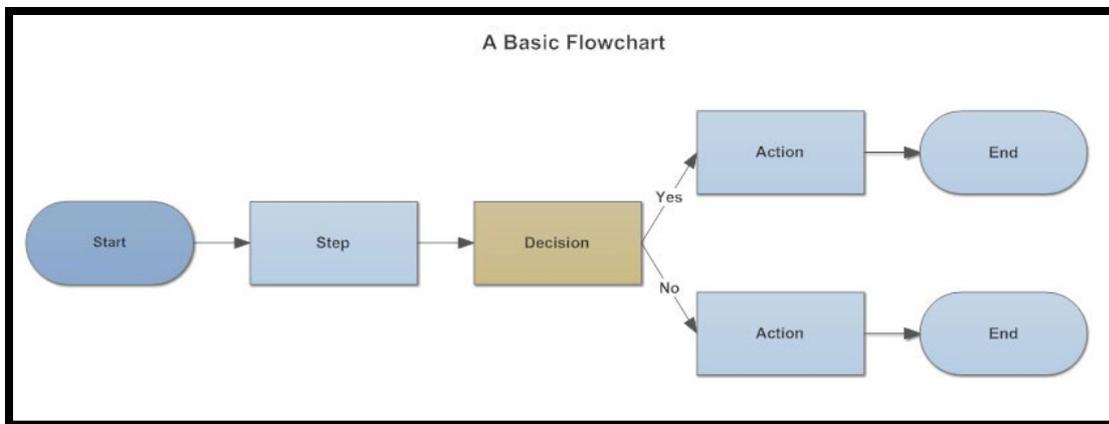
#### Introduction

To begin, I first created a flowchart, demonstrating the different processes a user would have undertaken with the relevant pages at this current time as well as demonstrating the complexity of the website. To begin, I first viewed some inspiration as well as a previously created flowchart to assist in the creation of the final flowchart.

#### Inspiration

As stated previously, I viewed some inspiration. This related to both basic and more complex flowcharts to remind myself of how to structure a flowchart. These can be seen below:

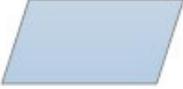
#### *Flowchart Example 1 – A Basic Flowchart*



(SmartDraw, 2019)

Although this wasn't a real-life example, this helped myself to understand how different shapes represented different actions within a flowchart. This would have then influenced how I would have utilised certain shapes within the final flowchart I would have created.

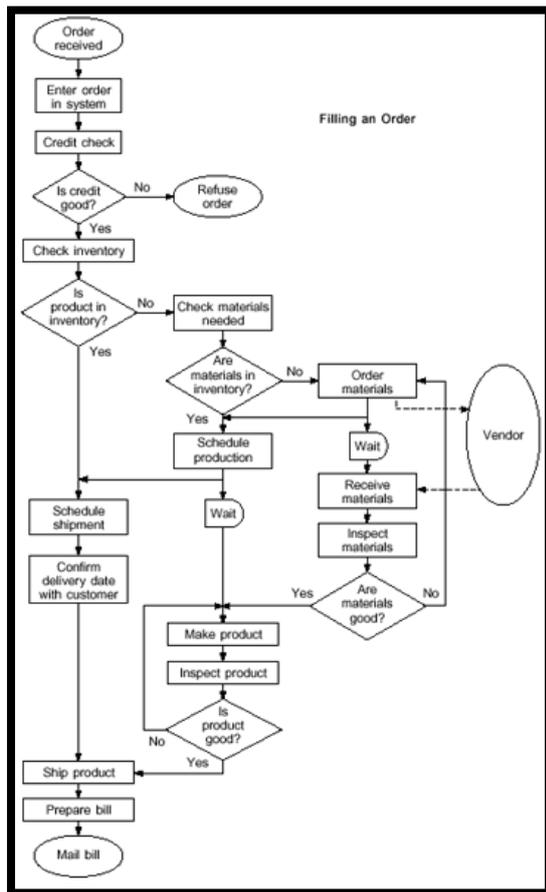
*Flowchart Example 2 – A Basic Flowchart*

| Symbol   | Name         | Function   |
|--|--------------|--|
|   | Start/end    | An oval represents a start or end point  |
|   | Arrows       | A line is a connector that shows relationships between the representative shapes |
|   | Input/Output | A parallelogram represents input or output                                       |
|   | Process      | A rectangle represents a process   |
|  | Decision     | A diamond indicates a decision   |

(SmartDraw, 1994)

As is similar to the previous example, this wasn't a real-life example but displayed aspects similar to that above. This also provided more detailed information to help myself fully understand flowcharts. This was also something viewed before in other projects and something that I knew was very useful.

Flowchart Example 3 – A Complex Flowchart



(ASQ, 2019)

From this example, I understood that there were multiple steps involved to a process shown in a flowchart and that many different arrows were utilised to show a reflection of a journey. I also understood that the journey/process shown would have needed to be very clear to the viewer otherwise they may have become confused with what was happening in the flowchart and product/system as a result.



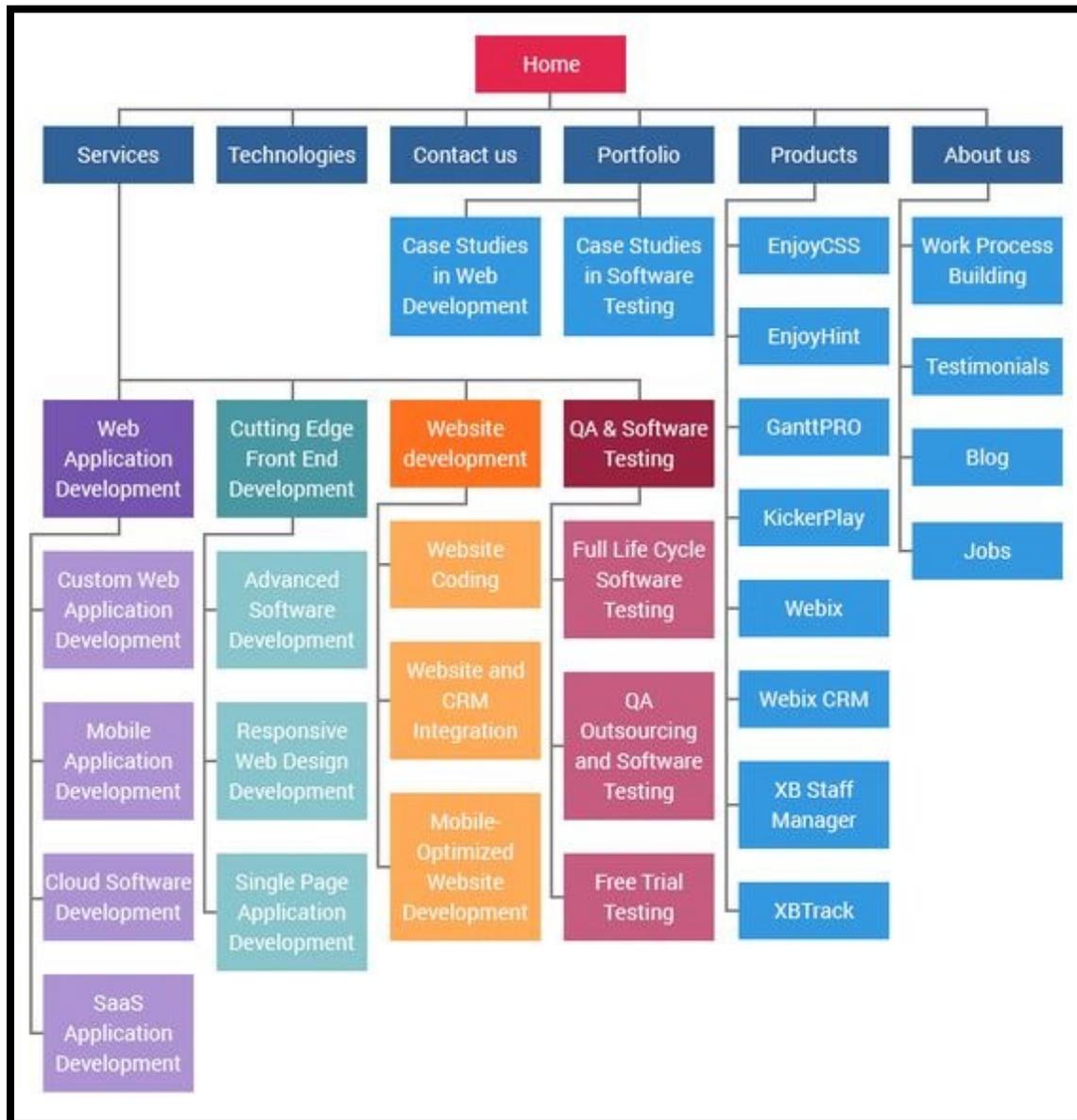
would have then repeated as explained before. The cycle may have also stopped when the user had navigated the whole website and was therefore ready to exit.

### Sitemap

As well as a flowchart, I also created a sitemap to show the navigation of the current pages I was undertaking. To begin, I viewed some inspiration online as well as viewing a previous sitemap I had created to assist. This would have helped myself fully understand how to structure the sitemap for the ‘Home Sweet Home Front’ website. The inspiration as well as the final outcome can be viewed in this section.

### Inspiration

#### Sitemap Example 1

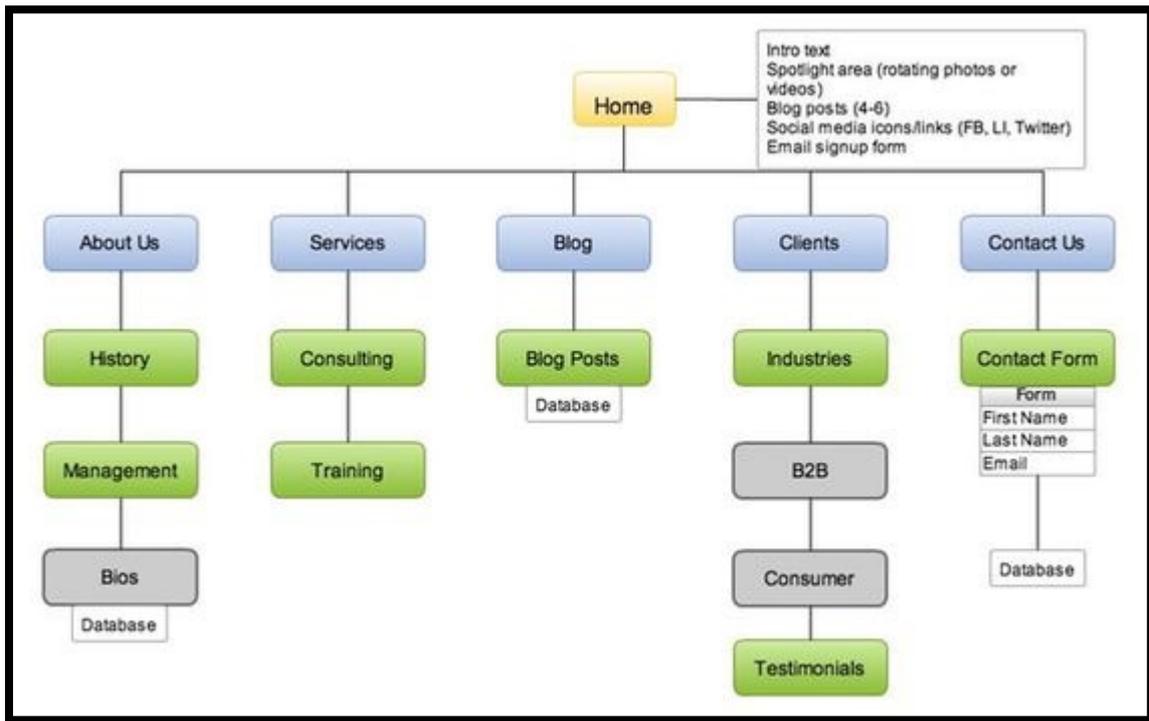


(Gordiyenko, 2015)

From this sitemap, I understood that the home page would have been placed at the top to signify hierarchy as well as other web pages below. With regards to the other web pages, these were divided further, displaying further website links under each page. Additionally, colour helped to

indicate different aspects of the sitemap, something which I believed to be beneficial when creating my sitemap for this project.

*Sitemap Example 2*



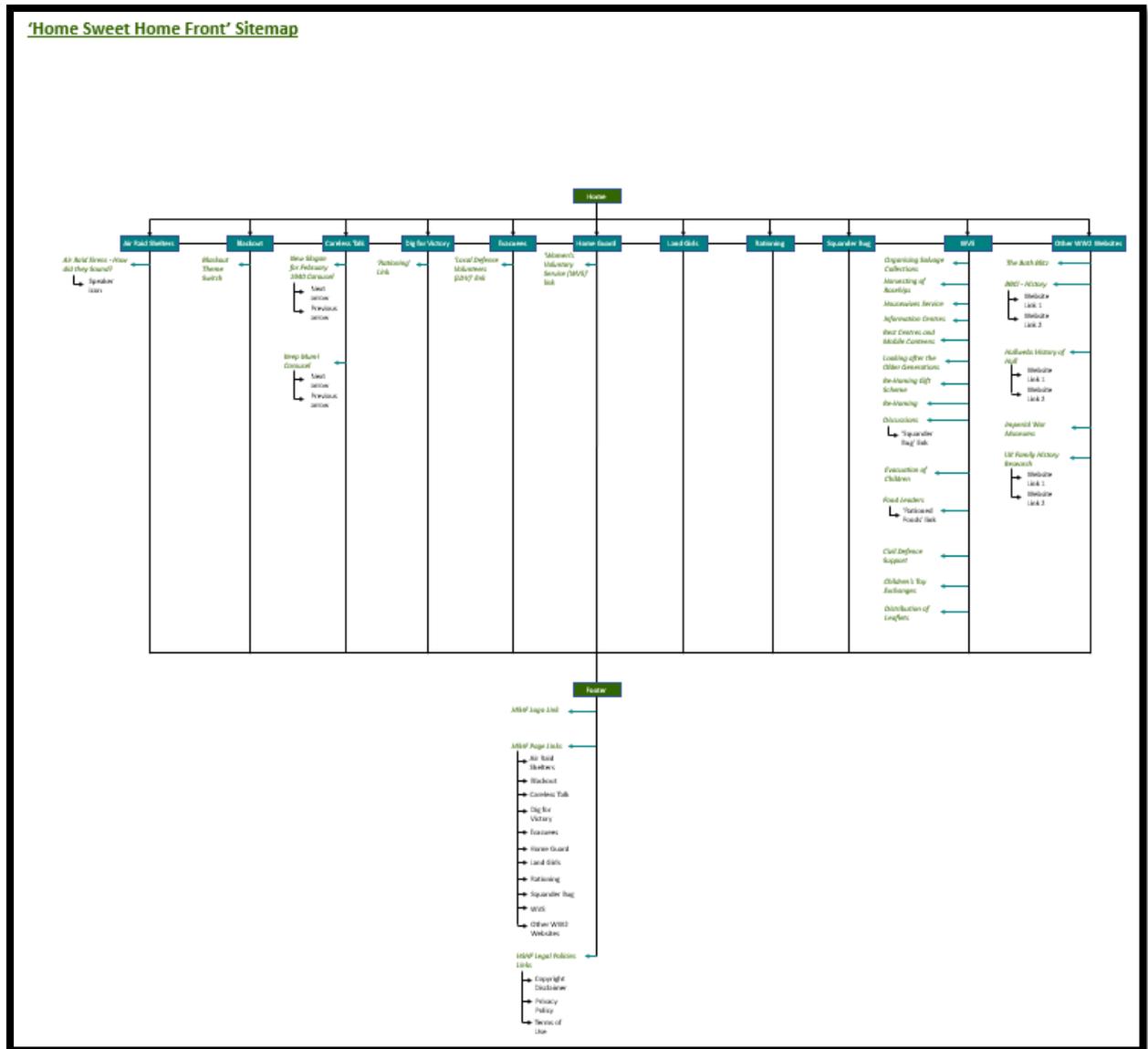
(Uttley, 2010)

From this sitemap, I understood that, again, the home page was placed at the top with different colours symbolising different aspects of the website. However, in some situations, aspects of the web pages were also specified with the form being an example. Details were included for the home page with regards to the content which would have been placed onto this page, a useful aspect to include.

### The Final ‘Home Sweet Home Front’ Sitemap

After undertaking the previous research and viewing a previous sitemap, I decided to create the sitemap displayed below. Please note, to see this in better detail, please view the version provided on the page for this project on my personal website. The reason why the image is small is because this was placed within a large document:

The Final Sitemap for the ‘Home Sweet Home Front’ Website



To explain this sitemap, the home page would have been the main page which would have also linked to the other pages. As there would have been a fixed navigation bar on each page, the other pages would have also been able to have been navigated back to the home page. Where hyperlinks were included in the text on a particular page, this was shown through an additional section underneath each page such as ‘Air Raid Shelters’. However, sometimes this related to an interaction on the page with the ‘Blackout Theme Switch’ and the carousels for the ‘Careless Talk’ page being key examples. Furthermore, if links were within particular sections on a page such as the WW2 website links, these were indicated with arrows following on from each stated section underneath a particular page. One final key aspect to note is that regarding the footer section, each page would

have had access to this with the footer including links to pages, both the topic pages and legal policies pages, as well as a link for the logo which would have navigated the user to the home page.

## Conclusion

Undertaking these processes allowed for myself to gain a full understanding of how to make the website as professional and user-friendly as possible. Although the development/programming process had already begun during some of the processes shown above, this still enabled myself to integrate aspects learnt from undertaken research. Overall, these processes allowed for a successful programming process to be undertaken which is displayed in another document on the page for this project on my website.

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