

Curriculum intent

This curriculum develops students' digital literacy, computing knowledge and creative media skills, beginning with the foundations of safe, responsible and effective technology use. Students explore online safety, privacy, data protection, computer crime, malware and relevant legislation, alongside the ethical issues associated with technology. They develop an understanding of computer systems, including hardware components, binary, networks and how the internet functions. Practical skills are developed through digital graphics, UX and web design, where students learn about bitmap and vector graphics, image-editing techniques, file formats, HTML, CSS, accessibility and responsive design.

Programming skills are developed progressively from block-based, event-driven programming in Kodu to text-based programming in Python, including variables, data types, input and output, selection, iteration and functions. As students progress, the curriculum develops a stronger focus on the creative media industry, exploring media sectors and products, target audiences, media codes, purpose, style, content and layout. Students learn how media products are planned and distributed, including the use of planning documents, distribution platforms and appropriate file formats. The curriculum culminates in preparation for the R093 examination, where students consolidate their knowledge across the course and develop their understanding of command words, exam technique and how to apply knowledge effectively in examination contexts.

Year	Knowledge (Topics / contexts) Pupils will know	Prior Knowledge (KS2/Previous learning)	Skills acquired Pupils will be able to:	Concept Pupils will understand	Assessment	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
7 Term 1	Online safety rules (passwords, phishing, scams) Health and safety (ergonomics, screen time) Data protection & privacy School AUP (acceptable use policy)	KS2 online safety lessons Use of school devices/accounts Basic understanding of trusted adults and reporting concerns	Recognise safe/unsafe online behaviours Apply protective measures Communicate safety advice clearly	Importance of using technology responsibly Personal responsibility and digital footprint	Esafety poster or presentation Multiple choice quiz Scenario based class discussion	Digital citizenship Privacy and data security Managing online risk and wellbeing	password, phishing, scam, privacy, data, GDPR, AUP, ergonomics, digital footprint	Create clear safety advice for a specific audience Use key terms accurately Explain choices in poster/presentation work
7 Term2	Components of a computer (CPU, RAM, storage, input/output devices) Basics of binary Networks: LAN vs WAN	KS2 use of laptops/tablets Basic input and output devices Simple place value/number work from maths	Label/identify hardware components Convert simple binary numbers Compare storage devices	Computers are systems made of hardware and software Data is represented using binary	Labelled diagram of a computer Binary conversion tasks Short written test	Computer systems Hardware and software interaction Binary as a method of data representation	CPU, RAM, storage, input, output, binary, bit, byte, LAN, WAN, hardware, software	Label diagrams accurately Write short explanations of components Compare devices using technical vocabulary
7 Term3	What makes a good game (mechanics, rules, scoring) Block based coding in Kodu Event driven programming concepts	KS2 Scratch/block coding Simple algorithms and sequencing Experience of testing simple programs	Design and build a simple game in Kodu Apply “if... then...” logic Debug and test a program	Programming is about giving instructions Games need both creative design and logical rules	Completed Kodu game project Peer testing and feedback sheet Written reflection on game design	Computational thinking Algorithms, sequencing and events Testing, debugging and refinement	algorithm, sequence, event, condition, if/then, variable, sprite/object, debug, mechanics	Annotate game designs Give peer feedback using success criteria Write reflections on improvements made
7 Term 4	Python basics: syntax, print, input, variables, data types Selection (if/else) Iteration (for/while loops)	Block-based programming in Kodu/Scratch Basic sequencing and logic Confidence using keyboard and file saving	Write and run Python code Debug syntax/logic errors Create simple interactive programs	Programs follow sequence, selection, iteration Errors are part of problem solving	Python quiz program Debugging challenge Teacher marked code review	Text-based programming Sequence, selection and iteration Problem solving through debugging	Python, syntax, print, input, variable, string, integer, boolean, selection, iteration, loop	Comment code simply Explain what a program does Use precise language when describing errors and fixes
7 Term 5	Types of computer crime: hacking, malware, phishing, identity theft Laws: Computer Misuse Act, GDPR Ethical issues around computer use	Year 7 online safety and privacy Basic awareness of passwords/phishing Understanding of right and wrong online behaviour	Identify cyber threats Suggest ways to protect systems Debate ethical scenarios	Technology can be misused for harm Laws exist to protect individuals and organisations	Case study analysis Awareness poster or video Class debate participation	Cybersecurity Legal and ethical use of technology Prevention, responsibility and consequences	malware, hacking, phishing, identity theft, firewall, antivirus, GDPR, Computer Misuse Act	Analyse scenarios in writing Justify safe choices Use persuasive language for awareness materials

7 Term 6	Digital graphics: bitmap vs vector Tools: resize, crop, layers, filters File formats: JPEG, PNG, SVG	KS2 digital drawing/presentation tools Saving and inserting images Basic design awareness from art/computing	Use image editing software (Paint.NET, Photoshop, GIMP) Apply design principles Export work in correct formats	Images are made of pixels (bitmap) or paths (vector) Graphics influence communication and design	Create a logo/poster for a school event “Before & After” graphics challenge End of unit portfolio	Visual communication Audience and purpose in design Image type, quality and file suitability	bitmap, vector, pixel, layer, crop, resize, filter, JPEG, PNG, SVG, resolution	Annotate design decisions Use before/after evidence Evaluate how graphics meet audience and purpose
8 Term 1	Components of computer systems How networks function (LAN, WAN, internet) Basics of User Experience (UX) design Importance of usability in digital products	Year 7 computer systems, binary and networks Year 7 digital graphics/design principles Experience using school network services	Identify key components of systems and networks Analyse examples of good and poor UX design Suggest improvements for digital products	Systems and networks are interconnected User experience impacts effectiveness of design	Diagram of a network system UX design critique task Short knowledge quiz	Systems thinking Networks as connected services Human-centred design and usability	network, server, client, router, switch, bandwidth, UX, usability, accessibility, interface	Write UX critiques Use comparative language Explain improvements with reference to users
8 Term2	Types of malware: virus, worm, trojan, ransomware Hacking threats and phishing Safe online behaviours Preventive measures (firewalls, antivirus, strong passwords)	Year 7 computer crime and online safety Understanding of passwords and phishing Basic knowledge of networks and connected systems	Recognise cybersecurity threats Apply strategies to stay safe online Explain consequences of cyber attacks	Technology is vulnerable to misuse Personal actions help reduce risks	Cybersecurity awareness poster Scenario based quiz Case study analysis	Cyber risk and prevention Layers of defence Personal and organisational responsibility	virus, worm, trojan, ransomware, malware, exploit, firewall, antivirus, encryption, backup	Explain causes and consequences Write advice for users Use case study evidence to support answers
8 Term3	Python programming: variables, data types, operators Control structures: if/else, loops Functions and modular code Input/output for interactivity	Year 7 Python syntax, input/output, variables, selection and loops Debugging experience	Write interactive Python programs Use functions for reusable code Debug and improve solutions	Programs solve problems through structured logic Modular programming improves efficiency	Create an interactive text based program Debugging challenges Teacher assessment of code	Modular programming Decomposition and abstraction Efficient, reusable code	function, parameter, operator, variable, data type, condition, loop, validation, debugging	Use comments to explain code Write testing notes Evaluate how the solution meets the brief
8 Term 4	Principles of image editing (layers, filters, effects) Vector vs bitmap graphics File types and optimisation 2D design techniques	Year 7 digital graphics Bitmap/vector and file format knowledge Basic design principles and editing tools	Use graphic design software effectively Edit and manipulate images Create 2D digital graphics projects	Graphics communicate ideas visually File formats affect quality and usability	Create a poster, logo or infographic Before/after editing task Peer review of designs	Digital design process Representation and visual meaning Optimisation for purpose and platform	layer, mask, filter, effect, vector, bitmap, export, compression, resolution, typography	Annotate visual choices Use peer review language Write evaluations linked to audience and purpose

8 Term 5	Ethical issues in technology (digital divide, bias, copyright) Legal frameworks: Data Protection Act, Computer Misuse Act	Year 7 GDPR, Computer Misuse Act and ethical scenarios Experience using digital assets in graphics	Analyse case studies of ethical/legal issues Discuss impact of technology on society Suggest ethical approaches to asset use	Technology affects individuals, society, and the environment Responsible choices matter	Written case study analysis Class debate/discussion Short essay or presentation	Digital responsibility Copyright and ownership Technology impact on society and environment	copyright, licence, asset, permission, bias, digital divide, e-waste, sustainability, privacy	Construct balanced arguments Use examples in case studies Explain legal, ethical and environmental impacts
8 Term 6	Basics of HTML structure (head, body, tags), CSS for layout, colours, fonts Accessibility principles (alt text, contrast, navigation), Responsive design	KS2/Year 7 webpage use and online safety Year 8 UX/accessibility and graphics Basic text formatting and file management	Build simple websites using HTML and CSS Apply layout and styling techniques Implement accessibility features	Websites are structured with code Accessibility is essential for inclusivity	Create a multipage website project Peer evaluation for usability/accessibility Teacher marked portfolio	Web structure and styling Separation of content and presentation Inclusive digital design	HTML, CSS, tag, element, attribute, head, body, hyperlink, alt text, contrast, responsive	Write annotations for code Evaluate accessibility/usability Explain how design choices support users
10 Term 1	Media industry sectors and products	KS3 digital media, graphics and web projects Understanding of audience and purpose Basic knowledge of online platforms and products	Create a mind map of the traditional media sector, create an infographic about traditional media, research and create notes about how the traditional media sector is shrinking	Summarise the key aspects of the Traditional Media sector Explain how Traditional media is changing and adapting	Level of engagement with written and practical tasks set within lessons. Topic Tests. Quality of homework and performance in Yr10 exam. Retrieval quizzes,	Media industries change over time Products are shaped by sector, technology and audience Traditional and digital media are increasingly connected	media sector, product, traditional media, digital media, convergence, revenue, platform, audience	Summarise sectors using examples Explain changes using because/therefore Compare traditional and digital products
10 Term2	How style, content and layout are linked to the purpose.	KS3 graphic design and UX work Year 8 website/graphics projects Basic understanding of audience and purpose	identify the create a mind map of the conventions used to advertise/promote a product including: colour, language type and tone, positioning of elements, style of representation,	Explain how meaning is created for different purposes. Explain how the design of a media product is based on its purpose.	Topic Tests. Quality of and performance in Yr10 exam. Retrieval quizzes, Timed exam questions, Mock paper and question-level analysis, Personalised DIRT/revision tasks	Purpose influences style, content and layout Design conventions help audiences interpret meaning Choices must fit product and audience	purpose, advertise, promote, educate, convention, layout, typography, colour, tone, representation	Analyse media products in paragraphs Use subject terminology Justify how design choices meet purpose
10 Term3	How style, content and layout are linked to the purpose.	Term 2 style/content/layout analysis Understanding of advertising and educational purposes KS3 design principles	identify the create an infographic of the conventions used to influence including: colour, language type and tone, positioning of elements, and style of representation.	Explain how meaning is created for different purposes. Explain how the design of a media product is based on its purpose.	Level of engagement with written and practical tasks set within lessons. Topic Tests. Quality of homework tasks designed to check for understanding of topics covered and	Media products can influence attitudes and behaviour Meaning is constructed through deliberate design choices Representation affects audience response	influence, persuasion, connotation, denotation, positioning, imagery, slogan, call to action, tone	Explain how meaning is created Use evidence from examples Write analytical responses using key vocabulary

					performance in Yr10 exam.			
10 Term 4	Audience demographics and segmentation	Terms 1-3 media sectors, purpose and conventions KS3 understanding of users/audiences Basic demographic awareness	create a mini knowledge organiser for each of the different segmentations' classifications. define each and how will affect product design (link to 2.1 information) split into small groups with each group researching a segmentation to produce a 3 slide presentation product.	Describe how audiences are segmented Explain why audience segmentation is used Explain how different audience groupings affect a media product designs and type.	Level of engagement with written and practical tasks set within lessons. Topic Tests. Quality of homework tasks designed to check for understanding of topics covered and performance in Yr10 exam. Retrieval quizzes, Timed exam questions, Mock paper and question-level analysis, Personalised DIRT/revision tasks	Audiences are segmented to target products effectively Audience data shapes content, style and distribution Different groups have different needs and expectations	demographic, segmentation, target audience, psychographic, geodemographic, NRS, lifestyle, accessibility	Describe audience profiles Explain design impact of segmentation Use examples to justify audience choices
10 Term 5	Media codes used to convey meaning, create impact and/or engage audiences	Terms 2-4 analysis of style, layout, purpose and audience KS3 graphics and visual communication	define what technical and symbolic codes are create an infographic or poster explaining what the different technical and symbolic codes are.	Explain the difference between technical and symbolic codes Explain how technical and symbolic codes are used to create meaning	Quality of homework tasks designed to check for understanding of topics covered and performance in Yr10 exam.	Codes create meaning and emotional impact Technical and symbolic choices guide audience interpretation Codes work together to engage audiences	technical code, symbolic code, camera angle, lighting, colour, typography, iconography, mise-en-scene	Analyse codes using evidence Compare intended effects Use media terminology in extended responses
10 Term 6	Work planning	Terms 1-5 media products, audiences and codes KS3 project planning and file management Experience of practical digital projects	create a 3 ring Venn diagram for with each ring related to a phase in each phase include: documents used (link to 3.2 and 3.3) job roles (link to 1.2) create a short presentation explaining each phase of a media production.	Explain the phases of a media production Identify the documents used in each phase of a media production	Level of engagement with written and practical tasks set within lessons. Topic Tests. Quality of homework tasks designed to check for understanding of topics covered and performance in Yr10 exam.	Media production follows planned phases Documents, roles and deadlines support successful outcomes Planning reduces risk and improves efficiency	pre-production, production, post-production, workflow, brief, deadline, milestone, resources, constraints	Explain production phases clearly Create planning documents Justify why documents are needed for a project

11 Term 1	Documents used to support ideas generation	Year 10 work planning and media production phases Previous use of mind maps and planning documents Understanding of briefs and audiences	The purpose, conventions, and components of a mind map. Students create a mind map for a past assignment, create an annotated mind map explaining each of the roles of its components and how they make a document effective	Explain the purpose of a mind map Explain how a mind map is created Explain how a mind map can be made effective for the end user Identify the users of a mind map	Topic Tests. Quality of homework tasks designed to check for understanding of topics covered and performance in Yr11 exam. Retrieval quizzes	Ideas generation supports creative development Mind maps organise, link and develop ideas Effective planning documents suit their users	mind map, central node, branch, sub-node, annotation, linkage, hierarchy, conventions, end user	Annotate planning documents Explain purpose, users and conventions Evaluate effectiveness for the end user
11 Term2	Distribution platforms and media to reach audiences	Year 10 audience segmentation and media products Year 8 websites and accessibility Understanding of digital platforms	research into the online platforms used at home and in business for media products create a fact sheet explaining the characteristics and uses of Apps, multimedia, Web.	Explain how online platforms are used to deliver media products How the characteristics of the platforms effects the choice of platform for a media product.	Retrieval quizzes, Timed exam questions, Mock paper and question-level analysis, Personalised DIRT/revision tasks	Distribution choices affect audience reach Platform characteristics shape product suitability Technical limits influence media delivery	distribution, platform, app, website, multimedia, reach, carrying capacity, bandwidth, streaming, download	Compare platforms using advantages/disadvantages Justify platform choice for audience and product Use technical terms accurately
11 Term3	Properties and formats of file formats	KS3/KS4 graphics and file formats Year 10/11 planning and product creation Understanding of platform requirements	create a Venn Diagram style image of file compression with the differences between Lossy and Lossless Compression.	Explain what file compression is Explain the differences between Lossy and Lossless compression	Level of Topic Tests. Quality of homework tasks designed to check for understanding of topics covered and performance in Yr11 exam.	File format choices affect quality, size and compatibility Compression involves trade-offs Technical decisions must match purpose and platform	file format, compression, lossy, lossless, resolution, bit depth, colour depth, file size, compatibility	Explain trade-offs clearly Compare compression methods Write guidance for selecting suitable file formats
11 Term 4	R093 synoptic revision and exam preparation Industry sectors, audiences, media codes, planning documents, distribution and file properties Command words and exam technique	All R093 topics from Years 10 and 11 Prior KS3 creative digital media, programming, graphics and web knowledge Feedback from mock assessments	Revise and connect key topics Analyse unseen media examples Answer describe, explain, compare and justify questions Improve responses using mark schemes	Exam success depends on applying knowledge to contexts and justifying choices for audience, purpose and product	Retrieval quizzes Timed exam questions Mock paper and question-level analysis Personalised DIRT/revision tasks	Synoptic links across industry, audience, codes, planning, distribution and file formats Application of theory to unfamiliar media contexts	synoptic, command word, justify, evaluate, audience, purpose, code, segmentation, distribution, compression	Use PEEL/point-evidence-explain structure Write concise exam responses Use examples and subject terminology to justify answers

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
7 Term 1	Safe use of computers; passwords, phishing, privacy, GDPR and school AUP; health and	Diagnostic online-safety quiz; e-safety poster/presentation; labelled computer diagram; binary tasks; short knowledge test.	KS2 online safety, device use, trusted adults, basic	Case-study templates; design exemplars; step-by-step tool	Prepares for Year 8 systems, UX and cybersecurity, and

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
	safety; computer components, binary and LAN/WAN basics.		input/output and number place value.	guides; annotated models; peer feedback using clear criteria.	KS4 R093 legal/ethical issues.
7 Term 2	Game design in Kodu; mechanics, rules and scoring; event-driven logic; Python basics including print, input, variables, selection and iteration.	Completed Kodu game; peer testing sheet; Python quiz program; debugging challenge; teacher code review.	KS2 Scratch/block coding; Year 7 hardware and data representation; sequencing and simple algorithms.		Builds towards Year 8 Python functions and KS4 planning, workflows and digital product development.
7 Term 3	Computer crime, malware, hacking, phishing and identity theft; Computer Misuse Act and GDPR; digital graphics, bitmap/vector, layers and file formats.	Cybercrime case study; awareness poster/video; class debate; logo/poster graphics portfolio with before/after evidence.	Revisits online safety, privacy, data protection and digital citizenship from Term 1.		Links to Year 8 malware, ethical asset use, image editing and KS4 media codes/assets.
8 Term 1	Computer systems and networks; internet services; UX and usability; malware types, hacking threats, phishing and online protection.	Network diagram; UX critique; cybersecurity awareness poster; scenario quiz; case study response.	Year 7 components, networks, online safety, computer crime and digital footprint.		Supports KS4 analysis of audience, accessibility, legal issues and platform suitability.
8 Term 2	Python programming with variables, data types, operators, if/else, loops, functions, modular code, input/output and validation.	Interactive text-based program; debugging challenges; testing notes; teacher assessment of code.	Year 7 Python syntax, sequencing, selection, iteration and debugging practice.	Templates; chunked demonstrations; accessibility checklist; image/source banks; stretch: responsive design and independent asset optimisation.	Prepares for Year 9 project work and KS4 logical planning, testing and refinement.
8 Term 3	Image editing and 2D graphics; layers, filters, effects, optimisation and typography; HTML/CSS website structure, layout and accessibility.	Poster/logo/infographic; before/after editing task; multipage website project; peer evaluation for usability/accessibility.	Year 7 graphics and file formats; Year 8 UX, accessibility and online safety.		Foundation for Year 9 digital media products and KS4 R093/R094 product analysis and creation.
9 Term 1	Creative iMedia foundations: media products, sectors, audience, purpose, visual communication, design conventions and image editing refinement.	Baseline iMedia quiz; annotated media product analysis; redesign task for a target audience; short written evaluation.	KS3 graphics, UX, websites, audience/purpose and safe asset use.	Planning templates; staged deadlines; teacher conferencing; vocabulary prompts; extension: independent brief interpretation.	Direct preparation for Year 10 R093 media sectors, purpose, style, content and layout.
9 Term 2	Web and multimedia project: HTML/CSS recap, interactivity, navigation, accessibility, copyright/licensing, asset planning and user testing.	Website/prototype portfolio; asset log; accessibility/user testing sheet; improvement response.	Year 8 HTML/CSS, UX, graphics, ethical/legal asset issues and digital design process.		Links to KS4 audience needs, distribution platforms, planning documents and digital product coursework.
9 Term 3	Pre-production and project planning: client briefs, mind maps, mood boards, storyboards, scripts, work plans, risk assessment and evaluation.	Response to a brief; planning folder; practical mini-product; final evaluation using audience and purpose.	Revisits all KS3 design, programming, asset, accessibility and evaluation skills.		Strong bridge to Year 10 work planning, media codes and OCR Creative iMedia coursework expectations.
10 Term 1	R093 media industry sectors and products; traditional/digital media; convergence; purpose, style, content and layout in media products.	Retrieval quizzes; annotated product analysis; sector mind map/infographic; timed exam questions; homework checks.	KS3 media products, audience/purpose, graphics, UX and web design.	Planning templates; exemplars; milestone checklists; role cards; extension: justify documents for a specific brief.	Leads to Year 10 audience segmentation, influence, codes and synoptic exam responses.

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
10 Term 2	Audience demographics and segmentation; influence and persuasion; representation; technical and symbolic codes used to create meaning and impact.	Audience profile tasks; code analysis; infographics/posters; mock-style questions; question-level DIRT.	Term 1 sectors, products, purpose, style/content/layout and KS3 audience work.		Prepares for R093 exam analysis and practical product choices in R094/R097.
10 Term 3	Work planning and media production phases; pre-production, production and post-production; documents, roles, deadlines, resources and constraints.	Venn diagram of phases; planning document tasks; production phase presentation; retrieval quizzes and timed questions.	Terms 1-2 media products, audiences, codes and KS3 project planning/file management.		Feeds into Year 11 planning documents, idea generation and independent coursework management.
11 Term 1	Documents for ideas generation; mind maps, conventions, components, users and effectiveness; distribution platforms including apps, web and multimedia.	Annotated mind map; platform fact sheet; advantages/disadvantages table; timed R093 questions; retrieval quizzes.	Year 10 work planning, audience segmentation, media products and platform awareness from KS3 websites.	Personalised revision lists; model answers; command-word scaffolds; small-group intervention; extension: unseen-context evaluation questions.	Supports final R093 revision and Level 3 media/IT planning and platform decisions.
11 Term 2	File properties and formats; lossy/lossless compression; resolution, bit depth, colour depth, file size, compatibility and suitability.	Compression Venn diagram; file-format help sheet; knowledge tests; mock paper; personalised DIRT/revision tasks.	KS3/KS4 graphics, file formats, platforms, purpose and product requirements.		Prepares for technical decision-making in KS5 digital media/IT and creative production portfolios.
11 Term 3	R093 synoptic revision and exam preparation: industry, audience, codes, planning, distribution, file formats and command words.	Retrieval quizzes; timed describe/explain/compare/justify questions; full mock/exam practice; targeted revision and DIRT.	All KS4 R093 content plus KS3 graphics, websites, programming and digital safety foundations.		Progression to KS5 digital media/IT, apprenticeships and independent project work.

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
12 Term 1	Module A: Exploring and Developing Creative Media Skills - creative media foundations and skills audit	Investigate existing media practice; analyse audience, purpose, codes and conventions; experiment with camera, audio, editing, graphics and interactive tools; record process through annotation and reflective logs.	Revisits KS4 R093 media sectors, audience, purpose, style/layout, representation, media codes, planning documents, file formats and legal/ethical asset use.	Diagnostic skills audit; product analysis; short practical workshops; research and reflection log; A1 portfolio checkpoint against investigation, problem solving, technical, professional and communication skills.	Teacher modelling; exemplar portfolios; software crib sheets; scaffolded annotation prompts; glossary of industry terms; guided practical demonstrations; choice of media specialism for challenge and accessibility.	Builds the evidence base for A1 Skills Development and prepares learners to specialise before the A2 Creative Project.
12 Term 2	A1 Skills Development - practical experimentation and media production portfolio	Explore and develop ideas through research, practical trials, problem solving and refinement; apply technical practice; work to deadlines; use peer/client feedback to improve creative media outcomes.	Builds on Term 1 skills workshops and KS4 work planning, audience needs, technical/symbolic codes, asset management, accessibility and evaluation.	A1 portfolio evidence: practical outcomes, screenshots/scans, photographs, audio/video clips, planning and research, annotation/commentary, feedback records and reflective evaluation.	Chunked milestones; checklists for evidence collection; live demonstrations; feedback templates; supported access to equipment/software; extension tasks requiring more independent experimentation and critical reflection.	A1 evidence informs the self-directed A2 Creative Project and strengthens specialist technical practice for Year 13.
12 Term 3	A2 Creative Project - self-directed response to a vocationally relevant creative brief	Interpret a brief; research context, audience and constraints; generate and select ideas; plan production; create, test, refine and present a finished media product; evaluate how effectively intentions are met.	Draws together all A1 skills development: investigation, problem solving, technical practice, professional behaviours and communication.	A2 Creative Project evidence: proposal, research, planning documents, production log, draft/refinement evidence, final outcome and evaluation/presentation of the completed product.	Structured proposal frames; production schedules; conferencing; exemplars of strong evaluation; peer critique routines; alternative formats for presenting process and final outcomes where appropriate.	Completes the Year 12 540 GLH Diploma pathway and prepares learners for Year 13 Module B: Advancing Creative Practice.
13 Term 1	Module B: Advancing Creative Practice - B1 Personal Progression and specialist portfolio development	Explore creative media career routes; identify personal strengths and areas for development; create progression materials; develop advanced specialist skills; present work professionally for HE, apprenticeship or employment routes.	Builds on A1/A2 technical, reflective and professional practice, using the Year 12 portfolio as evidence for progression planning.	B1 Personal Progression evidence: progression research, skills audit, CV/personal statement, showreel/portfolio, website or promotional materials, presentation/interview evidence and professional behaviour records.	One-to-one progression tutorials; portfolio templates; model CV/showreel examples; careers research scaffolds; interview rehearsal; personalised targets; stretch through specialist technical refinement and independent networking.	Supports UCAS/apprenticeship/employment applications and feeds into the final B2 Creative Industry Response.
13 Term 2	B2 Creative Industry Response - substantial response to an industry/client-style brief	Analyse an industry brief; research client/audience requirements; develop solutions; manage production workflow; apply advanced technical practice; demonstrate professional behaviours; communicate decisions and progress clearly.	Synoptically applies A1 Skills Development, A2 Creative Project and B1 Personal Progression, including research, planning, production, problem solving, reflection and presentation.	B2 evidence: project proposal, research and planning files, production body of work, draft/refinement evidence, client/peer feedback, finished product, presentation/exhibition and reflective commentary.	Milestone reviews; risk and resource planning templates; equipment/software support; critique sessions; industry examples; clear evidence checklists; extension through authentic client/employer engagement and ambitious outcomes.	Forms the major assessed component of the Extended Diploma and demonstrates readiness for higher education, apprenticeships or creative industry employment.

