

“Rooted and grounded in Love”.

BTEC Digital Media Production



Intent – ‘Rooted and grounded in Love’

Intent – Rooted

It is our mission to enable all students to become confident, compassionate, and discerning users and creators of technology and digital media.

Our Computer Science and Digital Media curriculum is designed to equip students with the skills, knowledge, and values they need to flourish in a fast-moving and ever-changing digital world. From Year 7 through to post-16 study, our aim is to nurture problem-solvers and critical thinkers—young people who are reflective, analytical, and adaptable, prepared to take their place in the future with both technical expertise and a strong moral compass.

Our curriculum develops technical skill alongside ethical awareness. We teach programming and digital design through a structured, progressive model that enables students to understand not just how digital systems work, but why they are built the way they are—and how they impact individuals, society, and the planet. Students will learn to design digital content, code responsibly, and analyse media with clarity and purpose, always asking how technology can be used for good.

At Key Stage 3, all students experience a broad and inclusive curriculum. In Computer Science, they begin with the fundamentals of algorithms, problem-solving, and the text-based programming language of Python. We introduce elements of digital media and students explore the creation and analysis of multimedia content, considering both audience impact and the ethical use of digital tools. The KS3 curriculum is the ideal preparation for students to be able to make informed options choice for their GCSEs.

By the end of Year 9, students will have developed a secure understanding of core concepts such as logic, data, and systems architecture, and will be able to analyse media through lenses such as purpose, representation, and bias. These foundations prepare them for the demands of GCSE Computer Science or BTEC Creative Media Production and beyond. Students can deepen their expertise through real-world problem-solving, media production, and the application of theory to complex scenarios.

At Key Stage 5, students can specialise in A-Level Computer Science or A-Level Media Studies, or both. In Computer Science, they are challenged to think abstractly and systematically—developing secure programming skills, working on extended practical projects, and exploring topics such as CPU architecture, searching and sorting algorithms, cybersecurity, and ethics in technology. In Digital Media, students develop their practical media production skills while studying the media industry, the psychology of media consumption, and the power of narrative in visual storytelling.

Our curriculum is rooted in the Catholic values of compassion, truth, and service. Inspired by the example of Christ, students are encouraged to use technology not just for innovation, but for inclusion and justice. Whether designing a program or analysing a media campaign, students are asked: *Who is this for? Who might it exclude? How can we make it better for all?* We draw on Catholic Social Teaching to reflect on issues such as digital poverty, misinformation, and the responsible use of AI.

We take inspiration from St. Isidore of Seville, the patron saint of the internet and technology, who devoted his life to gathering and sharing knowledge for the good of others. His legacy reminds us that information should be used to build understanding and community—not division. In his spirit, our students are called to be ethical digital citizens and creators—thoughtful, informed, and guided by a commitment to the common good. Through this curriculum, our students grow in understanding of themselves, of others, and of the digital world they will shape.



BTEC Digital Media Production

Year 10



Curriculum Outline

Link to Catholic Social Teaching:

Dignity of All People - Students are encouraged to recognise and challenge harmful stereotypes, representing people fairly and with respect in media products.

The Common Good - Media is studied as a powerful tool to inform, educate, and promote positive messages that benefit society and encourage understanding.

Solidarity - Coursework and analysis explore how media can build empathy and connection between diverse communities, cultures, and viewpoints.

Subsidiarity - Students take responsibility for creating and analysing media, making ethical and independent choices in storytelling, editing, and messaging.

Participation - Learners actively engage in media creation and critique, developing their voices as thoughtful, creative contributors to digital culture.

Stewardship of Creation - Discussions around production methods, digital platforms, and sustainability in the media industry highlight the need for responsible use of resources.

Option for the Poor - Audience analysis and practical work consider how media can include and reflect underrepresented groups, and support social justice causes through campaigns and accessible design.

Advent 1	1A – Media Products	Advent 2	1A – Media Products
Description	Media Products & Sectors- Media products include content like films, TV shows, games, and digital platforms, produced across sectors such as publishing, broadcasting, advertising, and gaming. Purposes of Media Products - Media products are created to entertain, inform, educate, promote, advertise, or influence audiences, often as part of a brand or franchise strategy. Audiences - Audiences are grouped by demographics, psychographics, and socioeconomic class, and may be primary (intended) or secondary (incidental) consumers of a product.	Description	Changes in Audiences -Media audiences have evolved from passive viewers to active participants, influenced by technological advances and changes in media consumption habits. Relationships Between Products -Media products often relate through franchises, spin-offs, adaptations, and cross-platform storytelling, helping brands expand and engage audiences across formats. Practice Assessment Piece

Lent 1	1B – Media Language	Lent 2	Component 1A and 1B Coursework – Analysing Media Products – Actual Coursework
Description	Genre - Genre refers to the category or type of a media product, defined by shared conventions, styles, and audience expectations. Narrative -Narrative is the structure and sequence of events in a media product, often following theories like Todorov's or Propp's to tell a story. Stereotypes - Stereotypes are oversimplified representations of people, places, or groups used in media to quickly communicate ideas or identities, sometimes reinforcing social bias.	Description	Camera and Filming Effects -Camera shots, angles, movement, and visual effects are used to direct attention, create mood, and communicate meaning to the audience. Mise-en-scène - Mise-en-scène includes everything placed in front of the camera—such as setting, costume, props, lighting, and actors’ performance—to create atmosphere and visual storytelling. Component 1 coursework assignment – Students complete their coursework piece, responding to a brief set by the exam board
Pentecost 1	2A and 2B– Developing Practical Media Production Skills	Pentecost 2	2A and 2B– Developing Practical Media Production Skills
Description	Design Skills • Generating Ideas, Mind Maps, etc Idea generation techniques like brainstorming and mind-mapping help develop and structure initial concepts for media products. • Mood Boards, Mock-ups Mood boards and mock-ups visually communicate themes, styles, and design intentions before full production begins. Combining – Importing Clips, Trimming, Splitting, Text Overlay, Effects - Combining media involves importing, editing, and layering elements like video, sound, text, and effects to build a final product.	Description	Digital Skills • Basics – Text and Layering Using text tools and working with layers allows for precise control over design elements in posters, videos, and digital layouts. • Images – Taking Shots and Editing Capturing and editing images helps create original assets that match the style and purpose of a media product. • Combining Features for Posters Designing posters involves combining text, images, layout, and effects to effectively communicate messages and attract target audiences. Practice Media Piece – Students combine their skills to create a media product to a brief, as a practice.

BTEC Digital Media Production

Year 11



Curriculum Outline

Link to Catholic Social Teaching:

Dignity of All People - Students are guided to create inclusive, respectful media that avoids harmful stereotypes and uplifts the human person in all their diversity.

The Common Good - Media briefs and campaigns are seen as opportunities to inform, inspire or support others, helping students design content that has a positive social impact.

Solidarity - Through real-world issues in briefs and projects, students are encouraged to stand with others by raising awareness and giving a voice to the marginalised.

Subsidiarity - Students take ownership of their media work—planning, creating, and evaluating independently—developing confidence and responsibility in decision-making.

Participation - All learners are empowered to share their ideas and creativity through media products, contributing their unique voice to wider cultural conversations.

Stewardship of Creation - When producing and editing media, students are taught to think critically about digital footprint, ethical sourcing, and sustainability of media practices.

Option for the Poor - Briefs and creative work can be used to highlight social justice themes, support charitable causes, or advocate for communities often overlooked in mainstream media.

Advent 1	Component 2A and 2B – Designing and Creating a Media Product - Coursework Prep	Advent 2	Component 2 Designing and Creating a Media Product - Actual Coursework
Description	Skills Bootcamp and Recap – Students start the year with a refresher on the essential skills and techniques. Component 2 Preparation – Students prepare resource and plans for their real coursework. Component 2 requires them to respond to a brief – designing a product, acquiring and editing media (images), creating the product and then evaluating the process.	Description	Component 2 Completion – Student will complete their component 2 coursework over a number of weeks. They will be given feedback and then some further time to make improvements.

Lent 1	Component 3 – Designing media products to a brief - External Assessment Prep	Lent 2	Component 3 Designing media products to a brief- Actual External Assessment Prep
Description	Component 3 requires students to combine elements of the Component 1 and 2. They must respond to a brief set by the exam board and then produce a body of work in exam conditions. In this term student will- • Understand the brief • Research and plan initial ideas	Description	Component 3 – Continued In this term students will complete their Component 3 piece. It is carried out over a series of sessions. The work is sent off to the exam board for external assessment.
Pentecost 1	Component 3 Assessment	Pentecost 2	COURSE COMPLETED
Description	-Finalisation of all coursework submissions -Preperation for A Level Media Studies	Description	/