# Curriculum Overview

Subject: Games Development

Year Group: 12

CHASE HIGH SCHOOL
AMBITION - RESILIENCE - KINDNESS

BTEC Nationals in Creative Digital Media Production (Games Development Pathway). This course encourages students to develop skills across a range of different platforms, technologies and disciplines. They will explore industry standard software and gain insight into career opportunities available in the games and creative media industry. The course is delivered over two years. Students are assessed, internally moderated and then moderated externally by a moderator from Pearson. The course is graded at Pass, Merit and Distinction.

| TERM 1 | | TERM 2 | | TERM 3 | |
|---|---|---|---|---|---|
| **AUTUMN 1** Introduction & Unit 1: Media Representations | **AUTUMN 2** Unit 1 – Media Representations continued | **SPRING 1** Unit 4: Pre-Production Portfolio – Part A) | **SPRING 2** Unit 4: Pre-Production Portfolio – Part B) | **SUMMER 1** Unit 4 – Extension & Consolidation | **SUMMER 2** Consolidation & Revision for Unit 1 and Unit 4 |
| KNOWLEDGE/SKILLS<br><br>Media terminology & key concepts (codes, conventions, narrative, genres)<br><br>How media constructs meanings & representations<br><br>Semiotic analysis, audience theory & values messages<br><br>Introduction to formal analysis and academic writing skill | KNOWLEDGE/SKILLS<br><br>Comparing representations across texts<br><br>Applying media theories to analysis<br>Developing extended written answers | KNOWLEDGE/SKILLS<br><br>Pre-production fundamentals (brief interpretation, research, audience analysis)<br><br>Workflow documentation (mood boards, mind maps, scripts, shot lists)<br>Project planning skills (timelines, role allocation) | KNOWLEDGE/SKILLS<br><br>Technical pre-production documentation<br><br>Iterative planning & refinement<br>Time/resource management | KNOWLEDGE/SKILLS<br><br>Refining documentation and planning skills<br><br>Linking pre-production skills to real-world media projects<br><br>Professional reflection on planning decisions | KNOWLEDGE/SKILLS<br><br>Reviewing theory and practical evidence<br><br>Exam preparation for external assessment<br><br>Ensuring portfolio meets internal assessment criteria |
| KEY ASSESSMENTS<br>Formative: Case study analysis and practice exam questions | KEY ASSESSMENTS<br>Formal mock exam under timed conditions<br>Review & feedback sessions | KEY ASSESSMENTS<br>Formative portfolio evidence (peer & teacher feedback) | KEY ASSESSMENTS<br>Submission of Unit 4 coursework | KEY ASSESSMENTS<br>Portfolio refinement<br>Teacher feedback checkpoint | KEY ASSESSMENTS<br>Final checks and submission readiness<br>Practice exam and portfolio review |
| **Extended reading and resources:** | | | | | |

https://www.bbc.co.uk/bitesize/subjects/ztnygk7

https://mediaed.org/

https://www.commonsensemedia.org/

https://www.ofcom.org.uk/research-and-data/media-statistics

https://www.pewresearch.org/topic/journalism-media/

https://trello.com/guide

https://www.mindtools.com/subjects/projectmanagement

https://www.aiga.org/resources

https://www.interaction-design.org/literature/topics/personas

https://www.designcouncil.org.uk/news-opinion/design-methods-double-diamond-process

# Curriculum Overview

Subject: Games Development

Year Group: 13

CHASE HIGH SCHOOL
AMBITION - RESILIENCE - KINDNESS

*Aspirations, Character & Excellence*

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| TERM 1 | | TERM 2 | | TERM 3 | |
|---|---|---|---|---|---|
| **AUTUMN 1** Unit 8 – Responding to a Commission (External) | **AUTUMN 2** Unit 8 – Responding to a Commission continued | **SPRING 1** Unit 13 – Digital Games Production (Internal) | **SPRING 2** Unit 13 – Digital Games Production continued | **SUMMER 1** Unit 13 - Portfolio consolidation, moderation & showcase | |
| KNOWLEDGE/SKILLS Interpreting client briefs and audience requirements Planning, pre-production documentation, and ideation Legal, ethical, and budgetary considerations Professional communication and pitching | KNOWLEDGE/SKILLS Developing creative solutions and media assets Testing ideas against objectives and audience needs Reflective evaluation of production decisions | KNOWLEDGE/SKILLS Game genres, mechanics, rules, and target audiences Pre-production planning: GDD, storyboards, level design Analysing existing games and market trends Team roles and workflow planning | KNOWLEDGE/SKILLS Producing playable prototypes using development software Integrating mechanics, graphics, audio, and UI Testing, debugging, refining, and evaluating against objectives Reflective evaluation of design and production | KNOWLEDGE/SKILLS Reviewing and finalising evidence across all units Professional portfolio presentation and reflection Presenting and pitching creative work Understanding progression routes in media | |
| KEY ASSESSMENTS Formative: Research, draft proposals, planning documents | KEY ASSESSMENTS External set task: completed commission response with documentation and evaluation | KEY ASSESSMENTS Formative: Research report, draft GDD, audience analysis | KEY ASSESSMENTS Summative: Completed game prototype, final GDD, written evaluation | KEY ASSESSMENTS Final portfolio submission for moderation | |
| **Extended reading and resources** | | | | | |

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https://mediaed.org/
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https://www.pewresearch.org/topic/journalism-media/
https://trello.com/guide
https://www.mindtools.com/subjects/projectmanagement
https://www.aiga.org/resources
https://www.interaction-design.org/literature/topics/personas
https://www.designcouncil.org.uk/news-opinion/design-methods-double-diamond-process