



**Computing, ICT
and e-Sports
Curriculum**

Computing, ICT and e-sports at Maltby Academy

Introduction

The Maltby Academy curriculum is designed to deliver exceptional learning experiences that enable all young people to thrive academically, personally, and socially. Each subject curriculum is ambitious, coherently planned, and carefully sequenced to ensure that all students develop the knowledge, skills, and character required to succeed in a competitive world. Our key drivers: Teaching & Learning, Personal Development, Careers & CEIAG, Enrichment, and Behaviour & Attitudes underpin every aspect of our curriculum design.

Computing, ICT and e-sport - intent statement

The Computing and ICT curriculum at Maltby Academy equips students with the digital knowledge and skills required to thrive in an increasingly technological world. Students develop competence in programming, problem-solving, and computational thinking, as well as a secure understanding of online safety and digital citizenship. The curriculum is sequenced to build both theoretical understanding and practical skills, enabling students to apply their learning creatively and responsibly. Computing supports our key drivers through Teaching & Learning, Enrichment via coding clubs and competitions, and Careers pathways in IT, digital, and creative sectors. Personal Development is promoted through responsible online behaviour, resilience in problem-solving, and creativity in digital projects. Computing at Maltby Academy ensures students are prepared for both academic success and life in a digital society.

The e-sports curriculum at Maltby Academy harnesses the growing influence of competitive gaming to develop teamwork, communication, strategic thinking, and digital literacy. Students explore the structure of the esports industry, the technology that drives it, and the skills required for success in professional and support roles. The curriculum combines theoretical understanding with practical application through team-based gameplay, event organisation, and performance analysis. E-sports supports our key drivers through dynamic Teaching & Learning, Enrichment via tournaments and collaborative projects, and Careers preparation in digital media, technology, and business sectors. Personal Development is promoted through leadership, resilience, and respect within a competitive environment. E-sports at Maltby Academy empowers students to turn passion into purpose, equipping them with the knowledge, discipline, and creativity to thrive in the digital industries of the future.

Why do we study Computing, ICT and e-sports?

Computing teaches students how technology works and how to shape it. It builds skills in programming, problem-solving, and digital literacy, enabling students to thrive in a digital economy and participate safely and creatively in the modern world.

e-Sports cultivates teamwork, strategic thinking, and digital literacy through competitive gaming. It supports personal development, resilience, and an understanding of the professional gaming industry and associated career pathways.

Qualification

Our Key Stage 4 exam board for Computer Science is OCR.

Our Key Stage 4 exam board for ICT is BTEC. Our Key Stage 5 exam board for ICT is BTEC.

Our Key Stage 5 exam board for e-sports is AIM

Key Tier 2 Vocabulary in Computer Science

analyse, design, implement, evaluate, logical, sequence, algorithm, variable, iteration, abstraction, validation, efficiency, simulation, decomposition, optimisation

Disciplinary Requirements in Computer Science

- Students must apply computational thinking to analyse problems and design solutions.
- Demonstrate algorithmic reasoning, showing how logic, structure, and efficiency influence program performance.
- Use precise technical language to explain processes and evaluate outcomes, including ethical and environmental implications of computing.
- Communicate clear, step-by-step reasoning through flowcharts, pseudocode, and written explanations.

Vocabulary and Substantive Knowledge Summary

The Computing curriculum at Maltby Academy develops students' understanding of computational thinking, digital literacy, and problem-solving through creative and analytical approaches. Across Key Stages 3 and 4, students build the technical and conceptual knowledge required to design, create, and evaluate digital systems. The curriculum fosters curiosity about technology, logical reasoning, and responsible participation in a digital world.

Key Stage 3 – Foundations of Computing

Vocabulary focus:

Students are introduced to essential Tier 3 vocabulary related to computing systems and programming. Key terms include algorithm, binary, data, network, input, output, hardware, software, coding, sequence, selection, and iteration. They also begin to use evaluative and technical language such as logic, efficiency, and debugging.

Substantive knowledge themes:

- Understanding the components of a computer system and how data is represented digitally.
- Developing computational thinking through decomposition, pattern recognition, abstraction, and algorithm design.
- Writing and testing simple programs using block-based and text-based programming languages.
- Exploring digital literacy, e-safety, and responsible use of online platforms.
- Learning about the history and impact of computing and technology on society.

Progression goal:

By the end of Key Stage 3, students can confidently use computing vocabulary to explain processes, design algorithms, and debug code. They understand how hardware and software interact, can use digital tools effectively, and show awareness of how technology influences modern life.

Key Stage 4 - Computer Science

Vocabulary focus:

Students develop fluency in specialist computing terminology, including CPU, registers, cache, logic gates, algorithms, pseudocode, abstraction, decomposition, database, network topology, cybersecurity, encryption, and computational logic. They also adopt analytical terms such as efficiency, accuracy, reliability, and optimisation to describe system performance.

Substantive knowledge themes:

- Understanding the architecture and function of computer systems, including the CPU, memory, and storage.
- Designing, writing, and testing algorithms in text-based programming languages such as Python.
- Exploring network types, topologies, protocols, and cybersecurity principles.
- Investigating how data is stored, compressed, encrypted, and transmitted.
- Evaluating ethical, legal, and environmental issues in computing and digital technology.
- Analysing the role of computing in global communication, automation, and data science.

Progression goal:

By the end of Key Stage 4, students can design and implement efficient algorithms, interpret code, and evaluate system performance using appropriate technical language. They demonstrate logical thinking, problem-solving, and an understanding of the wider implications of computing in society and industry, preparing them for further study in Computer Science or digital disciplines.

Across Key Stages 3 and 4

The Computing curriculum develops analytical thinkers and problem-solvers who understand both the creative and logical dimensions of technology. Students progress from understanding basic systems and coding structures to applying computational reasoning to complex problems. By mastering key vocabulary and substantive concepts, they become digitally literate, innovative learners ready to thrive in an ever-evolving technological world.



Key Tier 2 Vocabulary in ICT

analyse, design, develop, implement, evaluate, database, validation, security, integrity, interface, functionality, systems, modelling, optimisation, reliability

Disciplinary Requirements in ICT

- Students must design, build, and evaluate digital solutions that meet user and organisational needs.
- Demonstrate understanding of data structures, systems development, and security principles.
- Analyse real-world IT applications to assess efficiency, accessibility, and ethical implications.
- Communicate findings and solutions clearly using technical and non-technical language.

Vocabulary and Substantive Knowledge Summary

The ICT curriculum at Maltby Academy develops students' understanding of how digital systems support communication, data handling, and creative problem-solving. Across Key Stages 4 and 5, students explore how technology is used to create, store, manipulate, and share information effectively in real-world contexts. The curriculum fosters digital confidence, project management, and professional communication, preparing students for further study or employment in technology-rich environments.

Key Stage 4 – ICT

Vocabulary focus:

Students develop fluency in digital and technical terminology such as hardware, software, network, database, algorithm, data validation, cybersecurity, cloud storage, interface, and spreadsheet modelling. They also apply project-based language including design brief, feedback, iteration, prototype, and evaluation.

Substantive knowledge themes:

- Understanding the purpose and components of ICT systems in everyday and business contexts.
- Designing and developing digital solutions using software applications such as spreadsheets, databases, and presentation tools.
- Managing and analysing data to support decision-making.
- Applying principles of e-safety, data protection, and cybersecurity.
- Understanding the social, ethical, and legal implications of ICT use.
- Developing digital communication and collaboration skills across different platforms.

Progression goal:

By the end of Key Stage 4, students can apply technical vocabulary and software skills to design, test, and present ICT-based solutions. They can explain how digital systems meet user needs, apply secure working practices, and evaluate the effectiveness of their outcomes in real-world contexts.

Key Stage 5 - ICT

Vocabulary focus:

Students extend their vocabulary to include advanced ICT and business technology terminology such as systems analysis, data integrity, cloud computing, user interface design, network infrastructure, project lifecycle, database normalisation, and information security. They also use evaluative terms such as reliability, efficiency, accessibility, scalability, and optimisation.

Substantive knowledge themes:

- Investigating how ICT systems support data management, communication, and business operations.
- Designing digital solutions through the full project lifecycle – from analysis and design to implementation and evaluation.
- Using database management systems to model, store, and manipulate information securely and effectively.
- Applying project management and teamwork principles to ICT projects, using real-world business case studies.
- Evaluating the impact of ICT on society, businesses, and individuals.
- Developing employability skills through professional documentation, client feedback, and digital presentation of outcomes.

Progression goal:

By the end of Key Stage 5, students can independently plan and deliver ICT projects that meet specific user needs, applying advanced digital and analytical skills. They use specialist vocabulary to communicate ideas effectively, justify technical decisions, and evaluate how ICT systems solve real-world problems in professional contexts.

Across Key Stages 4 and 5

The ICT curriculum builds creative, analytical, and digitally literate learners who understand how technology drives innovation across sectors. Through exposure to authentic digital tools and terminology, students develop the confidence to design, implement, and evaluate ICT solutions that enhance efficiency, communication, and accessibility. This prepares them for future success in a world increasingly shaped by technology.



Key Tier 2 Vocabulary in e-sports

analyse, evaluate, strategy, communication, leadership, digital, teamwork, innovation, industry, management, professionalism, event, performance, marketing, reflection

Disciplinary Requirements in e-sports

- Students must demonstrate understanding of the esports industry, including event management and performance strategy.
- Evaluate roles, leadership, and teamwork within digital competition contexts.
- Analyse ethical, technical, and commercial aspects of the esports sector.
- Apply professional skills and reflective practice to manage and review performance.

Vocabulary and Substantive Knowledge Summary

The e-Sports curriculum at Maltby Academy provides students with the opportunity to explore the rapidly expanding world of competitive gaming as both a digital discipline and a professional industry. The course develops a blend of technical understanding, teamwork, communication, and analytical skills through the study of game design, performance, event management, and enterprise. Students learn to evaluate digital systems, manage teams, and apply professional standards that reflect the modern e-sports sector.

Key Stage 5 – e-Sports

Vocabulary focus:

Students acquire specialist terminology relevant to competitive gaming and digital enterprise. Key terms include strategy, tournament, meta, collaboration, enterprise, branding, event logistics, streaming, digital marketing, and wellbeing. They also apply analytical and evaluative language such as optimisation, performance analysis, professionalism, sustainability, and inclusivity.

Substantive knowledge themes:

- Understanding the structure and growth of the global e-sports industry, including key organisations, teams, and governing bodies.
- Developing digital literacy through the use of streaming platforms, broadcasting software, and digital communication tools.
- Analysing game strategy, performance data, and team dynamics to improve competitive play.
- Managing e-sports events, from planning and promotion to technical delivery and post-event evaluation.
- Exploring health, wellbeing, and inclusivity in professional gaming environments.
- Applying principles of business, enterprise, and marketing to develop personal and organisational brands.
- Evaluating ethical, social, and legal responsibilities within digital and e-sports contexts.

Progression goal:

By the end of Key Stage 5, students can confidently plan, manage, and evaluate e-sports projects, demonstrating technical expertise, teamwork, and leadership. They use specialist vocabulary fluently to articulate strategy, analyse performance, and justify decisions in professional contexts. Learners are prepared for progression into digital media, business, or e-sports-related higher education and careers.

Across Key Stage 5

The e-Sports curriculum develops innovative, digitally fluent learners who combine creativity, strategic thinking, and professionalism. Through exposure to authentic industry practices, students gain the knowledge and confidence to operate within and beyond the e-sports sector. They develop transferable skills in communication, management, and technology, preparing them for success in an increasingly digital global economy.




Appendix


39-week plans


Tier 3 vocabulary





 Computer Science Year 7							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
eSafety - Online Reputation & Digital Footprint	eSafety - Online Reputation & Digital Footprint	eSafety - Email and URLs	eSafety - Email and URLs	eSafety - Social Media, Online Safety & Laws	eSafety - Social Media, Online Safety & Laws	eSafety - Effective Searching & Big Data	eSafety - Effective Searching & Big Data
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
eSafety - Staying Safe Online	eSafety - Staying Safe Online	eSafety - Final Substantive Assessment	eSafety - Final Substantive Assessment	Spreadsheets - Spreadsheet Basics	Spreadsheets - Spreadsheet Basics	Spreadsheets - Formulas and Functions	Spreadsheets - Formulas and Functions
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Spreadsheets - Graphs, Charts & Substantive Assessment	Spreadsheets - Graphs, Charts & Substantive Assessment	Spreadsheets - Modelling	Spreadsheets - Modelling	Spreadsheets - Modelling & Final Substantive Assessment	Spreadsheets - Modelling & Final Substantive Assessment	Non-Textual Programming - Programming Key Words	Non-Textual Programming - Programming Key Words
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Non-Textual Programming - Iteration, Broadcasting & Variables	Non-Textual Programming - Iteration, Broadcasting & Variables	Non-Textual Programming - Plan, Create and Evaluate a Quiz Game	Non-Textual Programming - Plan, Create and Evaluate a Quiz Game	Non-Textual Programming - Plan, Create and Evaluate a Quiz Game	Non-Textual Programming - Plan, Create and Evaluate a Quiz Game	Non-Textual Programming - Final Substantive Assessment	Non-Textual Programming - Final Substantive Assessment
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Databases - Database Key Terms	Databases - Database Key Terms	Databases - Create a Database	Databases - Create a Database	Databases - Searching a Database	Databases - Searching a Database	Databases - Final Substantive Assessment	





 Computer Science Year 8							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Code Breaking - Colossus and Substantive Assessment	Code Breaking - Colossus and Substantive Assessment	Code Breaking - Enigma	Code Breaking - Enigma	Code Breaking - Cryptography	Code Breaking - Cryptography	Code Breaking - Murder Mystery Project	Code Breaking - Murder Mystery Project
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Code Breaking - Murder Mystery Project	Code Breaking - Murder Mystery Project	Textual Programming - Computational Thinking & Flow Charts	Textual Programming - Computational Thinking & Flow Charts	Textual Programming - Print, Input & Variables	Textual Programming - Print, Input & Variables	Textual Programming - Data Types & Operators	Textual Programming - Data Types & Operators
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Textual Programming - Selection & Iteration	Textual Programming - Selection & Iteration	Textual Programming - Substantive & Disciplinary Assessment	Textual Programming - Substantive & Disciplinary Assessment	Textual Programming - Micro:bits - Essentials	Textual Programming - Micro:bits - Essentials	Textual Programming - Micro:bits - Project	Textual Programming - Micro:bits - Project
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Computer Systems - Internal and External Hardware Components	Computer Systems - Internal and External Hardware Components	Computer Systems - Operating Systems, Utility and Application Software	Computer Systems - Operating Systems, Utility and Application Software	Computer Systems - Computer Networks	Computer Systems - Computer Networks	Computer Systems - Hardware & Software Substantive Assessment	Computer Systems - Hardware & Software Substantive Assessment
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Computer Systems - Converting Between Denary and Binary	Computer Systems - Converting Between Denary and Binary	Computer Systems - Binary Addition	Computer Systems - Binary Addition	Computer Systems - Converting Between Denary and Hexadecimal	Computer Systems - Converting Between Denary and Hexadecimal	Computer Systems - Converting Between Denary and Hexadecimal	


 Computer Science Year 9							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Graphical Manipulation Software - Bitmap Images and Resolution	Graphical Manipulation Software - Bitmap Images and Resolution	Graphical Manipulation Software - Lossy Vs Lossless Compression & File Formats	Graphical Manipulation Software - Lossy Vs Lossless Compression & File Formats	Graphical Manipulation Software - Development of Graphic skills in Paint, Fireworks and Photoshop	Graphical Manipulation Software - Development of Graphic skills in Paint, Fireworks and Photoshop	Graphical Manipulation Software - Final Graphics Disiplinary Assessment	Graphical Manipulation Software - Final Graphics Disiplinary Assessment
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Graphical Manipulation Software - Final Graphics Disiplinary Assessment	Graphical Manipulation Software - Final Graphics Disiplinary Assessment	Cyber Security - HTML Basic Tags and Webpage Creation	Cyber Security - HTML Basic Tags and Webpage Creation	Cyber Security - HTML Substantive and Disciplinary Assessment	Cyber Security - HTML Substantive and Disciplinary Assessment	Cyber Security - Rocket Cake Web Creation on Social Engineering	Cyber Security - Rocket Cake Web Creation on Social Engineering
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Cyber Security - Rocket Cake Web Creation on Malware	Cyber Security - Rocket Cake Web Creation on Malware	Cyber Security - Rocket Cake Web Creation on Ethical, Legal and Environmental Issues	Cyber Security - Rocket Cake Web Creation on Ethical, Legal and Environmental Issues	Cyber Security - Rocket Cake Creation	Cyber Security - Rocket Cake Creation	Cyber Security - Final Substantive Assessment	Cyber Security - Final Substantive Assessment
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Spreadsheets - Formatting, Formulas & Functions	Spreadsheets - Formatting, Formulas & Functions	Spreadsheets - Graphs and Charts & Advanced Features	Spreadsheets - Graphs and Charts & Advanced Features	Spreadsheets - Disciplinary Assessment through Creating Own Spreadsheet	Spreadsheets - Disciplinary Assessment through Creating Own Spreadsheet	Spreadsheets - Disciplinary Assessment through Creating Own Spreadsheet	Spreadsheets - Disciplinary Assessment through Creating Own Spreadsheet
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Spreadsheets - Disciplinary Assessment through Creating Own Spreadsheet	Spreadsheets - Disciplinary Assessment through Creating Own Spreadsheet	Spreadsheets - What IF Scenarios	Spreadsheets - What IF Scenarios	Spreadsheets - Final Sumative Assessment	Spreadsheets - Final Sumative Assessment	Spreadsheets - Final Sumative Assessment	

 ICT Year 10							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Assessment Introduction and Scenario Analysis	Planning and Designing a Logo to specifications	Planning and Designing a Logo to specifications	Creating and Manipulating the Logo	Creating and Manipulating the Logo	Creating and Manipulating the Logo	Testing the Logo	Evaluating Logo
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Evaluating Logo	Planning and Designing a Database to specifications	Planning and Designing a Database to specifications	Creating and Modifying the Database	Creating and Modifying the Database	Testing the Database	Testing the Database	Evaluating the Database
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Evaluating the Database	Planning and Desining the Spreadsheet	Planning and Designing the Spreadsheet	Creating and Modifying the Spreadsheet	Creating and Modifying the Spreadsheet	Testing the Spreadsheet	Testing the Spreadsheet	Evaluating the Spreadsheet
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Evaluating the Spreadsheet	Plan and Design the Automated Document	Create and Modify the Document	Create and Modify the Document	Evaluate the Automated Document	Coursework Contingency	Coursework Contingency	Exam Revision Techniques
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
1.1 Hardware: Input Devices	1.1 Hardware: Output Devices	1.1 Hardware: Storage Devices	1.1 Hardware: Internal Components	1.1 Hardware: Ports	1.1 Assessment	1.1 Assessment	

 ICT Year 11							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
1.2 Software: Application and Graphics	1.2 Software: Utility and System	1.2 Assessment	1.3 Services: Current Technology	1.3 Services: Systems and Future Technology	1.3 Assessment	2.1: DIK	2.1 Assessment
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
2.2 Error Checking	2.2 Assessment	2.3 Network Types: Topologies	2.3 Network Types: Devices	2.3 Network Types: Threats and Emerging Technology	2.3 Assessment	2.4 Connectivity: Short, Medium, Large	2.4 Connectivity: Ethernet and USB
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
2.4 Assessment	3.1 Risk	3.1 Risk	3.1 Assessment	3.2 Impact Of Data Loss	3.3 Protection Methods	3.4 Moral and Ethical Issues	3.2, 3.3, 3.4 Assessment
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
3.5 Legal	3.5 Legal	3.5 Assessment	3.6 Cultural Impacts	3.6 Environmental Impacts	3.6 Assessment	3.7 Digital Footprint	3.7 Assessment
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Revision	Revision	Exam					

 ICT Year 12							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Introduction to BTEC Information Technology	Unit 2: Relational Database Management System / Unit 3: Social Media Websites	Unit 2: Manipulating Data Structures / Unit 3: Business Uses of Social Media	Unit 2: Normalisation / Unit 3: Risks and Issues	Unit 2: LA-A SPA/CTG / Unit 3: LA-A SPA/CTG	Unit 2: Relational Database Design / Unit 3: LA-A Assignment	Unit 2: Design Documentation / Unit 3: LA-A Assignment	Unit 2: LA-B SPA/CTG / Unit 3: LA-A Assignment
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Unit 2: Producing a Database Solution / Unit 3: LA-A Assignment	Unit 2: Testing and Refining / Unit 3: LA-A Assignment	Unit 2: LA-C SPA/CTG / Unit 3: LA-A Assignment	Unit 2: Database Design Evaluation / Unit 3: LA-A Assignment	Unit 2: Evaluation of Database Testing / Unit 3: Social Media Planning Process	Unit 2: Evaluation of the Database / Unit 3: Business Requirements	Unit 2: LA-D SPA/CTG / Unit 3: Content Planning and Publishing	Unit 2: Key Revision / Unit 3: Developing an Online Community
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Provisional Unit 2 Exam Week	Unit 3: Developing a Social Media Policy	Unit 3: Reviewing and Refining Plans	Unit 3: LA-B SPA/CTG	Unit 3: Creating Accounts and Profiles	Unit 3: Content Creation and Publication	Unit 3: Implementation of Online Community Building	Unit 3: Data Gathering and Analysis
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Unit 2: LA-A Revision / Unit 3: Skills, Knowledge and Behaviours	Unit 2: LA-B Revision / Unit 3: LA-C SPA/CTG	Unit 2: LA-C Revision / Unit 3: LA-BC Assignment	Unit 2: LA-D Revision / Unit 3: LA-BC Assignment	Unit 2: Key Revision / Unit 3: LA-BC Assignment	Provisional Unit 2 Resit Exam Week	Unit 3: LA-BC Assignment	Unit 3: LA-BC Assignment
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Unit 3: LA-BC Assignment SPA/CTG	Unit 5: Stages in the Decision Making Process / Unit 1: Digital Devices, their Functions and Use	Unit 5: Spreadsheet Features / Unit 1: Peripheral Devices and Media	Unit 5: Data Modelling to Consider Alternatives / Unit 1: Computer Software	Unit 5: Evaluating Models / Unit 1: Emerging Technologies	Unit 5: Documenting and Justifying Decisions / Unit 1: Choosing IT Systems	Unit 5: LA-A SPA/CTG / Unit 1: LA-A SPA/CTG	

 ICT Year 13							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Unit 5: LA-A Recap / Unit 1: LA-A Recap	Unit 5: LA-A Recap / Unit 1: LA-A Recap	Unit 5: LA-A Recap / Unit 1: Connectivity	Unit 5: LA-A Assignment / Unit 1: Networks	Unit 5: LA-A Assignment / Unit 1: Issues Relating to Transmitting Data	Unit 5: LA-A Assignment / Unit 1: Online Systems	Unit 5: LA-A Assignment SPA/CTG / Unit 1: Online Communities	Unit 5: Functional Specification / Unit 1: Threats to Data
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Unit 5: Spreadsheet Model Design / Unit 1: Protecting Data	Unit 5: Reviewing and Refining Data Model Designs / Unit 1: Online Services	Unit 5: Developing a Data Model Design / Unit 1: Impact on Organisations	Unit 5: Testing the Data Model Solution / Unit 1: Using and Manipulating Data	Unit 5: Reviewing and Refining the Data Model Solution / Unit 1: Moral and Ethical Issues	Unit 5: Skills, Knowledge and Behaviour / Unit 1: Legal Issues	Unit 5: LA-BC Assignment / Unit 1: Key Revision	Unit 5: LA-BC Assignment / Unit 1: Key Revision
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Unit 5: LA-BC Assignment / Unit 1: Key Revision	Unit 1: Provisional Exam Week	Unit 5: LA-BC Assignment	Unit 5: LA-BC Assignment	Unit 5: LA-BC Assignment	Unit 5: LA-BC Assignment	Unit 5: LA-BC Assignment	Unit 5: LA-BC Assignment
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Unit 5: LA-BC Assignment	Unit 5: LA-BC Assignment	Unit 5: LA-BC Assignment / Unit 1: Key Revision	Unit 1: Key Revision	Unit 1: Key Revision	Unit 1: Key Revision	Unit 1: Key Revision	Unit 1: Key Revision
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Unit 1: Provisional Exam Week	Unit 5: LA-BC Assignment	Unit 5: LA-BC Assignment					

 e-Sports Year 12							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Course Introduction and introduction to e-Sports	Unit 1 LA1: eSports Industry A1 & 1A2	Unit 1 LA1: eSports Industry A3 & 1A4	Unit 1 LA1: eSports Industry A5 & 1A6	Unit 1 LA1: eSports Industry A7 Unit 1 LA1A Assignment	Unit 1 LA1A Assignment	Unit 1 LA 1B: Student Case Study	Unit 1 LA 1B Assignment
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Unit 1 LA 1C: Economics	Unit 1 LA 1C Assignment	Unit 1 LA 1D: Monetisation	Unit 1 LA 1D Assignment	Unit 1 LA 2: Laws	Unit 1 LA2 Assignment	Unit 1 LA3: Careers	Unit 1 LA3 Assignment
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Unit 1 LA4: History	LA4 Assignment	LA4 Assignment	Unit 1 LA 5A: Second Case Study	LA5A Assignment	LA5A Assignment	Unit 1 Resubmission	Unit 1 Resubmission
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Unit 2 LA1: Tournament Planning	Unit 2 LA1: Tournament Planning	Unit 2 LA1 Assignment	Unit 2 LA1 Assignment	Tournament	Unit 2 LA2: Tournament Evaluation	Unit 2 LA2 Assignment	Unit 2 LA2 Assignment
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Unit 1 LA 5B: LAN Evaluation	Unit 1 LA 5B Assignment	Unit 1 LA 5B Assignment	Resubmission	Resubmission	Resubmission	Resubmission	

Key Stage 3 computing – Tier 3 Vocabulary and Definitions

Computer Science – Year 7

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	eSafety – Online Reputation & Digital Footprint	Online Reputation	The perception others have of you based on your online activity
1	eSafety – Online Reputation & Digital Footprint	Digital Footprint	The trail of information left behind when using the internet
1	eSafety – Online Reputation & Digital Footprint	Right to Privacy	The legal right to keep personal information confidential
2	eSafety – Online Reputation & Digital Footprint	Fake News	News that contains deliberate disinformation
2	eSafety – Online Reputation & Digital Footprint	Encryption	Converting data into code to prevent unauthorised access
3	eSafety – Email and URLs	Email	Electronic communication sent over the internet
3	eSafety – Email and URLs	Attachment	A file sent with an email
3	eSafety – Email and URLs	Spam	Unwanted or irrelevant email messages sent in bulk
4	eSafety – Email and URLs	Phishing	Attempting to acquire sensitive data through deceptive emails
4	eSafety – Email and URLs	Phishing Scam	Fraudulent emails disguised as legitimate communication to steal personal data
4	eSafety – Email and URLs	URL	The address of a web page
4	eSafety – Email and URLs	Protocol	A set of rules governing data transmission
5	eSafety – Social Media, Online Safety & Laws	Social Media	Online platforms that connect people and enable sharing of information
5	eSafety – Social Media, Online Safety & Laws	Cyberbullying	The use of technology to harass or intimidate someone

Week	Curriculum Component	Tier 3 Vocabulary	Definition
5	eSafety – Social Media, Online Safety & Laws	Grooming	Building trust with someone online to exploit or harm them
6	eSafety – Social Media, Online Safety & Laws	Cybercrime	Criminal activity involving computers or networks
6	eSafety – Social Media, Online Safety & Laws	Legislation	A law passed by government
6	eSafety – Social Media, Online Safety & Laws	Intellectual Property	Creative works protected by law
7	eSafety – Effective Searching & Big Data	Boolean Operator	Logical words (AND, OR, NOT) used in searches
7	eSafety – Effective Searching & Big Data	Big Data	Extremely large data sets analysed to reveal trends and patterns
8	eSafety – Effective Searching & Big Data	Dark Net	A hidden part of the internet accessible only through special software
8	eSafety – Effective Searching & Big Data	Dark Web	Websites hosted on the dark net that require encryption to access
9	eSafety – Staying Safe Online	Malware	Malicious software designed to damage or gain unauthorised access to a computer
9	eSafety – Staying Safe Online	Virus	A program that damages or disrupts computer systems
10	eSafety – Staying Safe Online	Anti-virus Software	Software that detects and removes malware
10	eSafety – Staying Safe Online	Virtual Private Network (VPN)	A secure network that encrypts data sent across the internet
11	eSafety – Final Substantive Assessment	<i>(Application of previously introduced vocabulary)</i>	
12	eSafety – Final Substantive Assessment	<i>(Application of previously introduced vocabulary)</i>	
13	Spreadsheets – Spreadsheet Basics	Spreadsheet	A digital document for organising and calculating data in rows and columns
13	Spreadsheets – Spreadsheet Basics	Cell Reference	The unique address of a cell (e.g., A1)



Week	Curriculum Component	Tier 3 Vocabulary	Definition
14	Spreadsheets – Spreadsheet Basics	Formatting	Adjusting the visual appearance of data in a spreadsheet
15	Spreadsheets – Formulas and Functions	Formula	A calculation entered into a spreadsheet cell
15	Spreadsheets – Formulas and Functions	Function	A predefined formula that performs a specific calculation
16	Spreadsheets – Formulas and Functions	Graph / Chart	A visual representation of numerical data
17	Spreadsheets – Graphs, Charts & Assessment	<i>(Application of spreadsheet vocabulary)</i>	
18	Spreadsheets – Graphs, Charts & Assessment	<i>(Application of spreadsheet vocabulary)</i>	
19	Spreadsheets – Modelling	Database	Software for storing and organising data systematically
20	Spreadsheets – Modelling	<i>(Application of modelling concepts)</i>	
21	Spreadsheets – Modelling & Final Assessment	<i>(Application of spreadsheet vocabulary)</i>	
22	Spreadsheets – Modelling & Final Assessment	<i>(Application of spreadsheet vocabulary)</i>	
23	Non-Textual Programming – Programming Key Words	Algorithm	A sequence of steps to solve a problem
23	Non-Textual Programming – Programming Key Words	Iteration	Repeating a process or set of instructions
24	Non-Textual Programming – Programming Key Words	Variable	A named storage location for data in a program
24	Non-Textual Programming – Programming Key Words	Local Variable	Accessible only within a specific part of a program
24	Non-Textual Programming – Programming Key Words	Global Variable	Accessible throughout the entire program
25	Non-Textual Programming – Iteration, Broadcasting & Variables	<i>(Reinforcement of programming vocabulary)</i>	
26	Non-Textual Programming – Iteration, Broadcasting & Variables	<i>(Reinforcement of programming vocabulary)</i>	
27	Non-Textual Programming – Plan, Create & Evaluate a Quiz Game	<i>(Application of algorithm, iteration and variables)</i>	



Week	Curriculum Component	Tier 3 Vocabulary	Definition
28	Non-Textual Programming – Plan, Create & Evaluate a Quiz Game	<i>(Application of algorithm, iteration and variables)</i>	
29	Non-Textual Programming – Plan, Create & Evaluate a Quiz Game	<i>(Application of algorithm, iteration and variables)</i>	
30	Non-Textual Programming – Plan, Create & Evaluate a Quiz Game	<i>(Application of algorithm, iteration and variables)</i>	
31	Non-Textual Programming – Final Substantive Assessment	<i>(Application of programming vocabulary)</i>	
32	Non-Textual Programming – Final Substantive Assessment	<i>(Application of programming vocabulary)</i>	
33	Databases – Database Key Terms	Database	Software for storing and organising data systematically
34	Databases – Database Key Terms	<i>(Reinforcement of database terminology)</i>	
35	Databases – Create a Database	<i>(Application of database terminology)</i>	
36	Databases – Create a Database	<i>(Application of database terminology)</i>	
37	Databases – Searching a Database	<i>(Application of Boolean Operator in database searches)</i>	
38	Databases – Searching a Database	<i>(Application of Boolean Operator in database searches)</i>	
39	Databases – Final Substantive Assessment	<i>(Application of database vocabulary)</i>	

Computer Science – Year 8

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Code Breaking – Colossus	Colossus	The first programmable electronic computer built in World War II
1	Code Breaking – Colossus	Valves	Early electronic components used to control electricity before transistors
1	Code Breaking – Colossus	Transistors	Small switches that control electrical flow in modern computers
1	Code Breaking – Colossus	Moore's Law	The prediction that computer power doubles every two years
2	Code Breaking – Colossus	Code Breaking	Solving secret messages without knowing the original key
2	Code Breaking – Colossus	Binary	The number system (0 and 1) used by computers

Week	Curriculum Component	Tier 3 Vocabulary	Definition
3	Code Breaking – Enigma	Enigma Machine	A cipher machine used by Germany in World War II
3	Code Breaking – Enigma	Cryptography	The practice of making information secure through codes
4	Code Breaking – Enigma	Encryption	Transforming readable data into an unreadable form
4	Code Breaking – Enigma	Decryption	Converting encrypted data back into its original form
5	Code Breaking – Cryptography	Caesar Cipher	A simple encryption method using letter shifting
5	Code Breaking – Cryptography	Pigpen Code	A symbol-based cipher using a grid pattern
6	Code Breaking – Cryptography	Morse Code	A communication system using dots and dashes
6	Code Breaking – Cryptography	Hieroglyphic	Symbol-based writing used by ancient Egyptians
7	Code Breaking – Murder Mystery Project	<i>(Application of encryption and decryption techniques)</i>	
8	Code Breaking – Murder Mystery Project	<i>(Application of encryption and decryption techniques)</i>	
9	Code Breaking – Murder Mystery Project	<i>(Application of cipher knowledge)</i>	
10	Code Breaking – Murder Mystery Project	<i>(Application of cipher knowledge)</i>	
11	Textual Programming – Computational Thinking & Flow Charts	Computational Thinking	A logical problem-solving process in computing
11	Textual Programming – Computational Thinking & Flow Charts	Decomposition	Breaking a complex problem into smaller steps
11	Textual Programming – Computational Thinking & Flow Charts	Abstraction	Simplifying by focusing only on key details
11	Textual Programming – Computational Thinking & Flow Charts	Pattern Recognition	Identifying similarities to solve problems
12	Textual Programming – Computational Thinking & Flow Charts	Flowchart	A diagram showing the steps of an algorithm

Week	Curriculum Component	Tier 3 Vocabulary	Definition
12	Textual Programming – Computational Thinking & Flow Charts	Sequence	The specific order instructions are executed
13	Textual Programming – Print, Input & Variables	Input Data	Information entered into a computer
13	Textual Programming – Print, Input & Variables	Output Data	Information produced by a computer after processing
13	Textual Programming – Print, Input & Variables	Variable	A named space for storing data that can change
14	Textual Programming – Print, Input & Variables	Expression	A combination of values and operators that produces a result
14	Textual Programming – Print, Input & Variables	Syntax	The set of rules that define correct programming structure
15	Textual Programming – Data Types & Operators	String	Data type representing text
15	Textual Programming – Data Types & Operators	Integer	Whole number data type
15	Textual Programming – Data Types & Operators	Float	Decimal number data type
15	Textual Programming – Data Types & Operators	Boolean	Data type with True/False values
16	Textual Programming – Data Types & Operators	Operator	A symbol that performs mathematical or logical actions
17	Textual Programming – Selection & Iteration	Selection	Making a choice or decision in a program
17	Textual Programming – Selection & Iteration	IF / ELSE Statements	Conditional commands for making decisions in code
18	Textual Programming – Selection & Iteration	Iteration	Repeating a process until a condition is met
18	Textual Programming – Selection & Iteration	FOR Loop	A count-controlled loop
18	Textual Programming – Selection & Iteration	WHILE Loop	A condition-controlled loop
19	Textual Programming – Substantive Assessment	<i>(Application of programming structures)</i>	
20	Textual Programming – Substantive Assessment	<i>(Application of programming structures)</i>	
21	Textual Programming – Micro:bits Essentials	Micro:bit	A small programmable computer for learning coding



Week	Curriculum Component	Tier 3 Vocabulary	Definition
21	Textual Programming – Micro:bits Essentials	LED	A small light used to display messages or images
22	Textual Programming – Micro:bits Essentials	Accelerometer	A sensor that detects movement or tilt
23	Textual Programming – Micro:bits Project	<i>(Application of Micro:bit vocabulary)</i>	
24	Textual Programming – Micro:bits Project	<i>(Application of Micro:bit vocabulary)</i>	
25	Computer Systems – Internal & External Hardware	Hardware	The physical components of a computer
25	Computer Systems – Internal & External Hardware	CPU	The brain of the computer
25	Computer Systems – Internal & External Hardware	RAM	Temporary memory used to run programs
26	Computer Systems – Internal & External Hardware	Input Device	Hardware used to enter data
26	Computer Systems – Internal & External Hardware	Output Device	Hardware used to display results
27	Computer Systems – Operating Systems & Software	Software	Programs and instructions that tell a computer what to do
28	Computer Systems – Operating Systems & Software	Network	A group of connected computers
29	Computer Systems – Computer Networks	<i>(Application of network concepts)</i>	
30	Computer Systems – Computer Networks	<i>(Application of network concepts)</i>	
31	Computer Systems – Hardware & Software Assessment	<i>(Application of systems vocabulary)</i>	
32	Computer Systems – Hardware & Software Assessment	<i>(Application of systems vocabulary)</i>	
33	Computer Systems – Converting Between Denary & Binary	Binary	The number system (0 and 1) used by computers
34	Computer Systems – Converting Between Denary & Binary	<i>(Application of binary conversion)</i>	
35	Computer Systems – Binary Addition	<i>(Application of binary arithmetic)</i>	
36	Computer Systems – Binary Addition	<i>(Application of binary arithmetic)</i>	
37	Computer Systems – Denary & Hexadecimal	<i>(Application of number systems)</i>	



Week	Curriculum Component	Tier 3 Vocabulary	Definition
38	Computer Systems – Denary & Hexadecimal	<i>(Application of number systems)</i>	
39	Computer Systems – Denary & Hexadecimal	<i>(Application of number systems)</i>	

Computer Science – Year 9

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Graphical Manipulation – Bitmap Images and Resolution	Graphics	Visual images created or displayed on a computer
1	Graphical Manipulation – Bitmap Images and Resolution	Bitmap	An image made up of pixels
1	Graphical Manipulation – Bitmap Images and Resolution	Pixel	The smallest element of an image
2	Graphical Manipulation – Bitmap Images and Resolution	Resolution	The number of pixels in an image
2	Graphical Manipulation – Bitmap Images and Resolution	Colour Depth	The number of colours each pixel can display
2	Graphical Manipulation – Bitmap Images and Resolution	Meta Data	Information stored about a file, such as date and size
3	Graphical Manipulation – Lossy vs Lossless Compression & File Formats	Compression	Reducing file size by removing or reorganising data
3	Graphical Manipulation – Lossy vs Lossless Compression & File Formats	Lossy Compression	Removes some data to make files smaller (e.g., JPEG)
3	Graphical Manipulation – Lossy vs Lossless Compression & File Formats	Lossless Compression	Reduces file size without losing quality (e.g., PNG)
4	Graphical Manipulation – Lossy vs Lossless Compression & File Formats	File Format	The type or structure of a digital file (e.g., JPEG, MP3)
4	Graphical Manipulation – Lossy vs Lossless Compression & File Formats	Vector Image	An image made from scalable mathematical shapes
5	Graphical Manipulation – Development of Graphic Skills	Graphic Manipulation	Editing an image using software
6	Graphical Manipulation – Development of Graphic Skills	<i>(Application of graphic manipulation vocabulary)</i>	
7	Graphical Manipulation – Final Graphics Assessment	<i>(Application of graphics vocabulary)</i>	
8	Graphical Manipulation – Final Graphics Assessment	<i>(Application of graphics vocabulary)</i>	
9	Graphical Manipulation – Final Graphics Assessment	<i>(Application of graphics vocabulary)</i>	



Week	Curriculum Component	Tier 3 Vocabulary	Definition
10	Graphical Manipulation – Final Graphics Assessment	<i>(Application of graphics vocabulary)</i>	
11	Cyber Security – HTML Basic Tags and Webpage Creation	HTML (HyperText Markup Language)	The code used to create webpages
11	Cyber Security – HTML Basic Tags and Webpage Creation	Tag	HTML code that structures and formats content
11	Cyber Security – HTML Basic Tags and Webpage Creation	Heading Tags	HTML tags defining headings (<h1> to <h6>)
12	Cyber Security – HTML Basic Tags and Webpage Creation	Hyperlink	A clickable link to another webpage
12	Cyber Security – HTML Basic Tags and Webpage Creation	Table Tag	HTML element for displaying rows and columns
13	Cyber Security – HTML Assessment	<i>(Application of HTML vocabulary)</i>	
14	Cyber Security – HTML Assessment	<i>(Application of HTML vocabulary)</i>	
15	Cyber Security – RocketCake & Social Engineering	RocketCake	A website builder for creating web pages visually
15	Cyber Security – RocketCake & Social Engineering	Social Engineering	Manipulating people into giving away private information
16	Cyber Security – RocketCake & Social Engineering	Phishing	Fraudulent emails designed to steal data
16	Cyber Security – RocketCake & Social Engineering	Pharming	Redirecting users to fake websites
17	Cyber Security – Malware	Cyber Security	Protecting computer systems from digital threats
17	Cyber Security – Malware	Malware	Software intended to damage or exploit systems
18	Cyber Security – Malware	Spyware	Malware that secretly collects user data
18	Cyber Security – Malware	Virus	A program that infects and damages computers
19	Cyber Security – Ethical, Legal & Environmental Issues	Ethical Hacking	Legally testing systems to find weaknesses
19	Cyber Security – Ethical, Legal & Environmental Issues	Data Protection Act	Law ensuring personal data is handled securely
20	Cyber Security – Ethical, Legal & Environmental Issues	GDPR	Regulation giving people control over their personal data

Week	Curriculum Component	Tier 3 Vocabulary	Definition
20	Cyber Security – Ethical, Legal & Environmental Issues	Copyright Act	Law protecting creative works
21	Cyber Security – Rocket Cake Creation	<i>(Application of web and cyber vocabulary)</i>	
22	Cyber Security – Rocket Cake Creation	<i>(Application of web and cyber vocabulary)</i>	
23	Cyber Security – Final Substantive Assessment	<i>(Application of cyber security vocabulary)</i>	
24	Cyber Security – Final Substantive Assessment	<i>(Application of cyber security vocabulary)</i>	
25	Spreadsheets – Formatting, Formulas & Functions	Spreadsheet	A program for organising and analysing data in cells
25	Spreadsheets – Formatting, Formulas & Functions	Formula	A mathematical calculation within a spreadsheet
25	Spreadsheets – Formatting, Formulas & Functions	Function	A predefined calculation (SUM, AVERAGE, IF)
26	Spreadsheets – Formatting, Formulas & Functions	Validation	Checking data entry accuracy
27	Spreadsheets – Graphs and Charts & Advanced Features	Graph / Chart	Visual representation of data such as bar or pie charts
28	Spreadsheets – Graphs and Charts & Advanced Features	Absolute Cell Reference	Fixed reference that does not change when copied
28	Spreadsheets – Graphs and Charts & Advanced Features	Relative Cell Reference	Reference that adjusts when copied
29	Spreadsheets – Disciplinary Assessment	<i>(Application of spreadsheet vocabulary)</i>	
30	Spreadsheets – Disciplinary Assessment	<i>(Application of spreadsheet vocabulary)</i>	
31	Spreadsheets – Disciplinary Assessment	<i>(Application of spreadsheet vocabulary)</i>	
32	Spreadsheets – Disciplinary Assessment	<i>(Application of spreadsheet vocabulary)</i>	
33	Spreadsheets – Creating Own Spreadsheet	<i>(Application of spreadsheet vocabulary)</i>	
34	Spreadsheets – Creating Own Spreadsheet	<i>(Application of spreadsheet vocabulary)</i>	
35	Spreadsheets – What IF Scenarios	<i>(Application of formula and function vocabulary)</i>	



Week	Curriculum Component	Tier 3 Vocabulary	Definition
36	Spreadsheets – What IF Scenarios		
		<i>(Application of formula and function vocabulary)</i>	
37	Spreadsheets – Final Summative Assessment		
		<i>(Application of spreadsheet vocabulary)</i>	
38	Spreadsheets – Final Summative Assessment		
		<i>(Application of spreadsheet vocabulary)</i>	
39	Spreadsheets – Final Summative Assessment		
		<i>(Application of spreadsheet vocabulary)</i>	

Key Stage 4 computing – Tier 3 Vocabulary and Definitions

ICT – Year 10 (39-Week Vocabulary Map)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Assessment Introduction and Scenario Analysis	User Access Levels	Permissions that control user access to data
1	Assessment Introduction and Scenario Analysis	Authentication	Verifying a user's identity
2	Planning and Designing a Logo to Specifications	Compression	Reducing file size for efficiency
2	Planning and Designing a Logo to Specifications	Lossy Compression	Permanently removes data to reduce file size
2	Planning and Designing a Logo to Specifications	Lossless Compression	Reduces size without data loss
3	Planning and Designing a Logo to Specifications	Byte	Eight bits
3	Planning and Designing a Logo to Specifications	Kilobyte (KB)	Approximately 1,000 bytes
3	Planning and Designing a Logo to Specifications	Megabyte (MB)	Approximately 1,000 KB
4	Creating and Manipulating the Logo	Bit	The smallest unit of data, 0 or 1
4	Creating and Manipulating the Logo	Gigabyte (GB)	Approximately 1,000 MB
4	Creating and Manipulating the Logo	Terabyte (TB)	Approximately 1,000 GB
5	Creating and Manipulating the Logo	Secondary Storage	Non-volatile permanent storage (e.g. HDDs, SSDs)
5	Creating and Manipulating the Logo	Optical Storage	Uses lasers to read and write data (e.g. CDs, DVDs)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
6	Creating and Manipulating the Logo	Magnetic Storage	Stores data using magnetic patterns (e.g. hard drives)
6	Creating and Manipulating the Logo	Solid-State Storage	Uses flash memory with no moving parts (e.g. USB drives)
7	Testing the Logo	Sequence	Instructions executed in order
8	Evaluating Logo	Selection	Decision-making in code using if/elif/else
9	Evaluating Logo	Iteration	Repeating sections of code with loops
10	Planning and Designing a Database	Variable	A named location in memory used to store data that can change
10	Planning and Designing a Database	Constant	A value that does not change during program execution
11	Planning and Designing a Database	Comment	Text in code ignored by the interpreter
12	Creating and Modifying the Database	Integer (int)	Whole number data type
12	Creating and Modifying the Database	Float (float)	Number with a decimal point
13	Creating and Modifying the Database	String (str)	Sequence of characters enclosed in quotes
13	Creating and Modifying the Database	Boolean (bool)	Data type with True or False values
14	Testing the Database	Casting	Converting data from one type to another
15	Testing the Database	Comparison Operators	Compare values (==, !=, <, >, <=, >=)
16	Evaluating the Database	Logical Operators	Combine Boolean expressions (and, or, not)
17	Evaluating the Database	Assignment Operators	Update variable values (=, +=, -=)
18	Planning and Designing the Spreadsheet	Arithmetic Operators	Perform calculations (+, -, *, /, %, **)
19	Planning and Designing the Spreadsheet	if Statement	Executes a block if a condition is true
20	Creating and Modifying the Spreadsheet	for Loop	Repeats code a fixed number of times
21	Creating and Modifying the Spreadsheet	while Loop	Repeats while a condition is true
22	Testing the Spreadsheet	break	Exits a loop early
23	Testing the Spreadsheet	continue	Skips to the next loop iteration

Week	Curriculum Component	Tier 3 Vocabulary	Definition
24	Evaluating the Spreadsheet	Indentation	Spaces or tabs used to structure code blocks correctly
25	Evaluating the Spreadsheet	RAM (Random Access Memory)	Volatile memory storing data currently in use
26	Plan and Design the Automated Document	ROM (Read Only Memory)	Non-volatile memory that stores essential programs
27	Create and Modify the Document	Virtual Memory	Part of the hard drive used as temporary RAM
28	Create and Modify the Document	Cache	Small, high-speed memory storing frequently accessed data
29	Evaluate the Automated Document	Clock Speed	The rate at which a processor executes instructions
30	Coursework Contingency	Cores	Independent processing units within a CPU
31	Coursework Contingency	Embedded Systems	Special-purpose computing systems performing dedicated functions
32	Exam Revision Techniques	LAN (Local Area Network)	Network connecting computers in a small area
33	1.1 Hardware – Input Devices	CPU (Central Processing Unit)	Primary component performing most processing
33	1.1 Hardware – Input Devices	ALU (Arithmetic Logic Unit)	Performs arithmetic and logical operations
34	1.1 Hardware – Output Devices	CU (Control Unit)	Directs operations within the CPU
34	1.1 Hardware – Output Devices	Registers	Small, fast CPU storage locations
35	1.1 Hardware – Storage Devices	Program Counter (PC)	Holds address of next instruction
35	1.1 Hardware – Storage Devices	Memory Address Register (MAR)	Stores memory address of data
36	1.1 Hardware – Internal Components	Memory Data Register (MDR)	Holds transferred data
36	1.1 Hardware – Internal Components	Accumulator	Stores arithmetic and logic results temporarily
37	1.1 Hardware – Ports	Router	Forwards data between networks
37	1.1 Hardware – Ports	Switch	Connects devices within a LAN
38	1.1 Assessment	IP Address	Unique identifier for devices on a network
38	1.1 Assessment	MAC Address	Unique hardware identifier
39	1.1 Assessment	Firewall	Controls incoming and outgoing network traffic
39	1.1 Assessment	Encryption	Converts information into secure code

ICT – Year 11

Week Curriculum Component		Tier 3 Vocabulary	Definition
1	1.2 Software: Application and Graphics	Software	Programs that tell hardware what to do
1	1.2 Software: Application and Graphics	Application Software	Designed to perform user tasks
1	1.2 Software: Application and Graphics	GUI (Graphical User Interface)	Visual interface using icons and menus
2	1.2 Software: Utility and System	System Software	Runs hardware and other software
2	1.2 Software: Utility and System	Operating System (OS)	Interface between hardware and user
2	1.2 Software: Utility and System	Utility Software	Helps maintain system performance
2	1.2 Software: Utility and System	Driver	Enables communication between devices and the OS
3	1.2 Assessment	CLI (Command Line Interface)	Text-based interface using commands
4	1.3 Services: Current Technology	Smart Device	Technology connected to the internet
4	1.3 Services: Current Technology	Cloud Computing	Accessing software and data online
4	1.3 Services: Current Technology	E-commerce	Buying and selling online
5	1.3 Services: Systems and Future Technology	AI (Artificial Intelligence)	Systems performing human-like tasks
5	1.3 Services: Systems and Future Technology	VR (Virtual Reality)	Simulated 3D environment
5	1.3 Services: Systems and Future Technology	AR (Augmented Reality)	Overlaying digital information on the real world
5	1.3 Services: Systems and Future Technology	Wearable Technology	Smart devices worn on the body
6	1.3 Assessment	3D Printer	Creates physical models from digital designs
7	2.1: DIK	Data	Raw facts and figures
7	2.1: DIK	Information	Data with context and meaning
7	2.1: DIK	Knowledge	Applying rules to information
8	2.1 Assessment	Validation	Checking that data is sensible
8	2.1 Assessment	Verification	Confirming data accuracy
9	2.2 Error Checking	Protocol	Rules for data transmission
10	2.2 Assessment	LAN (Local Area Network)	Network in a single location

Week	Curriculum Component	Tier 3 Vocabulary	Definition
10	2.2 Assessment	WAN (Wide Area Network)	Network over large areas
11	2.3 Network Types: Topologies	Topology	Layout of a network's connections
12	2.3 Network Types: Devices	Router	Directs data between networks
12	2.3 Network Types: Devices	Switch	Sends data to the correct device on a network
12	2.3 Network Types: Devices	Bridge	Connects two similar networks
12	2.3 Network Types: Devices	Gateway	Connects networks using different protocols
12	2.3 Network Types: Devices	Modem	Converts digital and analogue signals
12	2.3 Network Types: Devices	Access Point	Connects wireless devices to a wired network
13	2.3 Network Types: Threats and Emerging Technology	Malware	Software designed to harm or exploit systems
13	2.3 Network Types: Threats and Emerging Technology	Virus	Self-replicating program that infects files
13	2.3 Network Types: Threats and Emerging Technology	Worm	Self-replicating program that slows systems
13	2.3 Network Types: Threats and Emerging Technology	Trojan Horse	Malware disguised as safe software
13	2.3 Network Types: Threats and Emerging Technology	Spyware	Collects user data secretly
13	2.3 Network Types: Threats and Emerging Technology	Ransomware	Locks files until payment is made
14	2.3 Assessment	Phishing	Fake messages to steal information
14	2.3 Assessment	Social Engineering	Manipulating people to reveal data
14	2.3 Assessment	DDoS (Distributed Denial of Service)	Overloads systems with traffic
15	2.4 Connectivity: Short, Medium, Large	Ports	Physical connectors for peripherals
16	2.4 Connectivity: Ethernet and USB	NIC (Network Interface Card)	Enables network connectivity
17	2.4 Assessment	Firewall	Monitors and filters network traffic
18	3.1 Risk	Backup	Duplicate copy of data for recovery
18	3.1 Risk	Encryption	Secures data by encoding it
19	3.1 Risk	Privacy	The right to control personal data
20	3.1 Assessment	Monitoring	Tracking system or user activity

Week	Curriculum Component	Tier 3 Vocabulary	Definition
21	3.2 Impact of Data Loss	Identity Theft	Stealing personal data for fraudulent use
22	3.3 Protection Methods	Acceptable Use Policy	Rules for responsible ICT use
23	3.4 Moral and Ethical Issues	Ethics	Principles guiding moral use of technology
24	3.2, 3.3, 3.4 Assessment	Cookies	Files storing website activity
25	3.5 Legal	GDPR (General Data Protection Regulation)	EU law protecting personal data
25	3.5 Legal	DPA (Data Protection Act)	UK data protection law
26	3.5 Legal	Computer Misuse Act	Prevents hacking and data misuse
26	3.5 Legal	Copyright, Designs and Patents Act	Protects creative work
27	3.5 Assessment	Health and Safety at Work Act	Ensures safe use of technology
27	3.5 Assessment	DSE Regulations	Guidelines for safe computer use
28	3.6 Cultural Impacts	Online Identity	How someone presents themselves online
29	3.6 Environmental Impacts	Green IT	Environmentally sustainable technology practices
30	3.6 Assessment	Digital Footprint	The data trail left by online activity
31	3.7 Digital Footprint	Fake News	False information spread intentionally
32	3.7 Assessment	Cloud Storage	Online storage accessed via the internet



Key Stage 5 ICT – Tier 3 Vocabulary and Definitions

ICT – Year 12

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Introduction to BTEC Information Technology	Information Technology (IT)	The use of computers and telecommunications to store, retrieve, and send data
1	Introduction to BTEC Information Technology	Peripheral	External devices connected to a computer system
2	Unit 2: Relational Database Management System / Unit 3: Social Media Websites	Database	An organised collection of related data
2	Unit 2: Relational Database Management System / Unit 3: Social Media Websites	Record	A row of related data fields
2	Unit 2: Relational Database Management System / Unit 3: Social Media Websites	Field	A column representing one data item in a table
3	Unit 2: Manipulating Data Structures / Unit 3: Business Uses of Social Media	Data Type	Defines the kind of data stored (text, number, date)
3	Unit 2: Manipulating Data Structures / Unit 3: Business Uses of Social Media	Primary Key	A unique identifier for each record
3	Unit 2: Manipulating Data Structures / Unit 3: Business Uses of Social Media	Foreign Key	A field linking records between tables
4	Unit 2: Normalisation / Unit 3: Risks and Issues	Normalization	Organising data to reduce duplication and improve efficiency
4	Unit 2: Normalisation / Unit 3: Risks and Issues	Relationship	A link between two or more tables
4	Unit 2: Normalisation / Unit 3: Risks and Issues	One-to-Many Relationship	When one record relates to several in another table
5	Unit 2: LA-A SPA/CTG / Unit 3: LA-A SPA/CTG	SQL (Structured Query Language)	Programming language used to manage databases
5	Unit 2: LA-A SPA/CTG / Unit 3: LA-A SPA/CTG	Query	A request to retrieve or process specific data
6	Unit 2: Relational Database Design / Unit 3: LA-A Assignment	Form	A user interface for entering or viewing data
6	Unit 2: Relational Database Design / Unit 3: LA-A Assignment	Report	A formatted presentation of data or query results
7	Unit 2: Design Documentation / Unit 3: LA-A Assignment	Data Dictionary	A description of all fields and their properties
7	Unit 2: Design Documentation / Unit 3: LA-A Assignment	Interface Design	How users interact visually with the system
8	Unit 2: LA-B SPA/CTG / Unit 3: LA-A Assignment	Test Plan	A document describing how a system will be tested

Week	Curriculum Component	Tier 3 Vocabulary	Definition
9	Unit 2: Producing a Database Solution / Unit 3: LA-A Assignment	Macro	An automated instruction or sequence of commands
10	Unit 2: Testing and Refining / Unit 3: LA-A Assignment	Validation	Automatic checks ensuring data is sensible
10	Unit 2: Testing and Refining / Unit 3: LA-A Assignment	Verification	Confirmation that data matches the source
11	Unit 2: LA-C SPA/CTG / Unit 3: LA-A Assignment	Import	Bringing external data into a system
11	Unit 2: LA-C SPA/CTG / Unit 3: LA-A Assignment	Export	Sending data from one system to another
12	Unit 2: Database Design Evaluation / Unit 3: LA-A Assignment	Usability	The ease with which users can operate a system
13	Unit 2: Evaluation of Database Testing / Unit 3: Social Media Planning Process	Documentation	Written records explaining how the system works
14	Unit 2: Evaluation of the Database / Unit 3: Business Requirements	Backup	Copying data to protect against loss
15	Unit 2: LA-D SPA/CTG / Unit 3: Content Planning and Publishing	Target Audience	The specific group a business aims to reach
16	Unit 2: Key Revision / Unit 3: Developing an Online Community	Engagement	Interaction between a business and its audience
18	Unit 3: Developing a Social Media Policy	Data Protection	Ensuring social-media data complies with legislation
19	Unit 3: Reviewing and Refining Plans	Content Strategy	Planning and managing content creation
21	Unit 3: Creating Accounts and Profiles	Brand Identity	The visual and emotional elements defining a brand
22	Unit 3: Content Creation and Publication	Hashtag	A keyword preceded by # to categorise content
23	Unit 3: Implementation of Online Community Building	Community Management	Building and maintaining online brand communities
24	Unit 3: Data Gathering and Analysis	Analytics	Measuring performance using social-media data
24	Unit 3: Data Gathering and Analysis	ROI (Return on Investment)	Evaluation of benefit from marketing spend
34	Unit 5: Stages in the Decision Making Process	Project Management	Planning and controlling resources to achieve goals
34	Unit 5: Stages in the Decision Making Process	Project Life Cycle	Initiation, planning, execution, closure stages
35	Unit 5: Spreadsheet Features	Gantt Chart	A visual timeline showing project tasks

Week	Curriculum Component	Tier 3 Vocabulary	Definition
35	Unit 5: Spreadsheet Features	Milestone	A significant event marking progress
36	Unit 5: Data Modelling	Constraints	Limitations such as time or budget
36	Unit 5: Data Modelling	Scope	Defines the boundaries and deliverables of a project
37	Unit 5: Evaluating Models	Risk Management	Identifying and minimising potential issues
38	Unit 5: Documenting and Justifying Decisions	Evaluation	Assessing success against objectives

ICT – Year 13

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Unit 5: LA-A Recap / Unit 1: LA-A Recap	Feasibility Study	Investigation to determine if a project is viable
1	Unit 5: LA-A Recap / Unit 1: LA-A Recap	Project Charter	Official document authorising the project
2	Unit 5: LA-A Recap / Unit 1: LA-A Recap	Scope	Defines the boundaries and deliverables of a project
2	Unit 5: LA-A Recap / Unit 1: LA-A Recap	Constraints	Limitations such as time, budget, and resources
3	Unit 5: LA-A Recap / Unit 1: Connectivity	Network	A group of interconnected devices sharing data
3	Unit 5: LA-A Recap / Unit 1: Connectivity	Protocol	A set of rules for communication between devices
3	Unit 5: LA-A Recap / Unit 1: Connectivity	Bandwidth	The amount of data transmitted in a given time
4	Unit 5: LA-A Assignment / Unit 1: Networks	Client–Server Network	A network where a central server provides resources
4	Unit 5: LA-A Assignment / Unit 1: Networks	Peer-to-Peer (P2P)	A network where computers share resources equally
5	Unit 5: LA-A Assignment / Unit 1: Issues Relating to Transmitting Data	Encryption	Converting information into code for secure transmission
5	Unit 5: LA-A Assignment / Unit 1: Issues Relating to Transmitting Data	IP Address	A unique identifier for a device on a network
6	Unit 5: LA-A Assignment / Unit 1: Online Systems	Cloud Storage	Internet-based data storage accessible remotely
6	Unit 5: LA-A Assignment / Unit 1: Online Systems	Cloud Computing	Accessing software and data via the internet
7	Unit 5: LA-A Assignment SPA/CTG / Unit 1: Online Communities	Digital Divide	The gap between those with and without digital access

Week	Curriculum Component	Tier 3 Vocabulary	Definition
7	Unit 5: LA-A Assignment SPA/CTG / Unit 1: Online Communities	Online Identity	How someone presents themselves online
8	Unit 5: Functional Specification / Unit 1: Threats to Data	Functional Specification	Detailed description of system requirements
8	Unit 5: Functional Specification / Unit 1: Threats to Data	Cybersecurity	Protection of systems against digital attacks
8	Unit 5: Functional Specification / Unit 1: Threats to Data	Malware	Software designed to damage or exploit systems
9	Unit 5: Spreadsheet Model Design / Unit 1: Protecting Data	Data Protection Act 2018	UK law governing personal information use
9	Unit 5: Spreadsheet Model Design / Unit 1: Protecting Data	GDPR (General Data Protection Regulation)	EU regulation protecting personal data privacy
10	Unit 5: Reviewing and Refining Data Model Designs / Unit 1: Online Services	Validation	Checking that data is sensible and within limits
10	Unit 5: Reviewing and Refining Data Model Designs / Unit 1: Online Services	Verification	Confirming data accuracy
11	Unit 5: Developing a Data Model Design / Unit 1: Impact on Organisations	Data Type	Defines the kind of data stored
11	Unit 5: Developing a Data Model Design / Unit 1: Impact on Organisations	Usability	The ease with which users can operate a system
12	Unit 5: Testing the Data Model Solution / Unit 1: Using and Manipulating Data	Test Plan	A document outlining how a solution will be tested
12	Unit 5: Testing the Data Model Solution / Unit 1: Using and Manipulating Data	Documentation	Written records explaining system processes
13	Unit 5: Reviewing and Refining the Data Model Solution / Unit 1: Moral and Ethical Issues	Ethics	Principles guiding moral use of technology
14	Unit 5: Skills, Knowledge and Behaviour / Unit 1: Legal Issues	Computer Misuse Act 1990	Law preventing unauthorised system access
14	Unit 5: Skills, Knowledge and Behaviour / Unit 1: Legal Issues	Copyright, Designs and Patents Act 1988	Law protecting ownership of creative work
15	Unit 5: LA-BC Assignment / Unit 1: Key Revision	Stakeholder	Anyone affected by the outcome of a project
16	Unit 5: LA-BC Assignment / Unit 1: Key Revision	Risk Management	Identifying and minimising potential issues
17	Unit 5: LA-BC Assignment / Unit 1: Key Revision	Contingency Plan	Backup strategy if problems occur
18	Unit 1: Provisional Exam Week	Evaluation	Assessing success against objectives
19	Unit 5: LA-BC Assignment	Critical Path	Sequence determining minimum project duration

Week	Curriculum Component	Tier 3 Vocabulary	Definition
20	Unit 5: LA-BC Assignment	Dependencies	Tasks relying on completion of others
21	Unit 5: LA-BC Assignment	Resource Allocation	Assigning people and materials to tasks
22	Unit 5: LA-BC Assignment	Budget	Total planned cost of a project
23	Unit 5: LA-BC Assignment	Timescale	Duration and deadlines within a project
24	Unit 5: LA-BC Assignment	Milestone	Significant event marking progress
25	Unit 5: LA-BC Assignment	Project Closure Report	Summary of outcomes and learning points
26	Unit 5: LA-BC Assignment	Scrum	Agile framework using short development cycles
27	Unit 5: LA-BC Assignment / Unit 1: Key Revision	Sprint	Short, focused development period in agile
28	Unit 1: Key Revision	Kanban	Visual workflow management method
29	Unit 1: Key Revision	Waterfall Model	Sequential project management approach
30	Unit 1: Key Revision	Sustainability	Using IT to minimise environmental impact
31	Unit 1: Key Revision	Digital Footprint	Data trail left by online activity
32	Unit 1: Key Revision	Phishing	Fraudulent attempt to obtain sensitive data
33	Unit 1: Provisional Exam Week	Firewall	Software or hardware blocking unauthorised access
34	Unit 5: LA-BC Assignment	Import	Bringing external data into a system
35	Unit 5: LA-BC Assignment	Export	Sending data from one system to another



Key Stage 5 e-sports – Tier 3 Vocabulary and Definitions

e-Sports – Year 12 (39-Week Vocabulary Map)

Week	Curriculum Component	Tier 3 Vocabulary	Definition
1	Course Introduction and Introduction to e-Sports	eSports	Competitive, organised video gaming at amateur or professional levels
1	Course Introduction and Introduction to e-Sports	Game Genre	Category of game defined by gameplay style
1	Course Introduction and Introduction to e-Sports	Platform	The hardware or system a game is played on
2	Unit 1 LA1: eSports Industry A1 & A2	Tournament	A structured competitive event with rounds and elimination formats
2	Unit 1 LA1: eSports Industry A1 & A2	Online Tournament	Competition hosted through internet-based platforms
2	Unit 1 LA1: eSports Industry A1 & A2	LAN Event	Local area network competition held in one location
3	Unit 1 LA1: eSports Industry A3 & A4	Franchise	A licensed league or team brand in professional eSports
3	Unit 1 LA1: eSports Industry A3 & A4	Prize Pool	Total money awarded to tournament winners
3	Unit 1 LA1: eSports Industry A3 & A4	Viewership	The audience size and engagement for a live event
4	Unit 1 LA1: eSports Industry A5 & A6	Streaming	Broadcasting live video gameplay online
4	Unit 1 LA1: eSports Industry A5 & A6	Casting	Live commentary and analysis during a broadcast
4	Unit 1 LA1: eSports Industry A5 & A6	Broadcast Rights	Legal permissions to stream or air competitive events
5	Unit 1 LA1: eSports Industry A7 / Unit 1 LA1A Assignment	Sponsorship	Financial or product support provided to teams or events
5	Unit 1 LA1: eSports Industry A7 / Unit 1 LA1A Assignment	Partnership	Collaboration between organisations for mutual benefit
6	Unit 1 LA1A Assignment	Merchandising	Sale of branded products related to a team or event
7	Unit 1 LA1B: Student Case Study	Regulation	Official rules and standards governing eSports
7	Unit 1 LA1B: Student Case Study	Integrity	Ensuring fair play and ethical competition
8	Unit 1 LA1B Assignment	Match-Fixing	Illegally influencing the outcome of a game
8	Unit 1 LA1B Assignment	Anti-Doping	Policies preventing performance-enhancing substance use
9	Unit 1 LA1C: Economics	Revenue Stream	The various sources of income for a business

Week	Curriculum Component	Tier 3 Vocabulary	Definition
9	Unit 1 LA1C: Economics	Profit Margin	The percentage of revenue remaining after costs
10	Unit 1 LA1C Assignment	Budgeting	Planning income and expenditure for financial control
11	Unit 1 LA1D: Monetisation	Business Model	The structure of how a company creates and delivers value
11	Unit 1 LA1D: Monetisation	Crowdfunding	Raising funds from a large audience through online platforms
12	Unit 1 LA1D Assignment	Investment	Money or resources committed to a business for future return
13	Unit 1 LA2: Laws	Professional Conduct	Expected behaviour and discipline in the industry
13	Unit 1 LA2: Laws	Wellbeing	The physical and mental health of players
14	Unit 1 LA2 Assignment	Corporate Social Responsibility (CSR)	Ethical and community-focused business practices
15	Unit 1 LA3: Careers	Networking	Building relationships with stakeholders and partners
15	Unit 1 LA3: Careers	Enterprise	The process of developing and running a new business
16	Unit 1 LA3 Assignment	Entrepreneurship	Creating and managing ventures to generate profit
17	Unit 1 LA4: History	Meta	The most effective strategies currently dominating competitive play
18	LA4 Assignment	Strategy	A planned approach to achieve success in gameplay
19	LA4 Assignment	Tactics	Specific short-term actions used within a game
20	Unit 1 LA5A: Second Case Study	Team Composition	The combination of roles and abilities within a team
21	LA5A Assignment	Communication	Exchanging information effectively between team members
22	LA5A Assignment	Coordination	Synchronising team actions to execute strategies efficiently
23	Unit 1 Resubmission	Adaptability	The ability to change tactics during gameplay
24	Unit 1 Resubmission	Analysis	Evaluating performance and identifying areas for improvement
25	Unit 2 LA1: Tournament Planning	Project Management	Planning and controlling resources to deliver an event

Week	Curriculum Component	Tier 3 Vocabulary	Definition
25	Unit 2 LA1: Tournament Planning	Stakeholder	Anyone affected by the outcome of a project
26	Unit 2 LA1: Tournament Planning	Risk Management	Identifying and reducing potential issues
27	Unit 2 LA1 Assignment	Contingency Plan	Backup strategy if problems occur
28	Unit 2 LA1 Assignment	Gantt Chart	A visual timeline showing tasks and deadlines
29	Tournament	Performance Metrics	Quantitative measures of player or team success
30	Unit 2 LA2: Tournament Evaluation	Reflection	Reviewing performance to identify strengths and weaknesses
31	Unit 2 LA2 Assignment	Feedback	Constructive analysis provided to improve outcomes
32	Unit 2 LA2 Assignment	Evaluation	Assessing outcomes against objectives
33	Unit 1 LA5B: LAN Evaluation	Scrims	Practice matches between competitive teams
34	Unit 1 LA5B Assignment	Practice Schedule	Structured routine to improve skill and consistency
35	Unit 1 LA5B Assignment	Game Sense	Intuitive understanding of game mechanics and flow
36	Resubmission	Decision Making	Evaluating options and choosing optimal actions
37	Resubmission	Reaction Time	The speed at which a player responds to stimuli
38	Resubmission	Cognitive Load	The mental effort required during high-pressure play
39	Resubmission	Focus	Sustained concentration during performance