



Key Stage 4 Curriculum: Media

The curriculum in Media Studies will engage, challenge and support all students in their journey towards fluency in writing, understanding and comprehension in reading and developing skills in analysis, writer's craft and developing their understanding of how and where English as a subject has its place in culture

THE YEAR 10 CURRICULUM

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Layers of Knowledge	Introduction to Media Studies	Advertising and Marketing	The Film Industry	Music Videos and Radio	Online Social Participatory Media and Magazines	Creative Media Productions
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> ● Recognising genre forms ● Awareness that media 're-present' images and ideas 	<ul style="list-style-type: none"> ● Understanding that media products target audiences 	<ul style="list-style-type: none"> ● Recognise the basic features of film genres ● Understand the differences between mainstream and independent films 	<ul style="list-style-type: none"> ● Recognising the difference between commercial and public service broadcast radio ● Music video conventions 	<ul style="list-style-type: none"> ● Identify a range of online social media platforms and understand their purposes ● Understand how audiences interact with social media platforms 	<ul style="list-style-type: none"> ● Recognise the genre conventions within the magazine industry ● Identify audience demographic for specific magazine genres
Core Knowledge and skills	<ul style="list-style-type: none"> ● Recognising genre conventions ● Explaining features in a media text ● Understanding common codes (lighting, costume, colour) ● Understand common representations ● Explaining the purpose and the effects of stereotyping 	<ul style="list-style-type: none"> ● The different purposes of marketing and advertising ● Identifying a range of media features in print-based and audio-visual media texts ● Explaining the function of media features in texts ● Recognise common narratives and how they have been constructed 	<ul style="list-style-type: none"> ● Explain the main features of mainstream films and explain how they target a global audience ● The influence of Hollywood and the blockbuster production model ● Processes of production, distribution and exhibition ● The influence of ownership on mainstream and independent films 	<ul style="list-style-type: none"> ● Explain media production practices for radio and music video ● Convergence ● Apply audience theories ● Recognise audience demographics ● Explain the influences of ownership on the UK radio industry ● Understand the narratives within the set texts 	<ul style="list-style-type: none"> ● Analyse a range of theoretical perspectives on the representation of gender and ethnicity ● Apply a range of narrative theories ● Explain the influence of technology on the magazine and online social media ● Examine the influence of audience consumption in these industries ● Evaluate the effectiveness of regulations and controls 	<ul style="list-style-type: none"> ● Develop a detailed plan and mock up for a creative media production in the form of a magazine front cover and double page spread ● Construct a draft statement of intent and aims ● Take a range of appropriate original photographs which meet the aim, purpose and audience
Developmental Knowledge and Skills	<ul style="list-style-type: none"> ● Genre as categorisation through similarity and difference ● Making a textual analysis using media terminology 	<ul style="list-style-type: none"> ● Make a detailed textual analysis using media terminology ● Understand and apply narrative theories ● Explain the effect(s) of context 	<ul style="list-style-type: none"> ● How new technologies are being used in the different film industry processes ● Independent film processes and practices ● Film regulation ● Film industry audiences - profiles 	<ul style="list-style-type: none"> ● Interpret how regulation influences music video production and reception ● Analyse how audiences consume radio and music video ● Textual analysis of set texts 	<ul style="list-style-type: none"> ● Apply a range of audience theories to online media and magazine industries ● Explore the influence of context on media production ● Convergence, technology and audience reception 	<ul style="list-style-type: none"> ● Consciously develop a cohesive text which develops narratives and deliberate representations ● Edit and manipulate photographic images ● Develop and apply skills in media editing software
Complex Knowledge	<ul style="list-style-type: none"> ● Interpreting the effects of codes and conventions 	<ul style="list-style-type: none"> ● Analyse how media products use narratives and representations to 	<ul style="list-style-type: none"> ● Analyse and interpret how context and ideology can shape film texts 	<ul style="list-style-type: none"> ● Analyse the influence of technology on radio music 	<ul style="list-style-type: none"> ● Examine a range of ideological perspectives and how these can be applied to the 	<ul style="list-style-type: none"> ● Analyse and evaluate a range of style models to create a sophisticated text targeting





	<ul style="list-style-type: none"> Using media language fluently 	<p>communicate meanings to a target audience</p> <ul style="list-style-type: none"> Identify cultural ideologies 		video production and consumption	production and consumption of texts in these industries	the audience and achieving the purpose and aims of the text
Links with the National Curriculum	Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language	Appreciate our rich and varied literary heritage; s how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, (figurative) language	Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences	Develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length	Elaborate and explain clearly understanding and ideas; write for a variety of purposes and audiences across a range of contexts	Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others
Literacy (including reading)	Knowing and controlling the use of the terminology of media language Structuring ideas into a line of argument	Fluency: using linkages to connect ideas and lines of argument Developing complex sentence structures	Applying media terminology to create a sophisticated textual analysis	Creating a developed line of argument; explaining, using evidence, and applying a range of theoretical perspectives	Read, analyse and write about a range of media issues (including social values and representations) communicated through social media platforms and magazines	Developing creative ways to communicate a range of meanings through text and the visual image
Cultural Capital	British and global cultural media references	Brand identity and cultural values	How cultural ideas and values are constructed and communicated globally through the medium of film	Analysing the inter-change between cultural ideas, values and popular culture, and how each shapes the other	How cultural values are communicated and shaped through social media	Communicating cultural values and ideas through creative media
Social, Moral, Spiritual and Cultural Development	Understand how social and cultural meanings are communicated discretely through media products	Exploring the representations of self and cultural identity	Knowledge of current affairs to explore how narratives are shaped and consumed	Understanding of gender and ethnic representations, including the effects of stereotyping	Exploring the effects of representations, attitudes and ideologies in popular media	Cultural values, ideas and beliefs constructed and communicated creatively through media production
Fundamental British Values	British values rooted in cultural representations and narratives	Cultural ideologies and beliefs communicated through ideological perspectives in advertising	Tolerance and compassion in British social realism and mainstream film	British values represented through cultural institutions (the BBC)	Ideological perspectives, including cultural values and beliefs, communicated through social media platforms	Cultural values, beliefs and mainstream ideologies communicated creatively through media production
Assessment	<p>12 mark extended written response – analyse the front cover of..... to how its design and layout communicate meanings.</p> <p>12 mark extended response – explain how camerawork, sound and editing in the extract.... makes meanings.</p>	<p>6 mark response – explain the ways in which advertisements persuade consumers to buy their products.</p> <p>6 mark response – explain how media producers target their audiences in the advertising industry</p> <p>12 marks – how did social and cultural contexts influence the way people understood advertisements in the 1950s?</p>	12 mark extended response – analyse the (film) extract to show how the narrative is structured	<p>12 mark extended response – how does a music video help to develop a relationship between a brand and its audience?</p> <p>12 mark extended response – how does the music video help to challenge or reinforce accepted representations of (gender, ethnicity, youth...)?</p>	<p>9 mark response – how does the social media platform of ... develop an effective funding model?</p> <p>20 mark extended response – what are the challenges of effectively regulating online social media platforms?</p>	10 marks extended response – explain how your media product will meet its stated aims and objectives (paying particularly close attention to the uses of media language and representations).



Key Stage 4 Curriculum:

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THE YEAR 11 CURRICULUM

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5 – 6
Topic and learning focus					
	Music Videos and Industry		Half term 3 - Crime drama including Luther and The Sweeney. Half term 4 is spent revisiting and revising set texts from the first year.		Students are in exams
Foundational Knowledge	<ul style="list-style-type: none"> understand the conventions of music videos recognise different genres of music videos 		<ul style="list-style-type: none"> recognise the genre conventions of crime television explain how the plot and character representations communicate meanings 		
Prior learning needed	<ul style="list-style-type: none"> appreciate a range of different purposes behind the production of music videos recognise how audiences are identified and targeted 		<ul style="list-style-type: none"> identify the texts' target audience review the key media concepts learnt over the course 		
Core Knowledge and skills	<ul style="list-style-type: none"> explain how narratives are constructed through camerawork, sound and editing understand the differences between mainstream and independent music video production analyse how different representations have been constructed and their associated meanings apply a range of narrative theories to the set music video texts explain the influence of context on production and 		<ul style="list-style-type: none"> explain how narratives are constructed through camerawork, sound and editing analyse how different representations have been constructed and their associated meanings explain the influence of context on production and reception analyse how television production positions audiences apply theories of genre to television explain the key textual features for each of the areas of study 		



	reception	over the course		
Developmental Knowledge and Skills	<ul style="list-style-type: none"> explain the influence of technology on music video production and consumption undertake a detailed textual analysis of music video texts evaluate the effects of new technologies on production, exhibition and reception of music videos 	<ul style="list-style-type: none"> apply a range of narrative, representation and identity theories to the set texts evaluate different patterns of audience consumption for television analyse and apply a range of theories to each of the areas of study across the course 		
Complex Knowledge	<ul style="list-style-type: none"> examine ideological influences and interpretations (both cultural and theoretical) evaluate the challenges of regulating and controlling music videos 	<ul style="list-style-type: none"> evaluate the impact of new technologies on television production, exhibition and consumption (particularly streaming and on-demand services) 		
Links with the National Curriculum	<ul style="list-style-type: none"> read easily, fluently and with good understanding write in sentences using Standard English understand and use linguistic and literary terminology 	<ul style="list-style-type: none"> read easily, fluently and with good understanding write in sentences using Standard English understand and use linguistic and literary terminology 		
Literacy (including reading)	<ul style="list-style-type: none"> write accurately, fluently, effectively and at length for pleasure and information understand and critically evaluate texts speak confidently, audibly and effectively, consolidate and build on their knowledge of grammar and vocabulary 	<ul style="list-style-type: none"> write accurately, fluently, effectively and at length for pleasure and information understand and critically evaluate texts speak confidently, audibly and effectively understand and critically analyse a range of texts consolidate and build on their knowledge of grammar and vocabulary 		
Cultural Capital	<ul style="list-style-type: none"> reflection on self and self-identity in relation to others and to society 	<ul style="list-style-type: none"> reflection on self and self-identity in relation to others and to society 		



<p>Social, Moral, Spiritual and Cultural Development</p>	<ul style="list-style-type: none"> developing skills of empathy and emotional intelligence; understanding of difference and equality. Developing understanding of different cultural representations and influence of context Pupils begin to develop an awareness that the media is constructed towards a biased viewpoint and is not always universally agreed through analysis of the producers' intentions. 	<ul style="list-style-type: none"> developing skills of empathy and emotional intelligence; understanding of difference and equality. Developing understanding of different cultural representations and influence of context pupils explore how the choice of all elements within Media Language are used to affect its implied and explicit meaning. 				
<p>Fundamental British Values</p>	<ul style="list-style-type: none"> compassion and tolerance (textual references) respect for others (textual references) individual liberty mutual respect and tolerance of those with different faiths and beliefs. 	<ul style="list-style-type: none"> compassion and tolerance (textual references) respect for others (textual references) mutual respect and tolerance of those with different faiths and beliefs. individual liberty allow student right to decide their own viewpoint 				
<p>Assessment</p>	<p>Half term 1</p> <p>Assessment 1: Extended writing (in essay format) <i>'How is gender represented' (referring specifically to the text studied).</i></p> <p>Assessment 2: Extended writing (in essay format) on <i>'How do music videos reflect the contexts or influence in which they are made'</i> (referring specifically to the text studied). Opportunities</p>	<p>Half term 2</p> <p>November Mock exams:</p> <p>Complete paper 1 and section B of paper 2</p> <p>Component 1 Paper 1</p> <ul style="list-style-type: none"> Newspapers Video Games Advertising Film posters <p>Component 2 Paper 2</p>	<p>Half term 3</p> <p>Assessment 1: Extended writing (in essay format) <i>'How far are the (mise en scene element) in this extract typical of the genre?' (referring specifically to the text studied).</i> Explore examples from the extract to support your points.</p> <p>Assessment 2: Extended writing (in essay format) on <i>'how crime dramas are aimed at a range of audiences with reference to theory'</i> (referring specifically to the text studied). Opportunities for learners to re-draft and</p>	<p>Half term 4</p> <p>Assessment checkpoints :</p> <p>Exam practice questions for each set text.</p>		






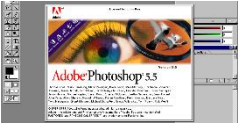


	for learners to re-draft and develop writing following feedback.	- Music Videos	develop writing following feedback.			
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Key Stage 5 Curriculum: Media Studies

The curriculum in Media will enable learners, through a systematic analysis of media language, industries and practices, to shape their perspectives of self, society and culture.

THE YEAR 12 CURRICULUM

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus						
	Media Language, Concepts and Theories	Music Videos Advertising and Marketing	Newspapers Advertising and Marketing	Creative Media Productions Radio	Creative Media Productions Video Games	Creative Media Productions Film
Foundational Knowledge Prior learning needed	Appreciate that media texts communicate meanings Understand and apply media terminology to a range of media texts.	Understand the different purposes behind marketing and advertising Identify the conventions and narratives within the music video texts	Understand the effects of ownership on media industries Analyse unseen newspaper texts	Understand the conventions associated with media design Understand how the UK radio industry is shaped through public service and commercial	Design the creative texts to meet the genre conventions Appreciate how complexity of design will deepen meanings Examine the context of the video games industry	Apply creative design ideas using increasing more sophisticated editing techniques Distinguish between mainstream and alternative film
Core Knowledge and skills	Identify text and genre conventions Analyse how meanings are encoded in a range of texts and genres Become fluent in the use of media terminology when analysing texts	Explore how audiences are positioned Deconstruct the set texts – how are meanings encoded? Analyse the theories associated with genre	Explore how texts communicate different representations and their effects Deconstruct the remaining set texts for meanings and contexts	Design a series of linked media products that communicate a sequenced narrative Become familiar with the skills of image editing Deconstruct the radio set text Evaluate the impact of ownership on the radio industry	Evaluate a range of appropriate style models and make an analysis of structure and special effects Construct a series of original images, edit and manipulate into a pre-planned design Deconstruct the video games set text for meanings	Evaluate the overall impact of how meanings are encoded in the sequence of creative productions Deconstruct the film trailers of the set texts Examine the impact of ownership on the film industry








Developmental Knowledge and Skills	Explore media concepts of narrative, audience and representation and apply their associated theories Understand the characteristics and function of post-modernism	Examine how contexts influence meanings in texts Understand the characteristics and function of feminism and post-feminism	Examine theories and perspectives associated with representation (particularly gender) Evaluate the function and effect of regulation	Identify how codes and signs are used to anchor meanings in creative design Evaluate how changing technologies affect radio production and consumption	Modify and adapt design of the creative product to more effectively communicate meanings Evaluate the function and effect of regulation	Make explicit how theories can be applied to the interpretation of the creative production Evaluate the structure of the film industry: conglomerates, integration and convergence
Complex Knowledge	Interpret how texts communicate ideologies Apply the theories underpinning post-modernism	Make ideological interpretations Apply the theories underpinning feminism and post-feminism	Evaluate how texts communicate ideology and hegemonic power	Acquire more sophisticated skills of image manipulation (Photoshop) Apply industry theories of ownership	Evaluate and re-draft to ensure that the preferred reading is encoded. Evaluate the changing nature of audience within the industry	Evaluate the effect of ideology, context and genre within the creative production Evaluate the effects of changing technologies on film marketing
Literacy (including reading)	Knowing and controlling the use of the terminology of media language Complex sentence structures Planning: the 'what' and the 'how'	Fluency: using linkages to connect ideas and lines of argument Complex sentence structures	Reading the news Developing lines of argument	Comparison writing Using media language to construct meanings	Developing a synoptic written style	Comparison writing Using media language to construct more complex meanings
Cultural Capital	British and global cultural media references	Brand identity and cultural values	British news News values	BBC and Radio 4 and British cultural and social identity	Gaming and popular culture as 'the new' cultural capital	British social realism and independent British film
Social, Moral, Spiritual and Cultural Development	Understand how social and cultural meanings are communicated discretely through media products	Exploring the representations of self and cultural identity	Knowledge of current affairs to explore how narratives are shaped and consumed	Current affairs: national and international news awareness	Aesthetic design Cultural iconography in creative production /design	Social conscience, social inequality, social justice explored through British social realism
Fundamental British Values	British values rooted in cultural representations and narratives	Exploring ideology – justice, liberty, democracy	Ideological perspectives in the news British values represented in the news	British values represented through cultural institutions (the BBC)	Regulation for British values	Tolerance and compassion in British social realism
Assessment	Baseline assessment (15 marks) - how is media language used to communicate meanings and ideological	Music videos assessment (30 marks) - comparison of one set text with an unseen.	Newspapers – Section A - (30 marks) comparison with unseen text	Radio (15 marks) – evaluate the impact of changing technologies in the industry. Feedback and re-drafting	Video Games (15 marks) – evaluate the effectiveness of regulation in the industry. Feedback and re-drafting	Film (30 marks) comparison of one set text with an unseen. Film (15 marks) evaluate the influence of ownership on



	perspectives in 2 unseen print-based texts. Feedback and re-drafting	Focus on representations Marketing (15 marks) how are audiences 'positioned'? Feedback and re-drafting	Newspapers (15 marks) – Section B - the influence of ownership Marketing (15 marks) – how has context influenced production and consumption? Feedback and re-drafting			production, distribution and exhibition. Feedback and re-drafting
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THE YEAR 13 CURRICULUM

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5
Topic and learning focus					
	Creative Media Productions Television	Television Component 1 Revision	Online Media Magazines	Online Media Magazines	Revision and Practice
Foundational Knowledge Prior learning needed	Apply creative design ideas using more sophisticated editing techniques Identify television genre (English language) conventions	Identify television genre (foreign language) conventions Understand the influence of foreign television production on the UK market Identify the key narratives and representations for each set text in Component 1	Understand the national and global context of the online media industry Distinguish between mass and specialised audiences Identify the different genres within the UK magazine industry	Understand the changing nature of the product in terms of each set text – explore how the product and its audience have changed over time Understand the context behind the production values for the 2 set magazine texts	Know the central elements of each media concept (genre, narrative, representation, audience, technology, regulation etc.)
Core Knowledge and skills	Evaluate the overall impact of how meanings are encoded in the sequence of creative productions Detailed analysis of text sequences	Understand the narrative structure of the text Analyse the national industry context of the text Know about ownership, production and distribution (including marketing) Understand the influence of technology and ownership	Evaluate changes and developments in the construction and consumption of online media Examine the purpose, function and impact of the magazines Evaluate changing audience behaviours to magazines	Analyse the construction of narratives and representations Know the different audience demographics for each of the magazine set texts	Compare industry influences across each of the set texts for both Component 1 and 2 Know how to write to time for each of the question types in each Component
Developmental Knowledge and Skills	Make explicit how theories can be applied to the interpretation of the creative production Analyse constructions of representations and narratives	Evaluate the online presence of the text Evaluate how different audiences would consume the TV text differently	Apply ideological theories to the set texts, and compare Evaluate changing audience behaviours in the online and the magazine industries	Interpret the online and magazine texts in terms of their ideological perspectives Evaluate issue and debates arising from ownership in online media	Apply theories from across the framework to each of the set texts.



	Understand contextual influences and apply	Appreciate the influence of context in each unit for Component 1	Explore the effect of convergence in the UK magazine industry		
Complex Knowledge	Evaluate the effect of ideology, context and genre within the creative production Application of industry and audience theories Explore each text in terms of a theoretical perspective	Evaluate the influence of convergence on production Explore the impact of technology on distribution and exhibition Apply cultural industries theory and regulation theory	Evaluate the challenges presented by regulation in the online media industries	Apply theory for narrative and identity representation for both industries Explore each text in terms of a theoretical perspective	Evaluate ideological and contextual perspectives from across each of the set texts
Literacy (including reading)	Developing an exploratory authentic writing voice (writing skills)	Writing synoptically (writing skills)	Reading magazine features Frontloading and signposting (writing skills)	Reading magazine features Making a comparative analysis (writing skills)	Writing to timed conditions Linkages and connections Signposting
Cultural Capital	British television: cultural identity	Foreign television: Britain in a global setting (consuming foreign texts)	Iconic historical popular culture and how it has shaped British culture	Britishness in the magazine industry – past and present	How culturally rich media text have shaped popular culture in Britain
Social, Moral, Spiritual and Cultural Development	Reflection on AI as a moral and ethical dilemma British cultural representations in modern television production.	Otherness and identity Resurrection and the Catholic faith in foreign television	Ethical dilemmas in online media representations – who do we blame? Who takes responsibility?	Popular culture and its impact on cultural identity and social institutions. Defining ourselves collectively through magazine representation	The influence of popular culture in British culture over mainstream industries.
Fundamental British Values	Tolerance, rule of law and individual liberty – cultural themes in British television	Rule of law in foreign television: an issue of sovereignty? Tolerance, Otherness and ideological perspectives.	Global online media products as a challenge to cultural and national identity – how are audiences and societies reflected in these texts?	Tolerance and respect for individual difference and Otherness in magazine representations	British values as an ideological perspective operating across different media platforms, industries and contexts.
Assessment	Creative media production assessment (60 marks) Television (30 marks) evaluate a theoretical reading and apply to the British television industry and set text. Feedback and re-drafting	Television (30 marks) evaluate a theoretical reading and apply to the foreign television industry and set text. Unseen textual analysis (Component 1 Q1) 30 marks Feedback and re-drafting	Media Online (30 marks) - evaluate a theoretical reading and apply to the both set texts in the online industry. Magazines (30 marks) - evaluate a theoretical reading and apply to the both set texts in the magazine industry. Feedback and re-drafting for both	Media Online (30 marks) - evaluate a theoretical reading and apply to the both set texts in the online industry. Magazines (30 marks) - evaluate a theoretical reading and apply to the both set texts in the magazine industry. Feedback and re-drafting for both	A series of timed questions on Component 1 and 2 covering all topics and questions and across all the mark ranges. Feedback and re-drafting for all responses.