

**Curriculum Vision:**

- Our core aim is to help students climb the tree of knowledge, so they can access university, higher education, employment or an apprenticeship
- Our curriculum is embedded in a knowledge rich approach and we firmly believe that knowledge begets knowledge
- Through the enacted curriculum there is an expectation that students retain what they have been taught in their long term memory (schema)
- There is a strong emphasis on retrieval practice, sequencing and interleaving, with the curriculum seen as a progression model

**Curriculum Intent:**

Media is an important part of everybody's lives. The curriculum aims to give students the knowledge and tools to deconstruct the viewpoints, messages and contextual factors surrounding a vast array of mediums and products, supporting their English curriculum and providing a strong platform for Further Education in a number of other subjects (eg. Politics, Sociology, Psychology). GCSE Media explores:

- the ways in which meanings and responses are generated through codes and conventions
- a contrasting, diverse range of media from different contexts and periods
- the process of creating media products
- industrial and economic factors surrounding media industries and products
- how media products reflect the social, cultural and political contexts in which they are made
- the relationship between media and technology over time.

**Year 10**

- Y10 will include teaching the Key Elements of Media and Media Language using the topics of **Film, Film Industry and Film Marketing** as a start point. We start with an introduction to *Cinematography, Mise-En-Scene* and *Genre*, so by using film it give an engaging and familiar reference point for the students before moving onto more complex/unfamiliar topics. **Links with key terms in film studies. Links with English in terms of genre identification and study.**
- Each media topic carries *specific products* stipulated by the exam board, but these change regularly to stay relevant. Y10 consists of covering content for **Component 1**.
- After the film topics, we move on to **Magazines**, where students can build upon what they have learnt about the media framework and develop this knowledge into an understanding of representation (particular focus on gender and ethnicity in magazines). **Links with GCE media studies; similar analytical skills required. Links with English in terms of representation of characters/people in texts.**
- Following magazines, we move on to **Advertising** where prior learning is utilised alongside new concepts specific to the nature of advertising, including media theory and consideration of regulation. **Links with GCE media studies; similar analytical skills required.**
- **Video Games and Radio** are the next topics. They consolidate previous learning with focus on audience uses and gratifications as well as focus on technological and industry context. **Links with GCE media studies; similar analytical skills required.**
- The final Y10 topic is **Newspapers**, which again requires skills and knowledge learned throughout the year. Students are also introduced to political context, bias and propaganda as well as online/technological influences on the industry and representation of issues, groups of people and events. **Links with GCE media studies; similar analytical skills required.**

**Year 11**

- Y11 will begin by completing and submitting Component 3 coursework.
- **Component 2** content is then be taught, which consists of two main topics: **Crime Drama** and **Music Industry** (including Music Videos and Websites).
- This will begin with revision of skills and knowledge learned last year. Students then study TV Industry and *Genre*, as well as *Narrative*.
- The final topic of Music will bring together everything learned so far and also promote critical debate on role models and wider media impacts on society.
- The rest of the year is spend developing exam skills and exam responses alongside revision of Component 1 topics.

*[SET PRODUCT LIST: James Bond, Pride, GQ, Quality Street, NHS, The Sun, The Guardian, Fortnite, The Archers, Trigger Point, The Sweeney, Taylor Swift, Stormzy, etc.]* **Links with GCE media studies; similar analytical skills required. Links with history – several historical products taught (e.g. Quality Street and James**

- Students will sit a **Component 1** mock exam.
- Remaining time before the summer (and including summer holiday work) will be spent on introducing, researching and planning **Component 3** (coursework, worth 30% of course).

Bond marketing) so students will be taught about the historical contexts of specific products.