

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	Year 11
<ul style="list-style-type: none"> • 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 <i>Cinematography, Mise-En-Scene</i> and <i>Genre</i>, 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 <i>specific products</i> 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. 	<ul style="list-style-type: none"> • 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 <i>Narrative</i>. • 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. <p><i>[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.]</i> Links with GCE media studies; similar analytical skills required. Links with history – several historical products taught (e.g. Quality Street and James</p>

- 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.