

subject)	Autumn Term		Spring term		Summer term	
Year 9	1	2	3	4	5	6
Topic Summary	Print media: This Girl Can and Quality street	processes. Moving image (SITCOMS)	movies)	and THE SIMS)	PHARRELL WILLIAMS)	Practice NEA and Radio
Thinking Hard	industry targets its audience through image.	pre and post production. Pupils will apply a range	and why do they watch movies? Pupils will have to	games and apply media theory. They will also think	range of groups in the music industry and deal with	creative about designing their own magazine. They
Developing Character	themselves and others and interrogate their	to be in front of the camera. Pupils will need to	building on other's points. Confidence to be	as gaming additions alongside tackling mature	can force us to question our identity and sense of	range of new technology and be resilient when
Understanding Diversity	representation of a range of groups in society.	of TV programmes.	their own ideas alongside examine how different	representation and stereotypes that are in video	and presents different groups in society. Pupils will	diverse issues to use as cover stories for their
Literacy Reading, Oracy	advertisements. Speaking and listening Pupils will	group to develop ideas, understanding diversity	academic essay using a range of tier 2 and tier 3	affect people in different ways, developing new	industry, speaking and listening - research based	articles as they write the stories for the magazine.
Gatsby, Careers	print.	Production, media production, camera person.	movie industry works in relation to regulation.	design and work in groups to look at how the	term and the structure of the industry.	a real media product using specialist software, -----
being	Body image and staying safe on social media.	and practice self-assurance	mental health positively and negatively.	Staying safe online with regard to gaming.	behind music being mindful and good for your	with each other and discuss issues that are
Cross-Curricular Links	RSHE - explore stereotypes, in particular	production processes in Drama and theatre.	and business models within this. RSHE - discuss	games are made/coding and online design	and the impact of image. Art- how image impacts	shots create meaning. Computing- using new
Extra-Curricular Links		Opportunity to visit the cinema.				
Precise Learning Endpoints	learn how to denote the material and decide on	modern TV programme to cover different genres	range of genres of film .2) Understand the	industry and how it has changed over time. 2)	specific focus on music videos has changed over	product to target a specific audience. 2)
subject)	Autumn Term		Spring term		Summer term	
Year 10	1	2	3	4	5	6
Topic Summary	Newspapers	Music Videos	Magazines/advertising and marketing	Radio	Newspapers/magazines	NEA: Creating a 3 page magazine spread.
Thinking Hard	ideologies behind newspapers and	their 'star personas' alongside their	ideologies behind magazines and	Understanding new processes and ideas	ideologies behind newspapers and	applying everything that they have learnt
Developing Character	consumption and reflection. Grit to	empathy by considering the experiences	Examination of their own Media	unusual form of media that they would		a professional media product alongside
Understanding Diversity	media and how the media influence us to	empathy by considering the experiences	Understanding representation in print	soap operas and how they are based	media and how the media influence us to	learnt about diversity and create their
Literacy Reading, Oracy	broadsheet and tabloids. Speaking and	media theories. Look through theoretical	Speaking and listening based around	and understanding the impacts of this on	broadsheet and tabloids. Speaking and	and a further double page including
Gatsby, Careers	and design media products.	media forms, understanding stereotypes	and design media products.	Radio. They will be allowed to look at	and design media products.	and design a professional magazine
Mental and Physical Well-being	Pupils will look at how body image and language around these issues is used to influence people. They will look at social media.	Exploring body image and media expectations versus real life. Exploring the impact of living in the eye of social media and how damaging it can be.	Pupils will look at how body image and language around these issues is used to influence people. They will look at social media.	Pupils will look at real life issues that are addressed in song lyrics. They will also use this time to practice mindfulness and explore how listening to stories can be mindful.	Pupils will look at how body image and language around these issues is used to influence people. They will look at social media.	Pupils will improve their independence by creating a media product totally by themselves.
Cross-Curricular Links	Business studies- understanding how newspaper are an money making industry. RSHE - to understand how information and advertising is targeted at them and how to be a discerning consumer of information SMSC - develop an understanding of the democratic processes and the law in England, as well as in their social and cultural traditions.	Art and English- examining stereotypes and representation RSHE - developing an understanding on how stereotypes against gender can be damaging. SMSC encourage students to accept responsibility for their behaviour and understand how they can contribute positively to their local community and society more widely.	Photography - understanding how pictures can impact opinions on others and why the magazine industry favour certain imagery types. RSHE - developing a consideration on how social media and images, using filters when sending pictures can have a negative effect on their own and others' mental health. SMSC - enable students to further develop their self-esteem and self-confidence by being aware of others' own values and beliefs.	Business studies- understanding industry how businesses make money. RSHE - understand how to identify harmful behaviours and how to report and them and find support. SMSC - develop an appreciation and acceptance of the diversity and richness of their cultures.	RSHE - to understand how information and advertising is targeted at them and how comparison with others can affect physical and mental well-being. SMSC - develop an appreciation and acceptance of the diversity and richness of their cultures.	RSHE - will be able to critically evaluate when something they do or say can have a positive or negative impact on others' mental health. SMSC - to show their understanding of being positive and caring towards other people.
Extra-Curricular Links		Possible opportunity to use a company to come into school and show pupils how filming a video works.		Using the BBC education centre to explore trips and experiences.		
Precise Learning Endpoints	1) Understand the codes and conventions of magazines and newspapers. 2) Understand how language, layout and image is used to influence the demographic. 3) Apply key media theory including theories from year nine such as Propp's theory and The Enigma Code. 4) Understand and apply Mulvey's 'Male gaze' theory. 5) Write longer written answers that include drawing apt comparisons between media products.	1) Understand how the music industry- with a specific focus two music videos that encapsulate how music videos have changed due to contextual factors.. 2) Independently apply key terminology used to analyse moving image such as non-diegetic sound and mise-en-scene within the set product music videos. 3) Understand how to identify camera angles and the varied effects that they can create in the set product music videos. 4) Draw apt comparisons between representations of different groups in the set product music videos. 5) Understand how music artists adapts their 'star persona' to suit social and historical context.	1) Understand the codes and conventions of magazines. 2) Understand how language, layout and image is used to influence the demographic. 3) Apply key media theory including theories from year nine such as Propp's theory and The Enigma Code. 4) Write longer written answers that include drawing apt comparisons between media products.	1) Understand the aims and ethics behind the BBC including the differences between commercial and public radio. 2) Understand the codes and conventions of a range of different soap operas. 3) Explore the different ways a soap opera attracts and reaches its audience including Katz and Bulmer's theories. 4) Understand how a radio programme is produced. 5) Apply all knowledge about soaps and radio programmes to a practice exam question by using revision strategies and exam planning strategies.	1) Understand the codes and conventions of magazines and newspapers. 2) Understand how language, layout and image is used to influence the demographic. 3) Apply key media theory including theories from year nine such as Propp's theory and The Enigma Code. 4) Understand and apply Mulvey's 'Male gaze' theory. 5) Write longer written answers that include drawing apt comparisons between media products.	1) Apply their knowledge of the magazine industry to plan a magazine front cover that addresses their demographic. 2) Use a range of design features such as fonts, colours and images to match a media brief. 3) Take and edit original photographs/images using relevant software. 4) Create a 3 page magazine spread which synthesizes all their print media knowledge so far.
Subject (change to your subject)	Autumn Term		Spring term		Summer term	
Year 11	1	2	3	4	5	6
Topic Summary	Why do people play video games and watch films?	Crime Drama	Revision of paper 1	Revision paper 2	Exam practice	

Thinking Hard	Pupils will think hard about why people play video games and watch films and apply media theory. They will also think hard about how the industry targets demographics and how convergence is used to gain a wider audience.	Pupils will think hard about why people find things authentic and link these ideas to the character archetypes in crime drama. They will also think hard about how TV changes rapidly to meet the needs of the current context.	Pupils will think hard by applying everything they have learnt to an exam style answer. They will also read around the topics on the exam to explore and link the hinterland.	Pupils will think hard by applying everything they have learnt to an exam style answer. They will also read around the topics on the exam to explore and link the hinterland.	Pupils will think hard by applying everything they have learnt to an exam style answer but in a more independent way. They will have time to develop exam answers and celebrate their knowledge.	
Developing Character	Pupils will consider and discuss difficult topics such as gaming additions alongside tackling mature subject content such as how women are portrayed in the media. Pupils will need to show self assurance and kindness.	Pupils will develop curiosity and perseverance skills as we examine different types of real life setting and different types of situations. They will develop self-assurance and self-control in a range of group discussions.	Pupils will develop study skills that they will then use independently. These study skills will be useful in future learning. They will practise mindfulness and understand how study skills are an essential character trait.	Pupils will develop study skills that they will then use independently. These study skills will be useful in future learning. They will practise mindfulness and understand how study skills are an essential character trait.	Study skills needed for current and future study. Developing independence and organisation. Stamina for writing- grit to grapple with challenging questions.	
Understanding Diversity	Understanding difficult subjects, such as representation and stereotypes that are in video games/The movie industry and how people can be perceived. Pupils will look at how games and films are changing to break down the stereotypes to fit in with contextual factors.	Pupils will look at how BAME and gender representation has changed over time in crime drama, considering the stereotypes used within the television industry.	Pupils will revise the range of set products that cover how groups are represented in all of the media products. They will also look at any linked texts and make connections.	Pupils will revise the range of set products that cover how groups are represented in all of the media products. They will also look at any linked texts and make connections.	This will bring together all the ideas and thoughts from the previous modules.	
Literacy Reading, Oracy	Reading media theory, reading how games and films can affect people in different ways, developing new theoretical vocabulary and applying it to written answers.	Reading- pupils will read a range of different crime drama and explore character types and the history behind crime drama..	Writing- Pupils will be taught to write, and independently practise a range of academic writing styles including a critique, explanation and comparison.	Writing- Pupils will be taught to write, and independently practise a range of academic writing styles including a critique, explanation and comparison.	Reading- Pupils will be shown how to decode and infer with regards to an exam question. Writing Pupils will complete a range of independent written pieces that meet the needs of a mark scheme and have a particular success criteria.	
Gatsby, Careers	Pupils will look at the videogames industry, game design and work in groups to look at how the industry works. They will also consider the movie industry	Post production and understanding the process behind the camera. Exploring diversity and stereotypes within media, in order to work in the industry.	Opportunities to see how print media works and design print media.	Opportunities to see how different media forms are created.		
Mental and Physical Well-being	Staying safe online with regard to gaming. The benefit of the escapism of watching a film.	This unit will explore how watching TV can be positive or negative and look at the effects of stereotyping on the individual.	Revision strategies, mindfulness, exam stress. The feeling of success.	Revision strategies, mindfulness, exam stress. The feeling of success.	Revision strategies, mindfulness, exam stress.	
Cross-Curricular Links	Business and IT- covering the ideas about how games are made/coding and online design programs. RSHE - developing the characteristics of positive and healthy friendships online, including trust, respect, honesty, kindness, boundaries and respects. SMSC - to distinguish right from wrong and to respect civil laws.	Drama- character types and the use of humour. RSHE - understanding how stereotypes based on race can be damaging within society. SMSC - encouraging respect for other people, cultures and beliefs.	All subjects that have longer mark answers such as: English, History and Geography as some of these skills will cross-over and be useful to apply across subjects. RSHE - understand that in school and in the wider society they can be treated with respect and in turn they should show respect, including people in positions of authority. - SMSC- students will show their appreciation and acceptance of their social and cultural traditions.	All subjects that have longer mark answers such as: English, History and Geography as some of these skills will cross-over and be useful to apply across subjects. RSHE - to show their understanding on how they have a responsibility when working online.- SMSC - students will show their understanding of their own high standards of personal behaviour.		
Extra-Curricular Links			Pupils will look at the business side of media with regards to James Bond . It might be a good opportunity to look at extra curricular links with business.			
Precise Learning Endpoints	1) Examine and comment on the video games industry/film industry and how it has changed over time. 2) Understand the conventions of different types of video games such as platform and RPG and how they have changed over time. 3) Know how a video game is designed and produced including the technology used. 4) Understand how different groups are represented with regards to gender, age and ethnicity. 5) Understand the different certificate ratings and why games/films are issued particular certificates.	1) Understand the codes and conventions of a crime drama. 2) Understand the character archetypes used in crime drama. 3) Understand how settings and TV change due to contextual factors. 4) Understand how different groups are represented in crime drama including interrogating stereotypes. 5) Apply media theory and knowledge to a range of different exam questions.	1) Revise and recall print media, newspapers, radio and video games to include media theory. 2) Apply all knowledge to a range of exam questions. 3) Practice a range of revision strategies. 4) Reflect on learning to identify gaps in knowledge and exam strategy with regards to print media, newspaper, radio and video games.	1) Revise and recall sitcom and the music industry to include media theory. 2) Apply all knowledge to a range of exam questions. 3) Practice a range of revision strategies. 4) Reflect on learning to identify gaps in knowledge and exam strategy with regards to sitcom and the music industry.	1) Revise and recall all the products to include media theory. 2) Apply all knowledge to a range of exam questions. 3) Practice a range of revision strategies. 4) Reflect on learning to identify gaps in knowledge and exam strategy with regards to all set products.	

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