

Subject Media	Autumn Term		Spring term		Summer term	
Year 9	1	2	3	4	5	6
Topic Summary	Print media: This Girl Can and Quality street	How are TV programs made? Production processes. Moving image (SITCOMS)	The movie industry (JAMES BOND and action movies)	Why do people play video games? (FORTNITE and THE SIMS)	The music industry (TAYLOR SWIFT and PHARRELL WILLIAMS)	Practice NEA and Radio
Thinking Hard	Pupils will think hard about how the advertising industry targets its audience through image, language and layout whilst considering contextual factors and stereotypes.	Understanding new processes and ideas such as pre and post production. Pupils will apply a range of media theories and look at representation in the film industry. They will consider and explore stereotyping and controversial issues with regard to gender and other groups. Pupils will have to think hard about a range of historical and current issues regarding representation and the film industry.	Media theory- why do people access the media and why do they watch movies? Pupils will have to think hard a range of theories and link them to a range of films.	Pupils will think hard about why people play video games 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 representation of a range of groups in the music industry and deal with some difficult topics such as gender stereotyping.	PRACTICE NEA - Pupils will think hard and be creative about designing their own magazine. They will consider house style and how magazine target their audience. ----- RADIO - Students will develop a knowledge of both public and commercial radio, link these things to uses and gratifications theory and see how the programmes have been targeted to a desired audience
Developing Character	Pupils will reflect on their own perceptions of themselves and others and interrogate their opinions about image, body image and how the media encourage us to 'buy in' to beauty standards. Pupils will need to be mindful of others ideas and show self control when discussing difficult topics.	Working in groups and compromising. Confidence to be in front of the camera. Pupils will need to show self-control and curiosity to ask questions during group work.	Working in groups and practising listening and building on other's points. Confidence to be involved in class discussions and express ideas in a clear way. Pupils will need to show self assurance and kindness.	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.	Self-reflection about identity and how the media can force us to question our identity and sense of belonging. Pupils will need to show self-assurance.	PRACTICE NEA - Pupils will grapple with a wide range of new technology and be resilient when trying new things. Pupils work in pairs and groups to make decisions about their magazine. ----- RADIO - Pupils will encounter a diverse section of radio features such as Radio 1 xtra's 'Fire in the Booth' and Radio 2's Piano Room. Students will be encouraged to consider their own response to these features but also consider how others may respond differently.
Understanding Diversity	Talking sensitively about stereotypes and representation of a range of groups in society. Tackling contemporary issues such as body image and gender.	Pupils will look at BAME representation in a range of TV programmes.	Pupils will interrogate stereotypes and question their own ideas alongside examine how different groups are represented in the movie industry.	Understanding difficult subjects, such as representation and stereotypes that are in video games and how people can be perceived. Pupils will look at how games are changing to break down the stereotypes to fit in with contextual factors.	Pupils will consider how music creates stereotypes and presents different groups in society. Pupils will consider why these stereotypes exist and deal sensitively with ideas around gender representation and BAME identity.	PRACTICE NEA - Pupils will research a range of diverse issues to use as cover stories for their magazine. They will target a teen audience and consider issues that affect them. ----- RADIO - Pupils will see a series of radio features, all of which are aimed at a diverse range of target audiences and will be asked to see how this is achieved.
Literacy Reading, Oracy	Reading Pupils will read a range of print advertisements. Speaking and listening Pupils will have opportunities to have respectful and meaningful discussions about relevant topics such as body image and staying safe on social media.	Speaking and listening, working together as a group to develop ideas, understanding diversity and representations in TV programs. Reading a range of information about media theory and where and how these theories were developed.	Writing Pupils will learn how to construct a longer academic essay using a range of tier 2 and tier 3 vocabulary. Reading Pupils will read a DO IT NOW article about a recent film release and/or James Bond.	Reading media theory, reading how games can affect people in different ways, developing new theoretical vocabulary and applying it to written answers.	Reading texts based on identity in the music industry, speaking and listening- research based on diversity and how this can impact identity in the music industry.	PRACTICE NEA - Pupils will craft magazine articles as they write the stories for the magazine. They will use their speaking and listening skills to work to negotiate the content of the magazine. ----- RADIO - Pupils will craft their responses to the radio programmes as they write responses to it. The will also be exposed to high quality speaking and listening skills by listening to a range of radio programmes.
Gatsby, Careers	Pupils will learn about commercial design and print: Graphic designers, art directors, and layout artists. They will also learn about advertising and marketing: Advertising account executives, copywriters, and media planners	Production roles - writers, producers, camera operators, directors, editors, sound designers	Pupils will look at creative and technical roles: Screenwriter, cinematographer, editor, sound designer, visual effects artist, costume designer, and composer. Business and management roles: Producer, publicist, production coordinator, and entertainment lawyer. On-set and support roles: Runner, grip, gaffer, and set designer	Pupils will look at creative roles: Game designer, writer, artist/ animator, and level designer. Technical Roles: Game programmer, software engineer, and quality assurance (QA) tester. Business Roles: Producer, marketer, and community manager.	Pupils will look at creative and technical roles: Director, cinematographer, editor, sound engineer, lighting designer, and set designer.	PRACTICE NEA - Pupils will get chance to create a real media product using specialist software. ----- RADIO - Pupils will be able to gain a better knowledge of how the radio industry works and reflect on this.
Mental and Physical Well-being	Body image and staying safe on social media.	Pupils will be given opportunities to work in groups and practice self-assurance	Pupils will examine how film and media impacts on mental health positively and negatively.	Staying safe online with regard to gaming.	Media theory - pupils will learn about the theories behind music being mindful and good for your mental health.	PRACTICE NEA - Pupils will have chance to work with each other and discuss issues that are important for teenagers. ----- RADIO - Pupils will be able to really consider and think about their feelings in response to a stimulus.
Cross-Curricular Links	Art- colour palettes, image and connotations. RSHE - explore stereotypes, in particular stereotypes based on gender, race and sexual orientation and how such stereotypes can be damaging within society. SMSC - to understand the different cultural differences and show respect towards their own as well as other cultures.	Drama- Pupils will be able to make connections to production processes in Drama and theatre. RSHE - developing knowledge of different relationships, roles and duties in relation to an employment environment as well as a social environment. SMSC - develop an understanding of respect for other people.	Business studies- pupils will look at film franchise and business models within this. RSHE - discuss and recognise the characteristics of a healthy relationship based upon mutual respect. SMSC - the ability to recognise the difference between right and wrong.	Business and IT- covering the ideas about how games are made/coding and online design programs. RSHE - exploring rights, responsibilities and opportunities online, as well as expectations. SMSC - developing self-knowledge, self-esteem and self-confidence.	Photography- how shots are designed and created and the impact of image. Art- how image impacts on your thoughts and ideas. RSHE- covering ideas of different types of bullying (including cyberbullying), the impact of bullying on individuals. SMSC - Encouraging students to accept responsibility for their behaviour, show initiative, and to understand that they can contribute positively to their local community as well as their wider communities.	PRACTICE NEA - Photography and art- how shots create meaning. Computing- using new software. RSHE - To understand that in society they can expect to be treated with respect, and that in turn they should show due respect to others. SMSC - Enable students to acquire a broad knowledge of respect for public institutions. ----- RADIO - Music - What is the target audience of music and how are they developed.
Extra-Curricular Links			Opportunity to visit the cinema.			
Precise Learning Endpoints	1) Explore a range of print advertisements and learn how to denote the material and decide on connotations. 2) Examine the presentation and representation of gender, ethnicity and stereotypes. 3) Explore how the advertising industry has changed and make links to social and historical context. 4) Write a formal written analysis of a print advert including ideas about Propp's and Katz and Bulmer's theories, Barthes' Enigma Code and newly learned tier three vocabulary.	1) Understand the codes and conventions of a modern TV programme to cover different genres such as sitcom and soaps.2) Understand new vocabulary that is used in the television industry. 3) Understand media theory to include Katz and Bulmer's uses and gratifications theory. 4) Apply key terminology and media theory to a longer written analysis and commentary with regards to a TV programme. 5) Understand how to work cohesively as a group including listening skills and decision making.	1) Understand the codes and conventions of a range of genres of film .2) Understand the production processes and how a film is made . 3) Understand media theory to include Propp's theories. 4) Apply key terminology and media theory to a longer written analysis and commentary with regards to a film. 5) Explore the global history and industry of film.	1) Examine and comment on the video games 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 are issued particular certificates.	1) Understand how the music industry- with a specific focus on music videos has changed over time. 2) Understand key terminology used to analyse moving image such as non-diegetic sound and mise-en-scene. 3) Understand how to identify camera angles and the varied effects that they can create. 4) Draw apt comparisons between representations of different groups. 5) Understand how a music artist (Eminem) adapts their music to suit social and historical context.	PRACTICE NEA - 1) Understand how to plan a product to target a specific audience. 2) Understand and apply a range of media codes and conventions to an original media product. 3) Understand how to create a 'house style' with regards to a magazine. 4) Understand how to use and apply a range of software that may be used in the media industry ----- RADIO - 1) To understand how the radio industry works. 2)To understand how a product is curated for a specific target audience 3) Compare different products in how they are made and how successful they are
Subject Media	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	Pupils will think hard about the political ideologies behind newspapers and consider how they have become so powerful.	Pupils will explore two music artists and their 'star personas' alongside their marketing and products. They will have to think hard by applying media theory and thinking about the artists as products.	Pupils will think hard about the political ideologies behind magazines and consider how they have become so engaging to certain demographics.	Understanding new processes and ideas such as pre and post production. Grasping how media has changed through time and what audiences' expectations are.	Pupils will think hard about the political ideologies behind newspapers and consider how they have become so powerful.	Pupils will think hard and be creative by applying everything that they have learnt to create their own product. They will have to make decisions about content, image and colours whilst grappling with new and/or unfamiliar technology.
Developing Character	Examination of their own Media consumption and reflection. Grit to understand and apply new media theory.	Pupils will develop self-assurance and empathy by considering the experiences of others outside their current understanding. They will understand a celebrity as a whole person and consider the effects of social media on individuals.	Examination of their own Media consumption and reflection. Grit to understand and apply new media theory.	Pupils will show grit when tackling a new, unusual form of media that they would not normally consume. They will develop curiosity about a new media form understand how media is aimed at a very different audience to them.		Grit and determination to draft and redraft a professional media product alongside the curiosity to experiment with new software and a range of creative ideas.

Understanding Diversity	Understanding representation in print media and how the media influence us to think in certain ways. Pupils will explore fake news and how images are altered to present an augmented version of reality. They will look at Pride magazine which targets aspects of the NAME and LGBTQ+ community alongside looking at male stereotypes and toxic masculinity.	Pupils will develop self-assurance and empathy by considering the experiences of others outside their current understanding. They will understand a celebrity as a whole person and consider the effects of social media on individuals.	Understanding representation in print media and how the media influence us to think in certain ways. They will look at stereotypes and how magazines can influence their reader to like certain music genres/bands, etc.	Understanding the context of a range of soap operas and how they are based around one culture that targets the needs of the demographic. We will examine BAME representation and relationships alongside gender roles.	Understanding representation in print media and how the media influence us to think in certain ways. Pupils will explore fake news and how images are altered to present an augmented version of reality. They will look at Pride magazine which targets aspects of the NAME and LGBTQ+ community alongside looking at male stereotypes and toxic masculinity.	Pupils will apply everything they have learnt about diversity and create their own sensitive and contextually appropriate media product
Literacy Reading, Oracy	Reading through a range of newspapers - broadsheet and tabloids. Speaking and listening based around representation. Research on stereotypes, connotation. of colour, etc	Reading: Pupils will read around the media theories. Look through theoretical framework and make links to set product. Speaking and listening: group and independent research.	Reading through a range of magazines. Speaking and listening based around representation. Research on stereotypes, connotation. of colour, etc. Creating their own magazine to fit in with a chosen demographic.	Listening to language used on the radio and understanding the impacts of this on an audience. Speaking and listening based on radio and the history of radio. Research in groups on how historically radio was important to society.	Reading through a range of newspapers - broadsheet and tabloids. Speaking and listening based around representation. Research on stereotypes, connotation. of colour, etc	Writing Pupils will craft a magazine article and a further double page including shorter editorial pieces.
Gatsby, Careers	Pupils will study the newspaper industry and design media products.	Pupils will consider a variety of different media forms, understanding stereotypes and diversity. This will help in all job roles.	Pupils will understand journalist/editor: Understanding how content is shaped and why certain stories are chosen for a specific demographic. Art Director/Graphic Designer: Creating the visual layout, selecting imagery, and understanding the use of color and typography to influence an audience. Advertising Copywriter/Marketing Manager: Writing persuasive text and developing marketing strategies to target specific demographics.	Pupils will understand production and technical roles: Sound engineer, broadcast journalist, producer, and audio editor. Creative Roles: Scriptwriter, and music programmer. Business and Management Roles: Station manager, marketing executive, and events coordinator.	Pupils will understand photojournalist: Understanding how to use photography to create a particular narrative and the ethical considerations involved. Graphic Designer or Art Director: Creating layouts that are visually engaging and communicate a specific message. Market Researcher: Analyzing how different demographics consume media and the impact of political ideologies on content.	Pupils will understand graphic designer: Making decisions about layout, typography, and colour palettes. Editor/Journalist: Crafting a main article and smaller editorial pieces.
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 Media	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 tacking 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 game design/film production: Game designers, directors, screenwriters, and producers. Technical Roles: Programmers, software engineers, and editors.	Pupils will look at screenwriting and script development: Creating compelling characters and storylines that feel authentic. Production and Set Design: Understanding how settings are used to create a mood and how they change with different contexts.	Pupils will gain an understand of brand management and franchise marketing	Pupils will gain an understanding of research, journalism and public relations		
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, film and video games to include media theory. 2) Apply all knowledge to a range of exam questions. 3) Practise a range of revision strategies. 4) Reflect on learning to identify gaps in knowledge and exam strategy with regards to print media, film and video games.	1) Revise and recall television unit to include media theory. 2) Apply all knowledge to a range of exam questions. 3) Practise a range of revision strategies. 4) Reflect on learning to identify gaps in knowledge and exam strategy with regards to the television unit and the newspaper industry.	1) Revise and recall all the products to include media theory. 2) Apply all knowledge to a range of exam questions. 3) Practise a range of revision strategies. 4) Reflect on learning to identify gaps in knowledge and exam strategy with regards to all set products.	