




Year:		10	Subject:	Media Studies	Autumn 1	Autumn 2	Spring 1		
Intent	<b>Subject Concepts (Substantive knowledge)</b> 		<ul style="list-style-type: none"> <li>Advertising, marketing, film and gaming.</li> </ul>		Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li></li> </ul>	Students to experience the first exposure of 'set products' that will appear in their exams. This includes Quality Street advert, This Girl Can campaign and James Bond as a franchise. Close focus on the 1950s and 1960s.	Prior Knowledge: <ul style="list-style-type: none"> <li>What an advert and film is and who they are aimed at.</li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li>To apply theoretical knowledge to new set products.</li> </ul>	Students to explore the industry factors of the James Bond franchise.	Prior Knowledge: <ul style="list-style-type: none"> <li>Information about James bond from previous half term.</li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li>To understand elements of the film industry.</li> </ul>
			<ul style="list-style-type: none"> <li>Magazine and News</li> </ul>		Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li></li> </ul>		Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li></li> </ul>	An introduction to magazines as a media form with a focus on a modern Vogue set product and GQ.	Prior Knowledge: <ul style="list-style-type: none"> <li>What a magazines purposes is and what their format is.</li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li>That magazines have specific target audience and this is reflected in the journalism.</li> </ul>
			<ul style="list-style-type: none"> <li>TV, Radio and Music</li> </ul>		Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li></li> </ul>		Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li></li> </ul>		Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li></li> </ul>
			<ul style="list-style-type: none"> <li>Non Exam Assessment</li> </ul>		Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li></li> </ul>		Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li></li> </ul>		Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li></li> </ul>
			<ul style="list-style-type: none"> <li>Theoretical Frameworks and Exam Skills.</li> </ul>	Students to be introduced to theoretical frameworks and become familiar with Media Studies as a subject.	Prior Knowledge: <ul style="list-style-type: none"> <li>Understanding of colours and image placement.</li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li>To understand the difference between the theoretical frameworks and how they apply.</li> </ul>	Students to understand the meaning of 'context' which will include social, cultural, political, economical and historical.	Prior Knowledge: <ul style="list-style-type: none"> <li>An understanding of theoretical frameworks.</li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li>To be able to consider context when analysing a product.</li> </ul>	To develop an understanding of social, cultural and historical contexts surrounding Muslim culture, Afghanistan, the Taliban and Malala.	Prior Knowledge: <ul style="list-style-type: none"> <li>That difference cultures exist.</li> </ul> Takeaway Learning: <ul style="list-style-type: none"> <li>A deeper understanding of Malala and how this applies to the Vogue set product.</li> </ul>
<b>Disciplinary Knowledge</b>			<ul style="list-style-type: none"> <li>How to decode a set or unseen product using media language skills.</li> <li>How to analyse the media in terms of representational knowledge.</li> <li>How to understand and apply industry factors to different models within the media.</li> <li>How to analyse the audience impact of a product.</li> </ul>	<ul style="list-style-type: none"> <li>How to apply theoretical knowledge to unseen products within the media using context as a guide.</li> <li>How to decode an unseen product using skills that have been unlocked in media studies.</li> <li>How to analyse areas of advertisement, marketing and film.</li> </ul>	<ul style="list-style-type: none"> <li>How to analyse a product considering representational features with a social and cultural context.</li> <li>How to present their understanding of the film industry with strong fact recall.</li> </ul>				
<b>Common Misconceptions</b>			<ul style="list-style-type: none"> <li>The difference between media language and language features.</li> </ul>	<ul style="list-style-type: none"> <li>The difference between social, cultural and historical context.</li> <li>That economical context has a connection to finances.</li> </ul>	<ul style="list-style-type: none"> <li>That different societies have different views on social groups that become the norm.               <ul style="list-style-type: none"> <li>Difference between production, distribution, circulation and exhibition.</li> </ul> </li> </ul>				
Implementation	<b>Enabling or Adapting the Curriculum</b>		<b>SEND Students</b>	<ul style="list-style-type: none"> <li>The use of visual aids around the classroom to understand the key aspects of the theoretical frameworks. Introduction to media connectives.</li> </ul>	<ul style="list-style-type: none"> <li>Giving students a model to follow of what is expected in a written task. If further adaptation is needed, students to use key terms in a response to a question as a steppingstone to creating full sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Giving students forewarning that difficult concepts such as racism is going to appear in the lessons to reduce anxiety.</li> </ul>			
			<b>Disadvantaged Students</b>	<ul style="list-style-type: none"> <li>An opportunity to be exposed to a wide range of media products to draw reference to. These will be known as unseen products</li> </ul>	<ul style="list-style-type: none"> <li>Exposure to historical James Bond films and adverts to provide an exposure to different decades and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Exposure to different social groups and discussing social themes with visual and audio aids.</li> </ul>			
			<b>More Able Students</b>	<ul style="list-style-type: none"> <li>To start using more complex subject terminology in extended writing.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the idea of abstract and complex ideas when analysing a product.</li> </ul>	<ul style="list-style-type: none"> <li>For students to understanding command words and respond to them unaided.</li> </ul>			

	<b>Literacy/Numeracy Skills</b> 	<b>LITERACY</b> <b>Vocab:</b>	<ul style="list-style-type: none"> <li>Visual codes, technical codes, audio codes, stereotypes, production processes, ownership, demographic.</li> </ul>	<ul style="list-style-type: none"> <li>Connotations, denotations, masculinity and misogyny.</li> </ul>	<ul style="list-style-type: none"> <li>Westernised, production, distribution, circulation and exhibition.</li> </ul>
		<b>Reading:</b>	<ul style="list-style-type: none"> <li>Exposure to example answers and how the theoretical frameworks can be applied in written format.</li> </ul>	<ul style="list-style-type: none"> <li>First hand accounts of life in the 1950s and 1960s to read and understand cultural differences.</li> </ul>	<ul style="list-style-type: none"> <li>An opportunity to read journalism directly from Vogue magazines to develop an understanding of the magazine.</li> </ul>
		<b>Writing:</b>	<ul style="list-style-type: none"> <li>The use of media connectives to help sentence expanding.</li> </ul>	<ul style="list-style-type: none"> <li>Practice how to formalise answers in extended written style.</li> </ul>	<ul style="list-style-type: none"> <li>To build on media industry connectives to help expand industry style exam questions.</li> </ul>
		<b>Oracy:</b>	<ul style="list-style-type: none"> <li>Verbalising new key vocab in classroom discussion to practice putting them in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Debates with peers to build on and become confidence with key vocab.</li> </ul>	<ul style="list-style-type: none"> <li>Students to verbally upskill their peers responses in whole class discussions.</li> </ul>
<b>NUMERACY</b>		<ul style="list-style-type: none"> <li>Understanding vertical and horizontal lines.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
	<b>Digital Strategy</b> 	<ul style="list-style-type: none"> <li>Using Ipads to access and build personalised glossary.</li> <li>Building a digital filing system and accessing resources teachers provide.</li> </ul>	<ul style="list-style-type: none"> <li>Watching clips and viewing images with historical references.</li> </ul>	<ul style="list-style-type: none"> <li>Watching excerpts of No time to die.</li> <li>Viewing imagery of third world countries to develop conceptual understanding.</li> </ul>	
	<b>Home Learning</b>	<ul style="list-style-type: none"> <li>Reading – James Bond article BBC.</li> <li>1 – Media Language task</li> <li>2- Representation task</li> </ul>	<ul style="list-style-type: none"> <li>1- Context quiz</li> </ul>	<ul style="list-style-type: none"> <li>Reading – Newspaper article comparisons</li> </ul>	
<b>Impact</b>	<b>Composite Assessment</b>	Date:                      Content:	Date:                      w/c 4/12/23                      Content:                      Theoretical frameworks, Quality Street, unseen.	Date:                                           Content:	