


| Year: | | 10 | Subject: | Media Studies | Spring 2 | Summer 1 | Summer 2 | | |
|-------------------------------|--|----------------------|--|---|--|---|---|---|--|
| Intent | Subject Concepts (Substantive knowledge)  | | <ul style="list-style-type: none"> Advertising, marketing, film and gaming. | | Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none"> | | Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none"> | | |
| | | | <ul style="list-style-type: none"> Magazine and News | Students to be introduced to newspapers and their place in the media. A particular focus to be on The Sun and The Guardian. | Prior Knowledge: <ul style="list-style-type: none"> What a newspaper looks like and its use. Takeaway Learning: <ul style="list-style-type: none"> To be able to understand the structure of newspapers. | | Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none"> | | |
| | | | <ul style="list-style-type: none"> TV, Radio and Music | | Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none"> | Students to explore music videos. | Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none"> | | |
| | | | <ul style="list-style-type: none"> Non Exam Assessment | | Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none"> | Students to be introduced to the exam brief that will be guided by to create a magazine front cover and double page spread article. Focus on photography skills to create own original images for print product. Statement of aims assessment and creative feedback. | Prior Knowledge: <ul style="list-style-type: none"> What a magazines purpose is and how they are constructed. Takeaway Learning: <ul style="list-style-type: none"> To be creative and come up with unique ideas to create their own. | Students to respond to feedback on their statement of aims and creative designs in order to upskill. Focus on editing images and creative design in order to submit a first draft. | Prior Knowledge: <ul style="list-style-type: none"> How to respond to a brief. Takeaway Learning: <ul style="list-style-type: none"> How to skilfully edit photography and design elements of their magazine. |
| | | | <ul style="list-style-type: none"> Theoretical Frameworks and Exam Skills. | Students to explore political context in relation to newspapers. | Prior Knowledge: <ul style="list-style-type: none"> Knowledge of politics from previous framework lessons. Takeaway Learning: <ul style="list-style-type: none"> To understand political bias. | Exam skills weekly to be included into lesson time in order to support their written ability and exposure to command words. | Prior Knowledge: <ul style="list-style-type: none"> All frameworks and exam questions attempted. Takeaway Learning: <ul style="list-style-type: none"> To solidify understanding of how to respond to exam questions. | Revision techniques to be taught to model to students how to effectively revise. Focus on working towards timed conditions to exam answers. | Prior Knowledge: <ul style="list-style-type: none"> What revision is and their own techniques. Takeaway Learning: <ul style="list-style-type: none"> Different techniques to apply to revision in order to gain the best methods for them. |
| Disciplinary Knowledge | | | <ul style="list-style-type: none"> How to understand the differences visually and journalistically between broadsheets and tabloids. How to be able to apply representational issues of social groups and their consumerism habits. How to identify important industry factors that impact the newspapers production. | <ul style="list-style-type: none"> How to pitch a creative idea in response to a brief. How to learn photography skills to apply to own images. | <ul style="list-style-type: none"> How to respond to exam questions in timed conditions in readiness for mock exam. How to respond to feedback and upskill work. | | | | |
| Implementati | Common Misconceptions | | <ul style="list-style-type: none"> The difference between right wing and left wing. The difference between tabloid and broadsheet. | <ul style="list-style-type: none"> That photography is a simple skill that doesn't require practice and re drafting. | | | | | |
| | Enabling or Adapting the Curriculum | SEND Students | <ul style="list-style-type: none"> Students will create visual prompts to help them remember complication key terms and ideologies for the industry and political context factors. | <ul style="list-style-type: none"> Writing frames that support each theoretical framework and exam question to scaffold responses. | <ul style="list-style-type: none"> Individual to do lists to help them understand what elements of the coursework they need to complete. Simplified 'factsheets' to reduce revision/exam anxiety. | | | | |

