	Year:	10	Subject:	Media Studies	Spri	ng 2	Sumr	ner 1	Summer 2		
Intent	Subject Concepts (Substantive knowledge)		Advertising, mgaming.	arketing, film and		Prior Knowledge: Takeaway Learning: •		Prior Knowledge: Takeaway Learning:		Prior Knowledge: Takeaway Learning:	
			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: • What a newspaper looks like and its use. Takeaway Learning: • To be able to understand the structure of newspapers.		Prior Knowledge: Takeaway Learning: •		Prior Knowledge: Takeaway Learning: •	
			TV, Radio and Music			Prior Knowledge: Takeaway Learning:	Students to explore music videos.	Prior Knowledge: Takeaway Learning:		Prior Knowledge: Takeaway Learning:	
			Non Exam Assessment			Prior Knowledge:	Students to be introduced to the exam brief that will	Prior Knowledge: What a magazines purpose is and how they are constructed.	Students to respond to feedback on their	Prior Knowledge: How to respond to a brief.	
						Takeaway Learning: •	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.	Takeaway Learning: To be creative and come up with unique ideas to create their own.	statement of aims and creative designs in order to upskill. Focus on editing images and creative design in order to submit a first draft.	Takeaway Learning: • How to skilfully edit photography and design elements of their magazine.	
			•Theoretical Frameworks and Exam Skills.		Students to explore political context in	Prior Knowledge: • Knowledge of politics from previous framework	Statement of aims assessment and creative feedback. Exam skills weekly to be included into lesson time in	Prior Knowledge: • All frameworks and exam questions attempted.	Revision techniques to be taught to model to	Prior Knowledge: • What revision is and their own techniques.	
					relation to newspapers.	lessons. Takeaway Learning: To understand political bias.	order to support their written ability and exposure to command words.	Takeaway Learning: • To solidify understanding of how to respond to exam questions.	students how to effectively revise. Focus on working towards timed conditions to exam answers.	Takeaway Learning: • Different techniques to apply to revision in order to gain the best methods for them.	
	Disciplinary Knowledge			 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. 		brief.	ive idea in response to a graphy skills to apply to own	 How to respond to exam questions in timed conditions in readiness for mock exam. How to respond to feedback and upskill work. 			
ıtati	Common Misconceptions			•The difference between right wing and left wing. The difference between tabloid and broadsheet.		That photography is require practice and	a simple skill that doesn't re drafting.	•			
Implementati	Enabling or Adapting the Curriculum		SEND Students	S	them remember o	te visual prompts to help complication key terms the industry and political	_	support each theoretical n question to scaffold	 Individual to do lists to help them understand what elements of the coursework they need to complete. Simplified 'factsheets' to reduce revision/exam anxiety. 		

		Disadvantaged Students		 Students will have the opportunity to be exposed to political and cultural factors outside the ones that would normally come in contact with and have opportunities to experience different ideologies. 			 Workshops to teach new photography skills. Exposure to existing magazines to provide a creative springboard. 		Opportunities to request props required for the images they wish to take in photography sessions.			
		More Able Students	To start to add theory into extended writing.			 To start to include abstract concepts in their exam answers to aim towards reaching and maintaining band 5 writing. 			The inclusion of theory in exam answers.			
	Literacy/Numeracy Skills	Vocab:	•	 Left wing, Right wing, ideology, broadsheet, tabloid. 		 Identify, explore, briefly explain, compare, how far. 		 Identify, explore, briefly explain, compare, how far. 				
		Reading:	•	 Students will be reading journalism from with different ideologies and formats and be expected to be able to categorise them. 			 Reading example exam questions and finding ways to improve them or using them as an aspirational target. 			 Reading exam mark schemes to upskill their answers and provide an opportunity to consider different responses. 		
		Writing:	•	answers responding to the whole breadth of frameworks.			BUG the question technique when responding to exam questions.			 Ensuring the use of key vocab in exam answers. 		
		Oracy:	•	 Listening to a wide range of views and ideologies and being able to apply understanding. 		 Pitching ideas to peers to gain creative feedback. 			 Discussing creative ideas with teachers and peers to consolidate their creative plans. 			
		NUMERACY	•	•		1·		•				
	Digital Strategy			Viewing social media accounts and websites from a range of newspaper outlets.			Use of cameras and technical equipment to create original images.		The use of E Revision as an online revision tool.			
	lome Learning		• Med	Media Language analysis and Industry facts.			•		•			
Impact	Composite Assessment		Date:	w/c 25 th March	Content:	Newspapers, Magazines and James Bond.	Date:		Content:	Date:	July Content:	Year 10 Mock