

Year 10	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	HT1-Creating Individual Cross Media-Trial Run. HT2-Exploration of and analysis of Magazines, Film Posters, Newspapers and Advertising.	HT3-Exploration of and analysis of Magazines, Film Posters, Newspapers and Advertising. HT4-Analysis of Audiences and Institutions.	HT5-Analysis of Audiences and Institutions. HT5-Consolidation & Deliberate Practice: Media Language, Representation, Institutions and Audiences. HT6-Statement of Aims and Intentions.
Key Retainable Knowledge (Required for Y11/13) <ul style="list-style-type: none"> What... How.... Why.... 	HT1-Using Photoshop skills to create a magazine front cover. HT2-The ability to distinguish between tabloid and broadsheet newspapers. -How advertisers appeal to their audiences. -How certain social groups are represented by the media. -Exploration of the set-texts-The Sun, The Guardian, Pride, Poster for Spectre, GQ. -How technology has changed the print industry. -These issues will be explored via a variety of investment model methods such as consolidation quizzes, spatial modelling and exam style questions.	HT3-Contiunuing to distinguish between tabloid and broadsheet newspapers. -How advertisers appeal to their audiences. -How certain social groups are represented by the media. -Exploration of the set-texts-The Sun, The Guardian, Pride, Poster for Spectre, GQ. -How technology has changed the print industry. -These issues will be explored via a variety of investment model methods such as consolidation quizzes, spatial modelling and exam style questions. HT4-Looking at how audiences respond and interact with certain media products. -Specifically analysing the set-texts-The Archers and Fortnite.	HT5- Continuing to look at how audiences respond and interact with certain media products. -Specifically analysing the set-texts-The Archers and Fortnite. -Looking at the wider context of the institution of how that affects their media output e.g The BBC and their mission to 'Inform, educate and entertain.' HT5- Consolidation of Component One. - Use of knowledge organisers, exam style questions, quizzes, trial-exams. HT6-Begin to outline what the Y11 production will look like. -Students will indicate who the production will be aimed at and how they will appeal to them.

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		-Looking at the wider context of the institution of how that affects their media output e.g The BBC and their mission to 'Inform, educate and entertain.'	-The Statement of Aims and Intentions will also illustrate how social groups will be represented.
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	HT1-Construction, mediation and composition. HT2-Gerbner's Cultivation Theory, Klapper's Reinforcement Theory, Dyer's Stereotype Theory.	HT3- Gerbner's Cultivation Theory, Klapper's Reinforcement Theory, Dyer's Stereotype Theory. HT4-Regulation, production process, public-service broadcasting, distribution.	HT5- Regulation, production process, public-service broadcasting, distribution. Katz and Blumler's Uses and Gratifications Theory. HT6-Composition, representations, audience.
Opportunities for Reading	Students should be exploring different tabloid and broadsheet newspapers in their own time. They should also look at other examples of film posters and magazine front covers. To get a solid understanding of the conventions.	Students can visit the websites of the BBC and Fortnite respectively. Here they will find extra information about those specific institutions and how they interact with their audiences.	Watch Youtube videos by Mrs Fisher. Provides lots of detail regarding the set-texts.
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	-The students will develop the ability to think critically and take mediated or oppositional readings of texts.	-The students will be exposed to a variety of media examples that they previously may not have encountered such as radio drama The Archers.	-Through the Statement of Aims and Intentions, the students will be thinking creatively and how best to convey their ideas in an engaging fashion.
Cross Curricular Links (Authentic Connections)	Transferring of analysis skills from English and I.T.	Transferring of analysis skills from English.	Transferring of analysis skills from English and I.T.
Key Assessment	Trial-run production piece will be marked alongside C3 Media GCSE Reform Criteria.	Exam style question, once a half-term. Marked using Media GCSE Reform Criteria.	Exam style question, once a half-term. Marked using Media GCSE Reform Criteria.

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