

## Curriculum Map

		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<b>Content, Knowledge &amp; Skills</b>  <b>EDUQAS</b>	<b>Key topics covered:</b> <ul style="list-style-type: none"> <li>- Introduction to theoretical framework and Photoshop skills</li> <li>- Advertising and Marketing – <i>Quality Streets</i> and <i>This Girl Can</i></li> <li>- Film Marketing: <i>James Bond</i></li> <li>- Recap lessons on key areas.</li> </ul>	<b>Key topics covered:</b> <ul style="list-style-type: none"> <li>- Film Industry – James Bond</li> <li>- Revision of Marketing and Advertising</li> <li>- Magazines: GQ and Pride – representation and gender focus</li> <li>- Draft magazine practical work</li> </ul>	<b>Key topics covered:</b> <ul style="list-style-type: none"> <li>- The Newspaper Industry</li> <li>- Impact of digital journalism</li> <li>- Representation, Language and Audience impacts of the industry.</li> </ul>	<b>Key topics covered:</b> <ul style="list-style-type: none"> <li>- The Newspaper Industry completion</li> <li>- Video games: Fortnite</li> <li>- Revision of Component 1</li> <li>- Mock Exam for Component 1.</li> </ul>	<b>Key topics covered:</b> <ul style="list-style-type: none"> <li>- Complete revision of the products that match the coursework component.</li> <li>- Practical component – Coursework completion</li> </ul>	<b>Key topics covered:</b> <ul style="list-style-type: none"> <li>- Complete revision of the products that match the coursework component.</li> <li>- Practical component – Coursework completion</li> </ul>
		<b>Skills focused on:</b> <ol style="list-style-type: none"> <li>1. Focus on inference and wider meaning of symbols.</li> <li>2. Knowledge and recall skills</li> <li>3. Focus on all 4 areas of Representation, Audience, Industry and Language.</li> <li>4. AO1 and AO2 exam skills</li> </ol>	<b>Skills focused on:</b> <ol style="list-style-type: none"> <li>1. Knowledge and recall skills.</li> <li>2. Focus on inference and connotations of symbols in products</li> <li>3. Focus on all 4 areas of Representation, Audience, Industry and Language.</li> <li>4. Compare the two CSPs in terms of the key areas of R.A.I.L.</li> <li>5. Referring and using key theories to enhance responses.</li> <li>6. Evaluating the industry impact – comparing the USA to the UK film industry.</li> <li>7. Focus on the audience responses to the two films.</li> </ol>	<b>Skills focused on:</b> <ol style="list-style-type: none"> <li>1. Understanding of bias and opinion</li> <li>2. Language focus on layout of tabloid and broadsheet front covers.</li> <li>3. Knowledge and recall skills</li> <li>4. Inference of image (semiotics) and word choice</li> <li>5. Focus on all 4 areas of Representation, Audience, Industry and Language.</li> </ol>	<b>Skills focused on:</b> <ol style="list-style-type: none"> <li>1. Understanding of bias and opinion and how this is explored visually and through word choice</li> <li>2. Language focus on layout of tabloid and broadsheet front covers, double page spreads and key features.</li> <li>3. Knowledge and recall skills of language choices.</li> <li>4. Evaluation and analysis of the political and social demographics of types of newspaper.</li> <li>5. Focus on all 4 areas of Representation, Audience, Industry and Language.</li> <li>6. Referring and using</li> </ol>	<b>Skills focused on:</b> <ol style="list-style-type: none"> <li>1. Project management</li> <li>2. Independent research</li> <li>3. Development of creative originality</li> <li>4. Demonstration of working to a brief</li> <li>5. Develop Photoshop skills.</li> <li>6. AO3 Exam content</li> </ol>	<b>Skills focused on:</b> <ol style="list-style-type: none"> <li>1. Project management</li> <li>2. Independent research</li> <li>3. Development of creative originality</li> <li>4. Demonstration of working to a brief</li> <li>5. Develop Photoshop skills.</li> <li>6. AO3 Exam content</li> </ol>

			8. Focus on Audience and Industry comparison. 9. To analyse and argue the notion of Hollywood vs Independent film.		key theories to enhance responses. 7. AO1 and AO2 exam skills 8.		
	<b>Prior Knowledge</b>	The students will be new to a number of the skills covered. Work on key areas of analysis through print media, it is now applying those skills with visual digital media.	Students will build and develop their learning based on the previous term with their practical and theoretical skills.	Using student's knowledge of newspapers from work within English and building on their prior knowledge of analysis skills.	Revisit Photoshop skills from first term to complete the Print media NEA style response.	Revisit Photoshop skills to complete the Print media component of the exam.	Revisit Photoshop skills to complete the Print media component of the exam.
	<b>Assessment</b>	Initial Photoshop practical and a series of shorter formative quizzes throughout the term to gauge understanding.	Summative Pieces: Photoshop magazine project. Written response to a exam style question.	Paper 1 style assessment – written response to the Newspaper industry.	Paper 1 style assessment – written response to the Newspaper industry and the Video Game Industry.	Coursework component – links to EDUQAS marking criteria.	Paper 1 style assessment – written response to the CSP linked to the NEA component. (Mock exam week)
	<b>Key Vocabulary/ reading materials</b>	<ul style="list-style-type: none"> <li>- CSPs provided by the exam board to be used.</li> <li>- Semiotics</li> <li>- Star theory</li> <li>- Uses and Gratification.</li> </ul>	<ul style="list-style-type: none"> <li>- CSPs provided by the exam board to be used.</li> <li>- Marketing</li> <li>- Branding</li> <li>- Vertical integration</li> <li>- Horizontal integration</li> <li>- Public service broadcaster</li> <li>- Commercial service broadcaster.</li> </ul>	<ul style="list-style-type: none"> <li>- CSPs provided by the exam board to be used.</li> <li>- Social media</li> <li>- Genre conventions</li> <li>- Binary opposites</li> <li>- Representations</li> <li>- Stereotypes</li> <li>- Countertypes</li> <li>- Maslow's Hierarchy of needs.</li> </ul>	<ul style="list-style-type: none"> <li>- CSPs provided by the exam board to be used.</li> <li>- Conventions</li> <li>- Reception theory</li> <li>- Ownership</li> <li>- Codes</li> <li>- Symbols</li> <li>- Icons</li> </ul>	<ul style="list-style-type: none"> <li>- NEA content issued by the exam board with</li> <li>- CSPs provided by the exam board to be used.</li> <li>- Statement of intent</li> <li>- Colour scheme</li> <li>- Camera angles</li> <li>- House style</li> </ul>	<ul style="list-style-type: none"> <li>- NEA content issued by the exam board with</li> <li>- CSPs provided by the exam board to be used.</li> <li>- Statement of intent</li> <li>- Colour scheme</li> <li>- Camera angles</li> <li>- House style</li> </ul>
	<b>Enrichment/ Co-Curricular offer</b>			Active encouragement of students to join the school Media team.	Active encouragement of students to join the school Media team.		
<b>Year 11</b>	<b>Content, Knowledge &amp; Skills</b>	<b>Key topics covered:</b> <ul style="list-style-type: none"> <li>- Introduction to audio and visual analysis</li> </ul>	<b>Key topics covered:</b> <ul style="list-style-type: none"> <li>- Introduction to audio and visual analysis</li> </ul>	<b>Key topics covered:</b> <ul style="list-style-type: none"> <li>- Finish the Archers</li> <li>- Music Videos and online media: focusing</li> </ul>	<b>Key topics covered:</b> <ul style="list-style-type: none"> <li>- Paper 1 and Paper 2 key skills and content – revision</li> </ul>	<b>Key topics covered:</b> <ul style="list-style-type: none"> <li>- Paper 1 and Paper 2 key skills and content – revision</li> </ul>	<b>Exams and Exam preparation</b>

<p><b>EDUQAS</b></p>	<p>- <b>Television genre: Crime Drama, focusing on Luther Episode One Season One.</b></p> <ol style="list-style-type: none"> <li>Analysing clips and understanding of plot and structure of Luther</li> <li>Focus on inference and wider meaning of symbols.</li> <li>Knowledge and recall skills</li> <li>Focus on all 4 areas of Representation, Audience, Industry and Language.</li> <li>AO1 and AO2 exam skills</li> </ol>	<p>- <b>Television genre: Crime Drama, focusing on Luther Episode One Season One.</b></p> <p>- <b>Radio: The Industry focusing on <i>The Archers</i></b></p> <ol style="list-style-type: none"> <li>Analysing clips and understanding of plot, character and structure of Luther.</li> <li>Analyse the impact of the BBC and their success.</li> <li>Focus on inference and wider meaning of symbols within both the episodes.</li> <li>Knowledge and recall skills</li> <li>Focus on all 4 areas of Representation, Audience, Industry and Language.</li> <li>Compare the two CSPs in terms of the key areas of R.A.I.L.</li> <li>Develop unseen moving image skills through analysing small clips – Link to Paper 2.</li> <li>Referring and using key theories to enhance responses.</li> </ol>	<p><b>on two 2000s artists and one 1990s artist</b></p> <p>- <b>The Music Industry and impact.</b></p> <ol style="list-style-type: none"> <li>Knowledge retention and recall</li> <li>Evaluating the impact of social media presence linked with celebrity</li> <li>Make judgements and criticisms of wider impacts of celebrity culture.</li> <li>Focus on all 4 areas of Representation, Audience, Industry and Language.</li> <li>Referring and using key theories to enhance responses.</li> <li>AO1 and AO2 exam skills.</li> <li>Analysing clips and understanding of plot and structure of the music videos.</li> <li>Focus on inference and wider meaning of symbols.</li> </ol>	<ul style="list-style-type: none"> <li>To focus on content that is issued by the exam board for the exam.</li> <li>Focus on key areas: representation, audience, industry and language</li> <li>Semiotic analysis</li> <li>Cross analysis and comparison of products (synoptic question)</li> <li>Unseen media product analysis</li> <li>AO1 and AO2 exam content and skills covered.</li> </ul>	<ul style="list-style-type: none"> <li>To focus on content that is issued by the exam board for the exam.</li> <li>Focus on key areas: representation, audience, industry and language</li> <li>Semiotic analysis</li> <li>Cross analysis and comparison of products (synoptic question)</li> <li>Unseen media product analysis</li> <li>AO1 and AO2 exam content and skills covered.</li> </ul>	
	<p><b>Prior Knowledge</b></p>	<p>This will build on the student's prior knowledge of analysis skills applying them to a digital setting.</p>	<p>This content has been covered, this is revision of key skills and content for both papers.</p>	<p>The students will be prepared with what the exam board gives the students as they have covered all key areas.</p>	<p>The students will be prepared with what the exam board gives the students as they have covered all key areas.</p>	<p>The students will be prepared with what the exam board gives the students as they have covered all key areas.</p>



<b>Assessment</b>	NEA Completion and grade stemming from this.  Mock style questions in class.	Mock assessment completed during the mock week.  Paper 1 mock exam.  Paper 2 mock exam to be completed in class.	Mock assessment Paper 1 mock exam.  Paper 2 style questions revised in class.	Paper 1 mock questions.  Paper 2 mock questions.	GCSE Exams	GCSE Exams
<b>Key Vocabulary/ reading materials</b>	<ul style="list-style-type: none"> <li>- CSPs provided by the exam board to be used.</li> <li>- Uses and Gratification.</li> <li>- Demographics</li> <li>- Psychographics</li> <li>- Codes</li> <li>- Symbols</li> <li>- Icons</li> <li>- Commercial service broadcaster.</li> </ul>	<ul style="list-style-type: none"> <li>- CSPs provided by the exam board to be used.</li> <li>- Diegetic and Non-Diegetic sound</li> <li>- Semiotics</li> <li>- Star theory</li> <li>- Uses and Gratification.</li> <li>- Camera angles</li> <li>- Conventions</li> <li>- Reception theory</li> <li>- Ownership</li> <li>- Codes</li> <li>- Symbols</li> <li>- Icons</li> </ul>	<ul style="list-style-type: none"> <li>- CSPs provided by the exam board to be used.</li> <li>- Marketing</li> <li>- Branding</li> <li>- Vertical integration</li> <li>- Horizontal integration</li> <li>- Public service broadcaster</li> </ul>	<ul style="list-style-type: none"> <li>- CSPs provided by the exam board to be used.</li> <li>- Social media</li> <li>- Genre conventions</li> <li>- Binary opposites</li> <li>- Representations</li> <li>- Stereotypes</li> <li>- Countertypes</li> <li>- Maslow's Hierarchy of needs.</li> </ul>		
<b>Enrichment/ Co-Curricular offer</b>	<p>Active encouragement of students to join the school Media team.</p> <p>NEA coursework component intervention sessions – lunch times</p> <p>Exam content revision – lunch time</p>	<p>Active encouragement of students to join the school Media team.</p> <p>NEA coursework component intervention sessions – lunch times</p> <p>Exam content revision – lunch time</p>	<p>Active encouragement of students to join the school Media team.</p> <p>NEA coursework component intervention sessions – lunch times</p> <p>Exam content revision – lunch time</p>	<p>Active encouragement of students to join the school Media team.</p> <p>NEA coursework component intervention sessions – lunch times</p> <p>Exam content revision – lunch time</p>	<p>Active encouragement of students to join the school Media team.</p> <p>NEA coursework component intervention sessions – lunch times</p> <p>Exam content revision – lunch time</p>	