

| Year 11 Autumn 1 | Teacher 1: Component 3 NEA product realisation | Teacher 2: Component 3: NEA product realisation |
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| Knowledge to be taught | <ul style="list-style-type: none"> ● Completion of NEA practical work using Adobe Photoshop ● Revisit Component 1, Section A | <ul style="list-style-type: none"> ● Completion of NEA practical work using Adobe Photoshop ● Revisit Component 1, Section B |
| Key Vocabulary | N/A | N/A |
| Links to Prior Knowledge | Content Covered in Y10 | Content Covered in Y10 |
| How Knowledge is Assessed | <ul style="list-style-type: none"> ● Drafts of NEA monitored | <ul style="list-style-type: none"> ● Drafts of NEA monitored |
| How gaps will be addressed | <ul style="list-style-type: none"> ● Marking and monitoring points distributed strategically so individual feedback can be given and acted upon ● Teachers noting the gaps which can be addressed throughout the GCSE course ● Teachers to set independent study homework tasks which address gaps | <ul style="list-style-type: none"> ● Marking and monitoring points distributed strategically so individual feedback can be given and acted upon ● Teachers noting the gaps which can be addressed throughout the GCSE course ● Teachers to set independent study homework tasks which address gaps |
| Cultural Capital | <p>Embedded within the scheme of work.</p> <ul style="list-style-type: none"> ● Social, cultural and political context of media ● Issues of representation within the media and an understanding of hegemony and marginalisation. ● Explorations of the power the media has in defining and shaping society and the views held by society. ● Exploration of society's changing opinion on: sexuality, masculinity, femininity, gender roles, race | <p>Embedded within the scheme of work.</p> <ul style="list-style-type: none"> ● Social, cultural and political context of media ● Issues of representation within the media and an understanding of hegemony and marginalisation. ● Explorations of the power the media has in defining and shaping society and the views held by society. ● Exploration of society's changing opinion on: sexuality, masculinity, femininity, gender roles, race |

| Year 11 Autumn 2 | Teacher 1: Component 2 - Section A - Television | Teacher 2 - Component 2 - Music Industry |
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| Knowledge to be taught | <p>To apply knowledge of media language and representation, audience and industry to the following GCSE set texts:</p> <ul style="list-style-type: none"> ● Crime dramas - codes and conventions ● Luther - Series 1, episode 1 - Macro elements - representation and narrative. Apply codes and conventions. ● The Sweeney - 'The Ringer' - introduce and compare to Luther - codes and conventions. ● Revisit Component 1, Section A | <ul style="list-style-type: none"> ● Introduction to music videos <ul style="list-style-type: none"> ○ Conventions of type ○ History / evolution ○ Social, technological impact ● Uptown Funk (gonna giv it to ya!) ● Bruno Mars website analysis |
| Key Vocabulary | <p>BBFC, classification, regulation, production, distribution, convention, subversion; uses and gratification theory, narrative theory; Todorov, Propp, Barthes, Strauss; camera shots, movement and angles: BCU, CU, MS, LS, ELS, HA, LA, OSS; sound: contrapuntal, diegetic, pleonastic 1970s, Patriarchal society, stereotypes, dominant, passive, denotation, connotation, codes and conventions, colour palette, pose, costume, mise-en-scene, setting, enigma code. Representation, Stereotypes, subverting, mainstream, marginalisation, Propp, hero, antagonist, princess, helper, donor.</p> | <p>Performance, concept; camera shots, movement and angles: BCU, CU, MS, LS, ELS, HA, LA, OSS, POV; codes and conventions, colour palette, pose, costume, mise-en-scene, setting, enigma code. Representation, Stereotypes, subverting,</p> |
| Links to prior knowledge | <p>This paper is a synoptic paper covering bringing together all knowledge from the Y10 course.</p> | <p>This paper is a synoptic paper covering bringing together all knowledge from the Y10 course.</p> |
| How knowledge is assessed | <ul style="list-style-type: none"> ● Nearpod and Kahoot quizzes ● Low stakes exam style questions - each of these are given improvement points and valuable feedback but not graded ● Research tasks that are guided and then checked - students must use this research in their writing ● A longer exam style answer which requires students to demonstrate their understanding of media language and representation in relation to the set products. ● Year 11 Mock exams | <ul style="list-style-type: none"> ● Nearpod and Kahoot quizzes ● Low stakes exam style questions - each of these are given improvement points and valuable feedback but not graded ● Research tasks that are guided and then checked - students must use this research in their writing ● A longer exam style answer which requires students to demonstrate their understanding of audience and industry in relation to the set products. |

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| How gaps will be addressed | <ul style="list-style-type: none"> ● Marking points distributed strategically so individual feedback can be given and acted upon ● Teachers noting the gaps which can be addressed throughout the GCSE course ● Teachers to set independent study homework tasks which address gaps | <ul style="list-style-type: none"> ● Marking points distributed strategically so individual feedback can be given and acted upon ● Teachers noting the gaps which can be addressed throughout the GCSE course ● Teachers to set independent study homework tasks which address gaps |
| Cultural Capital | <p>Embedded within the scheme of work.</p> <ul style="list-style-type: none"> ● Social, cultural and political context of media - focus on 1970s and modern day. ● Understanding of the police force and roles within it - how policing has changed over the last 50 years. ● Issues of representation within the media and an understanding of hegemony and marginalisation. ● Issues of gender and ethnicity. ● Explorations of the power the media has in defining and shaping society and the views held by society. ● Exploration of society's changing opinion on: sexuality, masculinity, femininity, gender roles from 1950s to today. ● Understanding different funding models of the media ● Understanding ways in which we consume media is changing. ● 9pm Watershed and how regulation has changed over time. | <p>Embedded within the scheme of work.</p> <ul style="list-style-type: none"> ● Development of technology over time ● Understanding changing demands of consumer consumption over time ● Issues of representation of gender and ethnicity in media |

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| Year 11 Spring 1 | Teacher 1: Component 2 - Television | Teacher 2 - Component 2 - Music Industry |
| Knowledge to be taught | <p>To apply knowledge of media language and representation, audience and industry to the following GCSE set texts:</p> <ul style="list-style-type: none"> ● The Sweeney - 'The Ringer' - first 10 minutes - Macro-elements - representation and narrative ● Learn about codes and conventions of crime dramas - | <ul style="list-style-type: none"> ● Roar (louder than a lion!) ● Katie Perry website analysis |

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| | <p>analyse opening credits, setting, character</p> <ul style="list-style-type: none"> • Industry and audience in relation to The Sweeney • Social and historical context and The Sweeney • Revisit Component 1, Section A | |
| Key vocabulary | <p>BBFC, classification, regulation, production, distribution, convention, subversion; uses and gratification theory, narrative theory: Todorov, Propp, Barthes, Strauss; camera shots, movement and angles: BCU, CU, MS, LS, ELS, HA, LA, OSS; sound: contrapuntal, diegetic, pleonastic 1970s, Patriarchal society, stereotypes, dominant, passive, denotation, connotation, codes and conventions, colour palette, pose, costume, mise-en-scene, setting, enigma code. Representation, Stereotypes, subverting, mainstream, marginalisation, Propp, hero, antagonist, princess, helper, donor.</p> | <p>Performance, concept; camera shots, movement and angles: BCU, CU, MS, LS, ELS, HA, LA, OSS, POV; codes and conventions, colour palette, pose, costume, mise-en-scene, setting, enigma code. Representation, Stereotypes, subverting,</p> |
| Links to Prior Knowledge | <p>This paper is a synoptic paper covering bringing together all knowledge from the Y10 course.</p> | <p>This paper is a synoptic paper covering bringing together all knowledge from the Y10 course.</p> |
| How Knowledge is assessed | <ul style="list-style-type: none"> • Nearpod and Kahoot quizzes • Low stakes exam style questions - each of these are given improvement points and valuable feedback but not graded • Research tasks that are guided and then checked - students must use this research in their writing • A longer exam style answer which requires students to demonstrate their understanding of media language and representation in relation to the set products. | <ul style="list-style-type: none"> • Nearpod and Kahoot quizzes • Low stakes exam style questions - each of these are given improvement points and valuable feedback but not graded • Research tasks that are guided and then checked - students must use this research in their writing • A longer exam style answer which requires students to demonstrate their understanding of audience and industry in relation to the set products. |
| How gaps will be addressed | <ul style="list-style-type: none"> • Marking points distributed strategically so individual feedback can be given and acted upon • Teachers noting the gaps which can be addressed throughout the GCSE course • Teachers to set independent study homework tasks which address gaps | <ul style="list-style-type: none"> • Marking points distributed strategically so individual feedback can be given and acted upon • Teachers noting the gaps which can be addressed throughout the GCSE course • Teachers to set independent study homework tasks which address gaps |
| Cultural Capital | <p>Embedded within the scheme of work.</p> | <p>Embedded within the scheme of work.</p> <ul style="list-style-type: none"> • Development of technology over time |

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| | <ul style="list-style-type: none"> • Social, cultural and political context of media - focus on 1970s and modern day. • Understanding of the police force and roles within it - how policing has changed over the last 50 years. • Issues of representation within the media and an understanding of hegemony and marginalisation. • Issues of gender and ethnicity. • Explorations of the power the media has in defining and shaping society and the views held by society. • Exploration of society's changing opinion on: sexuality, masculinity, femininity, gender roles from 1950s to today. • Understanding different funding models of the media • Understanding ways in which we consume media is changing. • 9pm Watershed and how regulation has changed over time. | <ul style="list-style-type: none"> • Understanding changing demands of consumer consumption over time • Issues of representation of gender and ethnicity in media |
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| Year 11 Spring 2 | Teacher 1: Component 2 - Television | Teacher 2 - Component 2 - Music Industry |
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| Knowledge to be taught | <p>To apply knowledge of media language and representation, audience and industry to the following GCSE set texts:</p> <ul style="list-style-type: none"> • Luther episode 1 - Micro elements used in representation • Analyse opening credits, setting, character • Industry and audience in relation to Luther • Social and historical context and Luther • Revisit Component 1, Section A | <ul style="list-style-type: none"> • Waterfalls, TLC |
| Key vocabulary | <p>BBFC, classification, regulation, production, distribution, convention, subversion; uses and gratification theory, narrative theory: Todorov, Propp, Barthes, Strauss; camera shots, movement and angles: BCU, CU, MS, LS, ELS, HA, LA, OSS; sound: contrapuntal, diegetic, pleonastic 1970s, Patriarchal society, stereotypes, dominant, passive, denotation, connotation, codes and conventions, colour palette, pose, costume, mise-en-scene, setting, enigma code. Representation, Stereotypes, subverting, mainstream, marginalisation, Propp, hero, antagonist, princess, helper, donor.</p> | <p>Performance, concept; camera shots, movement and angles: BCU, CU, MS, LS, ELS, HA, LA, OSS, POV; codes and conventions, colour palette, pose, costume, mise-en-scene, setting, enigma code. Representation, Stereotypes, subverting,</p> |

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| Links to Prior Knowledge | This paper is a synoptic paper covering bringing together all knowledge from the Y10 course. | This paper is a synoptic paper covering bringing together all knowledge from the Y10 course. |
| How Knowledge is assessed | <ul style="list-style-type: none"> ● Nearpod and Kahoot quizzes ● Low stakes exam style questions - each of these are given improvement points and valuable feedback but not graded ● Research tasks that are guided and then checked - students must use this research in their writing ● A longer exam style answer which requires students to demonstrate their understanding of media language and representation in relation to the set products. ● Y11 Mocks 2 | <ul style="list-style-type: none"> ● Nearpod and Kahoot quizzes ● Low stakes exam style questions - each of these are given improvement points and valuable feedback but not graded ● Research tasks that are guided and then checked - students must use this research in their writing ● A longer exam style answer which requires students to demonstrate their understanding of media language and representation in relation to the set products. ● Y11 Mocks 2 |
| How gaps will be addressed | <ul style="list-style-type: none"> ● Marking points distributed strategically so individual feedback can be given and acted upon ● Teachers noting the gaps which can be addressed throughout the GCSE course ● Teachers to set independent study homework tasks which address gaps | <ul style="list-style-type: none"> ● Marking points distributed strategically so individual feedback can be given and acted upon ● Teachers noting the gaps which can be addressed throughout the GCSE course ● Teachers to set independent study homework tasks which address gaps |
| Cultural Capital | <p>Embedded within the scheme of work.</p> <ul style="list-style-type: none"> ● Social, cultural and political context of media - focus on 1970s and modern day. ● Understanding of the police force and roles within it - how policing has changed over the last 50 years. ● Issues of representation within the media and an understanding of hegemony and marginalisation. ● Issues of gender and ethnicity. ● Explorations of the power the media has in defining and shaping society and the views held by society. ● Exploration of society's changing opinion on: sexuality, masculinity, femininity, gender roles from 1950s to today. ● Understanding different funding models of the media ● Understanding ways in which we consume media is changing. ● 9pm Watershed and how regulation has changed over time. | <p>Embedded within the scheme of work.</p> <ul style="list-style-type: none"> ● Development of technology over time ● Understanding changing demands of consumer consumption over time ● Issues of representation of gender and ethnicity in media |

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| Year 11 Summer 1 | Teacher 1: Component 1 - Section A - Media Language and Representation Component 2 - Television REVISION | Teacher 2: Component 1 - Section B - Media audiences and industry Component 2 - Music Industry REVISION |
| Knowledge to be taught | <ul style="list-style-type: none"> • Revision of Component 1, section A and Component 2, Section A - television. • Exam technique • Timings • Decoding questions • Making revision materials | <ul style="list-style-type: none"> • Revision of Component 1, section B and Component 2, Section B - television. • Exam technique • Timings • Decoding questions • Making revision materials |
| Key vocabulary | Revisiting prior vocabulary plus: Explain, describe, compare, analyse, social context, historical context, narrative, media language, intertextuality, layout and design, representation, stereotypes, | Revisiting prior vocabulary plus: Explain, describe, compare, analyse, social context, historical context, narrative, media language, intertextuality, layout and design, representation, stereotypes, |
| Links to Prior Knowledge | Rest of course | Rest of course |
| How Knowledge is assessed | <ul style="list-style-type: none"> • Nearpod and Kahoot quizzes • Low stakes exam style questions - each of these are given improvement points and valuable feedback but not graded • A longer exam style answer which requires students to demonstrate their understanding of media language and representation in relation to the set products. | <ul style="list-style-type: none"> • Nearpod and Kahoot quizzes • Low stakes exam style questions - each of these are given improvement points and valuable feedback but not graded • A longer exam style answer which requires students to demonstrate their understanding of media language and representation in relation to the set products. |
| How gaps will be addressed | <ul style="list-style-type: none"> • Marking points distributed strategically so individual feedback can be given and acted upon • Teachers noting the gaps which can be addressed throughout the GCSE course • Teachers to set independent study homework tasks which address gaps | <ul style="list-style-type: none"> • Marking points distributed strategically so individual feedback can be given and acted upon • Teachers noting the gaps which can be addressed throughout the GCSE course • Teachers to set independent study homework tasks which address gaps |
| Cultural Capital | Embedded within the scheme of work. | Embedded within the scheme of work. |

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| | <ul style="list-style-type: none"> Revisiting prior knowledge | <ul style="list-style-type: none"> Revisiting Prior knowledge |
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| Year 11 Summer 2 | Teacher 1: Revision | Teacher 2 - Revision |
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| Knowledge to be taught | <ul style="list-style-type: none"> Exam preparation Revision | <ul style="list-style-type: none"> Exam preparation Revision |
| Key vocabulary | Revisiting prior vocabulary plus: Explain, describe, compare, analyse, social context, historical context, narrative, media language, intertextuality, layout and design, representation, stereotypes, | Revisiting prior vocabulary plus: Explain, describe, compare, analyse, social context, historical context, narrative, media language, intertextuality, layout and design, representation, stereotypes, |
| Links to Prior Knowledge | Whole course | Whole course |
| How Knowledge is assessed | <ul style="list-style-type: none"> Nearpod and Kahoot quizzes Exam style questions | <ul style="list-style-type: none"> Nearpod and Kahoot quizzes Exam style questions |
| How gaps will be addressed | <ul style="list-style-type: none"> Marking points distributed strategically so individual feedback can be given and acted upon Teachers noting the gaps which can be addressed throughout the GCSE course Teachers to set independent study homework tasks which address gaps | <ul style="list-style-type: none"> Marking points distributed strategically so individual feedback can be given and acted upon Teachers noting the gaps which can be addressed throughout the GCSE course Teachers to set independent study homework tasks which address gaps |
| Cultural Capital | <p>Embedded within the scheme of work.</p> <ul style="list-style-type: none"> Revisiting prior knowledge | <p>Embedded within the scheme of work.</p> <ul style="list-style-type: none"> Revisiting prior knowledge |