

Year 10 Autumn I	Teacher 1: Induction - Media language and Representation	Teacher 2: Induction; Component I Section B Media Audiences and Industry
Knowledge to be taught	<ul style="list-style-type: none"> ● Introduction to semiotics and applying it to contemporary media products. ● Introduction to media language and applying it to contemporary media products ● Introduction to representation and applying it to contemporary media products. 	<ul style="list-style-type: none"> ● What is the media? ● What media do students consume? ● Introduction to media industries ● Introduction to Uses and Gratification theory ● Introduction to Photoshop
Key Vocabulary	Semiotics, signifier, sign, media language, denotation, connotation, codes and conventions, colour palette, pose, layout and design, costume, mise-en-scene, setting, technical codes, camera shots and angles, BCU, CU, MS, LS, ELS, HA, LA, OSS, Bird's eye view, action code, enigma code. Representation, Stereotypes, subverting, mainstream, marginalisation, intertextuality, Propp, hero, antagonist, princess, helper, donor	Conglomerate, consolidation, monopoly, subsidiary, vertical / horizontal integration, synergy, convergence, regulation, commercial / public service, mainstream / niche, infographic, digital platform, demographic, news values
Links to Prior Knowledge	KS3 Media units in Y7 and Y9 English.	<ul style="list-style-type: none"> ● KS3 Media units in Y7 and Y9 English.
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. 	<ul style="list-style-type: none"> ● Nearpod and Kahoot quizzes ● Low stakes essay 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 audiences and industry.
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 • Issues of representation within the media and an understanding of hegemony and marginalisation. • Issues of gender and racial inequality. • 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"> • Left - Right wing politics • Media bias and influence • Market control • Industry practice • Monopolies
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Year 10 Autumn 2	Teacher 1: Component 1 - Section A - Media Language and Representation	Teacher 2: Component 1 Section B Media Audiences and Industry
Knowledge to be taught	<p>To apply knowledge of media language and representation to the following GCSE set texts:</p> <ul style="list-style-type: none"> • Quality Street Advert • This Girl Can Campaign • Narrative theory: Propp character types. • To be able to analyse an unseen advert featuring gender representation. 	<ul style="list-style-type: none"> • Newspaper as an industry • The Sun as a media product • Marketing and distribution: website, synergy and convergence • News values • Photoshop
Key Vocabulary	<p>1950s, Patriarchal society, stereotypes, Regency Era, dominant, passive, phallic imagery, regal, intertextuality, judgement, semiotics, signifier, sign, media language, denotation, connotation, codes and conventions, colour palette, pose, layout and design, costume, mise-en-scene, setting, enigma code. Representation, Stereotypes, subverting, mainstream, marginalisation, intertextuality, Propp, hero, antagonist, princess, helper, donor.</p>	<p>Conglomerate, consolidation, monopoly, subsidiary, vertical / horizontal integration, synergy, convergence, regulation, commercial / public service, mainstream / niche, infographic, digital platform, demographic, news values, IPSO</p>
Links to prior knowledge	<p>Induction work in Autumn 1,</p>	<ul style="list-style-type: none"> • Introductory knowledge of industry / business from Autumn 1, gender representation from

		Section A
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 essay 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 audiences and industry.
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 1950s ● Understanding post war Britain. ● Issues of representation within the media and an understanding of hegemony and marginalisation. ● Issues of gender. ● 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 the role Public Health England plays in the nation's health. ● To consider issues of body image. 	<p>Embedded within the scheme of work.</p> <ul style="list-style-type: none"> ● Left - Right wing politics ● Media bias ● Market control ● Hillsborough disaster, phone hacking scandal

Year 10 Spring I	Teacher 1: Component 1 - Section A - Media Language and Representation	Teacher 2 - Teacher 2: Component 1 Section B Media Audiences and Industry
Knowledge to be taught	<p>To apply knowledge of media language and representation to the following GCSE set texts:</p> <ul style="list-style-type: none"> ● The Man With the Golden Gun film marketing poster ● Spectre poster ● Narrative theory: Propp, Todorov, Strauss - Binary Oppositions. ● To be able to analyse an unseen film poster from a different film genre. 	<ul style="list-style-type: none"> ● Film as an industry ● SPECTRE as a media product ● Marketing and distribution: website, synergy and convergence ● Narrative theory: Todorov ● Introduction to cinematography ● Photoshop
Key vocabulary	<p>Portrait, landscape, billing block, main image, tagline, marketing, franchise, action genre, James Bond, tuxedo, 1970s, Patriarchal society, stereotypes, Oil Crisis, Kung Fu Films, dominant, passive, iconography, iconic, intertextuality, narrative, semiotics, signifier, sign, media language, denotation, connotation, codes and conventions, colour palette, pose, layout and design, costume, mise-en-scene, enigma code, action code, Representation, Stereotypes, subverting, mainstream, marginalisation, intertextuality, Propp, hero, antagonist, princess, helper, donor. Narrative arc, binary opposition.</p>	<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; vertical / horizontal integration</p>
Links to Prior Knowledge	<p>Building on knowledge from Term 1 and audience and industry work on the Bond Franchise with teacher 2.</p>	<p>Introductory knowledge of industry / business from Autumn 1, gender representation from Section A</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 	<ul style="list-style-type: none"> ● Nearpod and Kahoot quizzes ● Low stakes essay 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

	<ul style="list-style-type: none"> • 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"> • A longer exam style answer which requires students to demonstrate their understanding of media audiences and industry.
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. • Cultural significance of the James Bond franchise • Understanding 1970s Oil crisis • Issues of representation within the media and an understanding of hegemony and marginalisation. • Issues of gender. • 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 1970s to today. 	<p>Embedded within the scheme of work.</p> <ul style="list-style-type: none"> • Issues of gender • The necessities of independent regulatory bodies to protect vulnerable audiences • Exposure of media depicted violence on audiences • Bond: James Bond - social / historical legacy

Year 10 Spring 2	Teacher 1: Component 1 - Section A - Media Language and Representation	Teacher 2 - Teacher 2: Component 1 Section B Media Audiences and Industry
Knowledge to be taught	<p>To apply knowledge of media language and representation to the following GCSE set texts:</p> <ul style="list-style-type: none"> • Pride Magazine front cover • GQ magazine front cover • Theory - Uses and Gratifications • To be able to analyse an unseen magazine cover and consider 	<ul style="list-style-type: none"> • Radio Broadcasting as an industry • The Archers - media product • Marketing and distribution: synergy and convergence • One episode - applying narrative theory • Application of uses and gratification theory

	representations of ethnicity and gender	
Key vocabulary	main image, masthead, dateline, main cover line, cover lines, direct address, puff, tagline, thirds, barcode, anchorage, stereotypes, dominant, passive, intertextuality, semiotics, signifier, sign, media language, denotation, connotation, codes and conventions, colour palette, pose, layout and design, costume, mise-en-scene, enigma code, action code, Representation, Stereotypes, subverting, mainstream, marginalisation, intertextuality, ethnicity.	OfCom, regulation, uses and gratification theory, narrative theory: Todorov, Propp, Barthes, Strauss; vertical / horizontal integration, synergy, convergence, regulation, commercial / public service, mainstream / niche, infographic, digital platform, demographic.
Links to Prior Knowledge	Building on skills from Autumn term.	<ul style="list-style-type: none"> • Introductory knowledge of industry / business from Autumn 1, gender representation from Section A, narrative theory from Section A and Section B
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> <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. • Issues of ethnicity and gender. 	<p>Embedded within the scheme of work.</p> <ul style="list-style-type: none"> • History of the BBC • Social significance of The Archers over time • License fees • Social issues raised in The Archers episodes: domestic abuse, teen pregnancy, alcohol / drug abuse ...

	<ul style="list-style-type: none"> • 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: ethnicity, sexuality, masculinity, femininity, gender roles. • Issues around regulation and media industry 	
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Year 10 Summer 1	Teacher 1: Component 1 - Section A - Media Language and Representation	Teacher 2: Component 1 Section B Media Audiences and Industry
Knowledge to be taught	<p>To apply knowledge of media language and representation to the following GCSE set texts:</p> <ul style="list-style-type: none"> • Front page of the Sun Newspaper • Front page of The Guardian Newspaper • News values • Broadsheet V Tabloid newspapers • Brexit as a political issue • Right and Left Wing politics • How an issue or person is represented in an unseen newspaper front cover. 	<ul style="list-style-type: none"> • Video games as an industry • Fortnite - media product • Marketing and distribution: synergy and convergence • Application of uses and gratification theory • Social impact
Key vocabulary	<p>Tabloid, broadsheet, right-wing, left-wing bias, fact, opinion, objective, subjective, main image, masthead, dateline, headlines, subheading, direct address, puff, barcode, anchorage, stereotypes, dominant, passive, intertextuality, semiotics, signifier, sign, media language, denotation, connotation, codes and conventions, colour palette, pose, layout and design, costume, mise-en-scene, Representation, Stereotypes, subverting, mainstream, marginalisation, intertextuality, ethnicity.</p>	<p>PEGI, regulation, stigma, uses and gratification theory, narrative theory: Todorov, Propp, Barthes, Strauss; vertical / horizontal integration, synergy, convergence, regulation, commercial / public service, mainstream / niche, infographic, digital platform, demographic.</p>
Links to Prior Knowledge	<p>Newspaper industry covered with teacher 2. GCSE English Paper 2</p>	<ul style="list-style-type: none"> • Introductory knowledge of industry / business from Autumn 1, gender representation from Section A, narrative theory from Section A and Section B
How Knowledge is assessed	<ul style="list-style-type: none"> • Nearpod and Kahoot quizzes 	<ul style="list-style-type: none"> • Nearpod and Kahoot quizzes

	<ul style="list-style-type: none"> ● 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"> ● 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.
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 ● Understanding British politics - Right-wing/Left wing. ● Understanding Brexit ● Tabloid and Broadsheet newspapers and news values ● 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. ● To understand political bias 	<p>Embedded within the scheme of work.</p> <ul style="list-style-type: none"> ● Issues of gender ● The necessities of independent regulatory bodies to protect vulnerable audiences ● Exposure of video games depicted violence on audiences ● Development of technology ● Monopolisation of industry conglomerates

Year 10 Summer 2	Teacher 1: Component 3 - NEA	Teacher 2 - Component 3 - NEA
Knowledge to be taught	<ul style="list-style-type: none"> ● Mock preparation ● How to respond to the NEA brief and research ● How to plan the NEA to respond to the brief ● How to write the Statement of Aims 	<ul style="list-style-type: none"> ● Mock preparation ● How to respond to the NEA brief and research ● How to plan the NEA and respond to the brief ● How to write the Statement of Aims

Key vocabulary	Brief, Statement of Aims, mock-ups, Semiotics, signifier, sign, media language, denotation, connotation, codes and conventions, colour palette, pose, layout and design, costume, mise-en-scene, setting, technical codes, camera shots and angles, BCU, CU, MS, LS, ELS, HA, LA, OSS, Bird's eye view, action code, enigma code. Representation, Stereotypes, subverting, mainstream, marginalisation, intertextuality, Propp, hero, antagonist, princess, helper, donor	Brief, Statement of Aims, mock-ups, Semiotics, signifier, sign, media language, denotation, connotation, codes and conventions, colour palette, pose, layout and design, costume, mise-en-scene, setting, technical codes, camera shots and angles, BCU, CU, MS, LS, ELS, HA, LA, OSS, Bird's eye view, action code, enigma code. Representation, Stereotypes, subverting, mainstream, marginalisation, intertextuality, Propp, hero, antagonist, princess, helper, donor
Links to Prior Knowledge	Culmination of previous two terms but specifically work on film marketing and audience and industry.	Culmination of previous two terms but specifically work on film marketing and audience and industry.
How Knowledge is assessed	<ul style="list-style-type: none"> ● Nearpod and Kahoot quizzes ● Y10 mock exams ● First drafts of NEA planning material and Statement of Aims. 	<ul style="list-style-type: none"> ● Nearpod and Kahoot quizzes ● Y10 mock exams ● First drafts of NEA planning material and Statement of Aims.
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	<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. ● Issues of ethnicity and gender. ● 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: ethnicity, sexuality, masculinity, femininity, gender roles. ● Issues around regulation and industry 	<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. ● Issues of ethnicity and gender. ● 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: ethnicity, sexuality, masculinity, femininity, gender roles. ● Issues around regulation and industry