



MEDIA STUDIES Curriculum Overview Plan



Whole school curriculum intent

Develop a broad and balanced curriculum that enables students to learn, recall and apply knowledge and skills across different contexts, supported by a robust and consistent approach to assessment. This will lead to successful and resilient lifelong learners who can cope in a range of changing contexts.

Key stage 4 subject curriculum intent

The Media Studies curriculum is enriching, thought-provoking and inspiring, encouraging pupils to analyse and challenge the media products that both they, and the world around them, consume on a daily basis. In a world where the Media has considerable influence over contemporary society, pupils gain an appreciation for how institutions (both in contemporary and historical contexts) seek to position and attract their consumers and how consumers respond in a variety of ways. Ultimately, Media Studies pupils will be given a unique and profitable set of knowledge and skills to prepare them for the next stage of their education and life.

We aim to:

- **Create critical thinkers who challenge issues within the media and question the purpose of media products.**
- **Equip pupils with essential subject-specific knowledge and vocabulary, allowing them to examine the construction of media texts from both historical and contemporary settings.**
- **Promote fairness and equality through respectful discussions around a range of representations in the media and compare how these have been received by different audiences over time.**
- **Develop pupils' independent creative, practical and decision-making skills through a range of original media production opportunities.**
- **Develop strong literacy skills, both written and digital, while promoting essential oral communication.**

Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 10	Topic	Intro to Media Language TV (Paper 1, Section A) TV Industry Vigil Series 1, Ep 1 (2022) The Avengers Series 4, Ep 1 (1965)	Promoting Media (Paper 1, Section B) Film Industry The Lego Movie Promotional Campaign	Music (Paper 2, Section A) Music Videos Radio	Music (Paper 2, Section A) Music Magazines	Music (Paper 2, Section A) Non-Examination Assessment & Mock Prep	Non-Examination Assessment & Mock Prep
	Core knowledge from this topic	Throughout this unit, all students will know and understand the core terminology and concepts related to TV industry, context and audience, before applying some of this knowledge to the set products. Students will also know and understand the core terminology and concepts related to media language and representation, applying this knowledge to the two set products. As a starting point, students will consider the way they personally use and consume media. Students will	Throughout this unit, all students will know and understand the way the film industry works, applying knowledge and understanding to an in-depth study of the set product, The Lego Movie. <u>Industry:</u> Students will know and understand the difference between studio and independent films, specifically how film conglomerates and Hollywood's 'Big Six' operate.	Throughout this unit, all students will apply their knowledge of media language and representation to two set music videos: Avril Lavigne's Sk8r Boy and Wheatus' Teenage Dirtbag. <u>Language:</u> Students will apply language terminology to analyse images from film stills, film/tv posters, as well as clips and trailers.	Throughout this unit, all students will know and understand the magazine industry, language, representation and audience in particular relation to the set product, MOJO magazine. <u>Industry:</u> Students will build on previous media industry knowledge and learn about commercial publishing conglomerates and the effect of ownership on the magazine industry, e.g. Bauer.	Throughout the NEA unit, all students will apply their knowledge and understanding of media to the research, planning and creation of a practical production piece. Briefs are set by OCR and are released every year in March. Alongside the creation of the production brief, 1 hour a week students will build on existing knowledge of topic areas and demonstrate understanding through exam style questions in preparation for the Year 10 mocks.	Students will continue to create their NEAs. <u>Mock exam preparation:</u> Students will compare generic conventions on magazine front covers through an analysis of media language. Students will apply knowledge of the TV industry and explain the importance of scheduling in relation to Cuffs/ Avengers.



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		evaluate whether they agree with the theories of Castell and Leadbeater about social media, and consider their own place as an active consumer within the world of media. <u>Media Language:</u> Students will learn the key terminology for media language for the four distinct areas: mise-en-scene, camerawork, sound and editing. Student will begin to analyse different examples of media language by answering exam style questions. <u>Industry:</u> Students will know and understand who owns British and global media and how these institutions operate. Students will know the difference between Public Service Broadcasting and commercial broadcasting. Students will know how TV and radio media is funded and the license fee. Students will know about the BBC and its history (TV and radio). Students will know and understand the different brand identities of the BBC and ITV. Students will know and understand how media regulation works including OFCOM. Students will discuss advancements in technology and the impact on the industry including convergence Students will discuss TV and radio scheduling and its impact. Students will make comparisons between technology and consumerism in the 1960s and today. <u>Vigil (2022)</u> Students will move on to study the first TV crime drama set product, episode 1 of Vigil. Student will learn about the Trident nuclear program and the controversies surrounding this. Students will learn and discuss the political, social and cultural context that influences Vigil.	Students will identify film franchises and name the benefits of these for film studios. Students will know and understand the benefits of tent-pole productions. Students will know relevant facts about Warner Media and its subsidiaries. Students will know and understand the process of film-making (production, distribution, exhibition) and its associated careers. Students will know and understand vertical integration and how Warner Media uses this to its advantage, including in The Lego Movie Video Game. Students will know and understand how the film and video game industry is regulated, including the BBFC and PEGI ratings. - Students will know and understand different ways of marketing a film including casting, merchandise, adverts, TV spot, posters and trailers. - Some students will be challenged to apply Hesmonhalgh's cultural industries theory. <u>Audience:</u> Students will learn about the Uses and Gratifications Theory, as well as active and passive audiences and apply this to the Lego Movie and the Video Game <u>Language and Representation:</u> - Students will apply existing knowledge of language and representation to the set products: the Lego Movie promotional posters, TV spot and trailer. - Students will enhance their knowledge, understanding and applying: genre hybridity in the Lego Movie; knowledge and application of Propp's character types; knowledge and application of Todorov's narrative theory; film poster codes and conventions; and film trailer codes and conventions Context: - Students will apply knowledge of contemporary contexts to set products including feminism, multiculturalism, celebrity culture, retro culture / nostalgia and increase in consumerism.	Students will begin to understand how producers make specific choices to influence audiences and create and connote meaning. - Some students will go beyond and begin to see how media texts can relate and be influenced by each other (intertextuality). <u>Music Videos:</u> Students will analyse language in the two set music video products including performance montage vs linear narrative; generic conventions; colour palette; fast paced vs continuity editing; use of dialogue and soundtrack Some students will be able to identify and explain intertextuality in the MVs. <u>Representation:</u> Students will begin to understand how representations are constructed in the media with examples including race, culture, religion, ethnicity, gender, age and sexuality in MVs. Students will know issues surrounding gender and sexuality in the media. Students will discuss diversity in contemporary media, including underrepresentations and misrepresentation of specific groups. Students will know and recognise stereotypes and anti-stereotypes.	- Students will know how magazines are commercially funded and look at examples of advertisement in MOJO. Students will know and understand how print media regulation works including IPSO. Students will know and understand how MOJO uses convergence and diversification <u>Audience:</u> Students will know and understand the socio-economic scale and consider its application to how magazines target their audiences. Students will apply Uses and Gratifications and active and passive audience theory to magazines and specifically MOJO. <u>Language:</u> Students will identify and analyse magazine language specific terminology such as typography, masthead, standfirst. Students will compare magazine language on a range of covers and discuss how codes and conventions vary depending on the audience. <u>Representation:</u> - Students will discuss and compare various representations including masculinity on a range of magazine covers (including several MOJO examples), e.g. Hugh Jackman on Mens' Health vs Good Housekeeping. <u>Context:</u> - Students will be able to discuss the impact of the internet and the classic rock music era of the 60s/70s and 80s	NEA All students will select the magazine brief, unless in exceptional circumstances. Through their own production piece, students must apply their knowledge and understanding of magazine language, representations and audiences through a creative response. Students will learn how to use a range of software such as PagePlus and Photoshop to produce their work. Independent study skills are also taught and practised throughout the unit. <u>Mock exam preparation:</u> Students will apply their knowledge and understanding of Cuffs and The Avengers and their contextual influences in an exam style response Students will analyse key scenes in both crime dramas and discuss the constructed meaning in the media language . Students will compare representation in the two set music videos representation, specifically discussing representation. Students will explain why diversification is important for media producers.	Students will apply knowledge and understanding of BBC Live Lounge and how it targets different audiences. Students will discuss the impact of historical context on 1960s newspapers.
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		Students will watch the full episode, making guided notes on industry, language and representation. Students will be able to analyse media language and representation in the episode. Some students will begin to identify and discuss contextual factors and social contexts such as family, relationships and drug use. <u>The Avengers (1965):</u> Students will move on to study the second crime drama TV set product, episode 2, series 4 of The Avengers. Students will learn and discuss the historical, social and cultural context that influences The Avengers All students will watch the full episode, making guided notes on industry, language and representation and applying relevant contextual influences.					
	Links to the national curriculum (if applicable)						
	Previous content that this topic builds upon	For most students, much of the terminology is new, however, there are some cross curricular links including: English and textual analysis; Drama and analysis of costume, props, composition, setting to create meaning. Students will apply their acquired knowledge of media language and representation to analyse Vigil and The Avengers. Students will also build on their knowledge from the previous unit of ITV and the TV Industry and apply knowledge of Uses and Gratifications when considering audience appeals.	Students will build on their core knowledge of the media industry, applying their own knowledge of the film industry and connecting them to the previously learnt terms, including knowledge of commercial channel ITV and scheduling the TV spot. Students will also apply all representation knowledge to the set products, Uses and Gratifications theory to Video Games and and cross-curricular link to STEM lessons with stop motion animation.	Students will apply and build on their knowledge of media language, audience and representation, applying it to the context.	Students will apply and build on their knowledge of media language, audience and representation, applying it to the context.	Students will use their knowledge of magazine layout, typography, images, etc, acquired from the previous unit and apply this to the set brief. There are cross-curricular links with IT including Photoshop skills. Content for mock revision will be interleaved 1 hour per week to enable students to build and enhance existing knowledge of topic areas studied so far and demonstrate understanding through exam style questions.	As before.
	Key vocabulary	Codes; conventions; denotation; connotation; genre; intertextuality; narrative; performance montage; linear narrative Mise-en-scene; props; costume; setting; lighting; composition; monochrome; saturated colour Sound; diegetic and non-diegetic; dialogue; voiceover Editing; continuity and non-continuity editing; cross cutting; shot-reverse shot Camera work; establishing shots; high and low angle; ariel shots; canted angle; point-of-view shots; Steadicam; tracking shot; shallow focus; focus pulls Representation; stereotype; archetype; social groups; underrepresentation; misrepresentation; gender; sexuality;	Studio vs Independent films; Production; Distribution; Circulation; Warner Bros; DC; Conglomerate; Tent-pole productions; Convergence; Vertical Integration; Subsidiaries; Synergy; Franchise; Multiculturalism; Merchandise; Casting; BBFC; PEGI; Equilibrium; disruption; recognition; repair; new equilibrium Codes; conventions; denotation; connotation; genre hybridity; intertextuality; narrative; tagline; release date; title; Mise-en-scene; props; costume; setting; lighting; composition; monochrome; saturated colour Sound; diegetic and non-diegetic; dialogue; voiceover	Codes; conventions; denotation; connotation; genre; intertextuality; narrative; performance montage; linear narrative Mise-en-scene; props; costume; setting; lighting; composition; monochrome; saturated colour Sound; diegetic and non-diegetic; dialogue; voiceover Editing; continuity and non-continuity editing; cross cutting; shot-reverse shot Camera work; establishing shots; high and low angle; ariel shots; canted angle; point-of-view shots; Steadicam; tracking shot; shallow focus; focus pulls Representation; stereotype; archetype; social groups; underrepresentation;	Diversification; Revenue; IPSO; Bauer Media Typography; Serif and sans serif; Masthead; Anchor; Standfirst; House style; Depth of field; Digital manipulation; filters; cropping Language; direct address; formal/informal register puns; colloquialism Intertextuality	For NEA: Software specific vocabulary for Photoshop, Canva and Publisher	As before.



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		ethnicity; culture; race Male-gaze; Pastiche; Permissive; Marginalisation; Espionage; Contexts; Political; Cultural; Social; Economic; Racism; Homophobia; Patriarchy; Controversial; Sexism	Editing; continuity and non-continuity editing; cross cutting; shot-reverse shot Camerawork; establishing shots; high and low angle; ariel shots; canted angle; point-of-view shots; Steadicam; tracking shot; shallow focus; focus pulls Representation; stereotype; archetype; social groups; underrepresentation; misrepresentation; gender; sexuality; ethnicity; culture; race Feminism; Multiculturalism; Celebrity culture; Nostalgia; Retro Lego; construction;	misrepresentation; gender; sexuality; ethnicity; culture; race			
	Development of cultural capital	Students will be culturally aware of how big industries in media affect audiences and look at the impact of how the media helps to create a national cultural identity, i.e. Britishness. Students will be taken on a virtual tour of the BBC Old Broadcasting House in London:https://db5indfzurf0.cloudfront.net/eyerevolution.co.uk/bbc/newbroadcastinghouse-2/index.html with exploration of careers linked to TV and radio including presenting, camerawork, broadcast engineering Students will also debate contemporary issues such as gang-related crime, drug use, mental health awareness and the non-nuclear family. Students are challenged to think critically and thoughtfully about how society/culture has changed over time and how different audiences respond. Students will discover what life was like in Britain during the 1960s to provide relevant contextual factors influencing real-life and fictional events. Students will also debate historical, social and cultural issues such as divorce, contraception, women in education, drug use and more.	Students will develop their cultural capital by exploring and challenging ideas linked to gender, age, sexuality, race and ethnicity in the promotional material. Students will experience virtual tours of the big Hollywood film studios and explore careers linked to film including: director, animator, screenwriter, video games designer. A trip to WB Studios Harry Potter (Year 10) would also enhance students' knowledge and understanding of the film industry.https://www.wbstudiotour.com/	Students specifically discuss the role of media in their society and culture. Students consider their own experiences of a range of media forms and discuss how groups/individuals in society and media are represented within a range of cultures and ideologies. Students will also learn about how music can be intrinsically linked to cultural identity.	Students specifically discuss the role of media in their society and culture. Students consider their own experiences of a range of media forms and discuss how groups/individuals in society and media are represented within a range of cultures and ideologies. Students will also learn about how music can be intrinsically linked to cultural identity.	Students will be asked to create a specific genre of magazine (e.g. fashion, sports, music) and will have the freedom and scope to create their piece as they wish, keeping within specific technical and target audience requirements. This allows students to explore and personalise the genre in different ways. Both supported and independent research into the genre will take place with opportunities to discuss social and cultural influences on the genre.	As before.
	Development of reading	Every week during 'What's New in the News', students will complete specific DART activities and be asked to comment on relevant language, audience, representation and context points related to the articles. Students will complete a guided reading task on Laura Mulvey's Male Gaze theory.	Students continue with What's New in the News. Key knowledge will also be given in prose form with comprehension questions attached to encourage active reading and deep thinking.	Students continue with What's New in the News. Students will complete guided reading questions on the following online articles: https://www.theguardian.com/lifeandstyle/2017/jun/04/how-lego-clicked-the-super-brand-that-reinvented-itself https://www.fastcompany.com/3026121/why-the-lego-movie-is-much-more-than-a-90-minute-toy-commercial	Students continue with What's New in the News. Students will complete guided reading and analysis of example covers from a range of magazine genres as well as MOJO magazine	Students continue with What's New in the News. .	As before.



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	Concepts –what will students be able to do at the end of the topic	Students will be able to confidently recognise different media language techniques and are beginning to analyse the effect of them. Students will learn the relevant knowledge about the 2020s and the 1960s to be able to confidently discuss the themes, ideas and issues in the set products. Students will be able to write analytical responses to exam-style questions with increasingly developed craft.	Students will learn the knowledge and skills required to complete a topic assessment from Paper 1, Section B: Promoting Media. Students will be able to answer a range of industry related and language/ representation analysis questions with increasingly sophisticated craft and accuracy.	Students will learn the knowledge and skills required to complete a topic assessment from Paper 2, Section A: Music. Students will be able to write analytical responses to exam-style questions with increasingly developed craft.	Students will learn the knowledge and skills required to complete a topic assessment from Paper 2, Section A: Music. Students will be able to write analytical responses to exam-style questions with increasingly developed craft.	Students will be able to research a specific magazine genre and create a ‘mood board’ to reflect generic conventions depending on individual choices. Students will collaborate with staff and peers to gather raw material, demonstrating excellent communication and organisational skills. Students will plan and design their production piece using a range of software. Students will begin to develop their ability to make relevant notes during a clip, in order to later support their exam responses. Students will continue to develop analytical writing skills to answer exam-style questions.	Students will continue to plan and design their production piece using a range of software. Most students will have a completed production piece by the end of this unit. Students will continue to develop analytical writing skills to answer exam-style questions which will be assessed in the mock exam.
Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Topic	Music - Radio and Magazines (Paper 2, Section A)	News (Paper 2 Section B)	TV (Paper 1 Section A)	Promoting Media (Paper 1, Section B)	Knowledge Application	
	Core knowledge from this topic	Students will understand the historical development of radio as a medium and its role in UK broadcasting. Students will understand how the BBC is funded, regulated and positioned within the wider media landscape. Students will explore the impact of digital technologies on radio production, distribution and consumption. Students will analyse the role of public service broadcasting and how it shapes radio content. Students will consider how commercial and independent radio stations differ from the BBC in aims and output. Students will investigate audience interaction and participation in contemporary radio. Students will apply the <i>Radio 1 Live Lounge</i> as a case study to demonstrate how the BBC engages younger audiences. Students will evaluate how the Live Lounge blends traditional radio with	Students will know and understand newspaper ownership, including examples such as Murdoch and the Scott Trust, Students will know and understand the problems with newspaper ownership and control, including regulation, IPSO and the Leveson enquiry Students will know and understand the concept of the free press. Students will know and understand the ways in which newspapers are funded. Students will know and understand the impact of technology on the newspaper industry and enhance their knowledge of convergence. Students will enhance their knowledge of Uses and Gratifications by applying this to newspapers, specifically The Observer Students will enhance their knowledge of active and passive audiences by applying this to newspapers, specifically The Observer Some students will be challenged to build on their knowledge of audience	Students will consolidate Year 10 knowledge of <i>Vigil</i>, <i>The Avengers</i> and the TV industry through targeted revision activities. Students will apply prior knowledge to exam-style questions with increasing precision and confidence. Students will develop analytical depth by selecting the most relevant examples and case study material. Students will strengthen use of Media Studies terminology to enhance exam responses. Students will practise extended writing to improve structure, coherence and argument development. Students will refine comparative analysis skills between <i>Vigil</i> and <i>The Avengers</i>. Students will focus on evaluation skills to move beyond description towards critical commentary. Students will use examiner reports and mark schemes to understand	Students will consolidate Year 10 knowledge of <i>The Lego Movie</i> promotional campaign and the film industry context. Students will apply this knowledge to exam-style questions, focusing on clear, precise use of examples. Students will strengthen their understanding of media convergence and synergy through exam practice. Students will practise analysing how marketing strategies target different audiences. Students will refine their ability to link theoretical perspectives to case study evidence. Students will use exam mark schemes to understand what constitutes high-level responses.	Throughout this unit, students will enhance and apply their knowledge of each relevant area of the media framework. Students will enhance their knowledge and understanding of the TV industry. Students will know how to apply Uses and Gratification theory to the TV industry and set products, Cuffs and The Avengers. Students will know how to apply the narrative theories of Propp and Todorov to <i>Vigil</i> and <i>The Avengers</i>. Students will enhance their knowledge and understanding of language and representation through close analysis of key scenes from set products. Students will enhance their knowledge and understanding of the film industry, applying this to <i>The Lego Movie</i> Video Game. Students will enhance their knowledge and understanding of media language, representation and context in <i>The Lego Movie</i> marketing set products.	



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		online/digital platforms (e.g. YouTube, social media). Students will analyse how the Live Lounge reflects changes in audience behaviour and consumption habits. Students will use the case study to practise exam-style responses, linking industry and audience knowledge to assessment objectives. Students will build on previous media industry knowledge ad learn about commercial publishing conglomerates and the effect of ownership on the magazine industry, e.g. Bauer. - Students will know how magazines are commercially funded and look at examples of advertisement in MOJO. Students will know and understand how print media regulation works including IPSO. Students will know and understand how MOJO uses convergence and diversification Students will know and understand the socio-economic scale and consider its application to how magazines target their audiences. Students will apply Uses and Gratifications and active and passive audience theory to magazines and specifically MOJO. Students will identify and analyse magazine language specific terminology such as typography, masthead, standfirst. Students will compare magazine language on a range of covers and discuss how codes and conventions vary depending on the audience.	theory and apply Hypodermic Needle theory and the Two-Step flow to news. Students will apply existing knowledge of language and representation to a range of newspaper covers, including The Observer front pages, and online news. Students will enhance their knowledge, understanding and applying genre (broadsheets, tabloids, middle-market daily, social media) and their conventions; newspaper media language including symbolic, written and technical codes. Students will apply existing knowledge of representation including examples of counter-stereotypes in the news. Some students will be challenged to build on their knowledge and apply Stuart Hall’s representation theory. Students will apply and build on their knowledge of contemporary contexts including feminism, multiculturalism, celebrity culture and increase in consumerism. Students will be challenged to discuss the political spectrum and its impact on the news and audience interpretation	assessment objectives and success criteria.		Students will enhance their knowledge and understanding of the radio industry. Students will study of one full episode of Live Lounge, knowing and understanding the features and format of the show and how this appeals to audiences, uses and gratifications and the use of big, contemporary artists. Students will enhance their knowledge and understanding of the magazine industry. Students will study two set MOJO front covers, enhancing their knowledge and understanding of media language and representation, and be able to compare these to other music magazines. Students will know and understand audience identity and interpretation in the set music videos and be able to compare language and representation. Students will enhance their knowledge and understanding of media language and representation to the three set 1960s Observer front covers.	
	Links to the national curriculum (if applicable)	N/A	NA	NA	NA		
	Previous content that this topic builds upon	Students will apply and build on their knowledge of media language, audience and representation, applying it to the context.	here are cross-curricular links with English (Journalism scheme). This unit builds on print media ownership and regulation from the magazine unit, stretching and enhancing knowledge by looking deeper at the issues and politics involved. In addition, it builds on core knowledge of contemporary contexts	This topic revises and consolidates Year 10 learning on <i>Vigil</i>, <i>The Avengers</i>, and the TV industry, while extending students’ understanding through the application of Blumler and Katz’s uses and gratifications theory. Students also build on prior knowledge by practising exam-style questions, developing skills in analysis, evaluation, and structured	This topic revises and consolidates Year 10 learning on <i>The Lego Movie</i> and the wider film industry, while extending students’ understanding through the application of media industry and audience theories. Students also build on prior knowledge by practising exam-style questions, developing skills in analysis, evaluation, and structured	Revision of all content.	



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			during Promoting Media unit such as feminism, multiculturalism, celebrity culture, applying this to the news.	response to meet assessment objectives.	responses to meet assessment objectives. Students will also revisit and review their NEAs during the mock period to see if they would like to make improvements.		
	Key vocabulary	Diversification; Revenue; IPSO; Bauer Media Typography; Serif and sans serif; Masthead; Anchor; Standfirst; House style; Language; direct address; formal/informal register puns; colloquialism Intertextuality	Tortoise Media; IPSO; Impress; Tabloid; Broadsheet; Middle-market daily; Quality press; Free press; Hard news; Paywall; Upmarket; Circulation; Regulation; Leveson inquiry; Left/Right-wing; Labour; Conservative; Social liberalism; Democracy; Communism; Impartial; Sensationalism; Internationalism; Consumerism; Multiculturalism; Patriarchy; Sexism; Controversial Layout; home page; navigation bar; tabs; house style Functionality; roll-overs/pop ups; scrolling marquee; llinks/hyperlinks; embedded video/animations; Interactivity Social media; Twitter; Instagram; likes; comments; shares	Institution; Public Service Broadcasting; Commercial; Watershed; License fee; Regulation; OFCOM; Ownership; Funding; Marketing; Convergence; Scheduling; Streaming;Peak-viewing time Audience; categories; target; mass vs niche; active vs passive; interpretation; consumption; Uses and Gratifications; personal identity; surveillance; social interaction; entertainment/ diversion Verisimilitude; Social-realism; Multi-stranded narrative; Genre hybridity Codes; conventions; denotation; connotation; genre; intertextuality; narrative; performance montage; linear narrative Mise-en-scene; props; costume; setting; lighting; composition; monochrome; saturated colour Sound; diegetic and non-diegetic; dialogue; voiceover Editing; continuity and non-continuity editing; cross cutting; shot-reverse shot Camerawork; establishing shots; high and low angle; ariel shots; canted angle; point-of-view shots; Steadicam; tracking shot; shallow focus; focus pulls Representation; stereotype; archetype; social groups; underrepresentation; misrepresentation; gender; sexuality; ethnicity; culture; race Representation; stereotype; archetype; social groups; underrepresentation; misrepresentation; gender; sexuality; ethnicity; culture; race Male-gaze; Pastiche; Permissive; Marginalisation; Espionage; Contexts; Political; Cultural; Social; Economic; Racism; Homophobia; Patriarchy; Controversial; Sexism	Studio vs Independent films; Production; Distribution; Circulation; Warner Bros; DC; Conglomerate; Tent-pole productions; Convergence; Vertical Integration; Subsidiaries; Synergy; Franchise; Multiculturalism; Merchandise; Casting; BBFC; PEGI; Equilibrium; disruption; recognition; repair; new equilibrium Codes; conventions; denotation; connotation; genre hybridity; intertextuality; narrative; tagline; release date; title; Mise-en-scene; props; costume; setting; lighting; composition; monochrome; saturated colour Sound; diegetic and non-diegetic; dialogue; voiceover Editing; continuity and non-continuity editing; cross cutting; shot-reverse shot Camerawork; establishing shots; high and low angle; ariel shots; canted angle; point-of-view shots; Steadicam; tracking shot; shallow focus; focus pulls Representation; stereotype; archetype; social groups; underrepresentation; misrepresentation; gender; sexuality; ethnicity; culture; race Feminism; Multiculturalism; Celebrity culture; Nostalgia; Retro Lego; construction;	Institution; Public Service Broadcasting; Commercial; Watershed; License fee; Regulation; OFCOM; Ownership; Funding; Marketing; Convergence; Scheduling; Streaming; Peak-viewing time Audience; categories; target; mass vs niche; active vs passive; interpretation; consumption; Uses and Gratifications; personal identity; surveillance; social interaction; entertainment/ diversion Montage; Verisimilitude; Social-realism; Multi-stranded narrative; Genre hybridity Male-gaze; Pastiche; Permissive; Marginalisation; Espionage; Contexts; Political; Cultural; Social; Economic; Racism; Homophobia; Patriarchy; Controversial; Sexism Studio vs Independent films; Production; Distribution; Circulation; Warner Bros; Conglomerate; Tent-pole productions; Convergence; Vertical Integration; Subsidiaries; Synergy; Franchise; Multiculturalism; Merchandise; Casting; BBFC; PEGI; Codes; conventions; denotation; connotation; genre hybridity; intertextuality; narrative; tagline; release date; title; Mise-en-scene; props; costume; setting; lighting; composition; monochrome; saturated colour Sound; diegetic and non-diegetic; dialogue; voiceover Editing; continuity and non-continuity editing; cross cutting; shot-reverse shot Camerawork; establishing shots; high and low angle; ariel shots; canted angle; point-of-view shots; Steadicam; tracking shot; shallow focus; focus pulls Equilibrium; disruption; recognition; repair; new equilibrium Representation; stereotype; archetype; social groups; underrepresentation; misrepresentation; gender; sexuality; ethnicity; culture; race Feminism; Multiculturalism; Celebrity culture; Nostalgia; Retro	
	Development of cultural capital	Students specifically discuss the role of Radio and Magazine media in their society and culture. Students consider their own experiences of a range of media forms and discuss how groups/individuals in society and media are represented within a range of cultures and ideologies. Students will	Students will focus on a number of current national and global news stories, articulating their own opinions on events and issues of the day to encourage healthy and respectful debates.	Students will be exposed to and engaging in conversation about a broad range of television texts across time, from the 1960s classic <i>The Avengers</i> to contemporary drama such as <i>Vigil</i> . This allows students to understand how television reflects and shapes social, cultural and political contexts, as well	Students will be exposed to and engaging in conversation about a range of film texts and promotional strategies, with a focus on <i>The Lego Movie</i> and its marketing campaign. This allows students to understand how films are produced, distributed and promoted within the global film	Students will continue to develop their cultural capital by exploring and challenging ideas linked to gender, age, sexuality, race and ethnicity in the TV episodes and film marketing. Students will continue to develop their cultural capital by exploring and	



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		also learn about how music can be intrinsically linked to cultural identity.	Students will discuss both national and global politics and consider the impact of these issues on them. Students will be exposed to careers linked to news including journalism, presenting and broadcasting.	as how technological and industrial change impacts media production. By engaging with these contrasting case studies, students gain a richer awareness of Britain’s media heritage and the evolving role of television in society.	industry, and how industrial and technological changes shape both production and audience engagement. By studying this case study, students gain insight into the commercial, cultural and creative aspects of the film industry and how films connect with diverse audiences.	challenging ideas linked to gender, age, sexuality, race and ethnicity in the magazine and music video industry as well as how this has changed over the last 60 years in the news.	
	Development of reading	Students continue with What’s New in the News. Students will complete guided reading and analysis of example covers from a range of magazine genres as well as MOJO magazine	Students will read and analyse a range of recent newspaper articles throughout this unit, including guided and independent reading.	Key knowledge will also be given in prose form with comprehension questions attached to encourage active reading and deep thinking.	Key knowledge will also be given in prose form with comprehension questions attached to encourage active reading and deep thinking.	Students will continue to develop their reading skills through guided and independent reading tasks including model essay responses and interleaved content.	
	Concepts –what will students be able to do at the end of the topic	Students will learn the knowledge and skills required to complete a topic assessment from Paper 2, Section A: Music. Students will be able to write analytical responses to exam-style questions with increasingly developed craft.	Students will learn the knowledge and skills required to complete a topic assessment from Paper 2, Section B: News. Students will be able to answer a range of industry related and language/ representation analysis questions with increasingly sophisticated craft and accuracy.	Students will have revised the necessary knowledge of the TV industry to be able to discuss how this affects programming and viewing today. Students will learn the knowledge and skills required to complete a topic assessment from Paper 1, Section A: TV. Students will begin to develop their ability to make relevant notes during a clip, in order to later support their exam responses. Students will continue to develop analytical writing skills to answer exam-style questions.	Students will have revised the necessary knowledge of the film industry. Students will learn the knowledge and skills required to complete a topic assessment from Paper 1, Section B: Promoting Media. Students will continue to develop analytical writing skills to answer exam-style questions.	Students will be able to confidently plan and complete a range of exam style questions, selecting relevant knowledge and understanding to support their responses. Students will develop and refine their ability to make relevant notes during a clip, in order to later support their exam responses.	