

Year 10 and 11

TOPIC 1: Media Language & Representations

Print-based products - TV
Crime Drama - Music Videos

TOPIC 2: Media Contexts
Print-based products - TV
Crime Drama - Music Videos

TOPIC 3: Media Production
Non-exam assessment based
on exam board briefs

TOPIC 4: Media Industries
Video games - Radio -
Newspapers - TV Drama -
Film - Music industry

TOPIC 5: Media Audiences
Video games - Radio -
Newspapers - TV Drama -
Music industry



Knowledge	Attributes / Character	Skills	Experiences
<ul style="list-style-type: none"> • media industries • media audiences <p>In addition, in year 11, the study of set products is sequenced so that application of knowledge is done in such a way that students are introduced to more familiar products first and with those types of products they are least likely to be the target audience for last:</p> <p>Audiences and industry:</p> <ol style="list-style-type: none"> 1. video games 2. film 3. music 4. radio 5. TV crime drama 6. newspapers 	<p>Confidence - we develop our students' cultural capital by considering a wide range of media types and examples. Structured oracy opportunities and deliberate vocabulary development. Regular guided written practice aims and a core understanding of subject and examination specific key terms.</p> <p>Organisation - students have structured key terminology workbooks. Homework is given weekly, as flipped learning initially but interleaved revision mostly which is then tested through dedicated independent practice in the next lesson. Students have knowledge organisers for all topics and are guided on how to revise for assessments</p> <p>Resilience - this is built by guided practice and oracy tasks allowing students to develop their skills and overcome difficulties. Students' independent work is scaffolded but they also work in supportive groupings when appropriate.</p> <p>Empathy - kindness and respect are at the heart of our learning and we aim to develop students' empathy through their understanding of diversity and how people of different ethnicities, viewpoints and body shape may be represented by media products</p>	<ul style="list-style-type: none"> • Critical thinking, such as enquiry and analysis, and use of oracy to express ideas • Evaluating using evidence and expressing judgements verbally and in writing • Using terminology accurately both in written and oral work • Develop theoretical understanding • Writing for specific audiences and purposes • Media productions skills (photography, video, design) • Research • Planning • Organisation • Creativity • Communicating to specific audiences 	<ul style="list-style-type: none"> • Opportunities to learn and develop media production skills from media professionals • Opportunities to learn and develop media production skills using technology • Visits to local and national media organisations or to develop cultural capital • Outside speakers from the media industry • Access to media products that broaden cultural capital