Year 11 Curriculum Implementation: Film Studies

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge & Skills	**Invasion of the Body Snatchers** • Historical Context: The Rise of McCarthyism in 1950's America • The Cold War and the fear of Communism/The Red Scare • Film Noir History • Creating Claustrophobia through cinematography and framing • Sci-fi as a genre in the 1950's	**ET** • Historical Context: Reagan's America and 1980's economic prosperity • The Hollywood Blockbuster • Sci-fi as a genre in the 1980's • Speilberg and the evolution of special effects	**Hurtlocker** • History of the war film genre • Introduction to 'Indie Cinema' • Specialist writing introduction • Analysis of Film Criticism	**History of Film** • Looking at the development of film from 1885 to the present day • Begin learning the timeline through revision and starter activities from the start of year 11	**Revision** • Rewatching and analysis of key scenes across all set films. • Past paper and modelling answers	**Revision** • Rewatching and analysis of key scenes across all set films. • Past paper and modelling answers
Links to prior learning	• Embedding knowledge of film form: • Mise-en-scene • Cinematography • Editing • Sound	**Continually embedding knowledge of film form:** • Mise-en-scene • Cinematography • Editing • Sound	**Continually embedding knowledge of film form:** • Mise-en-scene • Cinematography • Editing • Sound	**Continually embedding knowledge of film form:** • Mise-en-scene • Cinematography • Editing • Sound	• Revision of all films and topics covered throughout the course	• Revision of all films and topics covered throughout the course
Assessment	• Formative assessment • History of Film Low Stakes Quizzing	• Mock Exam • History of Film Low Stakes Quizzing	• Mock Exam Feedback and Make a Difference • History of Film Low Stakes Quizzing	• Past paper and Modelled responses • History of Film Low Stakes Quizzing	• Past paper and Modelled responses	• Past paper and Modelled responses
Home learning	• Learn and revise the History of Film Timeline	• Learn and revise the History of Film Timeline	• Learn and revise the History of Film Timeline • Revision of all films and topics covered throughout the course	• Learn and revise the History of Film Timeline • Revision of all films and topics covered throughout the course	• Revision of all films and topics covered throughout the course	• Revision of all films and topics covered throughout the course
Cultural Capital and extra-curricular opportunities	• Film Club is Friday Lunchtimes from 13.35 in room 30	• Film Club is Friday Lunchtimes from 13.35 in room 30	• Film Club is Friday Lunchtimes from 13.35 in room 30	• Film Club is Friday Lunchtimes from 13.35 in room 30	• Film Club is Friday Lunchtimes from 13.35 in room 30	• Film Club is Friday Lunchtimes from 13.35 in room 30
Literacy	• Subject specific vocabulary for the course can be accessed **here:**	• Subject specific vocabulary for the course can be accessed **here:**	• Subject specific vocabulary for the course can be accessed **here:**	• Subject specific vocabulary for the course can be accessed **here:**	• Subject specific vocabulary for the course can be accessed **here:**	• Subject specific vocabulary for the course can be accessed **here:**
Numeracy	• Shot lengths • Camera angles • Cross cutting techniques (timings) • Timeline and dates	• Shot lengths • Camera angles • Cross cutting techniques (timings) • Timeline and dates	• Shot lengths • Camera angles • Cross cutting techniques (timings) • Timeline and dates	• Shot lengths • Camera angles • Cross cutting techniques (timings) • Timeline and dates	• Shot lengths • Camera angles • Cross cutting techniques (timings) • Timeline and dates	• Shot lengths • Camera angles • Cross cutting techniques (timings) • Timeline and dates
Careers Information, Education, Advice and Guidance (CEIAG)	• Film production • Film marketing • Television production • Television marketing	• Film production • Film marketing • Television production • Television marketing	• The role of the Armed Forces • Film production • Film marketing • Television production • Television marketing •	• Film production • Film marketing • Television production • Television marketing	• Film production • Film marketing • Television production • Television marketing	• Film production • Film marketing • Television production • Television marketing
Spirituality	• Editing and camera angles implying both good/evil in film production • The use of non-diegetic sound to imply character intentions and motivations	• Looking at Sci-Fi as a genre communicating allegorical issues such as immigration and how we treat those from outside of our culture	• Looking at the morality of war • Moral question of whether Hurtlocker glorifies war	• Explore the ethical aspects of Film • Has Film been a force for good and in what ways?	• Editing and camera angles implying both good/evil in film production • The use of non-diegetic sound to imply character intentions and motivations	• Editing and camera angles implying both good/evil in film production • The use of non-diegetic sound to imply character intentions and motivations.
How can parents support the curriculum?	• Explore the film noir genre • Watch some science fiction genre films with your child	• Watch some Hollywood Blockbusters from the 1980's • Discuss what gave these films 'mass popularity'?	• Watch some (age appropriate) War cinema and/or Independent Cinema	• Try to watch films spanning each decade of film from the 1950's onwards	• Rewatch any of the films studied: • Slumdog Millionaire • Wadjda • Skyfall • Invasion of the Body Snatchers • ET • Hurtlocker	• Rewatch any of the films studied: • Slumdog Millionaire • Wadjda • Skyfall • Invasion of the Body Snatchers • ET • Hurtlocker