

Curriculum Knowledge Map



Year 11	AUTUMN		SPRING		SUMMER
	CSP: Television	NEA. Mocks. Recap CSP: Film	NEA. Exam prep	NEA. Exam prep	Revision
Declarative <i>What should they know?</i>	Doctor Who (1963) Episode 1: An Uearthly Child. Doctor Who franchise, BBC as a Public Service Broadcaster, development of fantasy drama/family drama. His Dark Materials Series 2: Episode 1 Changing expectations of television – online/catch-up, more diversity and counter typical representations 4 Concepts: Media Audience. Media Language. Media Representation. Media Industry Independent Revision Based on the personal learning checklists tasks, students will spend time strategically revising. Focus CSPs for half term: Magazines, Advertising, Radio	NEA – Students will continue to develop their awareness of their chosen NEA. Including conventions, audience, codes, communication of meaning. CSP: Film: Awareness of critical reception of films, and exploration of the concept of success. Students should develop their awareness of how to answer a 20-mark question, covering all four of the Media Frameworks, and bringing in additional CSP texts. Independent Revision Based on the personal learning checklists tasks, students will spend time strategically revising. Focus CSPs for half term: Newspaper Online, Social and Participatory Video Games	NEA – Ongoing development of students’ knowledge of how to create an effective media text. Students will be able to draw links across the CSP texts now that they have studied all of them. They will understand the differences between mainstream and niche texts and will be able to apply this to a range of exam style questions and debates. Students will develop their understanding of key terminology through revision and will know how to apply this to exam style questions. Independent Revision Based on the personal learning checklists tasks, students will spend time strategically revising. Video Games, Film Studies, Television	NEA – Ongoing development of students’ knowledge of how to create an effective media text. Students will have a rigorous knowledge of the exam structure, and the most efficient way to answer each style of question. They will learn the most efficient way to make notes on Media Paper 2s television extract. Independent Revision Based on the personal learning checklists tasks, students will spend time strategically revising.	
Procedural <i>What should they be able to do?</i>	How does the historical and social context impact on the technical quality of television drama, and the representation of different groups? How to engage a young adult market. Development of BBC & Reithian Ideals.	Students will be able to explain their decision making with their coursework, writing this up as a Statement of Intent. They will be able to justify any editing they have been doing and explain how their piece of media communicates meaning to a specific audience.	How do you analyse an unseen media text semiotically? – Preparation for Media Paper 1	How do I analyse a Television clip? – preparation for Media Paper 2	
Disciplinary Literacy <i>(Tier 3 Vocab)</i>	Hybrid. Preferred reading. Cultural significance. Linear/ non-linear narrative. Realistic/ Idealistic Representation. Subvert. Genre				
Assessment	Extended writing: Media Language. Feminist reading of the representation in the games.	Mock Exam Paper 1 Changing attitudes & values over time – reflected in the 2 dramas.	Mock Exam Paper 2.		

