



Curriculum Map cover sheet

Subject: Media	Year Group Year 10-11	Key Stage 4
Links to prior learning GCSE Media Studies builds on and extends many skills developed in KS3 English, particularly in reading, writing, speaking, and analysis of texts. Reading and Interpretation - Builds on KS3 skills of analysing literary and non-fiction texts by exploring how media texts create meaning (e.g., narrative structure, character, tone). - Applies understanding of textual features such as tone, purpose, and audience. - Develops critical thinking through analysing bias, representation, and ideology in media. - Encourages comparison of texts (e.g., print and moving image) – linking to KS3 comparative analysis tasks.	Retrieval Practice Low-Stakes Quizzing - Multiple choice / short-answer quizzes to recall key terms, theorists, or case study details. - Weekly recap quizzes focusing on content from previous lessons or units. Brain Dumps - Students write down everything they remember about a topic with no prompts. Retrieval Grids - A grid with boxes for topics from different time frames to prompt recall across a timeline. Mix & Match / Sorting Activities - Match theorists to their ideas, media products to their industries, or representations to stereotypes.	Adaptive teaching strategies Aim to the top learning - challenging tasks are the core focus, with 'stepping stones' used to aid learners to get there. Chunk instructions into manageable steps. Pre-teach key vocabulary with visuals or dual coding. Use knowledge organisers and glossaries for recurring terminology and concepts. Scaffold exam questions using model answers and success criteria. Paired discussions before feedback.

Writing for Audience and Purpose Extends KS3 practice of writing in different forms (e.g., persuasive, descriptive, informative) through tasks such as: Writing reviews, blogs, scripts, and promotional copy. Planning and drafting extended responses with coherent arguments. Using appropriate tone, register, and style for media contexts. Language and Vocabulary Reinforces understanding of connotation, metaphor, tone, and imagery. Introduces and develops specialist vocabulary (e.g., representation, mise-en-scène, anchorage) with clear links to literary terms studied at KS3. Creative Skills Builds on KS3 creative writing by encouraging original media production work, such as storyboards, magazine covers, and advert concepts. Links to narrative writing and descriptive writing tasks in English (e.g., developing characters, settings, and story arcs).	- Sort headlines, images, or media texts into categories like <i>biased/unbiased</i>, <i>tabloid/broadsheet</i>, etc. "5-a-Day" Recall - Start lessons with five quick questions from mixed topics. - Rotate question focus: language, audience, industry, representation, or theoretical knowledge. Cornell Notes / Summary Recall - Have students write brief summaries from memory, then fill gaps from notes to reinforce learning. Think-Pair-Share - Students try to retrieve answers individually, discuss with a partner, and then feed back to the class. Spaced Retrieval - Revisit key content at regular intervals, building retrieval opportunities into schemes of work	
Literacy Reading Skills	Oracy Speaking and Listening	Numeracy Interpreting and analysing data: e.g., audience

Analyzing a wide range of media texts (e.g. newspapers, magazines, film scripts, advertisements). Interpreting subtext, bias, and representation in written media. Understanding and evaluating specialist terminology and theoretical perspectives. Writing Skills Developing extended written responses, essays, and analytical commentary. Writing in different formats: reviews, blog posts, promotional material, storyboards, or treatments. Using accurate spelling, punctuation, and grammar in all written work. Vocabulary Development Building a glossary of media-specific terminology (e.g., mise-en-scène, convergence, denotation/connotation). Using and applying media theoretical terms (e.g., Propp, Barthes, Todorov). Critical Literacy Encouraging students to critically evaluate media messages and their impact.	Participating in group discussions, presentations, and debates on media issues. Justifying creative choices in practical work through verbal explanation. Presenting individual or group analysis of media texts to the class. Participating in structured debates on media issues (e.g., representation, regulation, stereotypes). Explaining creative decisions in production work (e.g., pitching a film trailer or magazine concept). Conducting interviews or creating scripted podcasts and video content. Collaborating in group work with clear roles and shared vocabulary. Encouraging use of subject-specific vocabulary in oral responses. Developing confidence in articulating ideas clearly and fluently. Evaluating peer work constructively using agreed success criteria.	demographics, ratings, circulation figures, box office numbers. Reading and constructing graphs and charts in research tasks. Budgeting and planning in production work (e.g., estimating costs for a film or advertising campaign). Using scales and timing in practical tasks (e.g., editing a 30-second TV advert). Understanding ratios and proportions (e.g., screen time, representation balance, media ownership shares). Applying numeracy when calculating shot lengths, angles, and transitions in storyboarding.
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Understanding how language and image construct meaning and influence audiences.		
Careers across the Curriculum We offer opportunities across the study of media for wider promotion of career paths and guidance, including online webinars and promotion of UCAS related events for Higher Education study. Further careers in Media include: Creative and Production Roles • Directors and Producers • Video Editor • Sound Designer / Technician - Screenwriter / Script Editor Journalism & Publishing • Journalist/ Editor • Copywriter - Magazine or Newspaper Designer Digital Media & Marketing • Social Media Manager • Digital Marketing Executive • Web Content Manager Design & Advertising • Graphic Designer	Wider Curriculum opportunities Film club, graphics club. Personal Development in Form Sessions - discussion of core and current events, and how they are broadcast in the news. English - study of visual representation of literary texts. How a specific audience is targeted with literary extracts and forms. Analytical thinking and research and data interpretation - Science, maths, economics, business studies. EMC Media Magazine Production competition Educas moving image competition	<u>Super Curriculum</u> The Media Club with Matt Deegan Podcast BBC Radio 4 - The Media Show Critical Media Studies Podcast English Media Centre - publishing online articles and magazines related to media and literature Visiting The British Film Institute (BFI) and Pinewood Studios

- Advertising Executive
- Brand Strategist

Gaming & Interactive Media

- Games Designer / Storyboard Artist
- Interactive Media Developer
- Virtual Reality (VR) Content Creator

Education, Research & Media Policy

- Media Studies Teacher / Lecturer
- Media Researcher / Analyst
- Media Regulator / Compliance Officer

Assessment and feedback

Formative - verbal in every lesson. Regular whole class feedback of tasks in books to collate strengths, misconceptions, and next steps. Using mark schemes aligned with the exam board criteria to give a precise area of strength and improvement. Live marking of example answers under visualisers. Coursework feedback for each module x 2 written feedback to help their improvement.

Summative - Assessments at the end of every unit of work, building the skills required for successful exam answers. Coursework feedback of success against criteria and the final mark achieved.

YEAR 10	
Autumn 1	
Media language and representation Media language terminology in use in a music video – shot sizes, camera angles, edits. Representation as ‘re-presentation or reality’: How these media language elements and visual codes (eg colour, basic aspects of mise-en-scène) have been selected to represent the artist in the music video in specific ways. Stereotypes and how they become established.	Media language: Forms of media language Media representations: Re-presentation Stereotypes
Introduction to industries and audiences: Linear models of communication (sender, message, and receiver) and how different audiences (receivers) might interpret music products. The music industry as a commercial industry; with independent and major companies, targeting niche and mass audiences and looking at finance involved in the music industry (potential budgets and incomes). Including issues of piracy and threats to the profitability of the music industry.	Media representations: Choice of media producers Stereotypes Media language: Codes and conventions Connotation and denotation
Autumn 2	
Advertising and marketing: CSPs Advertising and marketing (targeted, focusing on media language and media representations): - television advertisement for Galaxy - NHS Blood and Transplant online campaign video - OMO Print advert from Woman’s Own magazine. Introduce terms code, anchorage, sign, icon and symbol. An introduction to how developments in technology impact on content. Analyse representation and use of stereotypes. Set each CSP within its context.	Media language: Forms of media language Theories of narrative Technology and media products Media representations: Choice of media producers Representations of reality Stereotypes Reflection of contexts
Spring 1	
The film industry CSPs Film industry (targeted, focusing on media industries): - Black Widow - I, Daniel Blake. Study each CSP within its context, including how they were promoted and issues with production. Focus on industry rather than film content Music videos CSPs Music videos (targeted, focusing on Media Audiences and Media Industries): - Arctic Monkeys - I bet you look good on the dancefloor - Blackpink – How you like that. Set each CSP within its context: Focussing on the industry and audiences.	Media industries: Ownership Commercial industries Regulation The nature of media production Media audiences: Targeting Interpretations Audience Responses

Spring 2	
Radio CSPs Radio (targeted, focusing on media Industries and media audiences): - Radio 1 Launch Day, Tony Blackburn - KISS Radio, Kiss Breakfast. Set each CSP within its context. Focus on industry and development over time.	Media Industries: Production processes Working practices in media industries. Funding models Digital technologies Media audiences: Theoretical perspectives on audiences Categorisation Media technologies
Summer 1	
Magazines CSPs Magazines (targeted, focusing on media language and media representations): - Tatler, January 2021 - Heat, 21-27 November, 2020. Set each CSP within its context. Focus on analysing the representations and magazine codes and conventions	Media Languages: Codes and conventions Theoretical perspectives on genre Media Representations: Re-presentation Reflection of contexts
Summer 2	
NEA (Non-exam Assessment) Students are given a booklet which contains five briefs. They must choose one brief and create a media product to fulfil the requirements of that brief. They will complete: - a Statement of Intent - an individual media production for an intended audience, applying their knowledge and understanding of media language and representation	Statement of Intent: Use of media language Intended representation Applying theoretical framework Use of subject specific terminology Production - Media Language: Application of media language Creating meanings Constructs point of view Creates narratives Production - Representation: Creating meanings through representation Use of stereotypes Production - Communicating meaning to the audience: Meets TA needs and requirement of brief

YEAR 11	
Autumn 1	
Television CSPs Television (in-depth, all four areas of the theoretical framework): • His Dark Materials, Series 2, Episode 1 – The City of Magpies • Dr Who, Episode 1 – An unearthly child. Set each CSP within its context. Industry, funding, genre and theoretical perspectives.	Media language: Forms of media language Choice of media language Codes and conventions Media representations: Re-presentation Choice of media producers Representations of reality Misrepresentation Social, cultural and political significance Media industries: Ownership Convergence Regulation Media audiences: Theoretical perspectives on audiences. Social, cultural and political significance
Autumn 2	
Online, social and participatory media CSPs Online, social and participatory media (in-depth, all four areas of the theoretical framework): • Marcus Rashford – online presence • Kim Kardashian - online presence • Lara Croft Go - video game • BLACKPINK - video game Set each CSP within its context.	Media language: Theories of narrative Technology and media products Codes and conventions Media representations: Re-presentation Theoretical perspectives on gender Viewpoints Social, cultural and political significance Media Industries: Convergence Commercial industries Digital technologies Media Audiences: Targeting Media practices

Spring

Newspapers

CSPs Newspapers (in-depth, all four areas of the theoretical framework):

- The Daily Mirror, Wednesday 10th January 2024
- The Times, Wednesday 10th January 2024

Set each CSP within its context.

Media language:

Forms of media language

Codes and conventions

Media representations:

Re-presentation and bias

Representations of reality

Misrepresentation

Social, cultural and political significance

Media industries:

Ownership

Convergence

Regulation

Media audiences:

Theoretical perspectives on audiences.

Social, cultural and political significance



Curriculum Map cover sheet

Subject: Btec Media	Year Group - 12 and 13	Key Stage 5
Links to prior learning Btec Media Studies builds on and extends many skills developed in KS3 English, as well as GCSE Media, particularly in reading, writing, speaking, and analysis of texts. Reading and Interpretation - Builds on KS4 skills of analysing media texts by exploring how media texts create meaning (e.g., narrative structure, character, tone). - Applies understanding of textual features such as tone, purpose, and audience. - Develops critical thinking through analysing bias, representation, and ideology in media. - Encourages comparison of texts (e.g., print and moving image) – linking to GCSE media skills. Writing for Audience and Purpose	Retrieval Practice Low-Stakes Quizzing - Multiple choice / short-answer quizzes to recall key terms, theorists, or case study details. - Weekly recap quizzes focusing on content from previous lessons or units. Brain Dumps - Students write down everything they remember about a topic with no prompts. Retrieval Grids - A grid with boxes for topics from different time frames to prompt recall across a timeline. Mix & Match / Sorting Activities - Match theorists to their ideas, media products to their industries, or representations to stereotypes.	Adaptive teaching strategies Aim to the top learning - challenging tasks are the core focus, with 'stepping stones' used to aid learners to get there. Chunk instructions into manageable steps. Pre-teach key vocabulary with visuals or dual coding. Use knowledge organisers and glossaries for recurring terminology and concepts. Scaffold exam questions using model answers and success criteria. Paired discussions before feedback.

Extends KS3 practice of writing in different forms (e.g., persuasive, descriptive, informative) through tasks such as: Writing reviews, blogs, scripts, and promotional copy. Planning and drafting extended responses with coherent arguments. Using appropriate tone, register, and style for media contexts. Language and Vocabulary Reinforces understanding of connotation, metaphor, tone, and imagery. Introduces and develops specialist vocabulary (e.g., representation, mise-en-scène, anchorage) with clear links to literary terms studied at KS4. Creative Skills Builds on KS3 creative writing by encouraging original media production work, such as storyboards, magazine covers, and advert concepts. Links to narrative writing and descriptive writing tasks in English (e.g., developing characters, settings, and story arcs).	- Sort headlines, images, or media texts into categories like <i>biased/unbiased</i>, <i>tabloid/broadsheet</i>, etc. "5-a-Day" Recall - Start lessons with five quick questions from mixed topics. - Rotate question focus: language, audience, industry, representation, or theoretical knowledge. Think-Pair-Share - Students try to retrieve answers individually, discuss with a partner, and then feed back to the class. Spaced Retrieval - Revisit key content at regular intervals, building retrieval opportunities into schemes of work	
Literacy Reading Skills Analyzing a wide range of media texts (e.g.	Oracy Speaking and Listening Participating in group discussions, presentations,	Numeracy Interpreting and analysing data: e.g., audience demographics, ratings, circulation figures, box

newspapers, magazines, film scripts, advertisements). Interpreting subtext, bias, and representation in written media. Understanding and evaluating specialist terminology and theoretical perspectives. Writing Skills Developing extended written responses, essays, and analytical commentary. Writing in different formats: reviews, blog posts, promotional material, storyboards, or treatments. Using accurate spelling, punctuation, and grammar in all written work. Vocabulary Development Building a glossary of media-specific terminology (e.g., mise-en-scène, convergence, denotation/connotation). Using and applying media theoretical terms (e.g., Propp, Barthes, Todorov). Critical Literacy Encouraging students to critically evaluate media messages and their impact. Understanding how language and image	and debates on media issues. Justifying creative choices in practical work through verbal explanation. Presenting individual or group analysis of media texts to the class. Participating in structured debates on media issues (e.g., representation, regulation, stereotypes). Explaining creative decisions in production work (e.g., pitching a film trailer or magazine concept). Conducting interviews or creating scripted podcasts and video content. Collaborating in group work with clear roles and shared vocabulary. Encouraging use of subject-specific vocabulary in oral responses. Developing confidence in articulating ideas clearly and fluently. Evaluating peer work constructively using agreed success criteria.	office numbers. Reading and constructing graphs and charts in research tasks. Budgeting and planning in production work (e.g., estimating costs for a film or advertising campaign). Using scales and timing in practical tasks (e.g., editing a 30-second TV advert). Understanding ratios and proportions (e.g., screen time, representation balance, media ownership shares). Applying numeracy when calculating shot lengths, angles, and transitions in storyboarding.
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construct meaning and influence audiences.		
Careers across the Curriculum Creative and Production Roles • Film Director / Assistant Director • TV Producer / Radio Producer • Video Editor • Cinematographer / Camera Operator • Sound Designer / Technician • Screenwriter / Script Editor • Set Designer / Costume Designer Journalism & Publishing • Journalist (print, digital, broadcast) • Editor / Sub-editor • Copywriter • Content Creator / Blogger • Magazine or Newspaper Designer Digital Media & Marketing • Social Media Manager • Digital Marketing Executive • SEO / Content Strategist • Web Content Manager • Influencer Marketing Coordinator Design & Advertising • Graphic Designer • Advertising Executive • Brand Strategist	Wider Curriculum opportunities Film club, graphics club. Personal Development in Form Sessions - discussion of core and current events, and how they are broadcast in the news. English - study of visual representation of literary texts. How a specific audience is targeted with literary extracts and forms. Analytical thinking and research and data interpretation - Science, maths, economics, business studies.	Super Curriculum The Media Club with Matt Deegan Podcast In Our Time podcasts on culture Critical Media Studies Podcast BBC Radio 4 - The Media Show English Media Centre - publishing online articles and magazines related to media and literature Visiting The British Film Institute (BFI) and Pinewood Studios

• Creative Director • Art Director (media, film, ad campaigns) Public Relations & Communications • PR Officer / Communications Officer • Media Planner / Media Buyer • Campaign Manager • Spokesperson / Press Officer Gaming & Interactive Media • Games Designer / Storyboard Artist • Interactive Media Developer • Virtual Reality (VR) Content Creator Education, Research & Media Policy • Media Studies Teacher / Lecturer • Media Researcher / Analyst • Media Regulator / Compliance Officer • Archivist / Curator (Media and Film Archives)		
Assessment and feedback Formative - verbal in every lesson. Regular class feedback of tasks in books. Coursework feedback for each module x 2 written feedback to help their improvement. Summative - Assessments at the end of every unit of work, building the skills required for successful exam answers. Coursework feedback of success against criteria and the final mark achieved.		

YEAR 12	
Autumn 1	
Introduction to Unit 1 - Media representation Media language terminology in use in a variety of media products and genres – shot sizes, camera angles, edits. Representation as ‘re-presentation or reality’: How these media language elements and visual codes (eg colour, basic aspects of mise-en-scène) have been selected to represent and convey meaning	Media language: Forms of media language Media representations: Re-presentation Stereotypes
Autumn 2	
Introduction to creative media production Application of media knowledge and skills to create practical versions of products: including storyboarding, creation of short scenes for different genres, front page covers.	Media representations: Choice of media products Stereotypes Media language: Codes and conventions Connotation and denotation
Spring 1	
Unit 14 - Digital Magazine Production A Begin first coursework unit, investigating magazine production. The steps of research towards a choice of genre, target audience and USP for product. Comparison of digital vs print in industry, using data and practical knowledge to evaluate best choice for production of a magazine product.	Media industries: Commercial industries Regulation The nature of media production Media audiences: Targeting Audience Responses
Spring 2	
Unit 8 - Responding to a commission Introduction to exam unit. Skills of receiving a brief in media sector, research of subject matter. Effective communication in pitch of ideas. Pre-planning process of a visual product from start to finish.	Media audiences: Theoretical perspectives on audiences Categorisation Targeting Media industries: Commercial industries The nature of media production Professional conduct and communication

Summer 1	
Unit 14 - Digital Magazine Production B+C The creating stages to the first coursework unit - successfully documenting creation of a front page and double page spread of a magazine of their choice. Evaluating how each choice meets the needs of USP and target audience.	Media Languages: Codes and conventions Theoretical perspectives on genre Media Representations: Representation Media Industries: Production processes Working practices in media industries
Summer 2	
Unit 8 and Unit 14 B+C - continued study	
YEAR 13	
Autumn 1	
Unit 4 - Pre-production portfolio A Introduction to second coursework unit: investigating the stages of pre-production in the lead up to creating a media product. This will include research on stages of communication, logistics, and how to professionally manage a team within a production.	Media Industries: Production processes Working practices in media industries. Funding models Regulation
Autumn 2	
Unit 8 - Responding to a Commission Practical application of knowledge, leading to the exam.	Media language: Theories of narrative Technology and media products Codes and conventions Media representations: Viewpoints
Spring	
Unit 4 - Pre-Production Portfolio B+C, D Conclusion of final unit of coursework, resulting in the successful completion of stages of pre-production for a media product, including legal procedures and considerations, location research, permissions and ethical considerations.	Media industries: Ownership Ethics Regulation Procedures and professional conduct The nature of media production