

KS5 Curriculum Overview: Year 10

Media Studies

Media plays a central role in contemporary culture, society, and politics. It shapes our perceptions of the world through the representations, ideas and points view offered. The Media curriculum exposes learners to a wide range of rich and stimulating media products is central to the specification, offering opportunities for detailed analysis of how the media communicate meanings in a variety of forms. Learners will work from the product outwards to debate key critical questions related the social, cultural, political and economic role of the Media.

| Term / Length of Unit | Outline | Key Vocabulary | Reading Strategy | Knowledge/Skills End Points | Home Learning | Assessment |
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| Year 10 Autumn 1.1 | <p><u>Teacher 1: Magazines:</u></p> <p><u>Aim:</u> Students to explore the history and conventions of magazines, to learn about the brand identity of Vogue and GQ as well considering the representation and context to the two set products.</p> | <p>Cover model Cover lines Brand Identity Aspirational Ideology</p> | <ul style="list-style-type: none"> • Knowledge organisers with key terms • Guided reading (margin questions directing students to the relevant part of the text) • Pre-teaching of key vocabulary + modelled usage • First read is modelled (read aloud) by teacher • Glossary that is embedded into lessons | <p><u>Threshold concepts:</u></p> <p>1. I can confidently explain the conventions of lifestyle magazines</p> <p>2. I can explain history of gender and racial representation on covers</p> <p>3. I understand the context that led to Raheem Sterling and Malala Yousafzai to be cover models</p> <p>4. I can confidently use Media Theory in my written work</p> | <p><u>Media task:</u> Fortnightly exam style questions to be set by class teacher(s).</p> | <p><u>Assessment:</u></p> <p>1. Media Language and Context Questions (GQ)</p> <p>2. Representation Question (Vogue)</p> |
| | <p><u>Teacher 2: Newspapers</u></p> <p><u>Aim:</u> Student to explore the history and conventions of newspaper, to learn about the brand identity of The Sun and The Guardian as well considering the</p> | <p>Red-top Ideology Representation Jingoistic Paywall Convergence</p> | <ul style="list-style-type: none"> • Knowledge organisers with key terms • Guided reading (margin questions directing students to the relevant part of the text) | <p><u>Threshold concepts:</u></p> <p>1. I can fully explain and use the terms ‘active audience’ and ‘passive audience’</p> <p>2. I can understand the difference between a broadsheet and a tabloid</p> | <p><u>Media task:</u> Fortnightly exam style questions to be set by class teacher(s).</p> | <p><u>Assessment:</u></p> <p>1. Media Language (The Sun)</p> |

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| | representation and context to the two set products. | | <ul style="list-style-type: none"> • Pre-teaching of key vocabulary + modelled usage • First read is modelled (read aloud) by teacher • Glossary that is embedded into lessons | <p>3. I can explain political bias using the terms 'left-wing' and/or 'right wing'</p> <p>4. I can confidently use Media Theory in my written work</p> | | |
| Year 10 Autumn 1.2 | <p><u>Teacher 1: Adverts:</u></p> <p><u>Aim:</u> Students to explore the history and conventions of adverts, to learn about how adverts have changed over time, and consider how conventional the two set products are.</p> | Patriarchy Objectify Decode Preferred Oppositional | <ul style="list-style-type: none"> • Knowledge organisers with key terms • Guided reading (margin questions directing students to the relevant part of the text) • Pre-teaching of key vocabulary + modelled usage • First read is modelled (read aloud) by teacher • Glossary that is embedded into lessons | <p><u>Threshold concepts:</u></p> <p>1. I can confidently explain the conventions of an advert</p> <p>2. I can explain history of gender representation on covers</p> <p>3. I can explain how media products use image / language / layout to shape meaning</p> <p>4. I can confidently use Media Theory in my written work</p> | <p><u>Media task:</u></p> <p>Fortnightly exam style questions to be set by class teacher(s).</p> | <p><u>Assessment:</u></p> <p>1. Media Language and Context Questions (Quality Street)</p> <p>2. Representation Question (This Girl Can)</p> |
| | <p><u>Teacher 2: Newspapers cont.</u></p> <p><u>Aim:</u> Students to explore the history and conventions of newspaper, to learn about the brand identity of The Sun and The Guardian as well</p> | Left-wing/ Right Wing Tabloid / Broadsheet Ideology Paywall Convergence | <ul style="list-style-type: none"> • Knowledge organisers with key terms • Guided reading (margin questions directing students to the relevant part of the text) | <p><u>Threshold concepts:</u></p> <p>1. I can fully explain and use the terms 'active audience' and 'passive audience'</p> <p>2. I can understand the difference between a broadsheet and a tabloid</p> | <p><u>Media task:</u></p> <p>Fortnightly exam style questions to be set by class teacher(s).</p> | <p><u>Assessment: :</u></p> <p>cont.</p> <p>2. Representation (The Guardian)</p> <p>3. Audiences (The Sun)</p> |

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| | considering the representation and context to the two set products. | | <ul style="list-style-type: none"> • Pre-teaching of key vocabulary + modelled usage • First read is modelled (read aloud) by teacher • Glossary that is embedded into lessons | <p>3. I can explain political bias using the terms 'left-wing' and/or 'right wing'</p> <p>4. I can confidently use Media Theory in my written work</p> | | |
| Year 10 Spring 2.1 – 2.2 | <p>Teacher 1 Film : Students to explore the history and conventions of the Bond franchise, to consider representation and meaning in The Man With the Golden Gun and to consider how the brand has changed in the 21st Century with No Time To Die</p> | <p>Franchise Hypermasculinity Vertical Integration Exoticize Progressive Regressive</p> | <ul style="list-style-type: none"> • Knowledge organisers with key terms • Guided reading (margin questions directing students to the relevant part of the text) • Pre-teaching of key vocabulary + modelled usage • First read is modelled (read aloud) by teacher • Glossary that is embedded into lessons | <p>Threshold concepts:</p> <p>1. I can how the Bond franchise has adapted since the 1970s</p> <p>2. I can discuss the representation of race and gender on the film posters</p> <p>3. I can explain how No Time Die is marketed for a global audience</p> <p>4. I can confidently use Media Theory in my written work</p> | <p>Media task: Fortnightly exam style questions to be set by class teacher(s).</p> | <p>Assessment:</p> <p>1. Representation (TMWTGG and NTTD)</p> <p>2. Industry (NTTD)</p> |
| | <p>Teacher 2 Video Games Students to explore how Fortnite targets a range of audience, as well as how audiences interact with the product, they will also consider how technology has changed the media landscape</p> | <p>Convergence Interactive Micro- transactions Interaction Identity</p> | <ul style="list-style-type: none"> • Knowledge organisers with key terms • Guided reading (margin questions directing students to the relevant part of the text) | <p>Threshold concepts:</p> <p>1. I can explain who Fortnite targets</p> <p>2. I can discuss the different reasons audience interact with the game</p> <p>3. I can explain Fortnite funding model</p> | <p>Media task: Fortnightly exam style questions to be set by class teacher(s).</p> | <p>Assessment:</p> <p>1. Industry Short Qs</p> <p>2. Audience</p> |

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| | | | <ul style="list-style-type: none"> • Pre-teaching of key vocabulary + modelled usage • First read is modelled (read aloud) by teacher • Glossary that is embedded into lessons | 4. I can confidently use Media Theory in my written work | | |
| Year 10 Summer 3.1-2 | <p>NEA: Brief issued by Edugas</p> <p>Aim: Students are introduced to and learn industry level design and Photoshop skills which they have learnt in Y9 Spring 2 to complete the non-exam assessment (NEA) element of the GCSE in Media Studies.</p> | Conventional Subvert Production Company Relatable | <ul style="list-style-type: none"> • Knowledge organisers with key terms • Guided reading (margin questions directing students to the relevant part of the text) • Pre-teaching of key vocabulary + modelled usage • First read is modelled (read aloud) by teacher • Glossary that is embedded into lessons | <p>Threshold concepts:</p> <ol style="list-style-type: none"> 1. I can apply Media Theory to my written work 2. I can use MAIR in my written work 3. I can independently analyse media language and representation in unseen media products. | <p>Media task:</p> <p>Fortnightly exam style questions to be set by class teacher(s).</p> | <p>Assessment:</p> <ol style="list-style-type: none"> 1. SOA 2. Media products (worth 30% of GCSE) |