

KS4 Curriculum Mapping and Skills Criteria 2024-2025

Curriculum Intent

To introduce and develop students' understanding and knowledge of media texts and issues.

Throughout the course, students will expand on their KS3 analytical and research skills. We often use the media products at the heart of our curriculum to explore fundamental ideas such as Love, Respect, Honesty, Responsibility and Justice which will then help develop the students so that they are ready to navigate life beyond school with Catholic values underpinning their choices. They will develop the ability to structure analytical writing, and recognise and assess representations in the media and the impact of these on society taking into consideration relevant social/historical/ political/ economic/ cultural contexts. They will also learn about the structure of media organisations, the effect this has on media products and the nature of target audiences and media consumption. Students will also increase their media literacy which is of increasing importance in a digital age where young people's use of the media is impacting their lives so much. In addition to this, students will progress their practical (IT/ photography/ creative) skills by creating original print media forms (magazines and film marketing) following studying them for exam content.

	Term 1	Term 2	Term3
Implementation Year 10	Component 1: ... Advertising Case Studies: <ul style="list-style-type: none"> - Quality Street (historical) - This Girl Can (recent) <p>In depth introduction to exam - in relation to above and practice questions.</p> Film Industry Case Studies: <ul style="list-style-type: none"> - The Man with the Golden Gun (hist.) - No Time To Die (recent) Magazine Case Studies: <ul style="list-style-type: none"> - Vogue - GQ 	Newspaper Case Studies: <ul style="list-style-type: none"> - The Sun - The Guardian <p>Industry and audience only</p> Video Games Case study Text: Fortnite Radio: The Archers <p style="text-align: center;">-</p>	Coursework <ul style="list-style-type: none"> - Pre-production paperwork - Planning and research folders - Photography/ Production for BOTH tasks <p style="text-align: center;">Production 1</p>
Impact Assessment	<i>In class assessment:</i> <ul style="list-style-type: none"> - Short analysis paragraphs and questions - Whole class discussions and contributions to analysis - Peer assessment of written work - DIRT of formal assessment 	<i>In class assessment:</i> <ul style="list-style-type: none"> - Short analysis paragraphs and questions - Whole class discussions and contributions to analysis - Peer assessment of written work - DIRT of formal assessment 	<i>In class assessment and homework:</i> <ul style="list-style-type: none"> - Whole class discussions and contributions to intros to analysis - Starting analysis to allow for teacher support and completion for homework - feedback from

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	<ul style="list-style-type: none"> - Exam style questions for each case study - Historical context examples: analysis and application to case studies (possible display work) - FORMAL ASSESSMENT 1: PAPER 1 Question 1 (QS) <p>Homework Tasks:</p> <ul style="list-style-type: none"> - Historical context research: finding suitable examples to analyse share with class - Analysis of media language and representations in relation to case studies and in comparison to unseen texts - Industry research Project (Spectre) 	<ul style="list-style-type: none"> - Exam style questions for each case study - Newspaper politics research and discussion <p>Homework Tasks:</p> <ul style="list-style-type: none"> - Historical context research: finding suitable examples to analyse share with class - Analysis of media language and representations in relation to case studies and in comparison to unseen texts - 	<p>teacher so can improve and complete others to a better standard</p> <ul style="list-style-type: none"> - Tight deadlines set every lesson for PPP - Constant feedback and tracking - All PPP work will be completed in class and at home - Photography
	Term 1	Term 2	Term3
Implementation Year 11	<p>Coursework</p> <ul style="list-style-type: none"> - Production 2 <p>Component 2: ...</p> <p>Crime Drama</p> <p>Luther (current)</p> <p>The Sweeney (Hist.)</p>	<p>Coursework Interventions</p> <p>Music Video/ Online:</p> <ul style="list-style-type: none"> - TLC <p>(Hist. context and audience response)</p> <ul style="list-style-type: none"> - Taylor Swift - Stormzy <p>(Focus on rep of gender/ age/ ethnicity)</p>	<p>Revision:</p> <p>Component 1: 2 weeks</p> <p>Component 2: 2 weeks</p> <p>Exam question focus</p> <p>Revision resources for each case study text (my spidergrams and Ss own)</p> <p style="text-align: center;">-</p>
Impact Assessment	<p><i>In class assessment:</i></p> <ul style="list-style-type: none"> - Short analysis paragraphs and questions - Whole class discussions and contributions to analysis - Peer assessment of written work - DIRT of formal assessment - Exam style questions for each case study - FORMAL ASSESSMENT 1: FULL PAPER 1 MOCK <p>Homework Tasks:</p>	<p><i>In class assessment:</i></p> <ul style="list-style-type: none"> - Short analysis paragraphs and questions - Whole class discussions and contributions to analysis - Peer assessment of written work - DIRT of formal assessment - Exam style questions for each case study - FORMAL ASSESSMENT 2: FULL PAPER 2 MOCK 	<p><i>In class assessment and homework:</i></p> <ul style="list-style-type: none"> - Short analysis paragraphs and questions relating to exam Qs only - Whole class discussions and contributions to analysis/ revision - Peer assessment of practice exam responses - DIRT of above - Completion of revision sources and spider-grams

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	<ul style="list-style-type: none"> - <i>Historical context research: finding suitable examples to analyse share with class</i> - <i>Analysis of media language and representations in relation to case studies and in comparison to unseen texts</i> - 	<p><i>Homework Tasks:</i></p> <ul style="list-style-type: none"> - <i>Historical context research: finding suitable examples to analyse share with class</i> - <i>Analysis of media language and representations in relation to case studies and in comparison to unseen texts</i> - <i>Social Media research</i> 	
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Key Dates

Autumn Half-Term: 21st – 25th October Christmas Holidays: 23rd December – 3rd January Spring Half-Term: 17th February – 21st February Summer Half-Term: 25th May – 29th of May