



CURRICULUM OVERVIEW

MEDIA



A Lakelands Media student should develop high standards in analysis and understand how the media influences us in the world we live in today through its language, images, production, distribution and circulation of media products.

Lakelands Whole Academy Curriculum Intent:

Our aim is to provide an accessible, challenging and inspiring GCSE curriculum for the students of Lakelands. Media is a contemporary and interactive subject which encourages students to develop their creative, analytical, research, and communication skills, through exploring a range of media forms and perspectives.

The media is incredibly powerful and has the capacity to affect the way that we think about events, people and subjects. Media Studies helps you to understand the media so that you can make informed choices and question the media products that you consume. It also has a practical element where you are asked to create a media product for a specific audience. This course allows pupils to study a range of media products from all of the following media forms: Magazines, Advertising and Marketing, Newspapers, Online, Social and Participatory Media, Video Games, Radio, Music Video, Film and Television. They look at: how media products communicate to audiences through the use of media language, how the media represents individuals, social groups, events and issues. Also how media industry processes of production, distribution and circulation affect media products and how the media targets specific audiences.

We realise that many students choose GCSE Media Studies for its relevance to their lives and for the opportunities it provides for exploring contemporary issues through the use of different media in creative and practical ways. The written assessments are therefore clear, well-structured and easy for students to understand. Students will enjoy the variety of question styles, which include multiple choice, short and extended answer. The non-exam assessment briefs provide students with clear guidance and support to create media products which they can be truly proud of and which offer exciting opportunities for the students.

Our core purpose is to provide a curriculum designed to encourage learners to step outside their comfort zone and embrace challenge, and to make them aware of how the world of media influences their everyday lives through the use of language and imagery.

Media Curriculum Intent:

Media has never been more important as we live our lives in the 21st Century. Studying it and understanding how it influences our thoughts, emotions and actions has a vital place in education and within our society and in particular in the lives of the young people that attend Lakelands.

GCSE Media pupils are taught to recognise and understand the techniques and methods that the media uses to influence consumers. They are taught to understand how the media communicates ideas and emotions to consumers, and through their study of magazines/newspaper, TV, radio, film, advertising, video games and music videos understand how representations are made, language used and how audiences can be influenced through a range of media features. They will be taught to interpret and understand what they see, read, watch and hear in the media that is ever present around them.

In addition to the broad coverage of all nine media forms, students must engage in the in-depth study of at least one audio-visual, one print and one online, social and participatory media form. Each in depth study will link the specified media form to all four areas of the theoretical framework. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially, and spiritually. We believe that reading the media enables pupils both to acquire knowledge and to understand how it works in a real-world situation. An understanding of media language is essential to understanding and interpreting how media affects and influences our lives.

The overarching aim for GCSE Media at Lakelands is to promote high standards of language analysis and interpretation. Our aims are to ensure that all pupils: read easily, fluently and with good understanding, a range of media texts. We also encourage pupils to acquire a vocabulary of the media, an understanding of linguistic conventions for reading, writing and spoken language in the media. Through the teaching of media at Lakelands our pupils learn to appreciate the world of media in all of its forms. Pupils are encouraged to write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. All pupils will become competent in the art of interpreting and analysing media forms and explaining how they influence a range of audiences.

How the Media curriculum links to our core Curriculum Principles:

Lifelong Learning	Students are encouraged to be curious, independent and critical thinkers, exploring the diverse range of media that has evolved in the 21 st century and in the 20 th century. They will understand how the media influences audiences through its language and imagery.
Aspiration to succeed	Increasing challenge and complexity and variety of texts builds confidence and the aspiration to succeed. Media-related careers are signposted for all and the media industries are referenced throughout the study of the course.
Knowledge building	Regular retrieval practice is embedded in curriculum delivery to enable learners to access the higher-level skills, analysis, interpretation and evaluation. An understanding of how media operates and influences the audience will serve the students beyond school and into the real world.
Empathy for others	Values of accuracy, objectivity, impartiality, and public accountability—values that once formed the cornerstone of journalistic integrity, are at the forefront of our teaching of GCSE Media. Our students will be taught to make informed decisions and to act as a watchdog over those in charge of the media representations that we see.

IMPLEMENTATION

KS3 Media Curriculum Implementation

In Key Stage 3, our students learn about how the media uses language to persuade an audience through charity leaflets and advertisements. Pupils will be taught to identify the language techniques that can be used to manipulate and pull on the heart strings of an audience to influence their views. This will then be developed further through the study of how language has been adapted in a modern context through social media. This will include the study of emojis and shortened words when writing comments on social media. This will encourage the pupils to recognise how language has altered as media has developed and become more relevant in our lives.

As students move through KS3 they are also taught how the media conveys ideas through images and representations. Students will explore and begin to understand how different representations can be understood and convey a range of ideas depending upon audience. They will be encouraged to discuss and share their ideas about how they have perceived the images that they have seen.

Finally, at the end of KS3 pupils study films in the gothic style and they're taught some key media terminology. Pupils will begin to understand how colour, mise-en-scene and the importance of lighting to create atmosphere and mood. They will be taught to interpret and analyse the images that they see forming views independently.

	Knowledge and skills	Assessment
Y7	Pupils in Year 7 English will learn about how charities manipulate language to persuade their audiences to help and support their charity. They will look at material published by Battersea Dogs and Cats Home and Dog's Trust. The pupils will be taught to identify language features and presentation features that the charities use to convey ideas and endorse an emotional response through colour, images and vocabulary choices. They will be introduced to direct address, alliteration, facts, opinions, rhetorical questions, repetition, emotive language, statistics and triplets.	Write a persuasive letter to an audience asking for money to support the work of a charity To work in groups to present ideas about how the charity can spend the money. (S&L)
Y8	The following year pupils will build on their knowledge of how language can be adapted according to audience and situation, especially in the modern world of social media. The pupils will look at how we adapt our language according to our when we use media, and in particular, how the age of the audience can see us use non-Standard English. Pupils will be encouraged to discuss how Standard English is considered the norm and how the application of it is moving out of favour amongst the young. The main focus of this unit is to develop pupils' reading of the media skills and to introduce them to the idea of language being adapted according to audience. The pupils will also be taught to interpret and analyse the effect of language on the audience. The unit will also encourage the pupils to link the context of the modern times influences our understanding of language.	Why can't we use non-Standard English in assessments?
Y9	In the final year of KS3, pupils through English are taught to develop a critical reading of non-fiction texts, evaluating the power of language for persuasion. Pupils will revisit the techniques that we use for writing to persuade and learn to use them and identify them and analyse them. The media related work will begin by looking at newspaper and magazine articles about marriage and love. The pupils will then explore the representation of images in the media form of film. Pupils will learn key media terms: mise-en-scene, lighting, soundtrack, film angles, stereotypes and connotation/denotation.	Compare the representation of Frankenstein's monster and Edward Scissorhands in film.

Cross-curricular links in Y7:

RE – forming a view, unbiased view based on evidence

PSHCE – stereotypes and attitudes of people towards stereotypes, how the world creates representation

Art – images and how they influence audience

CAREERS:

Newspaper/magazine journalism – How to be a newspaper editor - <https://www.youtube.com/watch?v=gs0q3K2O2Hg>

How to become a journalist - <https://www.youtube.com/watch?v=AiV26v4hkLs>

Advertising – marketing – is marketing a good career? - <https://www.youtube.com/watch?v=Rm1ht4HxptE>

Film production – make up, costume, location finding, screen writing – how to get into film making - <https://www.youtube.com/watch?v=6Ps1iMlm6o>

https://www.youtube.com/watch?reload=9&v=Z_3WLhTRcjs – Making it in Media - Careers information

<https://www.youtube.com/watch?v=HY2SSX6PNAA> – why choose media studies?

Year 10 Media Curriculum Implementation

In Year 10, our pupils in GCSE Media Studies engages students in the in-depth study of media products in relation to the four areas of the theoretical framework: media language, media representation, media industries, media audiences. Students are required to study media products from all of the following media forms: television, film, radio, newspapers, magazines, advertising and marketing, online, social and participatory media, video games and music video.

In addition to the broad coverage of all nine media forms, students must engage in the in-depth study of at least one audio-visual, one print and one online, social and participatory media form. Each in-depth study will link the specified media form to all four areas of the theoretical framework. Eduqas will publish a list of products that students must study preceding the start of the course. These are the Close Study Products (CSPs). The CSPs will be reviewed annually. The newspapers will be updated every year in order to ensure that the stories students are covering do not become too outdated. Other products will be refreshed periodically. The focus of study is not the products themselves but, rather, the theoretical framework and contexts of media. Exam questions will focus on the theoretical framework and contexts of the media, but students will be expected to answer with reference to or analysis of relevant CSPs.

The Eduqas specification requires students to closely analyse and compare media products in relation to relevant key social, cultural, historical and political contexts. Not every question in every exam series will require the analysis of the four contexts but students will need to be familiar with all of them in relation to a range of media products. Knowledge and understanding should be developed through the practical analysis or creation of media products. Media products should be considered in the light of the contexts in which they are produced and received. Students will be taught these skills in Year 10 and will meet all of the CSPs for study alongside a range of other age-appropriate media materials. Pupils will be encouraged to make notes, keep their work neatly in their books/folders and apply the terminology that they are learning to the products. At the end of Year 10, pupils will demonstrate their understanding of what they have learned through their NEA project, applying their knowledge and understanding of media industry, media representations and media language to their own products.

	Knowledge and skills	Assessment
HT1	Autumn HT1A: Media Core Study Areas – Media Language, Audience, Representations, and Industry. The course begins at KS4 by introducing key terminology that pupils will need to understand as part of the course. Pupils will be expected to take responsibility for learning the terminology and how to apply it to the media products that they study. Pupils will also begin to study the media form of television, with a focus on crime drama and episodes of “Trigger Point” and “The Sweeney”. Study will focus upon mise-en-scene, costumes, lighting, narrative, camera angles and stereotyped characters.	Class and Homework activities. Begin vocabulary list. Questions exploring what has been learned about television.
HT2	Autumn HT2A: pupils will move on to learn about marketing with particular focus upon the marketing of a James Bond movies. They will explore how meaning is conveyed through images, narrative and the genre of the film. They will need to be able to compare film posters of the genre from the 21st century and 1960s. They will learn about audience and how posters communicate to them and how they engage them using layout, font, colour, size of font, typography and logos.	Questions that allow pupils to apply their learning about the marketing of films using posters.
HT3	Spring HT3A: Music Video – Pupils will start learning about how to analyse and interpret music videos from either Justin Bieber and Lizzo OR Stormzy and Taylor Swift. Pupils will build on their knowledge of audience and how representations are made in visual media. Pupils will also learn about the construction of music videos and how they are made to appeal. Discussions of sexualisation and stereotypes will take place and comparisons drawn with music videos, building upon knowledge of media language and terminology. This CSP also looks at how these music artists present themselves using social media, and how they use it as a marketing tool.	Pupils will learn about how to respond to 20-mark questions about this topic.

HT4	Spring HT4A: Two topics will be studied in depth this half term; adverts, with a focus on Quality Street chocolates, and the newspaper industry, looking at a broadsheet and a tabloid. Pupils will be expected to know how to compare front pages and consider how they communicate a point of view to a reader. Pupils will also explore how media is prepared for an audience. Conventions and context will be explored, alongside the representation of gender.	Pupils will compare the front pages of two newspapers in response to a 25-mark question
HT5	Summer HT1A: Pupils should now have enough knowledge to be able to apply their knowledge to the media form of magazines. We will study how magazine covers are constructed and how font, colour, images, etc, are all used to convey meaning. Pupils will also develop their written answers and understand how to use their knowledge in order to achieve marks in the exam. Summer HT1B: At this point, we will introduce pupils to the NEA component of the course and discuss the products that we can complete. We will explore what we need to demonstrate in work to achieve good marks, plan and design our product and complete our statement of intent to explain what we have learned.	Pupils will respond to questions about how magazine covers influence a reader. They will also develop their understanding about how to complete a 25-mark question.
HT6	Summer HT2A: This term will focus upon the revision of key topics covered so far this year with a lot of focus upon group collaboration, sharing knowledge and revision techniques.	Pupils will plan, design and create their NEA alongside a statement of intent. Research will need to be completed independently, and plans will need to be put together.

Cross-curricular links in Y10:

PSHCE – stereotypes

Music – popular music, radio, videos to sell songs

Art – images in advertising

English – persuasive language through techniques and vocabulary.

CAREERS:

Newspaper – writing the articles, layout of front pages, use of language <https://www.youtube.com/watch?v=6dv3lf6ONYw> – How to Become a Journalist

Advertising – creating adverts, considering audience, colours, gender, <https://www.youtube.com/watch?v=CcqbvS0ko1Q> – Things to Know if You Want to be in Marketing

Design/Graphic Design – magazine covers, adverts - <https://www.youtube.com/watch?v=fUqioRKQ9xE> How to get a job at Vogue

Music industry – video makers, marketing a band - <https://www.youtube.com/watch?v=rUGbsnEi3to> – How to be a Videographer

<https://www.youtube.com/watch?v=UbgKbhq0vek> How to Make a Music Video

Marketing - <https://www.youtube.com/watch?v=39Rd33DW4II> digital marketing

<https://www.youtube.com/watch?v=VXhLmkrN0-I> Persuasive Language and Careers Where it is Useful

Year 11 Curriculum Implementation

Pupils will continue to learn the media language and terminology for a range of new media products prior to the mock exam in the Autumn term. They will also complete mock examinations, testing their knowledge and identifying areas of weakness and strength. They will complete the final CSPs and then continue to develop their skills with answering exam style questions. The rest of the year will then focus upon revision of CSPs with pupils completing practice exam papers and questions, testing their application of knowledge acquired. We will discuss revision strategies and work collaboratively to ensure that pupils are aware of what they need to know.

	Knowledge and skills	Assessment
HT1	Autumn HT1A: Radio Industry – pupils will explore how Desert Island Discs and how it uses media language and representation in its show and how the radio industry operates to communicate with its audience. Pupils will also study the way that radio is governed and how it is funded as a public service. Pupils will then apply their knowledge to an episode of “The Archers” and how radio can explore different genres of communication and language. Autumn HT1B: This is the final CSP that needs to be studied and will involve a look at the Computer Games Industry with a focus upon the online game “Fortnite.” Particular focus will be given to how these companies function in a fast-growing industry through mergers and as conglomerates.	Mini-mock exploring radio for Component 1. Mini mock applying knowledge of the computer game industry for Component 1.
HT2	Autumn HT2A: Revision of newspaper industry and how front pages are constructed. We will also revise the use of language to engage a particular type of audience, use of colours, logos, font, headlines, language skills. All pupils will be able to compare front pages and how they look and explain why they are different/similar. Autumn HT2B: Revision of film industry and the terminology involved in business as well as the way deals are done in the Media Film industry. Mock examination will cover the two topics revised.	Mock exam questions that cover revision for the main mock exam Component 1.
HT3	Spring HT1A: Outstanding NEA work to be completed. Revision of Crime Drama – Trigger Point and The Sweeney.	Mini mock focusing upon Component 2
HT4	Spring HT2: Revision of Music Industry videos	Mini mock focusing upon Component 2
HT5	Final Revision/ past papers Eduqas Media Studies Component 1 – Section A Magazines, Advertising and Marketing, Newspapers - Section B Newspapers, Radio, Computer Games, Film 40% of grade 1hr30mins Eduqas Media Studies Component 2 – Crime Drama, Music Video, online media 30% of grade 1hr30mins	

Cross-curricular links in Y11:

PSHCE – stereotypes

Music – popular music, radio, videos to sell songs

Art – images in advertising

English – persuasive language through techniques and vocabulary.

CAREERS:

Radio journalism, newspaper journalism, music journalism – how to get a job in radio <https://www.youtube.com/watch?v=4pG6mLyl9JQ>

Advertising – products, services – how to get into advertising - https://www.youtube.com/watch?v=X_Yxnwmp_No

Newspapers – online journalism, design – how to become an editor <https://www.youtube.com/watch?v=ssev4lfi-50>

TV/Film – story writing, genre, design- set and costume, stereotypes, location –

how to be a screenwriter/director <https://www.youtube.com/watch?v=4918xgHXnOg> ;

how to become a costume designer - <https://www.youtube.com/watch?v=R8whpRoq0D4> ;

a career in costume/set design <https://www.youtube.com/watch?v=J-qU7uXfibA> ;

how to become a production designer - <https://www.youtube.com/watch?v=RLfaFSDsjHQ>

IMPACT OF THE MEDIA CURRICULUM

By the time pupils leave Lakelands, they will have improved their media reading skills and be able to independently analyse the images and copy that they see in all forms of the media. Pupils will be able to discuss impact of representation/misrepresentation, the use of colour, typography, images and explore how the media industry functions. They will also have formed views and values surrounding how the media industry conducts itself within a modern and historical context.

Progress is measured within lessons, through effective questioning, close monitoring of students' work and through strategies for regular checking of understanding. It is also measured through formative assessment, including regular recall quizzes, half-termly content tests and GCSE-style assessments once a half term. Homework is used predominantly as a tool for developing strong recall/revision. Feedback plays a crucial role in assessing depth of student understanding and analysing other students' answers allows students to assess their own progress based upon the feedback from the teacher. Mastery is achieved through regular opportunities to practise recalling key information, and redrafting and improving work based on feedback from the teacher. Gaps are addressed and closed at the end of each topic to ensure students have a solid understanding before another topic is taught.

Pupils are regularly asked what they think of what they have learned through student surveys and their feedback helps us inform improvements.

Engagement is evident through uptake at A Level when pupils leave Lakelands. The Eduqas course is engaging and knowledge-rich and should develop confident and articulate students of Media. We want them to continue to be curious and questioning, with an ability to make valid, reasoned and evidenced judgements about the media forms that they encounter.

WIDER CURRICULUM OFFER

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation and impact of the subject curriculum.

Personal Development within the Media curriculum	
Personal Development	Pupils develop a rich knowledge of media forms, the ethics of the media and how media language/images/representations influence us in our everyday lives. Pupils also learn to appreciate the importance of media having a moral responsibility to the audiences through the exploration of their own/others moral values and ideas.
SMSC	Students are taught about how media has developed over time, as well as how it influences audiences and how it penetrates every aspect of modern life. They also learn about the influence and importance of media in a global sense through film, video and printed media. Discussion and debate encourage an open-minded, enlightened view of the world. Points of view are also challenged, and pupils encouraged to think about ideas.
British Values	Students are taught about the development of media globally from its early beginnings in the 1950s which helps them to appreciate how it has developed as a form over time. They learn about different cultural experiences and perspectives to encourage values of diversity, inclusion, representation of all types of people and tolerance in all forms of media. Ethics in media is also an important component of the GCSE study.
Extracurricular & Enrichment	Visits to media city. Media industry – working with a local media company that specialises in on location broadcasting.
Careers in the Media curriculum	
Media provides the relevant skills for a career in the media industry, whether that be journalism, graphic design, broadcasting or media production in all forms. It offers pupils a taster and an insight into a range of career choices in the ever-evolving media industry. It can also create a gateway into the Arts, Marketing and other creative careers such as advertising.	
Cultural Capital in the Media curriculum	
<i>The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement</i>	
Throughout the Media curriculum, we place a great deal of emphasis upon the impact Media has had on our lives in the C.20 th and C.21 st . We run visits to see media in action or invite visitors in to share their knowledge of the media with our students. Students are encouraged to consider the impact and importance of views that they form, through the richly diverse sources provided by Eduqas, lively class discussion, reading and exploring a range of materials and written tasks that strengthen their recall, evaluation and appreciation of what it means to be involved in the media.	