



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 explore how media products communicate to audiences through the use of media language and how the media represents individuals, social groups, events and issues. They study 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 students 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 fluently and with good understanding, a range of media texts. We also encourage pupils to acquire a vocabulary of the media and 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. They 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 of journalistic integrity – are at the forefront of our teaching of GCSE Media. Our students will be taught to make informed decisions and to be rigorously sceptical of the media representations that they 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 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 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 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 an unbiased view based on evidence

PSHEE – stereotypes and attitudes of people towards stereotypes; how the world creates representation

Art – images and how they influence audience

Careers – charity work, journalism, marketing, film industry

Year 10 Media Curriculum Implementation

In Year 10, 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 and 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.

AQA 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 AQA 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.

	Knowledge and skills	Assessment
HT1	<p>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.</p> <p>Autumn HT1B: Radio – Analysing Radio 1’s Initial Broadcast and Kiss FM’s current Breakfast programme. Pupils will then begin to study their first CSP and the first media industry – radio. They will study and learn about the industry and how it is influenced by audience, consider stereotypes, the dress and appearance and the image of the DJs employed by radio, how representations (including self-representations) convey particular viewpoints, messages, values and beliefs, which may be reinforced.</p>	<p>Class and Homework activities. Begin vocabulary list.</p> <p>Comparing ‘Kiss Breakfast’ and ‘BBC Radio 1 Launch with Tony Blackburn’?</p>

<p>HT2</p>	<p>Autumn HT2A: Music Video – Analysing ‘I Bet You Look Good on the Dance Floor’ by the Arctic Monkeys and ‘How You Like That’ by Blackpink. 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.</p> <p>Autumn HT2B: Video Games – Analysing Lara Croft Go and Blackpink Pupils will switch from music videos to video games and learn about the video games industry and how male/female characters are presented. Discussions of sexualisation and stereotypes will take place and comparisons drawn with music videos, building upon knowledge of media language and terminology.</p>	<p>How do Blackpink compare to Arctic Monkeys?</p> <p>Is the representation of women in games similar to the Lara Croft stereotype (sexualised, powerful, somewhat masculinised) or are there different representations? Is it a problem if women are represented this way in the games industry? Explain why or why not?</p>
<p>HT3</p>	<p>Spring HT1A: Social Media – Analysing Marcus Rashford and Kim Kardashian Pupils will use their knowledge of representations and of the media industry so far and build upon it by applying their learning to the world of social media. In particular, the focus will begin to explore misrepresentations and how media industries appeal to specific audiences. Pupils will be able to draw on their learning from Year 8 and how audiences can be influenced by language. Links will be made with real-life situations and how social media is used by influencers to connect with the audience. Some moral ideas will also create discussion.</p> <p>Spring HT1B: Film – Investigating the Industry behind Black Widow (2021) Pupils will build upon their study of film in Year 9 and explore the film industry. They will explore how film shots are story boarded and how audiences are considered when films are produced. Particular attention will be given to the idea of merchandising with films, and how representations are shown on screen and through the merchandise.</p>	<p>Why does Marcus Rashford and his online activity/social justice work upset the traditional political power balance? How does social media allow influencers to impact on political opinion more than pre-social media times?</p> <p>What is film merchandising? Why is merchandising a powerful income generator for film producers and studios? Why do Hollywood blockbusters produce more merchandising lines than ‘arthouse’ films?</p>
<p>HT4</p>	<p>Spring HT2A: Film – Investigating the Industry behind I, Daniel Blake (2016) Pupils continue with their study of the film industry and will look at the film I, Daniel Blake. They will explore how film posters are constructed and how they appeal to their target audiences. This unit focuses upon the film industry specifically and how they spend/make money. They will then compare Black Widow and I, Daniel, looking at the posters, discussing target audiences, how merchandising is used and the representations that they convey.</p>	<p>Comparing ‘Black Widow’ and ‘I, Daniel’</p> <p>How is media language used to target and address the</p>

	<p>Spring HT2B: Magazines – Analysing Heat and Tatler The printed media becomes the focus for the next unit of work. The knowledge pupils have acquired to this point will support them in their studies which will include audience, industry and representation. They will also learn about presentation of font covers and how they create audience appeal through colour, font, structure of headlines and copy.</p> <p>Spring HT2C: Revision Pupils will conclude their Spring term by reviewing and revising their knowledge to date. There will be a classroom-based assessment focusing upon what they have studied thus far. This will also be preparation for the examination in the summer term.</p>	audience? Refer to Tatler or Heat.
HT5	<p>Summer HT1A: Revision will continue here with pupils being introduced to the format of the examination papers, followed by the end of year examinations.</p> <p>Summer HT1B: Advertising – Analysing Galaxy Chocolate ‘Audrey Hepburn’ Audio Visual advertising. Pupils will be moving back to the visual media medium. Focus will be given to representations and the use of “icons” to sell products. Pupils will also explore persuasive language, building upon what they learned in KS3 and developing their understanding of knowledge and terminology.</p>	Revision and Mock exam
HT6	<p>Summer HT2A: Advertising – Analysing 1950s ‘OMO’ Print advert and NHS Represent advert (feat. Lady Leshurr). The final focus of Year 10 shifts to the printed media again and looks at a range of adverts from the 1950s designed to sell household products. The students will apply their prior learning from media industry and explore the copy used, images, colour, font and typography. This will then transfer to a more modern advert and pupils will look at representation of ethnic minorities in modern advertising and target audiences. Comparisons to 1950s adverts will be drawn and discussions about differences will take place, encouraging pupils to use media terminology and form views about how representation is given.</p> <p>Summer HT2B: NEA Introduction – Exploring the 5 Brief set by the exam board for the Non-Exam Assessment. Pre-Production. As they approach the end of the year, pupils will be introduced to the idea of the NEA – the non-exam assessment unit of the course. A mini-mock will be given to the pupils and they will have to produce a mock-NEA. The teacher will provide feedback and ideas to consider when preparing to create their final NEA product in Year 11. Pupils will be expected to draw on the knowledge of media language, representations, industry and audiences in their work.</p>	<p>Choice 1: Represent, the NHS blood and Transplant campaign uses a range of representations in order to appeal to a black and minority ethnicity audience. How are the different representation used in order to appeal to this target audience? 2. Why do advertisers use stereotypes? Answer with reference to the OMO advertisement 3. Own magazine cover analysis</p> <p>Write SOI for NEA project.</p>
<p>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.</p>		
<p>Careers – journalism, marketing, film industry</p>		

Year 11 Curriculum Implementation		
<p>In Year 11, our pupils will demonstrate their understanding of what they have learned in Y10 through their NEA project, applying their knowledge and understanding of media industry, media representations and media language to their own products. They will also complete mock examinations, testing their knowledge and identifying areas of weakness and strength. The final CSPs are studied with pupils developing and applying their knowledge of the media. Revision of CSPs will also take place this year with pupils completing practice exam papers and questions testing their application of knowledge acquired.</p>		
	Knowledge and skills	Assessment
HT1	<p>Autumn HT1: NEA Continued – Production. NEA Project is to be created this term. Pupils will create their products and write their statement of intent outlining their understanding of how their products use their media knowledge. The work will see students complete independent research and application of knowledge and understanding of media industry, representations and media language.</p>	NEA Project
HT2	<p>Autumn HT2A: Television – Analysing Doctor Who ‘An Unearthly Child’ (1963) and His Dark Materials ‘The City of Magpies’ (2020) This is the penultimate CSP to be studied and asks pupils to explore the medium of TV. The pupils will use their knowledge of target audiences, genre and visual media to develop their knowledge further.</p> <p>Autumn HT2B: Revision and mocks</p> <p>NEA completion if necessary.</p>	Comparing Dr. Who: An Unearthly Child and His Dark Materials: City of Magpies How do these two TV episodes reflect society and culture at the time of their production?
HT3	<p>Spring HT1A: Newspapers – Analysing The Daily Mirror and The Times This unit draws on all of the knowledge the pupils have acquired, comparing target audiences, presentation of front pages, style of language and techniques.</p> <p>Spring HT1B: Revise newspapers and assess- ‘mini mock’ The revision of topics for the exam will now begin and see pupils cement their knowledge for each CSP.</p> <p>Spring HT2: Revise CSPs Radio 1 Launch Day/ Kiss Breakfast on Kiss Radio I bet you look good on the dancefloor/ How you like that Blackpink The Game/ Lara Croft Go Marcus Rashford/ Kim Kardashian Black Widow/I, DANIEL Heat and Tatler Magazine</p>	<p>Newspapers don't tell readers what to think; readers make their own mind up about what newspaper stories mean to them'. How far does an analysis of the two newspaper stories from The Times and the Daily Mirror, support this point of view? Answer with reference to passive/active audiences and codes/conventions of newspapers.</p> <p>'Mini mock' for newspapers. Q1. Define 'superimposition'. Give an example from the newspaper</p>

	The aim is to ensure that pupils can use terminology accurately, understand the media industry, recognise how media influences audience through a range of methods and can write in detail about their ideas.	text. Q2. Explain how newspapers use Propp's character types, making reference to the text Q3. Explain how a newspaper's political view influences the way it represents and misrepresents different groups in society.
HT4	Summer Term: Revise CSPs from year 10 testing knowledge. Galaxy, NHS, OMO His Dark Material/ Dr Who Daily Mirror and The Times	Classroom and Homework revision tasks.
HT5	Final Revision/ past papers– AQA Media Studies Paper 1 (90 minutes) and Paper 2 (90 minutes)	Classroom and Homework revision tasks.
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.		

IMPACT OF THE MEDIA CURRICULUM

By the time pupils leave Lakelands, we hope that they have improved their media reading skills and are 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 AQA 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 C20 th and C21 st . We hope to 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 AQA, 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.	
SEND in the Media curriculum	
The Media curriculum supports students with SEND by offering a broad, accessible range of media forms (visual, audio and written), allowing pupils to engage with content in ways that suit their individual needs and strengths. Learning is carefully scaffolded from KS3 to KS4, with key terminology introduced gradually, regular retrieval	

practice to support memory, and structured opportunities for discussion, interpretation and application. Tasks such as group work, practical analysis and creative production (e.g. NEA) enable differentiation, while consistent assessment, feedback and revisiting of concepts help to close gaps and build confidence. This inclusive approach ensures that all learners can develop their analytical, communication and critical thinking skills at an appropriate pace.

Safeguarding in the Media curriculum

The curriculum also strongly supports safeguarding by equipping students with the critical literacy skills needed to navigate a media-rich world safely and responsibly. Through the study of representation, bias, persuasion and misrepresentation—particularly in social media and advertising—students learn to question the reliability and intent of content they encounter online. Discussions around stereotypes, identity, and the influence of media figures promote awareness of social pressures and potential harms, while links to PSHE and real-world contexts encourage informed, ethical decision-making. By fostering scepticism, empathy and understanding of media influence, the curriculum helps students become more resilient and responsible citizens.