

### Year 12 MEDIA STUDIES Curriculum Map

Term	Topic/Unit title	Essential knowledge (what students should <i>know and understand</i> by the end of the unit/topic)	Essential skills (what students should <i>be able to do</i> by the end of the unit/topic)
Autumn 1	Introduction to Media Language	<b>Essential knowledge: Intro Media Language</b>  Understanding of the theoretical framework (media language, representation, and theories relating to Media Language and Representation).	At the end of term 1: Be able to Analyse media products from a variety of forms. In addition, learners will study products from specific media industries and for specific audiences to develop their knowledge and understanding of those areas of the theoretical framework. Learners will also explore how media products relate to their social, cultural, historical, political and economic contexts. In this component, learners will develop their ability to use relevant subject-specific terminology and theories.
	Introduction to audiences	<b>Essential knowledge: Audiences</b>  How audiences are categorised by media companies (demographics and psychographics).	
	Advertising	<b>Essential knowledge: Advertising</b>  Key knowledge of the set products: Kiss of the Vampire film poster, Tide advert, Tokyo TV advert.	
	Music videos	<b>Essential knowledge: Music Videos</b>	

		Key knowledge of the set products: Underdog, Sam Fender.	
<b>Autumn 2</b>	<p><b>Advertising continued - see above</b></p> <p><b>Music videos continued - see above</b></p> <p><b>Film Black Panther</b></p> <p><b>Film I Daniel Blake</b></p>	<p><b>Advertising continued - see above</b></p> <p><b>Music videos continued - see above</b></p> <p><b>Essential knowledge: Black Panther</b></p> <p>Knowledge of the set product/content (film poster, trailer, cross product marketing etc).</p> <p><b>Essential knowledge: I Daniel Blake</b></p> <p>Knowledge of the set product/content (film poster, trailer, marketing etc).</p>	<p>At the end of term 2: Be able to analyse media products from a variety of forms. In addition, learners will study products from specific media industries and for specific audiences to develop their knowledge and understanding of those areas of the theoretical framework. Learners will also explore how media products relate to their social, cultural, historical, political and economic contexts. In this component, learners will develop their ability to use relevant subject-specific terminology and theories.</p>
<b>Spring 1</b>	<p><b>Film Black Panther continued</b></p> <p><b>Film I Daniel Blake continued</b></p> <p><b>Newspapers</b></p>	<p><b>Film Black Panther continued</b></p> <p><b>Film I Daniel Blake continued</b></p> <p><b>Essential knowledge: Newspapers</b></p>	<p>At the end of term 2: Be able to analyse media products from a variety of forms. In addition, learners will study products from specific media industries and for specific audiences to develop their knowledge and understanding of those areas of the theoretical framework. Learners will also explore how media products relate to their social, cultural,</p>

	<b><i>Assassins Creed</i></b>	<p>Key knowledge of the set pages of The Times and The Daily Mirror: industry context, audiences, media language analysis and representation.</p> <p><b>Essential knowledge: Assassins Creed</b></p> <p>Key knowledge of Assassins Creed franchise with a focus on AC3: Liberation: industry context, audiences, marketing.</p>	historical, political and economic contexts. In this component, learners will develop their ability to use relevant subject-specific terminology and theories.
<b>Spring 2</b>	<p><b>Newspapers continued</b></p> <p><b><i>Assassins Creed continued</i></b></p> <p><b>Radio – Women’s Hour</b></p>	<p><b>Newspapers continued</b></p> <p><b><i>Assassins Creed continued</i></b></p> <p><b>Essential knowledge: Radio Women’s Hour</b></p> <p>Key knowledge of Women’s Hour set episodes: industry context and audiences.</p>	At the end of term 2: Be able to analyse media products from a variety of forms. In addition, learners will study products from specific media industries and for specific audiences to develop their knowledge and understanding of those areas of the theoretical framework. Learners will also explore how media products relate to their social, cultural, historical, political and economic contexts. In this component, learners will develop their ability to use relevant subject-specific terminology and theories.
<b>Summer 1</b>	<p><b>Radio – Women’s Hour Continued</b></p> <p><b>Newspapers: continued</b></p>	<b>Essential knowledge: Radio Women’s Hour continued</b>	At the end of term 3: Be able to analyse media products from a variety of forms. In addition, learners will study products from specific media industries and for specific audiences to develop their knowledge and understanding of those areas of the theoretical framework.

		<b>Essential knowledge: Newspapers continued</b>	Learners will also explore how media products relate to their social, cultural, historical, political and economic contexts. In this component, learners will develop their ability to use relevant subject-specific terminology and theories.
<b>Summer 2</b>	<b>NEA</b>	<b>Essential knowledge: NEA</b>  Use planning and research to apply knowledge of genre conventions to produce a cross-media range of products: magazines/Film marketing.	Apply knowledge and understanding of media language, representation, media industries and audiences to a cross-media production. Apply knowledge and understanding of the digitally convergent nature of contemporary media. Use media language across media forms to express and communicate meaning to an intended audience.

### Year 13 MEDIA STUDIES Curriculum Map

Term	Topic/Unit title	Essential knowledge (what students should know and understand by the end of the unit/topic)	Essential skills (what students should be able to do by the end of the unit/topic)
Autumn 1	NEA continued	Essential knowledge: NEA continued	Apply knowledge and understanding of media language, representation, media industries and audiences to a cross-media production. Apply knowledge and understanding of the digitally convergent nature of contemporary media. Use media language across media forms to express and communicate meaning to an intended audience.
	Magazines: The Big Issue	Essential Knowledge: The Big Issue/Vogue	<ul style="list-style-type: none"> <li>analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response</li> <li>use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way</li> <li>debate critically key questions relating to the social, cultural, political and economic role of the media through sustained discursive writing</li> </ul>
	Magazines: Vogue	Knowledge of the set pages of both magazines: industry context, how audiences are constructed and targeted, how representations are constructed and be able to apply media language framework and theory.	

			<ul style="list-style-type: none"> <li>• construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.</li> </ul>
<b>Autumn 2</b>	<b>Magazines: The Big Issue Continued</b>  <b>Magazines: Vogue Continued</b>  <b>TV – Peaky Blinders</b>  <b>TV – The Bridge</b>	<b>Essential knowledge: The Big Issue/Vogue continued</b>  <b>Essential knowledge: Peaky Blinders/The Bridge</b>  Knowledge of the set episodes of both TV shows: industry context, how audiences are constructed and targeted, how representations are constructed and be able to apply media language framework and theory.	Learners will develop the ability to: <ul style="list-style-type: none"> <li>• analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response</li> <li>• use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way</li> <li>• debate critically key questions relating to the social, cultural, political and economic role of the media through sustained discursive writing</li> <li>• construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.</li> </ul>
<b>Spring 1</b>	<b>TV – Peaky Blinders/The Bridge continued</b>	<b>Essential knowledge: Peaky Blinders/The Bridge Continued</b>	Learners will develop the ability to: <ul style="list-style-type: none"> <li>• analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response</li> <li>• use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way</li> </ul>

			<ul style="list-style-type: none"> <li>• debate critically key questions relating to the social, cultural, political and economic role of the media through sustained discursive writing</li> <li>• construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.</li> </ul>
<b>Spring 2</b>	<b>Online: KSI/Attitude</b>	<p><b>Essential knowledge: KSI/Attitude</b></p> <p>Knowledge of a range of content for both online media products: industry context, how audiences are constructed and targeted, how representations are constructed and be able to apply media language framework and theory.</p>	<p>Learners will develop the ability to:</p> <ul style="list-style-type: none"> <li>• analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response</li> <li>• use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way</li> <li>• debate critically key questions relating to the social, cultural, political and economic role of the media through sustained discursive writing</li> <li>• construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.</li> </ul>
<b>Summer 1</b>	<b>Online: KSI/Attitude continued</b>	<b>Essential knowledge: KSI/Attitude continued</b>	<p>Learners will develop the ability to:</p> <ul style="list-style-type: none"> <li>• analyse critically and compare how media products, including products outside the commercial mainstream, construct and communicate meanings through the interaction of media language and audience response</li> </ul>

	<b>Revision of component 1 and component 2</b>	<b>Essential Knowledge component 1 and 2 see above.</b>	<ul style="list-style-type: none"> <li>• use and reflect critically upon a range of complex theories of media studies and use specialist subject-specific terminology appropriately in a developed way</li> <li>• debate critically key questions relating to the social, cultural, political and economic role of the media through sustained discursive writing</li> <li>• construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured in an extended response.</li> </ul>
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