Curriculum Map

Subject: **Year group:**

Time period	Half-term 1 (Sep-Oct)	Half-term 2 (Nov-Dec)	Half-term 3 (Jan-Feb)	Half-term 4 (Feb-March)	Half-term 5 (April-May)	Half-term 6 (June-July)
Content *Declarative Knowledge – 'Know What'*	Key concepts & Newspaper HAD - Newspaper case study SOC - Key elements - Genre, and Cinematography, Sound, Editing, Mise-en-scene AFO - Introduction to Music Videos - key concepts and social, cultural contexts	Exploration of Newspaper and television case study texts. HAD - Newspaper case study (full paper analysis - The Observer) SOC - Television Crime Drama - Cuffs AFO -Continuation of Music Videos - key concepts and social, cultural contexts	Television Crime Drama - Historical case study (Avengers) Music - Mojo Magazine HAD - Mojo magazine intro to magazine key concepts - and exploring key text. SOC - Promoting media - understanding advertising campaign and multi-platform reach. AFO - Introduction to Radio One - key concepts and social, cultural contexts	Intro to Promoting Media - The Lego Movie Music - Mojo Magazine HAD - Mojo magazine intro to magazine key concepts - and exploring key text. SOC - Promoting media - understanding advertising campaign and multi-platform reach. - focus on print advertising and television advertising break. AFO -Continuation of Radio One - key concepts and social, cultural contexts	NEA - Practical productions Week 1-3 - Pre-production. Week 4 onwards - completion of NEA products.	NEA - Practical productions Completion of NEA products.
Skills *Procedural Knowledge – 'Know How'*	Students to know how to analyse and deconstruct a text. Students understand the importance of generic convention across news and television.	Students to consider cultural contexts within the appropriateness and development of texts from across multiple platforms. To develop analytical skills	Students to understand the conventions of a magazine. Students to explore effective marketing and the value of cross platform productions.	Students to understand the conventions of a magazine. Students to explore effective marketing and the value of cross platform productions.	Students to develop use and understanding of ADOBE suite. Students to successfully understand generic conventions through the use of appropriate production materials.	Students to develop use and understanding of ADOBE suite. Students to successfully understand generic conventions through the use of appropriate production materials.

		To work on structuring assessment responses.	Students to utilise key media theory in analysing a text.	Students to utilise key media theory in analysing a text	Students to know how to manage time effectively to allow for considered production processes.	Students to know how to manage time effectively to allow for considered production processes.
Key Questions	How are conventions used to capture and engage an audience. How can you break down a text in terms of denotations/connotations?	Explain how social and cultural contexts influenced newspapers in the 1960s. refer to case study. How have historical contexts impacted the narrative and plot of *The Avengers - Town of no Return.* How have generic conventions been used to create meaning.	Analyse the representations of the two groups. (Magazine exerts) Analyse the use of stereotypes. (Magazine exerts)	Who are the producers & distributors of *The Lego Movie*? What is vertical integration? What is horizontal integration? How have generic conventions been used within MOJO Magazine, refer to your case study.	How will you ensure that your product meets the briefs outlined by OCR. How will you ensure that you meet the requirements of a top band response. How do you intend to include media conventions?	How will you ensure that your product meets the briefs outlined by OCR. How will you ensure that you meet the requirements of a top band response. How do you intend to include media conventions?
Assessment	Newspaper Assessment (Google Form) Key Elements Task (Google Form)	Newspaper - Assessment response to key questions. Paper 1 - Q1, 2 & 3 - *Cuffs*	Magazine - Assessment response to key question. Paper 1 - Q1, 2, 3 *Avengers*	Magazine - assessment of key question. Paper 1 - *The Lego Movie* questions, *The Lego Movie Videogame, The Lego Movie* posters	Production assessment worth 30% of overall GCSE.	Production assessment worth 30% of overall GCSE.
Literacy/Numeracy/ SMSC/Character	High levels of literacy in assessment style response. Integrity in beginning GCSE study. Aspirations set out and considered. SMSC - key discussions of representation in the media, including gender, race, religion,	High levels of literacy in assessment style response. Integrity in beginning GCSE study. Aspirations set out and considered. SMSC - key discussions of representation in the media, including gender, race, religion,	High levels of literacy in assessment style response. Integrity in beginning GCSE study. Aspirations set out and considered. SMSC - key discussions of representation in the media, including gender, race, religion,	High levels of literacy in assessment style response. Integrity in beginning GCSE study. Aspirations set out and considered. SMSC - key discussions of representation in the media, including gender, race, religion,	High levels of literacy in assessment style response. Integrity in beginning GCSE study. Aspirations set out and considered. SMSC - key discussions of representation in the media, including gender, race, religion,	High levels of literacy in assessment style response. Integrity in beginning GCSE study. Aspirations set out and considered. SMSC - key discussions of representation in the media, including gender, race, religion,

	economic context and more.	economic context and more.	economic context and more.	economic context and more.	economic context and more.	economic context and more.

Curriculum Map

Sandringham School
'Everybody can be Somebody'

Time period	Half-term 1 (Sep-Oct)	Half-term 2 (Nov-Dec)	Half-term 3 (Jan-Feb)	Half-term 4 (Feb-March)	Half-term 5 (April-May)	Half-term 6 (June-July)
Content *Declarative Knowledge – 'Know What'*	SOC teaching all of course from this point onwards Finishing NEA, and finishing documentation Promoting Media - Lego Movie, Lego Movie Video game and Film promotion	MOCK EXAMS preparation - revising over all Paper 1 Re-introduction to Paper 2 - Newspapers	Re-introduction to Paper 2 - Newspapers Revising and in-depth study - Radio One Live Lounge - MOJO magazine - Music Videos	MOCK EXAMS 2 - revising over all Paper 2 Focus on holistic revision of all topics Revision techniques	Focus on holistic revision of all topics Paper 1 - Television & Promoting Media Paper 2 - Music & News Revision techniques Start of Study Leave	GCSE EXAMS
Skills *Procedural Knowledge – 'Know How'*	Students can organise their NEA material, and have it ready for submission. Students can consider how the three Lego products work as part of horizontal integration system Students understand the concept of a conglomerate, and a tent-pole film	Students will be practicing revision techniques, through both lessons and home-learning Students will be able to ReAct upon feedback, and create suitable targets for the next mock	Students can consider how to access the top mark band criteria, through bringing together all of the skills they have learnt on the course so far Students will be able to sort through their prior classwork, and create new knowledge organisers and revision tools	Students will be able to ReAct on feedback Students will reflect on which exam revision techniques work for them best -	Students will be able to create a concise and achievable work plan for their GCSE exams.	
Key Questions	Name two benefits of releasing a video game alongside a film? Highlight two elements of the uses and gratifications theory within the Lego Movie Videogame.	How does The Observer use media language to communicate to its audience? How does The Observer print and website differ in terms of style and content?	How do newspapers make money? Who owns newspapers? How are newspapers regulated?			

	Who is the regulatory body responsible for videogames. Analyse how genre codes have been used in the lego movie poster campaign. How is intertextuality used within the lego movie television advertising campaign?	How does The Observer appeal to its target audience?	How is gender/race/political issues,current affairs represented in The Observer?			
Assessment	Promoting Media Assessment SAMs 1 & 2	Mock exam - Paper 1	Paper 2 SAMs 1 & 2	Mock exam - Paper 2		
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