

Curriculum Content Map

Subject: Media

Year group: 7

	TERM 1 (7 lessons)	TERM 2 (6 lessons)	TERM 3 (6 lessons)
	September October or November December	January February or February March	April May or June July
Virtues	1. Friendliness and Civility (Sept) 2. Justice and Truthfulness (Oct) Or 3. Courage (Nov) 4. Generosity (Dec)	5. Gratitude (Jan) 6. Good Speech (Feb) Or 6. Good Speech (Feb) 7. Good Temper and Good Humour (Mar)	8. Self Mastery (April and May) Or 9. Compassion (June) 10. Good Sense (July)
Skills	1. Listening (Sept) 2. Leadership (Oct) 3. Problem Solving (Nov) 4. Creativity (Dec)	5. Staying Positive 6. Speaking 7. Staying Positive	8. Aiming High 9. Aiming High 10. Speaking 11. Teamwork
Curriculum Content	Introduction to Media Communication, Media Language and Media Audiences	Introduction to Media Organisations, funding and audience interactions	Analysing the construction of Media texts through camerawork and sound.
National Curriculum area	English: <ul style="list-style-type: none"> considering how their writing reflects the audiences and purposes for which it was intended knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense. 	English: <ul style="list-style-type: none"> summarising and organising material, and supporting ideas and arguments with any necessary factual detail applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form 	Spoken English: <ul style="list-style-type: none"> considering how their writing reflects the audiences and purposes for which it was intended writing for a wide range of purposes and audiences,
Links to skills and virtues	Friendliness and Civility – Understanding of BBC remit, delivering news to those who need it. Listening – Importance of Radio in early broadcasting. Justice and Truthfulness – Being honest with information being spread across the general public. Leadership – How the BBC lead with information about the news, royals and sports. -----or----- Courage – News presenters and reporters delivering content from dangerous places. Problem-Solving – How the BBC was able to deliver content across multiple platforms for different audiences. Generosity – What it means to get content for free Creativity - How colour and connotations can be used creatively by organisations.	Gratitude – Appreciation of products and how they have solved everyday problems Staying Positive – How some companies might be ‘taken over’ or change direction. Good Speech – Presenting back knowledge of funding of a channel or film studio Speaking – Oracy in presentation -----or----- Good Speech Presenting back knowledge of funding of a channel or film studio Speaking – Oracy in presentation Good Temper/Humour – Review of how companies can compete against each other at key ‘events’ of the year and still work together positively. Staying Positive – Despite the challenges of funding and competition, how organisations maintain their branding and delivery.	Self –Mastery – Working independently to make their own trailer/advert. Aiming High – Looking for the best quality footage using skills learnt. -----or----- Compassion – Help with peer-feedback and evaluation in a caring and constructive way Speaking – There will be a narration or presentation in the video. Good Sense – How the video/advert will meet the requirements in a sensible way. Teamwork – Support editing, filming and starring in the advert or trailer.
Sequencing and Sequencing Skills	1. Introduction to Media Technologies 2. Introduction to media Communication (Language) 3. Introduction to Media Audiences Builds upon - Is further developed in - technology in Y7 term 3 - Funding and licences in Y7 term 2 - Media language in analysis of trailers	1. Media Organisations 2. Funding and Licences – impact on Audiences Builds upon - introduction to audiences from term 1 Is further developed - Disney case study in year 8 - Audience response to advertisement in Term 2 Year 8	1. Media Technologies 2. Media Language through technical features Builds upon - introduction to media technologies - basic media language Is further developed - binge viewing and streaming in Year 9 - analysis of print adverts in Year 8
Retrieval	No prior knowledge at Key Stage 2. Informal retrieval based on their experiences of media products they may consume at home.	Looking at the ways in which audiences watch media products.	Recall structure of media organisations and the types of programmes they produce and how they are made.
New Learning	Understanding the history of the Media Industry Understanding the use of connotation and denotation.	Understanding the structure of the Media Industry, including funding models to attract audiences.	Understanding how image and sound can create meaning for audiences.
Subject Specific Skills	Basic Image Analysis - Reading - Associations - Writing - Evaluation - Research	Understanding Industry - Reading - Research - Discussion - Comparison - Policy, Regulation and Rules	Advanced Image Analysis - Reading - Creating - Associations - Writing - Linking - Evaluation Planning and Creating - Design - Selection and Deselection - Filming - Presentation - Editing (basic level)
Independent Learning	Students will complete a timeline of British Television Channels and choose a key programme from that channel.	Students will research information about the cost of streaming services and licences in the UK.	Students will analyse a range of shots and attribute meanings to them.

Misconceptions	Media is the study of communication mainly through creative content; it is an offshoot from English, but less on the text elements and more about the visual constructions, audio constructions and messages embedded by producers.	It is now possible for households not to pay for a TV licence if they have no TV set in their house. They also are promising not to download the iPlayer, BBC Sounds app or any associated app that broadcasts information from the BBC.	While some shots and angles are not planned with such finesse and intention; we accept the readings and suggest the meaning. If students can accept that these are just 'possible' readings they are reaching top level of understanding.
Vocabulary and Comprehension	The core delivery of vocabulary will be through terms that are involved in communication. There will be a range discussed in each lesson, but a breakdown of certain words that will be the focus. Broadcasting Communication Audio Publishing News Bulletin Connotation Denotation Representation Mediation Stereotyping	The core delivery of vocabulary will be through terms that are involved in television and film communication. There will be a range discussed in each lesson, but a breakdown of certain words that will be the focus. Public Service Broadcasting Commercial License Audience Major Independent Conglomerate Synergy Convergence Franchise	The core delivery of vocabulary will be through terms that are involved in moving image creation. There will be a range discussed in each lesson, but a breakdown of certain words that will be the focus. Framing Angle Shot Tilt Eye-line Diegetic Non-Diegetic Soundtrack Ambient Rule of Thirds
Literacy	Introduction to the terms – Radio, Broadcasting, Streaming, Representation, Connotation, Denotation, Stereotype. Included tasks – Jump In reading, Vocab sheets, frayer modelling, word gradients and sentence starters.	Looking at Public Service Funding, licences, licence fees, commercial, advertising, product placement, subsidiaries, conglomerates, synergy, convergence, mainstream, independent, commissioning. Included tasks – Jump In reading, Vocab sheets, frayer modelling, word gradients and sentence starters.	Looking at cinematography, mise-en-scene, diegetic, non-diegetic, camera angles, camera movements, zoom, pan, tilt Included tasks – Jump In reading, Vocab sheets, frayer modelling, word gradients and sentence starters.
Numeracy	Timeline, history of broadcasting.	Funding, budgets, profits, audience figures.	Framing, shot sizes.
Oracy		Presentation to peers on funding models for their chosen channel.	Verbal deconstruction of specific sequences.
Careers	The careers explored in these topics are: 1. Broadcaster 2. Newsreader	The careers explored in these topics are: 1. Film Director, Executives 2. Channel Commissioner	The careers explored in these topics are: 1. Camera Operator 2. Sound Design 3. Film Director, Executives
Super curricular activities	Reading into different organisations, watching key programmes/films to enhance understanding.	Film Club launch, looking at big blockbuster versus independent.	Film Club, using iPad technology to make short sequences.
Cross Curricular Links	Analysis and reading imagery and colour – links to Art, links to English.		
British values and SMSC			
Formative assessment	1. Students will be completing an assessment on connotations and colour representation 2. Students will answer questions about the history of news reporting.	1. Students will write a short piece on the differences between commercial and public service broadcasting. 2. Students will explore the major film studios and some of the content that they produce and how audiences access them.	1. Students will create a short trailer advertising Media for incoming Year 7's – this will be in the style of a film trailer.
Summative assessment	Students will analyse a picture and look for connotations.	Students will respond to a complaint made about the BBC, using knowledge of the public service broadcaster to understand why audiences might complain.	End of Year Assessment – Students will complete a paper (extracted from Eduqas GCSE) about Organisations and funding. Looking at summarising their knowledge of Audiences and Organisations from across their learning.
Personalised Challenge for LA	Students will be asked to colour droplets and determine the connotations of each liquid based on that imagery.	Students will be given a hierarchy chart for the major industries in advance of the lesson and give examples of texts (movies and tv shows) that are broadcast.	Storyboards will be provided for LA so they can follow the main steps on their iPad.
HA Challenge	Students will explore colour combinations and how advertisers may have used certain colours to connote messages to audiences.	Students will explore how Channel 4 meet the requirements of both Public Service and Commercial and look at the challenges with this.	Using effects from their software on the system to add any special wipes/slides
ICT Opportunities	Reading links. Audio files for Radio.	Reading links. News articles.	Filming using iPads. Reading links. Soundtrack using GarageBand and YouTube.
Lesson Structure (tbc)	1. History of Broadcasting 2. Connotation and Denotation 3. Representation and Stereotypes (4.) Newspaper Headlines 5. Television channels 6. Film Studios 7. Gaming, Radio, Print Advertising. * Lesson 4 may not take place due to restrictions in timetable and other events.	1. Differences in Funding 2. Public Service TV - BBC 3. Commercial TV – Channel 4 4. Streaming and Future of TV 5. Major vs Independent Cinemas 6. Campaigns, Franchises, Campaigns	1. Camera Terminology 2. Sound and Editing Terminology 3. Mise-en-Scene and Advert analysis 4. Storyboarding and Filming 5. Filming 6. Complete filming and presentation (7.) Presentation or Advert analysis