Curriculum Content Map

	Subject: Media	Year group: 8

	TERM 1 (7 lessons) September October or November December	TERM 2 (6 lessons) January February or February March	TERM 3 (6 lessons) 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	Power and Prejudice in the Media: Politics The History of Cinema: Disney Case Study	Power of Print Advertising: Strong Women	Audiences: Binge or Weekly Cinematic Universes
National Curriculum area	**Written English:** write accurately, fluently, effectively and at length for pleasure and information through: ♣ writing for a wide range of purposes and audiences, including: • a range of other narrative and non-narrative texts, including arguments, and personal and formal letters ♣ summarising and organising material, and supporting ideas and arguments with any necessary factual detail ♣ drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing	**Reading:** read critically through: ♣ knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning ♣ studying setting, plot, and characterisation, and the effects of these ♣ making critical comparisons across texts	**Spoken English:** speak confidently and effectively, including through: ♣ using Standard English confidently in a range of formal and informal contexts, including classroom discussion ♣ giving short speeches and presentations, expressing their own ideas and keeping to the point ♣ participating in formal debates and structured discussions, summarising and/or building on what has been said
Links to Skills and Virtues	**Friendliness and Civility** – understanding how newspapers are not always nice when reporting stories and why Good News is not always the best news. **Listening** – Skills of listening from journalists and how the interpret stories for print **Justice and Truthfulness** – Are news journalists always truthful?	**Gratitude** – Appreciation of the information adverts give to help you improve your life. **Staying Positive** – How the backdrop of advertising comes from a sexist and misogynistic place. **Good Speech** – Saying what is wrong about adverts from the 1950s **Speaking** – Oracy in presentation	**Self –Mastery** – Understanding their own tastes for media consumption and making the right decision. **Aiming High** – Looking at how organisations have developed into very powerful conglomerates. -------------------------or-----------------------------

	Leadership – Does the government lead the news agenda? Or does Rupert Murdoch? --------------------------or------------------------- **Courage** – News outlets having the courage to deliver news that may disrupt the government. **Problem-Solving** – How do companies deliver news against the government context. **Generosity** – What companies give out for free to entice audiences in? **Creativity -** How Disney have found new ways to get viewers on to their platform.	--------------------------or------------------------- **Good Speech** – Saying what is wrong about adverts from the 1950s **Speaking** – Oracy in presentation **Good Temper/Humour** – How we can find adverts funny to pull in the audience. In addition, when this humour goes too far. **Staying Positive** – How the backdrop of advertising comes from a sexist and misogynistic place.	**Compassion** – How channels deliver a rich menu to appeal to all audiences. **Speaking** – There will be a debate and discussion about streaming vs weekly viewing. **Good Sense** – How our lifestyles should not be dominated by media consumption **Teamwork** – Analysis of a trailer through 4 methods, the class will work in groups of 4.
Sequencing and Sequencing Skills	1. Media Communication (Language) a. Prejudice and Representation 2. Media Organisations and Audiences	1. Media Technologies 2. Media Communication (Audiences) 3. Stereotypes and Representation	1. Audiences, context and technologies
	Builds Upon - connotation and denotation in Year 7 - structure of media organisations Is further developed in - Stereotypes and representation in Y8 Term 2 - Streaming vs Binge viewing in Year 9	Builds Upon - introduction to technologies - audience appeals and advertisement - mediation and manipulation Is further developed in - how technology is changing audience habits - how audiences consume media products in different ways - regulation and ethics in Year 9	Builds Upon - audience response to representation issues - How technology is changing the media landscape. Is further developed in - influencers, youtubbers and their impact on consumption - social and historical context in media products - range of developing technologies.
Retrieval	Looking at skills of representation from prior units in Year 7. Discussing funding that will have been covered in Year 7.	Calling on image creation and linking to audience expectations. Considering prejudices that we discussed in the last lesson.	Looking back at how audiences respond to different text and how we might think and behave differently with different images.
New Learning	Students will be learning about political effects on the media, including how money and social class might change our views on a situation. Then the story of Disney will be explored to show how organisations generate mass appeal and need amongst populations (national and global)	Students will get to deconstruct and explore various print advertisements from as early as the 1950's through to modern day. The role of women and men will be explored as they move on to create their own advert that shows an understanding of these differences.	Students will start looking at the future of the media, with a particular focus on the changing nature of the audience. Looking at how we consume content through our devices and screens rather than paper, radio and television. There will be contextual discussions about how some of this is to do with economy and social structures.
Subject Skills	Basic Image Analysis - Reading - Researching - Meaning	Advanced Image Analysis - Reading Researching - Meaning	Audience choices - Research - Reasoning - Creative Thinking

	- Evaluation - Comparing Understanding Context	- Evaluation - Critical Appreciation - Context	Pitching and Presenting
Independent Learning	Students will do a case study of a Disney product.	Students will produce an advert in the style of a popular campaign and deliver it back.	Students will explore how a close friend or family member accesses television or film.
Misconceptions	The media industry is lead by just a few major companies, who in turn have a political bias when it comes to decision making. Disney is one of the fasting rising organisations in the world in terms of their development, acquisitions and power.	Advertising was bizarrely skewed towards Men, who were working and reading the news. It was thought they would bring home their newspapers for their wife to read after they were done with it. This is the only reason women might see adverts and be drawn to the product.	The Marvel Cinematic Universe is one of the most successful ideas in modern cinema, and has been in the planning since early 2007. Other studios that have attempted this (DCEU, Dark Universe) have not been as successful. The cinematic universe as a term was developed by Marvel.
Vocabulary and Comprehension	Keywords explored in this unit include – connotation, denotation, politics, prejudice, bias, conglomerate, streaming and platform.	Keywords explored in this scheme include advertising, campaign, misogynist, consumer culture and targeted.	Keywords explored in this scheme include Franchise, spin-off, sequel, cameo, easter-egg and fandom
Literacy	Students will be writing about political differences, including how news organisations change the skew of a story. Reading of front covers and articles will be encouraged. New terms – Prejudice, bias, gatekeeping, agenda-setting	Students will analyse text and copy from adverts and how the styles of communication have changed over time (1950s to 2000's) and how language can be interpreted differently by gender. New terms – Feminist, sexist, consumer culture	Students will be reading articles and discussions about the nature of bingeing TV or streaming films. Debate and discussion about the preferred way that is measured against the industry in which they are focusing.
Numeracy	Statistics of newspaper readership, Disney+ memberships and box office figures.	Students will be using measurements and considering framing and scale when determining their image.	Students will look at statistics against a timeline of how the media landscape has changed with introductions of new technologies and platforms.
Oracy		Discussing the issues behind a 1950's advert	Pitching and presenting an analysis of a trailer for the Marvel Cinematic Universe
Careers	The careers explored in these topics are: 1. Editor 2. Journalist	The careers explored in these topics are: 1. Designer 2. Advertising	The careers explored in these topics are: 1. Journalist 2. Researcher 3. Commissioner
Super curricular activities	News headlines. Considering youth politics/governing body and how they convey a message.	Launch of Film Club.	Elective on TV Streaming and article writing about its effects on the viewer.
British values and SMSC		*Year 8 – What is a stereotype? Exploration of different stereotypes and students experience of stereotyping.*	

Formative assessment	1. Students will answer a range of questions on Disney and its power in the Media.	1. Students will find an advert from the 1950's and explore its messages and meaning.	1. Students will explore the cost of having the full range of streaming devices. 2. Pitching and presenting.
Summative assessment	Students will answer a question on political spectrums and prejudice and bias in news.	Students will be assessed on their final advertisement that they produce.	Students will answer a 20 mark question on context about a TV Streaming service and comparison to the history of broadcasting.
Personalised Challenge for LA	Students will be given a basic political spectrum and understand the difference between left wing and right wing.	Students given sample backgrounds and product ideas. With support in taking the images on their iPads.	Students given scaffolded information regarding context, social and historical.
HA Challenge	Students will look at political control over a newspaper and how a newspaper can change alliances.	Students to consider the 'campaign approach' to advertising and to give them options to explore multiple	Students to consider economical influences alongside social and historical context.
ICT Opportunities	Reading links. News articles Disney+	photography using iPads. Reading links. Editing/Image manipulation software.	Reading links. Streaming services.
Lesson Structure (tbc)	1. The Political Spectrum and relate to Media 2. News and the government (right wing/left) 3. Studying newspaper front covers 4. Big Business: Disney 5. Disney History continued 6. Case Study a Disney product. *7. Other large companies with Power *Lesson 7 is flexible based on timetable possibilities	1. Photography and Framing 2. Advertising and appeal 3. Gender bias in advertising [citizenship lesson] 4. Planning an advert 5. Making an advert 6. Evaluating an advert	1. Audience and change of habits 2. Bingeing or Watch Weekly 3. Uses and Gratifications 4. Marvel vs DC – Comic to Big screen 5. Cinematic Universes 6. Consider the future of the cinematic screen (7). Analysis of a trailer