

Curriculum Content Map

Subject: Media

Year group: 9

| | TERM 1 (7 lessons) | TERM 2 (6 lessons) | TERM 3 (6 lessons) |
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| | 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 | Prosumers, Influencers and Podcasters. Ever changing media consumption. | Problematic Media: Regulation, Ethics and Safety Fox News, BBC and GB News | Online and TV Advertising Audience Needs and Satisfaction |
| National Curriculum area | 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 | Reading: understand increasingly challenging texts through: ♣ learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries ♣ making inferences and referring to evidence in the text ♣ 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 | Writing: 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 |
| Link to Skills and Virtues. | Friendliness and Civility – Looking after yourself on line and impact of your digital footprint. Listening – Advice and training from influencers. Justice and Truthfulness – Advertising and promotion, trading standards | Gratitude – Appreciation of the luxury of an industry with free will (not state controlled) Staying Positive – How audiences may have challenges with the media that they are being presented with. Good Speech – Delivering a presentation about an ethical issue in the media. | Self –Mastery – Working on understanding their own needs when choosing products. Aiming High – The top of Maslows triangle for audience satisfaction. -----or----- Compassion – How charities advertise sensitive issues that could cause a reaction. |

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| | <p>Leadership – Looking at the Youtubers that did not demonstrate good leadership. -----or-----</p> <p>Courage – How influencers may overcome difficulty to find their success.</p> <p>Problem-Solving – How can organisations appeal to the right audiences, and reduce costs. Old media vs New media.</p> <p>Generosity – Sponsorship, likes for money.</p> <p>Creativity - The most creative, yet effective, campaigns that influencers have worked on.</p> | <p>Speaking – Oracy in presentation -----or-----</p> <p>Good Speech - Delivering a presentation about an ethical issue in the media.</p> <p>Speaking – Oracy in presentation</p> <p>Good Temper/Humour – How some producers sense of humour may be out of touch with their audiences.</p> <p>Staying Positive – Despite issues of racism, sexism, ageism how organisations/personalities fight back.</p> | <p>Speaking – The importance of a commanding voice on an advert. Tone of delivery.</p> <p>Good Sense – How adverts must not mislead the consumer, trading standards.</p> <p>Teamwork – How companies work together to raise awareness or support their consumers.</p> |
| Sequencing and Sequencing Skills | <ol style="list-style-type: none"> 1. Media Technologies 2. Media Organisations and Audiences <ol style="list-style-type: none"> a. New Technologies | <ol style="list-style-type: none"> 1. Regulation, Ethics and Digital Safety 2. Media Communication 3. Media Organisations | <ol style="list-style-type: none"> 1. New Technologies 2. Media Audiences |
| | <p>[2021] Builds upon no prior knowledge in KS2 [2022] builds upon investigation in social communication in Year 7</p> <p>Is further developed in Component 1, Eduqas GCSE – exploring new technologies</p> | <p>Builds upon communication skills and understanding how to keep audiences safe (year8)</p> <p>Is further developed in Component 2, Eduqas, when Industries, including regulation is studied.</p> | <p>Builds upon term 1 – influencers, and thinking about audience tastes.</p> <p>Is further developed in Eduqas GCSE NEA when a product is developed with a Statement of Aims, that looks at why an audience is wanting a media text or product.</p> |
| Retrieval | Recall the way in which they consume media, from the final unit of Topic 8, and transfer this across to other media formats such as online and audio. | Looking at their influencer campaign and what cautions they might have had to take before producing their campaign. | Retrieval will go back to Year 8 unit on feminism and advertising. Looking forward now to modern and online advertising methods. |
| New Learning | Students will explore how they experience the media compared to different generations. Students will then create their own campaigns to target the youth audience. | Students will look at regulatory issues in the media including rating systems, digital safety and ethics behind recent contemporary issues (BLM, Pride) | Students will look at Maslow’s hierarchy of needs, watching a range of adverts and analysing them for appealing to needs of the audience. |
| Subject Skills | <p>Understand Personal Engagement with the Media and impact of Media on Society</p> <ul style="list-style-type: none"> • Digital Footprint • Basic Image Analysis • Research • Evaluation | <p>Regulation</p> <p>Politics</p> <p>Issues and Ethics</p> <ul style="list-style-type: none"> • Research • Reading • Writing • Evaluation • Reasoning | <p>Advanced Image Analysis</p> <ul style="list-style-type: none"> • Reading • Research • Comparison • Reasoning • Evaluation • Critical Application |
| Independent Learning | 1. Research into an online campaign | 1. Rating system illustration | 1. Maslows Grid using an advert of choice |

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| Misconceptions | All the internet needs to start a digital footprint is an IP address. The connection to any device through a router creates this. Anytime you 'accept cookies' or tick 'Terms and Conditions' without reading – you are opening yourselves up to a range of issues linked to digital safety and digital footprints. | Netflix opted to follow the guidelines set out by the BBFC. They do not have to follow their rules, but they chose to. The regulation system has become more relaxed over the last 20 years as they believe more audiences are intelligent enough to make reasoned decisions on the content they can watch. | Every decision made as an advertiser is to fulfil elements of the 'gratifications' theory. The consumer would only buy something from the advertiser if they get something in return. |
| Vocabulary and Comprehension | Keywords in this unit include. Influencer, Prosumer, Digital Footprint, Cookies | Keywords in this unit include. Regulation, ratings, watershed, ethics, politics. | Keywords in this unit include. Gratifications, appeals, consumer, agency, promotion, marketing. |
| Literacy | Students will be working on their digital literacy, including how hashtags might work. Vocab – hashtag, geolocation, prosumer, influencer, campaign, sponsored advertising, product placement, impressions | Students will be looking at reports into regulation, complaints and issues in media. Vocab – Regulation, ethics, complain, digital footprint, e-safety, GDPR. | Students will be learning about audience gratification and why decisions are made about purchases. Vocab – consumerism, gratification, hierarchy of needs, satisfaction |
| Numeracy | Looking at statistics into follows likes, impressions, views and profit/success. | Ratings systems, complaint figures, statistics about complaints. | Statistics in advertisement and how this influences choices audiences make. |
| Oracy | Discussion about their own households and what they have around them – including the number of devices and how many of them connect to the internet. | Reading out news reports and articles on the same topic but from different news providers. | |
| Careers | Lesson 2 is a Careers Lesson The careers explored in these topics are: 1. Prosumer Influencer/Youtuber | The careers explored in these topics are: 1. Regulator 2. Executive, Commissioner Researcher | The careers explored in these topics are: 1. Advertiser 2. Marketing Promotion/PR |
| Super curricular activities | Using editing software, increasing ASA social network presence. | Film Club launch | Practical skills in line with choices made for GCSE options. |
| Cross curricular activities | <i>Teenage Issues – MFL Pressure - Sciences</i> | | |
| British values and SMSC | <i>Year 9(part 1) – Raising awareness of the dangers of sharing content online. Digital footprint and the impact on future employment etc Examples to be shared in relation to real people that have fallen fowl of this.</i> | | |
| Formative assessment | 1. Digital Footprint Careers research | 1. Students write about the regulatory bodies in the Media Industry and what they do. | 1. Students will complete a Maslow grid with examples |

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| | | | 2. Students will annotate and write about an advert using Maslow and Uses and Gratifications. |
| Summative assessment | Final influencer campaign | A question on regulation adapted from the Eduqas examination for GCSE Media. | Students will summarise Year 9 learning with an adapted paper using Eduqas and CDMP (Edexcel) questions. |
| Personalised Challenge for LA | Just audio, if they are challenged with the visual element of editing. | Exploration of the certification labels and categories of these. | Students will have a part completed Maslow grid |
| HA Challenge | Look at cross-collaboration with other products and services. | Explore the gaming industry and self-regulation. | Students will look at higher-level advertising needs and explore traditional (print) adverts too. |
| ICT Opportunities | Filming using iPads. Reading links. Social Media. | Reading links. BBFC website. YouTube for online regulation | Reading links. Online. Youtube. ASA. |
| Lesson Structure (tbc) | <ol style="list-style-type: none"> 1. What do we watch and how do we watch it? 2. Jobs in the media? Prosumer, Youtuber etc. 3. Dangers of the media. [Citizenship in Media] 4. I want to be an influencer Project 5. Planning and Preparing Campaign 6. Advertising, Promotion and Sponsoring <p>* No longer a 7 week scheme due to timetable restrictions.</p> | <ol style="list-style-type: none"> 1. Dangers of the media: Ethics & Regulation 2. Films and TV that have gone too far. 3. Complaints and News case studies 4. Fox News and the Trump campaign 5. GB News and its development 6. BBFC/Ofcom session. | <ol style="list-style-type: none"> 1. Advertising 2. Maslow and Audience Psychology 3. Annotation of an advert 4. Sex Sells, Colour, Stereotypes 5. Audience statistics. (link to influencers) 6. Analysis and comparison of two adverts (7). Design a campaign to appeal to an audience. |