




YEAR 11 Spring

‘An ambitious curriculum that meets the needs of all’

Medium Term Planning - Topic: CSP Study – Newspapers and Revision

Curriculum Intent	<p>In addition to developing the skills and knowledge listed below, we aim to give all students access to a wide range of high-quality media texts in order to develop their inference and communication skills, as well as their cultural capital and empathy to allow them to be fulfilled in their future lives and employment and contribute positively to society.</p> <p>In addition to working further on objectives from Year 10/11, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <ul style="list-style-type: none"> • skills of enquiry, critical thinking, decision-making and analysis • acquisition knowledge and understanding of a range of important media issues • development of an appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics • an understanding and application of specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues • an appreciation how theoretical understanding supports practice and practice supports theoretical understanding • development of practical skills by providing opportunities for creative media production
Skills/National Curriculum Links	
Cross Curricular Links	<p>SMSC: Individual liberty, mutual respect and tolerance are represented by the choice of texts within the unit and taught explicitly in some of the topics covered.</p> <p>PSHE/British Values:</p> <p>Literacy: Key Vocabulary distributed to students. Vocabulary includes: representation, mise en scene, audience, industry, advert, receiver.</p> <p>Numeracy: n/a</p> <p>Skills Builder:</p>
Becoming future ready	<p>Personal Skills: communication, problem-solving, imagination.</p> <p>Careers/Employability: exposure to advertising and music industry.</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product:</p> <p>By resource:</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils’ understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
QFT/SEND Provision	
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none"> • Understand key media terminology. • Understand industry and audience.

Learning Outcomes (Knowledge)	<ul style="list-style-type: none"> Understand audience and industry. Develop practical and creative skills. <p>Key Vocabulary:</p>  <p>Subject specific vocabulary GCSE Mec</p>
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.

Year 11 - Spring

Students will study the newspaper CSPs and complete their NEA (Feb HT)



Weeks	Topic	Specification reference
1 – 5	<p>CSPs Newspapers (in-depth, all four areas of the theoretical framework):</p> <ul style="list-style-type: none"> <i>The Daily Mirror</i>, Friday 5 March 2021 <i>The Times</i>, Friday 5 March 2021. <p>Set each CSP within its context.</p> <p>Use notes in CSP booklet to help devise specific learning activities.</p> <p>Practical activities:</p> <ul style="list-style-type: none"> look at today's news on BBC, and layout the front pages for the <i>Daily Mirror</i> and <i>The Times</i> – will need to engage with news values as well as layout and other conventions choose a story from today's news about a minority group, or an individual from a minority group, and prepare coverage of the story for the <i>Daily Mirror</i> and <i>The Times</i> – take suitable photographs (using stand-ins) and write copy. <p>NEA Completion – students will complete their NEA work for HT.</p> <p>Assessments:</p> <p>Mock exams Full Paper 1 Full Paper 2</p>	<p>Media language:</p> <p>Forms of media language Choice of media language Codes and conventions</p> <p>Media representations:</p> <p>Re-presentation Choice of media producers Representations of reality Misrepresentation Viewpoints Social, cultural and political significance</p> <p>Media industries:</p> <p>Ownership Convergence Regulation</p> <p>Media audiences:</p> <p>Theoretical perspectives on audiences. Social, cultural and political significance</p>

Following the mock exams, teachers will then revise common errors and knowledge gaps with the students, to ensure they are prepared for the summer exams. Bespoke marking and feedback should help this process and will be in-negotiation with HOS.