



YEAR 13 2023-2024

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Broadsheet Newspapers and Radio

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.

In addition to working further on objectives from Year 12, pupils will be taught, following National Curriculum guidelines, the following this term:

- 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

Cross Curricular Links

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.

PSHE/British Values:

Literacy: Key Vocabulary distributed to students. Vocabulary includes: representation, mise en scene, audience, industry, advert, receiver.

Numeracy: n/a

Skills Builder:

Becoming future ready

Personal Skills: communication, problem-solving, imagination.

Careers/Employability: exposure to advertising and music industry.

QFT/SEND Provision

Throughout this topic, quality first teaching will provide differentiation:

By product:

By resource:

By Intervention: by providing different levels of supervision and support

By Progressive Questioning: exploring pupils' understanding through interactive dialogue.

By Grouping: according to prior attainment, gender, social preference, preferred learning style.


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.

By Offering Optional Activities: In class or as homework, to extend learning.

This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.

To be able to:

- Understand key media terminology.
- Understand media language and representation.

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