



**YEAR 11 GCSE iMedia AUTUMN 1 & 2 and SPRING 1**  
**'An ambitious curriculum that meets the needs of all'**  
**Medium Term Planning – Legal Issues and Distribution R093 Pack C**

**Curriculum Intent**

**Pupils will be taught the following National Curriculum guidelines this term:**

**At the end of this Unit all students should be able to:**

- Understand the legal considerations that protect individuals including:
  - Privacy and permissions
- Know the organisations and classification systems and certifications used on media products, including:
  - BBFC (British Board of Film Classification) certifications
  - PEGI (Pan European Game Information) certifications
- Understand the health and safety risks and hazards in all phases of production including:
  - Risk assessments
- Understand how media is distributed including:
  - Online, including apps, multimedia and web
  - Physical platforms, including computers, interactive tv, mobile devices
  - Physical media, including, memory stick, paper based
- Understand the following concepts:
  - Raster/bitmap and vector images

**Most students will be able to:**

- Understand the legal considerations that protect individuals including:
  - Data protection
- Know the organisations and classification systems and certifications used on media products, including:
  - ASA (advertising Standards Authority)
  - Ofcom (The Office of Communications)
- Understand the term intellectual property (IP) including:
  - Copyright
  - Trademarks
- Know how copyrighted materials are used, including:
  - Creative commons licences
  - Watermarks and symbols
- Understand the health and safety risks and hazards in all phases of production including:
  - Actions to mitigate health and safety risks and hazards
  - Location recess
- Understand how media is distributed including:
  - Physical platforms, including kiosks
  - Physical media, including, CD/DVD
- Know the characteristics, advantages and disadvantages of the different types of platform and media
- Understand the properties of file formats for:
  - Image files
  - Audio files
  - Moving image files
- Understand the following concepts:
  - Resolution and DPI/PPI
  - Compressed, uncompressed, lossy and lossless
  - Bit depth and sample rate
  - Frame rate, SD, HD, UHD, 4K, 8K

**Some students will be able to:**

**Skills/Assessment  
Objective Links**

	<ul style="list-style-type: none"> <li>• Understand the legal considerations that protect individuals including: <ul style="list-style-type: none"> <li>– Defamation, including libel and slander</li> </ul> </li> <li>• Understand the term intellectual property (IP) including: <ul style="list-style-type: none"> <li>– Ideas</li> <li>– Patents</li> </ul> </li> <li>• Know how copyrighted materials are used, including: <ul style="list-style-type: none"> <li>– Fair dealing</li> <li>– Permissions, fees and licences</li> </ul> </li> <li>• Understand how characteristics affect the final product file formats in given scenarios</li> <li>• Understand the following concepts: <ul style="list-style-type: none"> <li>– Bit depth and sample rate</li> <li>– 8K</li> </ul> </li> </ul>
<b>Numeracy</b>	
<b>Literacy</b>	<p><b>Vocabulary Tier 3:</b> Privacy, permissions, rights, public places, private property, publishing, commercial use, harassment, invasion of privacy, defamation, libel, slander, data protection, data subjects, intellectual property (IP), copyright, ideas, patents, trademarks, creative commons licence(s), fair dealing, fees, licences, watermarks, symbols, regulation, ASA (Advertising Standards Authority), Ofcom (The Office of Communications), classification, certification, BBFC (British Board of Film Classification), PEGI (Pan European Game Information), health and safety, risks, hazards, actions, risk assessment, location recces, online, apps, multimedia, web, physical platforms, computer, interactive tv, kiosks, mobile devices, physical media, CD, DVD, memory stick, paper based, DPI, PPI, pixel dimension, raster, bitmap, vector, uncompressed, compressed, bit depth, sample rate, uncompressed, compressed, frame rate, resolution, SD, HD, UHD, 4K, 8K, animation, video, lossy compression, lossless compression.</p> <p><b>Vocabulary Tier 2:</b> video, privacy, rights, online, risks</p> <p><b>Reading:</b> Worksheets, presentations, answer sheets, exam questions, mark scheme, further reading for homework</p> <p><b>Writing:</b> Answer on the worksheet via word</p> <p><b>Oracy:</b> listening and using tier 3 words</p>
<b>Becoming future ready</b>	<p><b>Careers/Employability:</b></p> <p>Creative iMedia you will be open a pathway to the creative industries which covers a whole range of different sectors including TV, video, photography, film, radio and games design. Examples of possible jobs you could do:</p> <ul style="list-style-type: none"> <li>• Creative director</li> <li>• Web designer</li> <li>• Photo editor</li> <li>• Video &amp; film editor</li> <li>• Graphic designer</li> <li>• Product designer</li> <li>• Multimedia artist</li> <li>• Animation/ animator</li> </ul>
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:
<b>QFT/SEND Provision</b>	<p><b>By product:</b> Learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking.</p> <p><b>By resource:</b> Worksheets are well presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end. Handouts are differentiated by outcome. Resources used will appeal to the range of preferred learning styles of pupils e.g. visual, auditory or kinesthetic learners. Scaffolding of tasks – word frames.</p> <p><b>By Intervention:</b> By providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> Exploring pupils' understanding through interactive dialogue using Blooms Taxonomy.</p> <p><b>By Grouping:</b> According to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils identify targets which are meaningful to them via feedback sheets</p> <p><b>By Offering Optional Activities:</b> 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>

<b>Implementation Curriculum Delivery</b>	To be able to:
<b>Learning Outcomes (Knowledge)</b>	<p><b>Topic 1 Legal issues and regulation</b></p> <ul style="list-style-type: none"> <li>• Understand the legal considerations that protect individuals including: <ul style="list-style-type: none"> <li>– Privacy and permissions</li> <li>– Defamation, including libel and slander</li> <li>– Data protection</li> </ul> </li> <li>• Know the organisations and classification systems and certifications used on media products, including: <ul style="list-style-type: none"> <li>– ASA (advertising Standards Authority)</li> <li>– Ofcom (The Office of Communications)</li> <li>– BBFC (British Board of Film Classification) certifications</li> <li>– PEGI (Pan European Game Information) certifications</li> </ul> </li> </ul> <p><b>Topic 2 Intellectual Property</b></p> <ul style="list-style-type: none"> <li>• Understand the term intellectual property (IP) including: <ul style="list-style-type: none"> <li>– Copyright, ideas, patents, Trademarks</li> </ul> </li> <li>• Know how copyrighted materials are used, including: <ul style="list-style-type: none"> <li>– Creative commons licences</li> <li>– Fair dealing</li> <li>– Permissions, fees and licences</li> <li>– Watermarks and symbols</li> </ul> </li> </ul> <p><b>Topic 3 Health and Safety</b></p> <ul style="list-style-type: none"> <li>• Understand the health and safety risks and hazards in all phases of production including: <ul style="list-style-type: none"> <li>– Actions to mitigate health and safety risks and hazards</li> <li>– Risk assessments</li> <li>– Location recces</li> </ul> </li> </ul> <p><b>Topic 4 Distribution platforms and media</b></p> <ul style="list-style-type: none"> <li>• Understand how media is distributed including: <ul style="list-style-type: none"> <li>– Online, including apps, multimedia and web</li> <li>– Physical platforms, including computers, interactive tv, kiosks, mobile devices</li> <li>– Physical media, including, CD/DVD, memory stick, paper based</li> </ul> </li> <li>• Know the characteristics, advantages and disadvantages of the different types of platform and media <ul style="list-style-type: none"> <li>– Understand how characteristics affect the final product file formats in given scenarios</li> </ul> </li> </ul> <p><b>Topic 5 File formats</b></p> <ul style="list-style-type: none"> <li>• Understand the properties of file formats for: <ul style="list-style-type: none"> <li>– Image files</li> <li>– Audio files</li> <li>– Moving image files</li> </ul> </li> <li>• Understand the following concepts: <ul style="list-style-type: none"> <li>– Resolution and DPI/PPI</li> <li>– Raster/bitmap and vector images</li> <li>– Compressed, uncompressed, lossy and lossless</li> <li>– Bit depth and sample rate</li> <li>– Frame rate, SD, HD, UHD, 4K, 8K</li> </ul> </li> </ul>
<b>Current learning to be developed in the future within:</b>	Will support the exam R093
<b>Assessment</b>	See assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	<p>Review marked pieces and target pupils that require further support via:-</p> <ul style="list-style-type: none"> <li>• Feedback using the school marking policy</li> <li>• Learning conversation</li> </ul>

- Changing seating plan
- Plan lessons to address areas of concern in marked piece/assessment

