



love the journey

## Curriculum Implementation 2025-26

### Secondary

<b>LCA Strand</b>	<b>English</b>
<b>Subject</b>	<b>Media</b>
<b>Key Stage</b>	<b>Key Stage 5 (Chapter 12-13)</b>

<p>What are the key concepts taught?</p>	<ul style="list-style-type: none"> <li>• Component 1: Media Products, Industries and Audiences</li> <li>• Component 2: Media Forms and Products in Depth</li> <li>• Component 3: Non-exam assessment: Cross-Media Production</li> </ul> <ul style="list-style-type: none"> <li>• the skills of enquiry, critical thinking, decision-making and analysis</li> <li>• critical approaches to media issues</li> <li>• appreciation and critical understanding of the media and their role both historically and currently in society, culture, politics and the economy</li> <li>• an understanding of the dynamic and changing relationships between media forms, products, industries and audiences</li> <li>• knowledge and understanding of the global nature of the media</li> <li>• how to apply theoretical knowledge and specialist subject specific terminology to analyse and compare media products and the contexts in which they are produced and consumed</li> <li>• how to make informed arguments, reach substantiated judgements and draw conclusions about media issues</li> <li>• how to engage in critical debate about academic theories used in media studies</li> <li>• appreciate how theoretical understanding supports practice and practice supports theoretical understanding</li> <li>• demonstrate sophisticated practical skills by providing opportunities for creative media production.</li> </ul>
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<p>What is the sequencing of units?</p>	<p>During the two year course, pupils study the examined components concurrently.</p> <p><b>Chapter 12:</b> the focus is on teaching students how to use the media framework (media language, representation, industry, audience and media contexts) and teaching the Component 1 topics: Advertising and Marketing, Film (cross-media study,</p>
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	<p>including film marketing), Music video, Newspapers (in-depth study), Radio and Videogames. The NEA aspect of the course is started in March and revolves around the creation of a short film based on one of the briefs released by Eduqas.</p> <p><b>Chapter 13:</b> Paper 2 topics are covered: Section A – Television in the Global Age; Section B – Magazines: Mainstream and Alternative Media; Section C – Media in the Online Age. The second aspect of the NEA component - a website to accompany the short film - is introduced at the beginning of Chapter 13 so that pupils can work on it outside of class.</p> <p>Units and assessments are sequenced so as to allow the key concepts and skills to be revisited and developed across different units as the course progresses. Throughout the course, students repeatedly revisit the media framework, glossary terms and the specified theoretical approaches outlined in the specification.</p>
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<p>How do we encourage pupils to see the links between different units and concepts?</p>	<ul style="list-style-type: none"> <li>• The learning purposes for each unit relate to the key concepts.</li> <li>• Teachers will signpost overlaps in skills and questions across the units.</li> <li>• Pupils will be encouraged to see the links between different units and concepts through teacher questioning and class discussion.</li> <li>• Teachers will make links to prior learning in the course with reference to the course overview which is shared with pupils and identifies which objectives are assessed in each part of the course.</li> <li>• Adapt exam board mark schemes into ‘pupil speak’ so that pupils understand the assessment criteria for specific units and the course as a whole.</li> <li>• Teachers will make overt reference to the mark scheme criteria provided by the exam board.</li> </ul>
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<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<ul style="list-style-type: none"> <li>• Media teachers build relationships with every student and plan lessons which ensure that individual needs are met.</li> <li>• Pupils select their NEA data and focus for both tasks allowing for personal and individual preferences and interests to be fulfilled.</li> <li>• Pupils have one to one NEA support with their subject teachers.</li> <li>• Pupils receive personalised feedback on their responses.</li> <li>• Intervention for individual pupils focussed on specific needs.</li> <li>• Media teachers have shared access to all units of work and resources so that adaptations can be made according to pupil need.</li> <li>• Suggested reading lists related to and beyond the course of study.</li> <li>• SEND – use of pupil profiles and SEN strategies to adapt learning according to pupil need.</li> <li>• Access to texts in the College Library and within the English Faculty to support wider reading and NEA. Pupils also have access to an online shared resource area.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Provision of texts and revision materials.</li> </ul>
<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<ul style="list-style-type: none"> <li>• 'Do Now' retrieval practice tasks</li> <li>• LCT Tests</li> <li>• Summative 'Progress Point' assessments revisit skills and indicate retention of learning.</li> <li>• Links to prior learning</li> <li>• Pre-lesson learning</li> <li>• Knowledge organisers, toolkits and revision aids in a variety of formats</li> </ul>
<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<ul style="list-style-type: none"> <li>• As concepts and skills are revisited throughout the course, teachers will use data and feedback from LCTs, Progress Point 'PP' assessments and mock exams to inform their future planning and teaching.</li> <li>• Use of a centralised faculty marksheet to track pupil progress. Analysis of outcomes will inform pupil intervention, teacher lesson planning and revision.</li> <li>• Pupils record Progress Point 'PP' assessments on a tracker sheet so that they can monitor progress across different units during the course.</li> <li>• Teacher feedback on pupil responses is personalised, detailed and identifies specific needs.</li> <li>• Use of external examination data, examiner reports and NEA moderator feedback to identify areas of focus for the coming academic year, which is then built into lesson planning.</li> </ul>
<p>What are the planned opportunities for developing Reading?</p>	<ul style="list-style-type: none"> <li>• Shared reading of textual data as a class</li> <li>• Use of the College Library for additional reading</li> <li>• Provision of reading lists related to and beyond the course of study.</li> </ul>
<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p>Literacy:</p> <ul style="list-style-type: none"> <li>• The encouragement of an academic register is encouraged through teacher talk. Academic articles/texts and exemplar responses are used to model appropriate written responses.</li> <li>• Literacy marking codes used by teachers and pupils</li> </ul> <p>Numeracy:</p> <ul style="list-style-type: none"> <li>• Patterns within data (e.g. linguistic features associated with texts, timings in video productions); sequencing and structural patterning of texts (discourse structure, cohesive devices).</li> </ul> <p>Oracy:</p> <ul style="list-style-type: none"> <li>• Class and small group discussion</li> </ul> <p>SMSC:</p> <ul style="list-style-type: none"> <li>• This subject and course naturally lends itself to the discussion of spiritual/moral/social/political and cultural</li> </ul>

issues. Each unit offers opportunities for the teacher to signpost key ideas in relevant contexts.

- Pupils pursue their own interests in particular issues through the NEA tasks.
- Broad range of non-fiction data for study and discussion which exposes students to SMSC experiences and perspectives.