

What are the aims and intentions of this curriculum?

The aim of our Year 11 Curriculum is for learners to acquire technical knowledge and technical skills through vocational contexts to apply to their end of year examination. Learners have the opportunity to develop sector-specific knowledge and skills in a practical learning environment to complement core GCSEs. Study of this qualification will prepare learners for vocational qualification at Level 3.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<p>Component 1: Exploring Media Products</p> <p>Learning Aim A: Investigate media products</p> <p>Learning Aim B: Explore how media products are created to provide meaning and engage audiences.</p>	<p>Students will develop their understanding of the relationship between media products, their audiences and purposes.</p> <p>Key areas:</p> <ul style="list-style-type: none"> • Researching media products • Media research techniques, • Defining primary and secondary audiences. <p>Students will develop their understanding of how media products combine genre, narrative and representation to create meaning for audiences</p> <p>Key areas:</p> <ul style="list-style-type: none"> • Introduction to genre • Narrative • Representation 	<ul style="list-style-type: none"> • Research • Problem solving • Computer skills • Improving confidence • Attention to detail • Analysis • Literacy <p>PSHE/RSE</p> <ul style="list-style-type: none"> • Relationships in Media Products • Treating other with respect • Online safety • Age rating • Exploring influences • Impact of positive and negative stereotypes <p>Careers</p> <ul style="list-style-type: none"> • Sky Studios • Digital Media Day-BIMA • Into Film Festival 	<p>This component is assessed through a summative assignment for approximately 10 supervised hours to complete. Students will explore how different media products use genre, narrative, representation and media production techniques to communicate meaning to audiences.</p>
Autumn 2	<p>Component 1: Exploring Media Products</p> <p>Learning Aim B: Explore how media products are created to provide meaning and engage audiences.</p>	<p>Students will develop their understanding of how media products combine genre, narrative and representation to create meaning for audiences</p> <p>Key areas:</p> <ul style="list-style-type: none"> • Introduction to genre • Narrative 	<ul style="list-style-type: none"> • Research • Problem solving • Computer skills • Improving confidence • Attention to detail • Analysis • Literacy 	<p>This component is assessed through a summative assignment for approximately 10 supervised hours to complete. Students will explore how different media products use genre,</p>

	<p>Component 3: Create a Media Product in response to a Brief</p> <p>Assessment Objective 1: Understand how to develop ideas in response to a brief</p> <p>Assessment Objective 2: Develop planning materials in response to a brief</p>	<ul style="list-style-type: none"> Representation <p>Students will need to consider different ideas for their product, its content and style, in order to develop a coherent product proposal.</p> <p>Key areas:</p> <ul style="list-style-type: none"> Establishing the requirements of the brief Defining the target audience Researching similar existing products <p>Students will explore and produce sector-specific planning materials that are sufficiently detailed to enable the client to visualise the proposed product.</p> <p>Key areas:</p> <ul style="list-style-type: none"> Developing products Structure of products Style and design 	<ul style="list-style-type: none"> Creativity Problem solving Entrepreneurial Planning Organisation <p>PSHE/RSE</p> <ul style="list-style-type: none"> Relationships in Media products Treating other with respect Online safety Age rating Exploring influences Impact of positive and negative stereotypes Media campaign about bullying <p>Careers</p> <ul style="list-style-type: none"> Digital Media Day-BIMA Into Film Festival Advertising unlocked Rosedale Hewens Academy Trust work experience 	<p>narrative, representation and media production techniques to communicate meaning to audiences.</p> <p>This component is assessed through a task set and marked by Pearson. Learners identify and respond to some of the requirements of the brief. They will generate and outline a simple idea for a media product.</p>
<p>Spring 1</p>	<p>Component 3: Create a Media Product in response to a Brief</p> <p>Assessment Objective 3: Apply media production skills and techniques to the creation of a media product</p>	<p>Students will apply production skills and techniques to the creation of their media product within their chosen sector through selection and use of appropriate equipment and in response to the client's needs.</p> <p>Key areas:</p> <ul style="list-style-type: none"> Capturing footage and audio Creating images and assets 	<ul style="list-style-type: none"> Creativity self-management Creativity Analysis <p>PSHE/RSE</p> <ul style="list-style-type: none"> Relationships in Media products Treating other with respect Online safety Age rating Exploring influences Impact of positive and negative stereotypes Media campaign about bullying <p>Careers</p> <ul style="list-style-type: none"> Talent Foundry Rosedale Hewens Academy Trust work experience 	<p>This component is assessed through a task set and marked by Pearson. Learners identify and respond to some of the requirements of the brief. They will generate and outline a simple idea for a media product.</p>

<p>Spring 2</p>	<p>Component 3: Create a Media Product in response to a Brief</p> <p>Assessment Objective 4: Create and refine a media product to meet the requirements of a brief</p>	<p>Students will need to test their media product to ensure it functions as intended and save it in an appropriate file format for distribution.</p> <p>Key areas:</p> <ul style="list-style-type: none"> • Testing • Compressing media products • Exporting in appropriate file formats 	<ul style="list-style-type: none"> • Creativity • self-management • Analysis • Self-evaluation • Organisation <p>PSHE/RSE</p> <ul style="list-style-type: none"> • Relationships in Media products • Treating other with respect • Online safety • Age rating • Exploring influences • Impact of positive and negative stereotypes • Media campaign about bullying <p>Careers</p> <ul style="list-style-type: none"> • Talent Foundry • Rosedale Hewens Academy Trust work experience 	<p>This component is assessed through a task set and marked by Pearson. Learners identify and respond to some of the requirements of the brief. They will generate and outline a simple idea for a media product.</p>
<p>Summer 1</p>	<p>Component 3: Create a Media Product in response to a Brief</p> <p>Assessment Objective 1: Understand how to develop ideas in response to a brief</p> <p>Assessment Objective 2: Develop planning materials in response to a brief</p> <p>Assessment Objective 3: Apply media production skills and techniques to the creation of a media product</p> <p>Assessment Objective 4: Create and refine a media product to meet the requirements of a brief</p>	<p>Students will recap key areas from component 3 in preparation for May/June retakes</p> <p>Key areas:</p> <ul style="list-style-type: none"> • Establishing the requirements of the brief • Defining the target audience • Researching similar existing products • Developing products • Structure of products • Style and design • Capturing footage and audio • Creating images and assets • Testing • Compressing media products • Exporting in appropriate file formats 	<ul style="list-style-type: none"> • Communication • Literacy skills • Planning • Creativity • Analysis • Numeracy • Critical thinking • Research <p>Careers</p> <ul style="list-style-type: none"> • Talent Foundry • Rosedale Hewens Academy Trust work experience 	<p>This component is assessed through a task set and marked by Pearson. Learners identify and respond to some of the requirements of the brief. They will generate and outline a simple idea for a media product.</p>