

Subject: Media

Long Term Plan

Vision Statement:

To prepare pupils for the workplace

At Lutterworth College, the Media curriculum equips students with practical and critical skills essential for thriving in modern workplaces. From analysing the influence of digital platforms to understanding how industries create and disseminate content, students gain valuable insights into the media sector and beyond. Through hands-on experiences, such as producing their own media products, pupils develop technical proficiency in areas like video editing, print production, and web design. These projects foster creativity, attention to detail, and project management skills—qualities highly sought after in professions spanning journalism, advertising, digital marketing, and public relations. Additionally, the study of audience interaction and industry practices cultivates adaptability and communication abilities, ensuring that students leave with a robust foundation to succeed in diverse career paths.

To build character

Media encourages students to grow as empathetic, resilient, and reflective individuals. Engaging with representations such as race, gender, and sexuality challenges students to consider diverse perspectives and develop a nuanced understanding of the world. By examining theoretical frameworks, such as feminism and postmodernism, students cultivate intellectual curiosity and courage in grappling with complex ideas. Practical elements of the course build perseverance and confidence, as students navigate the challenges of creative production, from initial planning to polished final products. Furthermore, teamwork and peer feedback foster collaboration, mutual respect, and the ability to learn from others. These character-building experiences ensure students flourish both academically and personally.

To further social justice

The Media curriculum empowers students to become informed and active participants in society by fostering a critical understanding of how media shapes public opinion and reinforces power dynamics. By analysing representations of under-represented groups and exploring issues like stereotyping and systemic bias, students learn to challenge injustice and value equality. Incorporating global perspectives, such as the study of colonialism's impact on race representation, encourages pupils to think beyond their immediate contexts and engage with the interconnected nature of social issues. This awareness equips students to use their voices and skills to contribute to positive societal change, whether through creative expression, civic engagement, or advocacy.

To teach knowledge for its own intrinsic value

Media celebrates the joy of learning by uncovering the artistry and complexity behind the content we encounter daily. Students are introduced to the theoretical frameworks and technical vocabulary that underpin the field, allowing them to appreciate the craftsmanship and cultural significance of diverse media forms. Whether analysing the symbolism in a music video, understanding the economics of global television, or creating a compelling magazine cover, students experience the satisfaction of mastering challenging concepts and developing their own interpretations. This intrinsic value of knowledge fosters a lifelong passion for learning, encouraging students to remain curious and critical in their engagement with the world. By valuing the academic and creative dimensions of Media, we inspire students to pursue excellence and cultivate a deeper appreciation for the stories and ideas that shape our shared humanity.

Domains of knowledge:

how the media products studied differ in institutional backgrounds and use of media language to create meaning and construct representations to reach different audiences, and can act as a means of: - reflecting social, cultural and political attitudes towards wider issues and beliefs - constructing social, cultural and political attitudes towards wider issues and beliefs

how media products studied can act as a means of reflecting historical issues and events

how media products studied can potentially be an agent in facilitating social, cultural and political developments through the use of media language to construct meaning through viewpoints, messages and values and representations of events and issues

how media products studied are influenced by social, cultural, political and historical contexts through intertextual references

how media products studied reflect their economic contexts through production, financial and technological opportunities and constraints.

Key concepts:

Media Industries:

- **Media producers**
- **The impact of media producers**
- **Ownership and control**
- **Convergence**
- **Funding**
- **Globalised audiences**
- **Media regulation**
- **Regulation and digital media**

Media language:

- **Media language elements**
- **Media language and meaning**

how the different modes and language associated with different media forms communicate multiple meanings how the combination of elements of media language influence meaning how developing technologies affect media language the codes and conventions of media forms and products, including the processes through which media language develops as genre the dynamic and historically relative nature of genre the processes through which meanings are established through intertextuality how audiences respond to and interpret the above aspects of media language. how genre conventions are socially and historically relative, dynamic and can be used in a hybrid way the significance of challenging and/or subverting genre conventions the significance of the varieties of ways in which intertextuality can be used in the media the way media language incorporates viewpoints and ideologies. semiotics, including Barthes narratology, including Todorov genre theory, including Neale structuralism, including Lévi-Strauss postmodernism, including Baudrillard the way events, issues, individuals (including self representation) and social groups (including social identity) are represented through processes of selection and combination the way the media through re-presentation constructs versions of reality the processes which lead media producers to make choices about how to represent events, issues, individuals and social groups the effect of social and cultural context on representations how and why stereotypes can be used positively and negatively how and why particular social groups, in a national and global context, may be under-represented or misrepresented how media representations convey values, attitudes and beliefs about the world and how these may be systematically reinforced across a wide range of media representations	• Technology and media language • Generic conventions • Intertextuality • Mediation • Stereotypes • Inequality in representation • Themes and ideologies • Representation and context • Representation and audience Media audiences: • Target audience • Marketing • Technologies • Active audiences • Uses and gratifications • Changing audience responses Contexts: • Social • Cultural • Historical • Economic • Political
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how audiences respond to and interpret media representations

the way in which representations make claims about realism

the impact of industry contexts on the choices media producers make about how to represent events, issues, individuals and social groups

the effect of historical context on representations

how representations may invoke discourses and ideologies and position audiences

how audience responses to and interpretations of media representations reflect social, cultural and historical circumstances.

theories of representation, including Hall

theories of identity, including Gauntlett

feminist theories, including Bell Hooks and Van Zoonen

theories of gender performativity, including Butler

theories around ethnicity and postcolonial theory, including Gilroy.

processes of production, distribution and circulation by organisations, groups and individuals in a global context

the specialised and institutionalised nature of media production, distribution and circulation

the relationship of recent technological change and media production, distribution and circulation

the significance of patterns of ownership and control, including conglomerate ownership, vertical integration and diversification

the significance of economic factors, including commercial and not-for-profit public funding, to media industries and their products

how media organisations maintain, including through marketing, varieties of audiences nationally and globally

the regulatory framework of contemporary media in the UK

the impact of 'new' digital technologies on media regulation, including the role of individual producers

how processes of production, distribution and circulation shape media products

the impact of digitally convergent media platforms on media production, distribution and circulation, including individual producers

the role of regulation in global production, distribution and circulation

the effect of individual producers on media industries

power and media industries, including Curran and Seaton theories of regulation, including those of Livingstone and Lunt theories of cultural industries, including those of Hesmondhalgh how audiences are grouped and categorised by media industries, including by age, gender and social class, as well as by lifestyle and taste how media producers target, attract, reach, address and potentially construct audiences how media industries target audiences through the content and appeal of media products and through the ways in which they are marketed, distributed and circulated the interrelationship between media technologies and patterns of consumption and response how audiences interpret the media, including how they may interpret the same media in different ways how audiences interact with the media and can be actively involved in media production how specialised audiences can be reached, both on a national and global scale, through different media technologies and platforms how media organisations reflect the different needs of mass and specialised audiences, including through targeting how audiences use media in different ways, reflecting demographic factors as well as aspects of identity and cultural capital the role and significance of specialised audiences, including niche and fan, to the media the way in which different audience interpretations reflect social, cultural and historical circumstances. media effects, including Bandura cultivation theory, including Gerbner reception theory, including Hall theories of fandom, including Jenkins theories of 'end of audience', including Shirky.	
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Year Group: 13					
Autumn Term		Spring Term		Summer Term	
Unit Title:	Unit length:	Unit Title:	Unit length:	Unit Title:	Unit length:
NEA	45 lessons (approx. 10 weeks)	Revising for Paper 2	30 lessons (approx. 7 weeks)	Long Form TV Drama	36 lessons (approx. 8 weeks)
Revising for PPE – Paper 1	18 lessons (approx. 4 weeks)	Revising for Paper 1	30 lessons (approx. 7 weeks)		9 lessons (approx. 2 weeks)
Revising for Paper 2	9 lessons (approx. 2 weeks)				
Domains of knowledge: how the media products studied differ in institutional backgrounds and use of media language to create meaning and construct representations to reach different audiences, and can act as a means of: - reflecting social, cultural and political attitudes towards wider issues and beliefs - constructing social, cultural and political attitudes towards wider issues and beliefs how media products studied can act as a means of reflecting historical issues and events how media products studied can potentially be an agent in facilitating social, cultural and political developments through the use of media language to construct meaning through viewpoints, messages and values and representations of events and issues how media products studied are influenced by social, cultural, political and historical contexts through intertextual references how media products studied reflect their economic contexts through production, financial and technological opportunities and constraints. how the different modes and language associated with different media forms communicate multiple meanings how the combination of elements of media language influence meaning how developing technologies affect media language the codes and conventions of media forms and products, including the processes through which media language develops as genre the dynamic and historically relative nature of genre		Domains of knowledge: how the media products studied differ in institutional backgrounds and use of media language to create meaning and construct representations to reach different audiences, and can act as a means of: - reflecting social, cultural and political attitudes towards wider issues and beliefs - constructing social, cultural and political attitudes towards wider issues and beliefs how media products studied can act as a means of reflecting historical issues and events how media products studied can potentially be an agent in facilitating social, cultural and political developments through the use of media language to construct meaning through viewpoints, messages and values and representations of events and issues how media products studied are influenced by social, cultural, political and historical contexts through intertextual references how media products studied reflect their economic contexts through production, financial and technological opportunities and constraints. how the different modes and language associated with different media forms communicate multiple meanings how the combination of elements of media language influence meaning how developing technologies affect media language the codes and conventions of media forms and products, including the processes through which media language develops as genre the dynamic and historically relative nature of genre		Domains of knowledge: how the media products studied differ in institutional backgrounds and use of media language to create meaning and construct representations to reach different audiences, and can act as a means of: - reflecting social, cultural and political attitudes towards wider issues and beliefs - constructing social, cultural and political attitudes towards wider issues and beliefs how media products studied can act as a means of reflecting historical issues and events how media products studied can potentially be an agent in facilitating social, cultural and political developments through the use of media language to construct meaning through viewpoints, messages and values and representations of events and issues how media products studied are influenced by social, cultural, political and historical contexts through intertextual references how media products studied reflect their economic contexts through production, financial and technological opportunities and constraints. how the different modes and language associated with different media forms communicate multiple meanings how the combination of elements of media language influence meaning how developing technologies affect media language the codes and conventions of media forms and products, including the processes through which media language develops as genre the dynamic and historically relative nature of genre	

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Key concepts: Media Industries: • Media producers • The impact of media producers • Ownership and control • Convergence • Funding • Globalised audiences • Media regulation • Regulation and digital media Media language: • Media language elements • Media language and meaning • Technology and media language • Generic conventions • Intertextuality • Mediation • Stereotypes • Inequality in representation • Themes and ideologies • Representation and context • Representation and audience Media audiences: • Target audience	Key concepts: Media Industries: • Media producers • The impact of media producers • Ownership and control • Convergence • Funding • Globalised audiences • Media regulation • Regulation and digital media Media language: • Media language elements • Media language and meaning • Technology and media language • Generic conventions • Intertextuality • Mediation • Stereotypes • Inequality in representation • Themes and ideologies • Representation and context • Representation and audience Media audiences: • Target audience	Key concepts: Media Industries: • Media producers • The impact of media producers • Ownership and control • Convergence • Funding • Globalised audiences • Media regulation • Regulation and digital media Media language: • Media language elements • Media language and meaning • Technology and media language • Generic conventions • Intertextuality • Mediation • Stereotypes • Inequality in representation • Themes and ideologies • Representation and context • Representation and audience Media audiences: • Target audience

• Marketing • Technologies • Active audiences • Uses and gratifications • Changing audience responses Contexts: • Social • Cultural • Historical • Economic • Political	• Marketing • Technologies • Active audiences • Uses and gratifications • Changing audience responses Contexts: • Social • Cultural • Historical • Economic • Political	• Marketing • Technologies • Active audiences • Uses and gratifications • Changing audience responses Contexts: • Social • Cultural • Historical • Economic • Political
Relevant end points covered: • To be proficient in producing media texts across video, print and digital platforms, applying creative, technical and editorial skills with accuracy and attention to detail. • To be skilled in creating media content that communicates clearly with specific audiences, incorporating consideration of cultural, ethical and societal values. • To be able to critically analyse and evaluate media products, demonstrating understanding of how meaning is created through media language, representation, audience and industry contexts. • To be resilient and confident in managing the challenges of creative production, showing perseverance from initial planning through to polished final outputs. • To be capable of conducting effective primary and secondary research, using findings to inform both analytical writing and the development of media products. • To be able to apply theoretical frameworks, such as feminism, postmodernism and representation theory, to explore and explain how media influences identity, power and ideology. • To be confident in critiquing the role of media in society, identifying how it shapes public opinion, reinforces or challenges power structures, and reflects diverse perspectives. • To be equipped with transferable skills, including teamwork, project planning, digital literacy, and problem solving, relevant to a wide range of creative and communication-based careers.	Relevant end points covered: • To be proficient in producing media texts across video, print and digital platforms, applying creative, technical and editorial skills with accuracy and attention to detail. • To be skilled in creating media content that communicates clearly with specific audiences, incorporating consideration of cultural, ethical and societal values. • To be able to critically analyse and evaluate media products, demonstrating understanding of how meaning is created through media language, representation, audience and industry contexts. • To be resilient and confident in managing the challenges of creative production, showing perseverance from initial planning through to polished final outputs. • To be capable of conducting effective primary and secondary research, using findings to inform both analytical writing and the development of media products. • To be able to apply theoretical frameworks, such as feminism, postmodernism and representation theory, to explore and explain how media influences identity, power and ideology. • To be confident in critiquing the role of media in society, identifying how it shapes public opinion, reinforces or challenges power structures, and reflects diverse perspectives. • To be equipped with transferable skills, including teamwork, project planning, digital literacy, and problem solving, relevant to a wide range of creative and communication-based careers.	Relevant end points covered: • To be proficient in producing media texts across video, print and digital platforms, applying creative, technical and editorial skills with accuracy and attention to detail. • To be skilled in creating media content that communicates clearly with specific audiences, incorporating consideration of cultural, ethical and societal values. • To be able to critically analyse and evaluate media products, demonstrating understanding of how meaning is created through media language, representation, audience and industry contexts. • To be resilient and confident in managing the challenges of creative production, showing perseverance from initial planning through to polished final outputs. • To be capable of conducting effective primary and secondary research, using findings to inform both analytical writing and the development of media products. • To be able to apply theoretical frameworks, such as feminism, postmodernism and representation theory, to explore and explain how media influences identity, power and ideology. • To be confident in critiquing the role of media in society, identifying how it shapes public opinion, reinforces or challenges power structures, and reflects diverse perspectives. • To be equipped with transferable skills, including teamwork, project planning, digital literacy, and problem solving, relevant to a wide range of creative and communication-based careers.

• To be empathetic and reflective, demonstrating the ability to engage with diverse narratives, give and receive constructive feedback, and adapt creatively in response. • To be curious and intellectually engaged, showing appreciation for the artistic, cultural and technical dimensions of media, and a commitment to lifelong learning.	• To be empathetic and reflective, demonstrating the ability to engage with diverse narratives, give and receive constructive feedback, and adapt creatively in response. • To be curious and intellectually engaged, showing appreciation for the artistic, cultural and technical dimensions of media, and a commitment to lifelong learning.	• To be empathetic and reflective, demonstrating the ability to engage with diverse narratives, give and receive constructive feedback, and adapt creatively in response. • To be curious and intellectually engaged, showing appreciation for the artistic, cultural and technical dimensions of media, and a commitment to lifelong learning.
Broken down knowledge covered: NEA Making media is a non-exam assessment (NEA) component that gives learners the opportunity to work independently and develop expertise that builds on areas of study from elsewhere in the course. Learners create a cross media product in response to a brief set by OCR. Making media allows learners to create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning. This component provides the opportunity for the learner to demonstrate that they can apply knowledge and understanding of the theoretical framework to construct their media products by: • applying knowledge and understanding of media language to express and communicate meaning to an intended audience • applying knowledge and understanding to construct representations that portray events, issues, individuals and social groups as appropriate to the brief set by OCR • applying knowledge and understanding of the media industries requirements to create a product that is appropriate to the media industry context of their chosen brief • use of media language to create meaning for the intended audience Revision The topics on the PPE have been taught in Year 12 and will be revised here.	Broken down knowledge covered: Revision The topics on the PPE have been taught in Year 12 and will be revised here.	Broken down knowledge covered: Revision The topics on the PPE have been taught in Year 12 and will be revised here.
Assessments: NEA PPE in October	Assessments: PPE in February Further assessment in class – past paper in April	Assessments: Paper 1 Paper 2

Progression Map

End Points	Year 12	Year 13	National Curriculum Alignment
To be able to critically analyse and evaluate media products			
To be proficient in producing media texts			
To be capable of conducting effective primary and secondary research			
To be skilled in creating media content			
To be able to apply theoretical frameworks			
To be confident in critiquing the role of media in society			
To be equipped with transferable skills			
To be resilient and confident in managing the challenges of creative production			
To be empathetic and reflective			
To be curious and intellectually engaged			