

ICT MEDIA CURRICULUM OVERVIEW

Inclusive Curriculum

How do you support literacy?

Key terms are identified in lessons, discussions about what a word means in an ICT Media context. Explicit teaching of these terms is essential for students to answer exam questions correctly. Word walls are active in classrooms.

How do you support SEND?

Students are identified on seating plans and 5-a-day principle is adopted by all teachers.

How are you closing the disadvantaged gap?

Teacher awareness of each class and use of data to track progress. Seating plans amended to aid students learning and regular check ins of key students. Catch up sessions are offered after school on Thursdays.

How is the curriculum adapted to take into account different starting points?

SOW adapted to meet the needs of each cohort. Recall at the start of each lesson to overlearn and identify gaps in learning.

How do you promote equality and equity?

Teachers account for the range of learning styles in their class, use of scaffolding/print outs to ensure all make progress. Targeted support for students with barriers to language, with ADHD or such needs with support of TA where possible.

How is assessment and feedback used?

Formal feedback should be evident every three weeks. This could be folders, assessment, whole class. Students complete RAG's following an assessment. Recall and depth tests are recorded. Targeted starters used to review weaker topics.

How is recall developed?

Recall happens throughout lessons. Recall questions at the start of each lesson; 5 questions using tracker grid in KS4.

What does a typical lesson look like and what learning activities are included?

DIN followed by starter/recall activity. Learning objective and why we are learning clear. Modelling evident in lessons, time given to explore and practise method including built in silent time.

Impact – What will be seen?

What will be seen in books?

Title included each lesson. Key terms identified, clear definitions of key terms. Analysis modelled and students work set out clearly showing exploration of a variety of media products. Assessments are placed in the folder and followed by feedback.

What will be seen in the classroom?

Core routines followed, supportive environment, growth mindset, positive relationships, adaptive teaching to ensure gaps in knowledge are addressed.

What will students say a normal lesson looks like?

DIN/recall starter, introduction of new key terms, time to practise analysis and review, silent phase, scaffolded tasks to build and develop knowledge. Challenge, through exam questions, how could this be presented in an exam.

What does data trends show?

Awaiting data drop following implementation of new curriculum.

Ambitious Curriculum

What makes your curriculum ambitious?

The curriculum is ambitious because it values both knowledge and skills. The knowledge in the curriculum is meaningful. Students acquire knowledge and are given the opportunity to use and apply this skilfully in various contexts.

Why have you selected your curriculum model? Sequence?

The curriculum model allows students to build on key skills required for ICT Media and continue to revisit and practise in a variety of different contexts. This allows them develop their understanding of different analytical skills and creative applications.

What opportunities do students have?

Students are encouraged to explore and examine different types of media from all over the world and at different time periods. Allows growth of cultural capital.

How do you ensure that the content is delivered expertly?

Schemes of work are followed, guidance through SOW overview to aid planning each week. Resources and websites from AQA/Eduqas and examiners for content to aid planning/delivery and there is access to a supporting text if required.

How do ensure that teachers have the best subject knowledge?

Planning and support within the department, use of websites and textbooks. Links with other schools who teach ICT Media. Faculty meetings/trust and external CPD.

How do you ensure that the curriculum is rich in vocabulary?

Vocabulary is key for understanding media and its contexts. Each topic brings more key vocab and this is identified, discussed and used. Teachers model correct terminology and identify when incorrect terminology is used, 'say it again better'.

How do you develop fluency?

Frequent practise in lessons and through homework by looking at a variety of different, more complex examples of media over time to enable students to develop a conceptual understanding and have an ability to recall and apply knowledge rapidly and accurately.

How is the curriculum shared and understood by parents?

Curriculum maps shared on the school website, open evening and consultation evenings.

What planning and resources are in place?

Schemes of work, knowledge organisers (from term two), use of Seneca Learning, and Edusites.

What collaboration and networking takes place?

SL working at collaborating with other members of trust to ensure consistency in ICT Media.

Impact – What will be seen?

What will be seen in books?

Sequential lesson sequence delivered. Modelled method and key terms highlighted/dissected, green pen for marking/DIRT.

What will be seen in the classroom?

Students will know what they are learning, understand how this fits into the bigger picture, consistent application of core routines, safe environment to learn in with a supportive teacher. Modelling by teacher.

What will students say a normal lesson looks like?

High expectations to work and complete tasks. Clear stages of the lesson, routines followed. Students know how to ask questions appropriately and what to do to seek support.

What does data trends show?

Awaiting data drop following implementation of new curriculum.

What is current uptake like at GCSE?

2 classes of Year 10 (26 students)
2 class of Year 11 (41 students)

What do students say about your subject?

Current Y10 and Y11 Students will say that this is not a subject offered at KS3, so it is all new knowledge for them. Students will say that there is an expectation for them to write a lot to develop their analysis skills and that retrieval practice happens every lesson. Current Y7-9 will say that this is a new subject a KS3, but that they may have done elements of ICT in previous years.

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Current Priorities:

What is your vision for the curriculum?

The vision for ICT Media is to enable students to recognise their individual potential by experiencing different cultures and perspectives through various types of media, to develop a passion for the world around them and build a resilience to persevere in their individual goals in the future.

What are you currently focussing on and therefore will be seen in ALL lessons/books? Why have these been selected? What impact is expected/will be seen?

Homework to be set regularly, in line with the current school homework policy. This will allow regular practise outside of school hours to allow students to practise method and examine examples of Media and Close Study Products on their own. Evidence may not always be in books if it was completed on Seneca.

Regular assessment to take place throughout the year. This has been scheduled in line with the three trust data drops. This will give students regular feedback and encourage them to apply good revision habits from their other classes in preparation for their GCSEs. Assessment trackers are used to provide individual targets and identify students' strengths and areas to develop.

Explicit teaching of key terms to improve terminology used when answering questions and analysing media products that they have not seen before.

Next steps:

What are your next steps in Curriculum development? Why? What will the impact be?

To build positive relationships with students and within the subject. Embed the curriculum and build towards an explicit and consistent approach. This will lead to sequenced lessons taught, better retention of knowledge and understanding how to answer exam style questions, which ultimately leads to raising attainment in ICT and Media. Embed opportunities for enrichment within Media so that students can get an understanding for different career opportunities and aspirations post-secondary.

KS3 ICT MEDIA CURRICULUM MAP

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Getting to know the school systems – internet safety, web browsers, etc.	Defining Media – what is Media? What is it used for and how is it used to communicate?	PowerPoint – project to be completed to consolidate knowledge.	Introduction to Representation – who is shown in the Media? Stereotypes, countertypes, etc.	Excel – learning how to use Excel; project to be completed to consolidate knowledge.	Media Language and Representation project.
Year 8	Reviewing Media – what is Media? What is it used for and how is it used to communicate?	Desktop Publishing Project – Magazines and Print Media	Reviewing Representation – who is shown in the Media? Stereotypes, countertypes, etc.	M-Stream IT Project; covers all programs needed.	Introduction to Audiences – what is a demographic? How is audience created and spoken to?	M-Stream IT Project; covers all programs needed.
Year 9	Creating a Newspaper – writing articles, etc. Consolidation of all previous learning.	Defining Media – what is Media? What is it used for and how is it used to communicate?	ICT in the Workplace – applying learning from 7/8 to future aspirations, etc.	Exploring Representation – who is shown in the Media? Stereotypes, countertypes, etc.	Artificial Intelligence – what is it and how can it influence our society?	Exploring Audience and Industry – what is a demographic? How is audience created and spoken to?

KS4 MEDIA STUDIES CURRICULUM MAP

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Introduction to Media – exploring Media Language	Advertising CSPs – Media Language, Representation, Star Theory	Advertising CSPs and Magazine CSPs – Media Language, Representation, and Audience theory	Film Industry and Radio Industry CSPs – Audience Theory, demographics, Uses and Gratifications, Regulatory Bodies	Music Video Industry CSPs – Audience theory, demographics, social media, uses and gratifications, regulatory bodies Begin Non-Exam Assessment task for Year 11	Finish Non-Exam Assessment task for Year 11 Consolidate learning for Paper 1 Section A and B.
Year 11	Online, Social and Participatory Media CSPs - Audience theory, demographics, social media, uses and gratifications, regulatory bodies	OSP CSPs and Newspaper CSP- Audience theory, demographics, social media, uses and gratifications, regulatory bodies	Television CSP – Media Language, Representation, Audience theory and industry; comparison between time periods.	Revision – look at exam technique and fill any gaps in learning.	Revision – look at exam technique and fill any gaps in learning.	