

3. TWO YEAR CURRICULUM PLAN

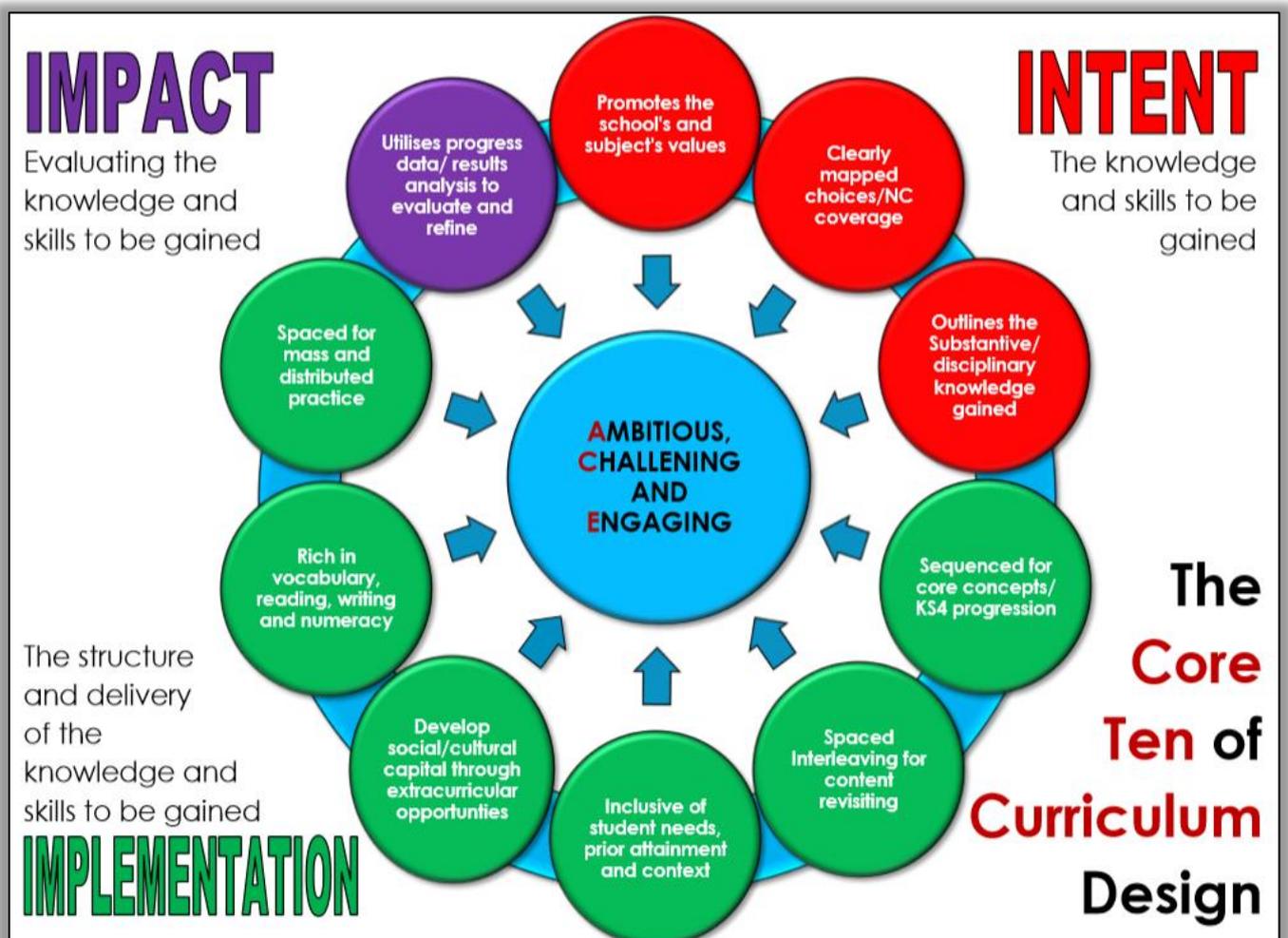
Key Stage 4

Subject: Film Studies

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Document(s) which inform this Five Year Curriculum Plan are:

1. Curriculum Intent Overview Plan (KS3 & KS4)
2. Curriculum Implementation Overview (KS3 & KS4)

KS3 – Year 10 Year Plan

Intent

Aims:	This GCSE option exists to give our students an opportunity to explore, know and understand the world of Film, a media type that is crucial within modern society. It is, at the time of writing, the only GCSE related directly to Media offered by the Academy. In Film Studies, students will explore a variety of British, American and International films, broadening the horizons of our students and exposing them to a variety of different cultures and contexts.
Academy values:	<p>This option is Ambitious because it will explore subject material that is challenging to our students. The course specifies that students must study films from outside the typical British student's film watching experience, including one film created in a foreign language, and through our curriculum choices, animation.</p> <p>This option is Brave because it affords a level of creativity to our students – they will be encouraged to seek inspiration from films and turn this into an original screenplay. Should they wish, they can optionally choose to produce this as a short, filmed piece too. We will also be instilling a willingness to explore films from different cultures and eras throughout the course, despite the challenge this poses.</p> <p>This option is Kind because it is universally accessible, through the audio-visual film itself, with subtitles, dubbing and other accessibility options. It also promotes empathy as a significant number of the films selected for study feature characters with relatable characteristics or choices.</p>

Units of Study:

Foundations of Film	Content:	A variety of extracts from films will be studied to give a foundational understanding of how films are created, exploring all of the key concepts for the course.	Spec Content:	<ul style="list-style-type: none"> Introduction unit to establish the core knowledge needed to analyse Film. All key areas of Film and AOs covered. Extracts from a variety of films used.
	Key Concepts:	<ul style="list-style-type: none"> Film as an art form Cinematography Mise-en-scène Editing Sound Film Contexts Film Technologies Appropriate Tier 3 vocabulary Screenplay conventions 	Powerful Knowledge:	<ul style="list-style-type: none"> Cinematography Mise-en-scène Editing Sound Contexts of film Tier 3 Film Vocabulary Screenplay features Films not covered on the specification in extract form These key elements will allow students to understand how the following films are constructed as artistic pieces and feature in every unit. They will enable an in depth understanding of the way in which film influences audiences.
Skyfall	Content:	The key concepts for the course will be applied to the James Bond film 'Skyfall', which will be examined at the end of the course.	Spec Content:	<ul style="list-style-type: none"> Component 2 – Contemporary UK Film AO1 & AO2

	Key Concepts:	<ul style="list-style-type: none"> • Film as an art form • Cinematography • Mise-en-scène • Editing • Sound • Film Contexts • Film Technologies • Appropriate Tier 3 vocabulary • Screenplay conventions 	Powerful Knowledge:	<ul style="list-style-type: none"> • Cinematography • Mise-en-scène • Editing • Sound • Contexts of film • Tier 3 Film Vocabulary • Film Aesthetics • Bond in History • Power of Franchises in modern media • Nostalgia and its influence on popular culture • Power/Authority and its presentation in media
Slumdog Millionaire	Content:	The key concepts for the course will be applied to the Oscar winner 'Slumdog Millionaire', which will be examined at the end of the course.	Spec Content:	<ul style="list-style-type: none"> • Component 2 – Global English Language Film • AO1 & AO2
	Key Concepts:	<ul style="list-style-type: none"> • Film as an art form • Cinematography • Mise-en-scène • Editing • Sound • Film Contexts • Film Technologies • Appropriate Tier 3 vocabulary • Screenplay conventions 	Powerful Knowledge:	<ul style="list-style-type: none"> • Cinematography • Mise-en-scène • Editing • Sound • Contexts of film • Tier 3 Film Vocabulary • Film Narrative • Poverty around the globe • Colonialism • Culture and its representation in media (including controversies around this film and others) • Impact of narrative structures on viewers – how storytelling is dynamic. • Flashbacks and their ubiquity/usefulness
Spirited Away	Content:	The key concepts for the course will be applied to the Japanese animation 'Spirited Away', which will be examined at the end of the course.	Spec Content:	<ul style="list-style-type: none"> • Component 2 – Global non-English Language Film • Students will watch the English dubbed version (Eduqas directly confirmed this was permitted at a training course) • AO1 & AO2
	Key Concepts:	<ul style="list-style-type: none"> • Film as an art form • Cinematography • Mise-en-scène • Editing • Sound 	Powerful Knowledge:	<ul style="list-style-type: none"> • Cinematography • Mise-en-scène • Editing • Sound • Contexts of film • Tier 3 Film Vocabulary

		<ul style="list-style-type: none"> • Film Contexts • Film Technologies • Appropriate Tier 3 vocabulary • Screenplay conventions 		<ul style="list-style-type: none"> • Film Representation • Animation – styles, differences and influences • Japanese society and its influence • Coming of Age stories in different contexts • Genre plurality – using elements from different film genres to influence audiences • Cultural relevance of films from other cultures/languages
NEA	Content:	<p>Students will learn about the conventions of a screenplay and write their own with shooting script and evaluative analysis for the Non Examination Assessment.</p> <p>This will either be completed 'one session per fortnight' throughout the year, or as a unit in its own right depending on the timetabling of classes.</p>	Spec Content:	<ul style="list-style-type: none"> • Component 3 – Written Screenplay, Shooting Script and Evaluative Analysis • AO2 & AO3
	Key Concepts:	<ul style="list-style-type: none"> • Film as an art form • Cinematography • Mise-en-scene • Editing • Sound • Film Contexts • Film Technologies • Appropriate Tier 3 vocabulary • Screenplay conventions 	Powerful Knowledge:	<ul style="list-style-type: none"> • Screenplay features • Evaluation • Students independently watch films from their chosen genre

Implementation

Progression from Year 9:	n/a – option only subject			
Progression to Year 11:	All units (apart from Foundations of Film) are examined/assessed in the final examinations.			
Spaced Interleaving:	<ul style="list-style-type: none"> • Regular recall of past topics through blended learning activities and starter quizzes • Knowledge Checks in preparation for Academy assessment windows. 			
Student Needs:	SEND:	<ul style="list-style-type: none"> • We will make all video resources used in sessions available online where we are able to do so, so that students 	Context	<ul style="list-style-type: none"> • In line with our British values, our British film is a cornerstone of British culture – James Bond. • We also seek to explore other parts of the world, that our

		<p>can have multiple viewings to suit their own needs.</p> <ul style="list-style-type: none"> • We also have a small DVD library that students can borrow from if this is more suitable (eg. Subtitling is required). • We will utilise structures similar to those applied in English (e.g. PEDAL writing frame is similar to English's PEEZL writing frame) to support the transference of similar skills. • We will use our Online Learning Platform to support students with a variety of needs in accessing materials needed in class • Our Foreign Language film has been chosen as an animation to allow for the easiest access to a dubbed version, reducing the need to rely on subtitles and also allowing for a more natural lip sync, which is less distracting for some viewers. 		<p>students may have not been aware of – such as India through Slumdog Millionaire, and Japan through Spirited Away. Both offer vastly different cultural experiences than our general cohort of students would have likely experienced. Both movies also focus on the role of the teenager and/or child in their society.</p> <ul style="list-style-type: none"> • This is the first Media-centric qualification offered at Amington and awards a full 9-1 GCSE, which will enable students to pursue media as a career pathway once they leave us.
	LPA:	<ul style="list-style-type: none"> • To support students, we begin with a foundation unit that explores all of the different skills required to succeed in Film Studies, that gives a more stable start to the study of this subject. • Because the exam is structured around stepped questions, all of our assessments will be too – this will support all students in accessing the mark scheme. 	HPA:	<ul style="list-style-type: none"> • As this is a 'brand new' option subject, there is a high level of challenge in terms of vocabulary and subject content

Extracurricular:	Potential visits to BFI or Warner Bros. Studio Tour, etc.			
Literacy/Numeracy:	Vocab (tier 2/3):	Throughout Year 10 we will be utilising https://fskeywords.glideapp.io/ to support students in learning and using the key vocabulary for discussing Films. Suitable vocabulary for analysis will be taught through the same model as demonstrated in English sessions where needed.	Reading:	Students will have to read appropriate guidance, articles and information based on the needs of the tasks at hand. Students will be able to stretch themselves with additional reading connected to the topic where suitable.
	Writing:	Students will have the opportunity to provide written responses to films and exam-style questions, as well as the extended writing components of the NEA.	Numeracy:	Students will have to sequence plot and events of narratives. Students will have to consider dates and their implication on contexts, connecting to historical events.
Practice:	Mass:	Final assessment per unit (stepped question on topic) Assessment in line with the Academy Assessment Windows (to include all content covered to date)	Distributed:	Blended learning activities via Microsoft Teams Recall checks through Exit Tickets where appropriate and Big Questions checks (in the English department style).

KS3 – Year 11 Year Plan

Intent

Aims:	This GCSE option exists to give our students an opportunity to explore, know and understand the world of Film, a media type that is crucial within modern society. It is, at the time of writing, the only GCSE related directly to Media offered by the Academy. In Film Studies, students will explore a variety of British, American and International films, broadening the horizons of our students and exposing them to a variety of different cultures and contexts.
Academy values:	<p>This option is Ambitious because it will explore subject material that is challenging to our students. The course specifies that students must study films from outside the typical British student's film watching experience, including one film created in a foreign language, and through our curriculum choices, animation.</p> <p>This option is Brave because it affords a level of creativity to our students – they will be encouraged to seek inspiration from films and turn this into an original screenplay. Should they wish, they can optionally choose to produce this as a short, filmed piece too. We will also be instilling a willingness to explore films from different cultures and eras throughout the course, despite the challenge this poses.</p> <p>This option is Kind because it is universally accessible, through the audio-visual film itself, with subtitles, dubbing and other accessibility options. It also promotes empathy as a significant number of the films selected for study feature characters with relatable characteristics or choices.</p>

Units of Study:

Rebel without A Cause	Content:	The key concepts for the course will be applied to the Hollywood teen classic 'Rebel Without A Cause' in preparation for analysis and comparison to 'Ferris Bueller's Day Off'.	Spec Content:	<ul style="list-style-type: none"> Component 1 – 1930-1960 American Mainstream Film AO1 & AO2
	Key Concepts:	<ul style="list-style-type: none"> Film as an art form Cinematography Mise-en-scene Editing Sound Film Contexts Film Technologies Appropriate Tier 3 vocabulary Screenplay conventions Comparison 	Powerful Knowledge:	<ul style="list-style-type: none"> Cinematography Mise-en-scène Editing Sound Contexts of film Tier 3 Film Vocabulary Hollywood – history, impact and influences Evolution of film technologies and their impact The Teenager as a concept over time Comparison (to Ferris) Film/art as a social commentary
Ferris Bueller's Day Off	Content:	The key concepts for the course will be applied to classic teen movie 'Ferris Bueller's Day Off' in preparation for analysis and comparison to 'Rebel Without A Cause'.	Spec Content:	<ul style="list-style-type: none"> Component 1 – 1961-1990 American Mainstream Film AO1 & AO2

	Key Concepts:	<ul style="list-style-type: none"> • Film as an art form • Cinematography • Mise-en-scène • Editing • Sound • Film Contexts • Film Technologies • Appropriate Tier 3 vocabulary • Screenplay conventions • Comparison 	Powerful Knowledge:	<ul style="list-style-type: none"> • Cinematography • Mise-en-scène • Editing • Sound • Contexts of film • Tier 3 Film Vocabulary • Hollywood – history, impact and influences • Rebellion in film • The Teenager as a concept over time • Comparison (to Rebel) • Film/art as a social commentary • 1980's as a powerful period in modern history • Nostalgia
Me and Earl and the Dying Girl	Content:	The key concepts for the course will be applied to the American independent (indie) film 'Me and Earl and the Dying Girl', with a particular focus on critical/specialist writing about film.	Spec Content:	<ul style="list-style-type: none"> • Component 1 – American Indie Film AO1 & AO2
	Key Concepts:	<ul style="list-style-type: none"> • Film as an art form • Cinematography • Mise-en-scène • Editing • Sound • Film Contexts • Film Technologies • Appropriate Tier 3 vocabulary • Screenplay conventions • Critical Writing 	Powerful Knowledge:	<ul style="list-style-type: none"> • Cinematography • Mise-en-scène • Editing • Sound • Contexts of film • Tier 3 Film Vocabulary • Independent filmmaking • Political and institutional issues as a barrier for art creation and appreciation • Critical (expert) responses to art media and film • Modernity in filmmaking
Exam Preparations	Content:		Spec Content:	<ul style="list-style-type: none"> • All Exam content • AO1 & AO2
	Key Concepts:	<ul style="list-style-type: none"> • Film as an art form • Cinematography • Mise-en-scène • Editing • Sound • Film Contexts • Film Technologies • Appropriate Tier 3 vocabulary • Screenplay conventions 	Powerful Knowledge:	<ul style="list-style-type: none"> • Cinematography • Mise-en-scène • Editing • Sound • Contexts of film • Tier 3 Film Vocabulary • All additional study areas.

Implementation				
Progression from Year 10:	The course continues into Component 1 (US Film) with much the same structure.			
Progression to Post-16:	Students will be able to study Film and media at post-16 level.			
Spaced Interleaving:	<ul style="list-style-type: none"> • Regular recall of past topics through blended learning activities and starter quizzes • Knowledge Checks in preparation for Academy assessment windows. 			
Student Needs:	SEND:	<ul style="list-style-type: none"> • We will make all video resources used in sessions available online where we are able to do so, so that students can have multiple viewings to suit their own needs. • We also have a small DVD library that students can borrow from if this is more suitable (eg. Subtitling is required). • We will utilise structures similar to those applied in English (e.g. PEDAL writing frame is similar to English's PEEZL writing frame) to support the transference of similar skills. • We will use our Online Learning Platform to support students with a variety of needs in accessing materials needed in class 	Context	<ul style="list-style-type: none"> • This is the first Media-centric qualification offered at Amington and awards a full 9-1 GCSE, which will enable students to pursue media as a career pathway once they leave us. • All of the movies in this part of the course centre on the experiences of the teenager through a variety of different eras, which allows students to empathise and develop a closer understanding of the characters and events explored. Youth Culture is at the forefront of many of our students' experiences. • All movies explore elements of American culture, which directly and indirectly influences the lives of our students. • Especially for Me and Earl, we see the sorts of increasing challenge faced by students at school in their personal lives, which may resonate with students. We will of course be conscious of this and

				substitute the film Juno should this not be appropriate for the cohort who are studying the movie.
	LPA:	<ul style="list-style-type: none"> Because the exam is structured around stepped questions, all of our assessments will be too – this will support all students in accessing the mark scheme. We have selected films with common themes (the teenager) to allow students to transfer contextual understanding more readily between the films studied. 	HPA:	<ul style="list-style-type: none"> All of the films selected in this year offer possible layers of analysis that range from the more superficial to the more complex (e.g. colour symbolism of the red jacket in Rebel is more straightforward to analyse than Ferris's breaking of the fourth wall and addressing the audience).
Extracurricular:	Potential visits to BFI or Warner Bros. Studio Tour, etc.			
Literacy/Numeracy:	Vocab (tier 2/3):	<ul style="list-style-type: none"> We will continue to use https://fskeywords.glideapp.io/ to support the use of Tier 3 Vocabulary. Suitable vocabulary for analysis will be taught through the same model as demonstrated in English sessions where needed. 	Reading:	<p>Students will have to read appropriate guidance, articles and information based on the needs of the tasks at hand.</p> <p>Students will be able to stretch themselves with additional reading connected to the topic where suitable.</p> <p>Where appropriate, Students will be required to read and understand a piece of specialist writing in order to respond to this exam question.</p>
	Writing:	Students will prepare for the examinations with a suitable approach to writing in timed conditions, practicing skills as required.	Numeracy:	<p>Students will have to sequence plot and events of narratives.</p> <p>Students will have to consider dates and their implication on contexts, connecting to historical events.</p> <p>Students will develop time management in preparedness for</p>

				their exam, dividing minutes and hours accordingly.
Practice:	Mass:	Final assessment per unit (stepped question on topic) Assessment in line with the Academy Assessment Windows (to include all content covered to date)	Distributed:	Blended learning activities via Microsoft Teams Recall checks through Exit Tickets where appropriate and Big Questions checks (in the English department style).

5 Year Curriculum Week Plan

Please note that work on the NEA could take place on a 'one session per fortnight' basis throughout the year, or as a unit in its own right, as set out here.

KS4 - Year 10

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	Why Film?	Cinematography	Editing	Sound	Colour and Light	History of Film	Mise-En-Scene
Autumn Term 2	Watch Skyfall	Key Sequence 1	Context	Key Sequence 2	Key Sequence 3	Assessments	Improvement Task
Spring Term 1	Watch Slumdog Millionaire	Plot, Narrative and Context	Key Sequence 1	Key Sequence 2	Key Sequence 3	Key Sequence 4	Assessments
Spring Term 2	Improvement Task	Watch Spirited Away	Context and Representation	Key Sequence 1	Key Sequence 2	Key Sequences 3 & 4	Key Sequences 5 & 6
Summer Term 1	Assessments	Improvement Task	NEA Introduction	Screenplay Conventions	First Draft of Screenplay	Shooting Script	Second Draft of Screenplay (based on general feedback)
Summer Term 2	Evaluative Analysis Introduction	Evaluative Analysis First Draft	Second Draft of Evaluative Analysis (based on general feedback)	Likely Work Experience	Revision and Consolidation of Y10 Content	Revision and Consolidation of Y10 Content	Revision and Consolidation of Y10 Content

KS4 - Year 11

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	Watch Rebel Without A Cause	Context	Key Sequence 1	Key Sequence 2	Final NEA Drafts S	Key Sequence 3	Genre Features
Autumn Term 2	Key Sequence 4	Assessment	Improvement Task	Watch Ferris Bueller's Day Off	Context	Key Sequence 1	Key Sequence 2
Spring Term 1	Key Sequence 3	Genre Features	Comparison of Rebel and Ferris	Comparison of Rebel and Ferris	Watch Me and Earl and the Dying Girl	Specialist Writing	Key Sequence 1
Spring Term 2	Key Sequence 2	Key Sequence 3	Assessment	Improvement Task	Recap and Revise Skyfall	Recap and Revise Slumdog Millionaire	Recap and Revise Spirited Away
Summer Term 1	Recap and Revise Rebel Without A Cause	Recap and Revise Ferris Bueller's Day Off	Recap and Revise Me and Earl and the Dying Girl	Recap and Revise General Exam Content & Practice	Likely Exam Window – General Revision		
Summer Term 2							

How does the Five Year Curriculum Plan meet the ACE curriculum design?	
Ambitious	<ul style="list-style-type: none"> • First media qualification at Amington • Includes films that challenge student ideas around teenage life
Challenging	<ul style="list-style-type: none"> • Exploring other cultures – e.g. animation from Japan, films set in India • Whole new discipline for students to consider – not studied at KS3
Engaging	<ul style="list-style-type: none"> • Films selected have won numerous awards and acclaim • Delivered using blended learning approach
What are the current strengths of the Five Year Curriculum Plan?	
<ul style="list-style-type: none"> • Variety of films • Narrative of youth through films selected • Flexibility should the need arise for films to be adjusted • Planning to complete majority of coursework in Year 10, with more time in Year 11 to focus on revision etc. 	
What specific actions have to be taken in response to the above? Please consider:	
<ul style="list-style-type: none"> • Unit sequence changes; • Content changes at KS3 and KS4; • Modifications to ensure an ACE curriculum design; • CPD for teachers in your subject area; • Additional research you have to consider as part of this review. 	
<ul style="list-style-type: none"> • Additional copies of movies available for borrowing would be beneficial • Continuing to develop the subject knowledge for Film Studies through appropriate CPD would be beneficial – e.g. Eduqas or BFI training days, especially for anyone joining the curriculum team who has less experience of the course. We will monitor the availability of these sessions in the coming year and make appropriate bookings when they become available. 	