


















St Paul's Academy Media Curriculum Overview



Intent		Implementation		Impact	
<p>Our curriculum is designed to build secure, transferable knowledge of the theoretical framework, enabling students to analyse and create media products with precision and confidence. It establishes clear progression from foundational understanding of Media Language, Representation, Audiences, Media Industries and Media Contexts through to increasingly complex application across the Eduqas set products. Sequencing ensures that students develop the disciplinary literacy, cultural awareness and critical autonomy needed to navigate contemporary media with accuracy, fairness and intellectual rigour.</p>		<p>Teaching is structured around explicit instruction, guided practice and deliberate retrieval to secure long-term retention of core concepts and vocabulary. Students regularly deconstruct a diverse range of media products using the full theoretical framework, applying this understanding to practical tasks that develop technical proficiency and creativity. Assessment is frequent, purposeful and standardised, with clear success criteria that mirror GCSE expectations; feedback is actionable and embedded into subsequent learning to address misconceptions and close gaps swiftly.</p>		<p>Students leave the course with a command of the theoretical framework and the confidence to interrogate media products independently and with nuance. They produce work that demonstrates secure knowledge, accurate use of subject terminology, and the ability to apply concepts flexibly across unfamiliar contexts. Outcomes reflect strong progression from each student's starting point, and their ability to engage thoughtfully with the media contributes to their wider cultural literacy, digital resilience and preparedness for future academic or vocational pathways.</p>	
Substantive Knowledge		Disciplinary Knowledge		Procedural Knowledge	
	Media Language – How the media through their forms, codes and conventions communicate meanings.		Literacy – Articulating ideas with precision, accuracy and confidence.		Using terminology – Apply subject-specific language to explain meaning.
	Representation – How the media portray events, issues, individuals and social groups.		Analysis – Making active, thoughtful and conscious choices when analysing media products.		Analysing products – Deconstruct media to understand narrative, genre, representation, and audience.
	Media Industries – How the media industries' processes of production, distribution and circulation affect media forms and platforms.		Critical Thinking – Making connections between features and their meanings as well as media products and the contexts of their production.		Producing media – Plan and create products that follow conventions for purpose and audience.
	Audiences – How media forms target, reach and address audiences, and how audiences interpret and respond to them.		Planning – Communicating, thinking ahead and managing time in order to deliver projects that meet the brief and which are on-time.		Evaluating impact – Assess how products influence audiences and reflect society.
	Media contexts – What relevant contexts of media and their influence on media products and processes, including: historical, political, and social and cultural.		Creativity – Thinking creatively and problem solving to create new products utilising codes and conventions.		Researching contexts – Gather and synthesise cultural, historical, and industrial knowledge to inform analysis and production.

Literacy	Numeracy	Cultural Capital
<p>Literacy is built deliberately into the KS4 Media curriculum so that all students can access, analyse and evaluate complex products. We teach students how to read media products closely, use precise subject terminology and structure extended written responses with clarity and purpose. Regular modelling, vocabulary instruction and guided practice ensure that every learner, including those who find reading or writing challenging, can engage confidently with the full curriculum.</p>	<p>Numeracy is integrated through authentic media industry data. Students interpret statistics such as audience figures, budgets, box office performance, circulation numbers and social media analytics. They learn to compare data, identify trends and use numerical evidence to strengthen arguments in their written work. This approach develops confidence with mathematical reasoning and ensures that students can apply quantitative skills in real, meaningful contexts.</p>	<p>Students are introduced to a wide range of media products that broaden their understanding of the world beyond their immediate experience. The curriculum includes products from different eras, cultures and industries, helping students recognise how social values, historical events and creative traditions shape media. By engaging with diverse and high quality examples of human creativity and communication, students develop the knowledge and awareness needed to participate fully in modern cultural and civic life.</p>
Catholic Life and SMSC		Assessment Objectives
<p>Catholic Life is woven through the Media curriculum by encouraging students to reflect on human dignity, moral responsibility and the impact of communication on individuals and communities. Through studying representation, values and ethical issues in media texts, students learn to consider compassion, truthfulness and respect for others. Classroom culture emphasises kindness, reflection and the belief that every person has inherent worth, helping students recognise how media can contribute to or challenge the common good.</p> <p>SMSC development is embedded through opportunities for critical thinking, collaboration and reflection on wider social issues. Students explore how media shapes identity, influences beliefs and reflects cultural diversity, allowing them to engage with spiritual and moral questions in a thoughtful and informed way. They learn to appreciate different perspectives, understand the responsibilities of media producers and audiences, and reflect on the social consequences of communication in modern society.</p>		<p>AO1</p> <p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • the theoretical framework of media • contexts of media and their influence on media products and processes. <p>AO2</p> <p>Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.</p> <p>AO3</p> <p>Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.</p>

St Paul's Academy KS3 Media Studies Enrichment Offer

At KS3 we offer St Paul's Academy's Into Film club which serves as an enjoyable introduction to key concepts in Media Studies. By watching and discussing a wide variety of films, students begin to understand how media communicates meaning through codes – such as camera angles, editing, lighting, and sound – along with genre conventions and storytelling structures. Through discussion and reflection, our club members explore how films portray events, issues, characters, and social groups, prompting critical thinking about representation.

Students are also introduced to the processes behind media production, distribution, and circulation, often through behind-the-scenes content, film credits, or learning how films are brought to audiences via cinema, streaming, or social media. Our film club helps students consider how different media forms target and engage audiences, and how audiences interpret or respond to these messages differently. Discussion helps students develop their appreciation of film by encouraging them to look beyond surface-level entertainment and think critically about how films are made and what they mean.

We curate our selection of films to reflect a variety of historical, political, social, and cultural contexts, helping students understand how these factors influence both the content and creation of media. Overall, our Into Film club lays strong foundations for future study by embedding media literacy in a fun, collaborative environment.

St Paul's Academy KS4 Media Studies – Topics by Half Term

KS4	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Y10	Advertising and marketing KQ: How is media language and representation used advertising? How does context influence the set products?	Film KQ: How does the film industry work? How does context influence the set products?	Magazines KQ: How is media language and representation used magazines? How does context influence the set products?	Film KQ: How does the film industry work? How does context influence the set products?	Crime drama KQ: How is media language and representation used in crime drama? How does the television industry work? How do audiences respond to the set products? How does context influence the set products?		Creating media products KQ: How can I use my knowledge of the theoretical framework in Media Studies to create a media product?	
	Assessment: Q1 ML, Q2 rep.	Assessment: Q3 media industries	Assessment: Q1 ML, Q2 rep.	Assessment: Q3 media industries	Assessment: Q1 ML, Q2 media contexts	Assessment: Q1 ML, Q2 media contexts	Assessment: Draft product and Statement of Aims	Assessment: Final product and Statement of Aims
	<ul style="list-style-type: none"> Theoretical framework Advertising & Marketing: Intro & analysis: Quality Street Analysis: NHS 111 Comparative analysis with other products 	<ul style="list-style-type: none"> Film marketing: analysis of Bond posters 	<ul style="list-style-type: none"> Analysis: GQ ML & rep. gender & ethnicity Analysis: Vogue ML & rep. gender & ethnicity Comparative analysis with other products 	<ul style="list-style-type: none"> Film Industry & No Time to Die Film Audience & film marketing: No Time to Die poster Practical task – poster design 	<ul style="list-style-type: none"> TV genre (Crime Drama); introduction to genre Analysis of full-length product Trigger Point – viewing/key codes Analysis of key sequences – specific elements of media language Analysis of representations – gender, ethnicity etc. Exploration of relevant contexts in relation to full-length product 	<ul style="list-style-type: none"> Industry issues in relation to full-length product Audience issues in relation to full-length product Introduction to second product: view 10-minute sequence, comparison of ML & rep. Detailed comparison of products, linked to contexts, audience and industry 	<ul style="list-style-type: none"> Introduction to briefs, initial ideas/research Research – analyse similar products. Refresher training on equipment/software Research – target audience, secondary research. Refresher training on equipment/software Research & Planning - Draft of initial ideas, pitch concept, treatment Planning - storyboarding, scripting, layout designs etc. Planning - shooting schedule, planning of resources, cast, crew etc. Submit Statement of Aims 	<ul style="list-style-type: none"> Production – filming, photographing, constructing layout, copywriting etc. Production – editing/constructing design Production – editing/constructing design. Teacher review of full draft/rough cut Production Re-shoot/re-drafting as necessary. Final editing/design/polish Production Final editing/design/polish. Submission of media production
Y11	Video games KQ: How does the video game industry work? How do audiences respond to the set product? How does context influence the set product?	Music videos and online marketing KQ: How is media language and representation used in music videos and online marketing? How does the music video and marketing industry work? How do audiences respond to music videos and online marketing? How does context influence the set products?		Radio KQ: How does the radio industry work? How do audiences respond to the set product? How does context influence the set product?	Newspapers KQ: How is media language and representation used in newspapers? How does the newspaper industry work? How do audiences respond newspapers? How does context influence the set products?			
	Assessment: Q3 industry, Q4 audiences	Assessment: Q3 rep.	Assessment: Q3 rep., Q4 media industries		Assessment: : Q3 industry, Q4 audiences	Assessment: : Q1 ML, Q2 rep.	Assessment: Q3 media industries, Q4 audiences	Assessment: Component 1 and Component 2 exams
	<ul style="list-style-type: none"> Video Games Introduction & overview of Fortnite 	<ul style="list-style-type: none"> Music video & online media: overview of topic & music Industry 	<ul style="list-style-type: none"> Analysis of contemporary video 2 (Stormzy) – ML & rep. (ethnicity) Analysis of older music video (TLC) Comparison of older video with contemporary video; exam focus – media language 	<ul style="list-style-type: none"> Radio Industry & Desert Island Discs (BBC, PSB); sense of evolving media 	<ul style="list-style-type: none"> Component One Section A: Newspapers 	<ul style="list-style-type: none"> Analysis: The Sun ML & rep (issues) Analysis: The Sun ML & rep (issues) Component One Section B: Industry & The Sun - ownership, 	<ul style="list-style-type: none"> Revision/exam practice 	

	<ul style="list-style-type: none"> Industry & Fortnite Audience & Fortnite 	<ul style="list-style-type: none"> Analysis of contemporary video 1 (Taylor Swift) – ML & rep. (gender) Contexts of cont. music videos, audience response 	<ul style="list-style-type: none"> & representation Analysis of online, social and participatory media for Taylor Swift Industry and audience issues for Taylor Swift Analysis of online, social and participatory media for Stormzy Industry and audience issues for Stormzy 	<ul style="list-style-type: none"> product Audience & Desert Island Discs: target audience, global audience, responses, fandom 	<ul style="list-style-type: none"> Introduction & overview Analysis: The Guardian ML & rep (issues, age, ethnicity) 	<ul style="list-style-type: none"> context, political leaning etc. Audience & The Sun – target audience, readership, responses! 	
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<i>Component</i>	1. Exploring the Media: Section A	1. Exploring the Media: Section B	2. Understanding Media Forms and Products: Section A	2. Understanding Media Forms and Products: Section B	3. Creating Media Products	Revision
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