Third Year (Year 11)

Key Areas	Autumn 1 *TV Situation Comedy*	Autumn 2 *TV Situation Comedy*	Spring 1 *Component 1 Revision*	Spring 2 *Component 2 Revision*	Summer 1 *Revision & Exam Skills*
Content- WHAT will be learned? What previous learning can be linked? Why this order/**sequence**? **Set products studied this year:** • *Friends,* Season 1, Episode 1, (1994), NBC/Channel 4/Netflix- Ten minute extract • *Man Like Mobeen,* Season 1, Episode 2, 2019, (BBC) • Component 1 Set Products (Revision) • Component 2 Music Industry Products (Revision) **Narrative theory:** • Barthes-enigma • Strauss-binary oppositions • Todorov-narrative structures • Propp-character roles **Audience theory:** • Blumler and Katz's Use and Gratifications theory • active vs passive audiences • demographics • psychographics • Stuart Hall- reception theory • Active vs passive audiences	**Learning Objectives:** • To understand the contexts of TV Sitcom and the television industry. • To explore and understand the set product examples for Sitcom. • To apply audience theory to identify television audiences and their responses to television products. • To explore the representations in TV Sitcoms. **Links with prior/ subsequent learning:** • Industry contexts of film, video games, newspapers, and music videos. • Technical codes of moving image examples from music videos (e.g. editing, camera angles, mise-en-scene, etc). • The role of the BBC as a public service broadcaster from the Radio unit in Year 10. • Narrative theory from Component 1 & 2. • Audience theory from Component 1 & 2.	**Learning Objectives:** • To understand the contexts of TV Sitcom and the television industry. • To explore and understand the set product examples for TV Sitcom. • To apply audience theory to identify television audiences and their responses to television products. • To explore the representations in TV Sitcoms. **Links with prior/ subsequent learning:** • Industry contexts of film, video games, newspapers, and music videos. • Technical codes of moving image examples from music videos (e.g. editing, camera angles, mise-en-scene, etc). • The role of the BBC as a public service broadcaster from the Radio unit in Year 10. • Narrative theory from Component 1 & 2. • Audience theory from Component 1 & 2.	**Learning Objectives:** • To revisit and review the set product examples Component 1. • To revisit and review the contexts of the Component 1 products. • To revisit and review the representations of gender, ethnicity, and beliefs and values in the set products for Component 1. • To review exam skills to improve writing skills. **Links with prior/ subsequent learning:** • Unseen analysis of print-based products. • Component 1 set products from Year 9 and 10.	**Learning Objectives:** • To revisit and review the set product examples Component 2. • To revisit and review the contexts of the Component 2 products. • To revisit and review the representations of gender, ethnicity, and beliefs and values in the set products for Component 2. • To review exam skills to improve writing skills. **Links with prior/ subsequent learning:** • Unseen analysis of print-based products. • Component 2 set products from Year 10.	**Learning Objectives:** • To revisit and review the set product examples Components 1 & 2. • To revisit and review the contexts of the Components 1 & 2 products. • To revisit and review the representations of gender, ethnicity, and beliefs and values in the set products for Components 1 & 2. • To review exam skills to improve writing skills. **Links with prior/ subsequent learning:** • Unseen analysis of print-based products. • Components 1 & 2
Skills- What will be developed?	• Learners will understand and apply subject specialist terminology to analyse TV Sitcom examples. • Learners will apply writing skills to analyse TV Sitcoms using the APE format. • Learners will apply relevant media theory to TV Sitcom examples.	• Learners will understand and apply subject specialist terminology to analyse TV Sitcom examples. • Learners will apply writing skills to analyse TV Sitcoms using the APE format. • Learners will apply relevant media theory to TV Sitcom examples.	• Learners will continue to develop their writing skills to explore their Component 1 set products using the APE format. • Learners will explore a range of media products and the contexts in which they are produced to make informed arguments in their writing.	• Learners will continue to develop their writing skills to explore their Component 2 set products using the APE format. • Learners will explore a range of media products and the contexts in which they are produced to make informed arguments in their writing.	• Learners will continue to develop their writing skills to explore their Components 1 & 2 set products using the APE format. • Learners will explore a range of media products and the contexts in which they are produced to make informed arguments in their writing.

	• Learners will develop research skills on the social and historical contexts of TV Sitcoms and the television industry.	• Learners will develop research skills on the social and historical contexts of TV Sitcoms and the television industry.	• Learners will further develop media literacy skills to critically evaluate and understand the impact of media products on popular culture.	• Learners will further develop media literacy skills to critically evaluate and understand the impact of media products on popular culture.	• Learners will further develop media literacy skills to critically evaluate and understand the impact of media products on popular culture.
Key 'How'/'Why' Questions- What **powerful knowledge** will be gained? What areas/themes/concepts will be explored?	• Learners will be able to analyse the TV Sitcom episodes using media language. • Learners will explore the representations of gender and ethnicity in the TV Sitcom episodes and consider how these are influenced by their historical, social, and cultural contexts. • Learners will understand how TV Sitcom production reflects the historical, social, and cultural contexts in which they are produced. • Learners will understand how TV Sitcom audiences respond by applying relevant media theory to the set products.	• Learners will be able to analyse the TV Sitcom episodes using media language. • Learners will explore the representations of gender and ethnicity in the TV Sitcom episodes and consider how these are influenced by their historical, social, and cultural contexts. • Learners will understand how TV Sitcom production reflects the historical, social, and cultural contexts in which they are produced. • Learners will understand how TV Sitcom audiences respond by applying relevant media theory to the set products.	• Learners will be able to review their learning of Component 1 set products using media language. • Learners will understand the economic contexts of Component 1 media products. • Learners will understand how Component 1 media products reflect the social & cultural contexts in which they were produced. • Learners will explore the relevant representations included in the Component 1 set products.	• Learners will be able to review their learning of Component 2 set products using media language. • Learners will understand the economic contexts of Component 2 media products. • Learners will understand how Component 2 media products reflect the social & cultural contexts in which they were produced. • Learners will explore the relevant representations included in the Component 2 set products.	• Learners will be able to review their learning of Components 1 & 2 set products using media language. • Learners will understand the economic contexts of Components 1 & 2 media products. • Learners will understand how Components 1 & 2 media products reflect the social & cultural contexts in which they were produced. • Learners will explore the relevant representations included in their Components 1 & 2 set products.
SEND- how will support be seen? Seating plans? Simplified questions?	• Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. • Offer flexibility in seating arrangements to accommodate evolving learning preferences and social dynamics within the classroom. • Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best for their individual needs.	• Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. • Offer flexibility in seating arrangements to accommodate evolving learning preferences and social dynamics within the classroom. • Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best	• Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. • Offer flexibility in seating arrangements to accommodate evolving learning preferences and social dynamics within the classroom. • Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best	• Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. • Offer flexibility in seating arrangements to accommodate evolving learning preferences and social dynamics within the classroom. • Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best	• Provide opportunities for peer mentoring and collaboration, encouraging all students, including those with SEND, to contribute their unique perspectives and talents. • Offer flexibility in seating arrangements to accommodate evolving learning preferences and social dynamics within the classroom. • Encourage students to take ownership of their learning by involving them in the process of identifying and selecting strategies that work best

	• Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. • Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. • Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge.	for their individual needs. • Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. • Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. • Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge.	for their individual needs. • Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. • Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. • Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge.	for their individual needs. • Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. • Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge.	for their individual needs. • Provide a range of question types (e.g., open-ended, problem-solving) to engage students with diverse learning styles and abilities. • Encourage students to experiment with varied sentence structures, vocabulary choices, and organizational techniques to foster independent and creative expression. • Encourage students to create their own graphic organizers to facilitate deeper understanding and synthesis of knowledge.
Assessment- What? Why?	**Teacher marked assessment:** Component 1 Mock Exam agreed with classroom teachers. (1 hour, 30 minutes)	**Teacher marked assessment:** Component 2 media language question. (20 marks).	**Teacher marked assessment:** Component 2 Mock Exam agreed with classroom teachers. (1 hour, 30 minutes)	**Walkthrough mock exam:** Component 1 walkthrough mock agreed with classroom teachers.	**Walkthrough mock exam:** Component 2 walkthrough mock agreed with classroom teachers.
What **memory for learning** skills will be required- modelling? Concrete answers? Retrieval?	• Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) • Interleaving topics so they are revisited at appropriate times between topics. • Regular modelling of example paragraphs using the APE format adopted in Year 9 & 10. • Learners review model of extended written responses to Component 1 mock exam. • Elaboration involving expanding on new information and connecting it to previous topics. (e.g. regulation, audiences, websites).	• Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) • Interleaving topics so they are revisited at appropriate times between topics. • Regular modelling of example paragraphs using the APE format adopted in Year 9 & 10. • Learners review model of extended written responses to radio assessment Q2 on representations. • Elaboration involving expanding on new information and connecting it to previous	• Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) • Interleaving topics so they are revisited at appropriate times between topics. • Regular modelling of example paragraphs using the APE format adopted in Year 9 & 10. • Learners review model of extended written responses to answers from the Component 2 mock exam. • Elaboration involving expanding on new information and connecting it to existing knowledge. (e.g.	• Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) • Interleaving topics so they are revisited at appropriate times between topics. • Regular modelling of example paragraphs using the APE format adopted in Year 9 & 10. • Learners review model of extended written responses to representations question in Component 2. • Elaboration involving expanding on new information and connecting it to existing	• Spaced learning of topic over a sequence of lessons. • Regular use of retrieval practice at the beginning phase of lessons, (e.g., quizzes and revisiting past examples) • Interleaving topics so they are revisited at appropriate times between topics. • Regular modelling of example paragraphs using the APE format adopted in Year 9 & 10. • Learners will review model responses from mock exam feedback and apply this to their responses for revision. • Elaboration involving expanding on new information and

		topics. (e.g. regulation, audiences, websites)	regulation, audiences, websites)	knowledge. (e.g. regulation, audiences, websites)	connecting it to existing knowledge. (e.g. regulation, audiences, websites)
Literacy- reading, extended accurate writing and oracy opportunities	• Learners will be tested on key terminology throughout their lessons building on vocabulary. • Learners will develop their writing skills focusing on APE format. • Reading comprehension tasks based on TV Sitcom articles.	• Learners will be tested on key terminology throughout their lessons building on vocabulary. • Learners will develop their writing skills focusing on APE format. • Reading comprehension tasks based on TV Sitcom articles.	• Learners will continue to be tested on key terminology throughout their lessons building on vocabulary. • Learners will continue to develop their writing skills focusing on APE format. • Learners will continue to develop exam skills identifying key words to exam questions and planning their responses.	• Learners will continue to be tested on key terminology throughout their lessons building on vocabulary. • Learners will continue to develop their writing skills focusing on APE format. • Learners will continue to develop exam skills identifying key words to exam questions and planning their responses.	• Learners will continue to be tested on key terminology throughout their lessons building on vocabulary. • Learners will continue to develop their writing skills focusing on APE format. • Learners will continue to develop exam skills identifying key words to exam questions and planning their responses.
Numeracy/computing skills	• Learners will interpret graphs on TV viewership to draw conclusions about the industry.	• Learners will interpret graphs on TV viewership to draw conclusions about the industry.	• Learners will review the relevant numeracy elements from their previous years' study.	• Learners will review the relevant numeracy elements from their previous years' study.	• Learners will review the relevant numeracy elements from their previous years' study.
Character development	• Encourage learners to cultivate skills in critically consuming media. • Critical thinking skills by analysing TV Sitcoms. • Communication and persuasion skills through understanding how messages are conveyed in TV Sitcoms. • Cultural awareness and a broader understanding of societal influences on the television industry. • Examining the ethical factors involved in regulating the television industry.	• Encourage learners to cultivate skills in critically consuming media. • Critical thinking skills by analysing TV Sitcoms. • Communication and persuasion skills through understanding how messages are conveyed in TV Sitcoms. • Cultural awareness and a broader understanding of societal influences on the television industry. • Examining the ethical factors involved in regulating the television industry.	• Further develop critical thinking skills by analysing media set products from Component 1. • Enhance communication and persuasion skills through understanding how messages are conveyed in the set media products from Component 1. • Cultural awareness and a broader understanding of societal influences on the set media products from Component 1.	• Further develop critical thinking skills by analysing media set products from Component 2. • Enhance communication and persuasion skills through understanding how messages are conveyed in the set media products from Component 2. • Cultural awareness and a broader understanding of societal influences on the set media products from Component 2.	• Further develop critical thinking skills by analysing media set products from Components 1 & 2. • Enhance communication and persuasion skills through understanding how messages are conveyed in the set media products from Components 1 & 2. • Cultural awareness and a broader understanding of societal influences on the set media products from Components 1 & 2.
Equality/Diversity opportunities	• Examining the portrayal of diverse groups in TV Sitcoms. • Recognising and exploring biases and stereotypes depicted in media coverage. • Exploring gender equality, racial	• Analysing diverse groups' representation in TV Sitcoms. • Identifying and discussing biases and stereotypes in media coverage. • Investigating gender equality, racial	• Review the portrayal of diverse groups in the media set products from Component 1. • Review how the set media products from Component 1 influence public opinion on equality and diversity.	• Review the portrayal of diverse groups in the media set products from Component 2. • Review how the set media products from Component 2 influence public opinion on equality and diversity.	• Review the analysis of diverse groups' representation in the media set products from Components 1 & 2. • Review how the set media products from Components 1 & 2 influence public opinion

			• Review the investigation of gender equality, racial discrimination, and socio-economic disparities in the set media products from Component 1.	• Review the investigation of gender equality, racial discrimination, and socio-economic disparities in the set media products from Component 2.	on equality and diversity. • Review the investigation of gender equality, racial discrimination, and socio-economic disparities in the set media products from Components 1 & 2.
discrimination, and socioeconomic factors in television programming.	discrimination, and socio-economic in television.				
Homework/Independent learning	• **Independent analysis:** Learners will annotate an unseen print-based product for Q2 comparison. • **Independent revision:** Learners will use curated resources to revise for their Component 1 mock exam.	• **Independent research:** Learners will research the ownership of television companies and compare this with the BBC. • **Independent analysis:** Learners will annotate an unseen print-based product for Q2 comparison.	• **Independent analysis:** Learners will annotate an unseen print-based product for Q2 comparison. • **Independent revision:** Learners will use curated resources to revise for their Component 2 mock exam.	• **Independent revision:** Learners will use curated resources to revise for their exams.	• **Independent revision:** Learners will use curated resources to revise for their exams.
CIAG coverage/links	• Lessons include links to careers in television industry (e.g. producer roles).	• Lessons include links to careers in television industry (e.g. producer roles).	• CIAG coverage will be focused on independently by students planning their future.	• CIAG coverage will be focused on independently by students planning their future.	• CIAG coverage will be focused on independently by students planning their future.