

Herschel Grammar School
Curriculum Overview 2025/26

Curriculum Intent

Media Studies allows the students to analyse, evaluate and think critically about the world they live in. The different areas of focus in each GCSE unit allow students to explore all aspects of the media content we absorb - print, broadcast and e-media. The course also allows them to explore social, cultural, economic and environmental impacts from the 1960s in comparison to 21st century ideologies. The students leave the course with an open-minded approach to how we view ideas in the world and how they themselves are viewed.

The curriculum intention is to provide our media learners with the ability to question, criticise and articulate perspectives of their world and the worlds of others as regional, national and global communities, supported by an embedded contextual learning that spans across time periods, cultures, traditions and change.

Ambition is developed through the integrated A-level content that is used to support those high-achieving learners but also as a scaffold to help the content be more cohesive, for example the inclusion of theoretical study is an A-level requirement, however understanding it at GCSE helps to consider content creators' choices in their medium.

The layout provides several opportunities to reflect and review on previous learning whilst still building on new skills; it allows for the concept of long-term memory retention which aids learners in GCSE exams and to also progress onto A-levels.

Curriculum Impact

The strengths within the subject are formed in the inclusion of independent learning in the media. Students are presented with relatable and relevant texts to which they apply their own readings and interpretations whilst also learning about others. The engagement and interest are the driving forces behind the enjoyment and strength of the subject. Paired with the clear expectations of exams structures provided in the success criteria, the teaching of Media Studies prepares learners for their final examinations throughout their learning journey.

Within each lesson questioning is used for information recall and revisited throughout the year to ensure learners build on their knowledge and don't replace one piece for another. Summative assessments are used in the form of practice questions and home learning activities, with marked feedback to gauge problem errors and any gaps in knowledge. This then leads onto formative assessments, which are used on a half-termly basis to ensure written outcomes and exam answers.

Extra support with one-on-one interventions, sentence starters for exam style questions and model answers are put in place for SEN and PP learners. Revision guides are paid for and provided from the faculty budget to provide support from the beginning of the course. Financial support is offered for educational visits.

Through education, we have the privilege of engaging directly with children and young people who:

- are passionate about the natural world
- want to do their best to protect it
- can influence their wider communities

Throughout this document, whenever the following icon is used , it indicates that the teaching and learning is linked to one or more of the following:

- nature
- the causes and impacts of climate change
- careers in the green economy
- the importance of sustainability

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Year group	10
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Rationale for sequencing	The sequencing supports the learners through ascertaining news skills and vocabulary in the initial stage, to then developing their understanding by applying this knowledge within the curriculum content set out by the exam boards. The choice to progress with Paper 1 offers an opportunity of application of skills with more approachable texts, for example familiarity with TV shows in Paper 1: Component 1 which is studied in Term 1. The skills that have been developed are then transferred to the learning in the succeeding terms to refine the students' application, analysis and written communication.
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Term 1	
Half term	Half term
Initial vocabulary and knowledge OCR Media Studies Paper 1: Component 1 – Television 	OCR Media Studies Paper 1: Component 2 – Promoting Media 
Term 2	
Half term	Half term
OCR Media Studies Paper 2: Component 1 – Music 	OCR Media Studies Paper 2: Component 2 – News 
Term 3	
Half term	Half Term
First 2 weeks: Year 10 Mocks OCR Media Studies Review and revise areas of the mock results NEA: Creative Brief Research and Development	NEA: Creative Brief Planning and First Stage Designs; creating images.

Key Assessment Plans:	
Term 1	2 x formative unit assessments; intermittent summative assessments
Term 2	1 x formative unit assessment; intermittent summative assessments
Term 3	1 Full Paper Mock style assessment

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Year group	11
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Rationale for sequencing	The sequencing primarily focuses on memory and retention. After the completing of their NEA in the first half-term, there is a move to revise Paper 2 in preparation for the December Mock series. After this, at each stage of learning the content is revised, reviewed and retained to support the learners' confidence and knowledge in the subject to strengthen application and written communication. In the term leading up to their summer exams there is a focus on vocabulary and written communication, as the content is usually a strong hold and refining the exam answers is what secures the higher-level answers.
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Term 1	
Half term	Half term
NEA: Creative Brief Collation of images and designs; article writing, final design. 🌐	Revision and Review of Full Paper 2 in preparation for Dec Mock Last 2 weeks: Year 11 Mocks
Term 2	
Half term	Half term
Revision and Review of Mock Paper outcomes (paper 2) Paper 1: Component 1	Revision and Review of Paper 1: Component 2
Term 3	
Half term	Half Term
Holistic Revision of whole course with a focus on vocabulary and written communication.	Study Leave for Summer Exams

Key Assessment Plans:	
Term 1	Final submission of NEA; 1 Full Paper Mock style assessment
Term 2	A combination of formative unit assessments and summative assessments to supportive learners' needs each year
Term 3	Summative assessments in preparation for summer exams

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Year group	12
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Rationale for sequencing	The sequencing primarily focuses on setting up the core part of the students' knowledge surrounding theoretical knowledge. By starting with theoretical study to lay the foundation of the applied learning through theorists ideologies, and then moving on to the content with <i>Media Messages</i> (paper 1) it gives the students a comprehensive base knowledge for the remainder of the course. This leads into skills required for Paper 2 focusing on <i>Evolving Media</i> (paper 2) and changes to modern viewing. Each stage of learning focuses on the four key areas of Media Studies: Language, Industries, Audiences and Representations, which are studied in relation to the set texts and the wider spectrum of learning.
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Term 1	
Half term	Half term
Theoretical Study Paper 1 Unit A: News Media Language and Representations 	Paper 1 Unit B: Media Language and Representations 
Term 2	
Half term	Half term
Review of Knowledge and Understanding, with Exam Practice. Begin Paper 2 Unit A: Industries and Audiences 	Continued: Paper 2 Unit A: Industries and Audiences Paper 2 Unit B: LFTVD 
Term 3	
Half term	Half Term
Revision for Summer Mock paper NEA: Creative Brief Research and Development; Planning and First Stage Designs; Creating/collating images. 	Summer Mocks (2 weeks) NEA: Creative Brief Research and Development; Planning and First Stage Designs; Creating/collating images. Continues throughout Summer break to Year 13

Key Assessment Plans:	
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Term 1	Unit A and B timed assessments
Term 2	Full Paper 1 timed assessment
Term 3	Full Paper 1 and Paper 2 Mock Assessments; Fortnightly submissions for NEA planning and drafting.

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Year group	13
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Rationale for sequencing	The sequencing primarily focuses on memory and retention. An internal submission date at Christmas for the completion of their NEA gives ample time to have the creative project mastered, whilst reviewing Exam content and retention of knowledge. At each stage of learning, the content is revised, reviewed and retained to support the learners' confidence and knowledge in the subject to strengthen application and written communication. In the term leading up to their summer exams there is a focus on vocabulary and written communication, as the content is usually a stronghold and refining the exam answers is what secures the higher-level answers.
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Term 1	
Half term	Half term
NEA: Creative Brief Collation of images and designs; article writing. Reviewing Key concepts of Media Language, Media Audiences, Media Industries and Media Representations.  Review and revision of set texts and practice of unseen texts.	NEA: Creative Brief Collation of images and designs; article writing, final design. <i>Internal Submission Dec 2026.</i> Focus on Written communication improvements based on Year 12 assessments and internal year 13 assessments in Term 1A.
Term 2	
Half term	Half term
Review of Knowledge and Understanding, with Exam Practice. Preparation for year 13 Mocks	Mock Paper (2 weeks) In-depth, fine-tooth comb review of individual questions in each paper. Final One-to-one learning conversations and intervention.
Term 3	
Half term	Half Term
Holistic Revision of whole course with a focus on vocabulary and written communication.	<i>Study leave for official summer exams</i>

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Key Assessment Plans:	
Term 1	Unit based timed assessments; NEA marking and moderation
Term 2	Full Paper Timed assessment (Mocks inclusive)
Term 3	Adaptive assessment to meet requirements of learners leading up to summer exams