

Curriculum intent in English and Media

Academy intent statement	In English and Media we:	In order to:	Progress
<p>Be knowledge based, accessible and aspirational for all students</p>	<p>Study a broad range of challenging texts from the start of year 7 Start the GCSE courses in year 9</p> <p>Offer GCSE Media in years 9, 10 and 11</p> <p>Use low-stakes testing and over-learning in English and Media lessons Run revision sessions for year 10 and 11 Have extra English lessons for targeted year 11 students Run Subject Enhancement sessions for targeted year 11s</p> <p>Use fortnightly mini-mocks to monitor performance and to practise exam skills Set challenging targets Study a range of media texts</p>	<p>Raise aspirations and opportunities for all students. Allow students to practise GCSE skills from the start at TMA Enable all students to access the complexity of the skills required for GCSE Enable students to access the course at a time that is right for them Embed key knowledge and improve long-term memory Ensure that those who need support can access it Support the learning of those at risk of under-achievement Consolidate learning for those at grade 6+ and support learning for those aiming for a grade 4/5 Ensure that the GCSE exams are accessible for all and to allow students to see their own progress in skills Raise aspirations for students Enable students to be aware of the texts that surround them across a range of media platforms</p>	<p>In place In place In place In place In place In place In place In place</p>
<p>Enable students to make choices to keep themselves safe and well</p>	<p>Build media awareness into parts of the curriculum, e.g. research skills, spotting bias, etc. in English and Media</p> <p>Develop students' communication skills</p> <p>Provide opportunities for debate and discussion about a range of important topics for modern life</p> <p>Explore issues around a range of media texts such as: newspapers, radio, film, TV, advertising, social media, gaming and magazines</p>	<p>Ensure that students can evaluate sources independently</p> <p>Enable students to communicate effectively and safely online and in the real world Enable students to practise voicing their opinions in a safe environment and to ensure that students understand different opinions on important topics Understand the motivation and power of media companies</p>	<p>In place and under review in SOW In place In place and under review in SOW In place</p>
<p>Raise aspirations and prepare students for successful progression post-16</p>	<p>Teach speaking and listening skills Provide guidance on the effective use of ICT where appropriate Integrate A-level knowledge into lessons where appropriate</p> <p>Discuss potential careers links with our subject where appropriate, e.g. journalism, law, publishing, marketing, academia, etc.</p>	<p>Build confidence in communication for life and work Ensure that students have effective ICT skills for life and work Raise aspirations to student and prepare them for post-16</p> <p>Broaden students' understanding of potential uses for the skills they learn and practise in English</p>	<p>In place In place In place and under review in the SOW In place and under review in the SOW</p>

	Deliver Media Studies GCSE	Prepare students for further and higher education courses and a potential career in the Media	In place
Ensure students develop knowledge, confidence and skill within English and maths	<p>Use reading-age appropriate resources</p> <p>Share good practice across other areas and support colleagues where necessary</p> <p>Use fortnightly SPaG homeworks in year 7 and 8</p> <p>Use Accelerated Reader in year 7 library lessons</p> <p>Use of IPEELL in year 7 and 8</p> <p>Teach subject terminology for media</p>	<p>Ensure that students can access their learning with confidence</p> <p>Develop and embed excellent literacy skills across the Academy</p> <p>Consolidate learning at primary school and develop literacy skills</p> <p>Ensure that students are accessing reading material that is appropriate for their ability and that will engage students in order to foster a love of reading</p> <p>Build confidence and provide “scaffolding” for planning extended writing, as well as ensuring students are clear about success criteria and to allowing structured self-assessment</p> <p>Build confidence in accessing a range of media texts and decoding their meanings</p>	<p>In place</p> <p>In place and developing</p> <p>In place</p> <p>In place</p> <p>In place</p> <p>In place</p> <p>In place</p>
Develop cultural capital	<p>Emphasise the power and impact of human creativity through our teaching of literature and non-fiction</p> <p>Give real-life examples of how English skills build for lifelong learning</p> <p>Theatre trips at KS4 and memorable experiences for KS3</p> <p>Discussion about religion, politics, class, gender, etc. where appropriate</p> <p>Teach about representation in the media including: gender, race, age, sexuality, class etc.</p> <p>Teach about media institutions including our media heritage</p>	<p>Instil a respect and love of the written word and other art forms</p> <p>Show students the relevance of the skills they are learning for their own futures</p> <p>Create memories of experiences that many students would otherwise not be able to access</p> <p>Develop students’ understanding of the world they live in</p> <p>Understand how different groups in society are portrayed and the potential impact on audiences</p> <p>Understand the impact that media institutions have had, and continue to have, on our society</p>	<p>In place</p> <p>In place</p> <p>In place</p> <p>In place</p> <p>In place</p> <p>In place</p>
Develop skills and understanding for life in modern Britain	<p>Explore how Britain and British values are represented in literature and non-fiction texts</p> <p>Use literature and literary non-fiction to explore themes of tolerance, diversity, democracy, law, respect, empathy, individuality, etc.</p> <p>Teach about British values, history and cultural importance through media texts</p>	<p>Deepen students’ understanding of their country and the origins of current thinking and social structures</p> <p>Challenge each others’ ideas about British values and to deepen students’ understanding of key areas in our society</p> <p>Understand how Britain is represented in the media and how the media can impact on everyday life</p>	<p>In place and under review in SOW</p> <p>In place and under review in SOW</p> <p>In place</p>

Where progress is described as “under review in SOW”, it means that at present our delivery of each strand is not made explicit in SOWs and that this will be rectified for September 2020.

