

Plan Of Learning For The Year (Unit/Topic/Project Context)

Half Term 1

- Introduction to Core Elements of Film-making and key vocabulary
- Film Studies Paper 1: American Mainstream Film – *No Country for Old Men* (Coen Brothers)
- Film Studies Paper 1: Classical Hollywood – *Casablanca* (Curtis)
- **Assessment – Film components terminology and question on *Casablanca***

Half Term 2

- Film Studies Paper 1: Contemporary Independent Film – *Winter's Bone* (Granik)
- Film Studies Paper 1: New Hollywood – *Bonnie and Clyde* (Penn)
- **Assessment – Question on *No Country for Old Men* and *Winter's Bone***

Half Term 3

- Production Coursework – introduction to scriptwriting
- Film Studies Paper 1: British Film - *Trainspotting* (Boyle)
- Film Studies Paper 2: European Film – *Pans Labyrinth* (Del Toro)
- **Assessment – Comparative question on *Casablanca* and *Bonnie & Clyde***

Half Term 4

- Production Coursework – evaluation of production
- Film Studies Paper 1: British Film - *Trainspotting* (Boyle)
- Film Studies Paper 2: Global Film – *City of God* (Meirelles/Lund)
- **Assessment – Question on *No Country for Old Men* and *Winter's Bone***

Half Term 5

- Revision of Paper 1 Section A and B content for mocks (*No Country for Old Men*/ *Winter's Bone*/ *Pans Labyrinth*/ *City of God*)
- Completing production coursework
- **Assessment – Coursework draft 1**

Half Term 6

- **Mock exams: Paper 1 Section B and Paper 2 Section A**
- Mock feedback
- Introduction to British Film - *This is England* (Meadows)
- Introduction to Documentary Film (AMY – Kapadia)

Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
<ul style="list-style-type: none"> • Self and peer assessment • On-going formative assessment during lessons by teacher • Student/teacher one-to-one discussions • Half-termly teacher assessed tasks and formal assessment • Regular independent work and reading 	<ul style="list-style-type: none"> • Use terminology to learn core vocabulary on a regular basis and apply it • Attend after school revision/ holiday revision sessions • Viewing relevant or related films at the cinema 	<ul style="list-style-type: none"> • Learning about other social groups, regions, political opinions, cultures and traditions • Learning about society- past and present • Working independently, in pairs and in groups. • Empathising and understanding • Exploring and debating differing viewpoints and perspectives • Watching and analysing a large range of text types and genres

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> • Misuse of terminology for film elements • Remembering key areas of focus for specific sections of the exam papers 	<ul style="list-style-type: none"> • Regular revisiting of core terminology and grammar • Assessment objectives cross over between the different papers • Linking theories and criticism to arguments and exploring the validity of these ideas 	<ul style="list-style-type: none"> • Regular use of scaffolds and structured practice • Clearly defined success criteria and use of student action to make progress • Whole class feedback delivered