

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

Half Term 1

- Film Studies Paper 1: British Film – *This is England* (Meadows)
- Focus on narrative and ideology on screen
- Film Studies Paper 2: Documentary Film – *AMY* (Kapadia)
- Focus on digital technologies and film-maker’s theories
- **Assessment: British Film – Question on *Trainspotting* and *This is England***

Half Term 2

- Film Studies Paper 2: Experimental Film – *Pulp Fiction* (Tarantino)
- Film Studies Paper 2: Silent Cinema – *Sunrise* (Murnau)
- **Assessment: Silent Cinema – Question on *Sunrise***

Half Term 3

- Revision of American Film – *Winter’s Bone* (Granik) and *No Country for Old Men* (Coen Brothers)
- Revision of Hollywood Film – *Casablanca* (Curtiz) and *Bonnie & Clyde* (Penn)
- **Assessment – Full Paper 1**

Half Term 4

- Revision of British Film – *Trainspotting* (Boyle) and *This is England* (Meadows)
- Revision of Global Cinema – *Pans Labyrinth* (Del Toro) and *City of God* (Lund/Meirelles)
- **Assessment – Full Paper 2**

Half Term 5

- Revision of Experimental Cinema – *Pulp Fiction*
- Revision of Documentary film and Silent Cinema – *AMY* and *Sunrise*

Half Term 6

- **Final examinations**

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