

Plan Of Learning For The Year (Unit/Topic/Project Context)	
<b>Half Term 1</b> <ul style="list-style-type: none"> <li>Introduction to Core Elements of Film-making and key vocabulary</li> <li>Film Studies Paper 1: Introduction to British Film - <i>This is England</i> (Meadows)</li> <li>Film Studies Paper 2: European Film – <i>Pans Labyrinth</i> (Del Toro)</li> <li><b>Assessment – Analysis of a film sequence using film elements terminology</b></li> </ul>	<b>Half Term 4</b> <ul style="list-style-type: none"> <li>Production Coursework – evaluation of production</li> <li>Film Studies Paper 1: American Film – <i>Get Out</i> (Peele)</li> <li>Film Studies Paper 1: New Hollywood – <i>Bonnie and Clyde</i> (Penn)</li> <li><b>Assessment – Hollywood comparative questions</b></li> </ul>
<b>Half Term 2</b> <ul style="list-style-type: none"> <li>Film Studies Paper 1: British Film - <i>Trainspotting</i> (Boyle)</li> <li>Film Studies Paper 2: Global Film – <i>City of God</i> (Meirelles/Lund)</li> <li><b>Assessment – Question on Pan's Labyrinth</b></li> </ul>	<b>Half Term 5</b> <ul style="list-style-type: none"> <li>Production Coursework – introduction to scriptwriting</li> <li>Finishing American Film</li> <li><b>Revision for mocks</b></li> </ul>
<b>Half Term 3</b> <ul style="list-style-type: none"> <li>Film Studies Paper 1: British Film - <i>This is England</i> (Meadows) and <i>Trainspotting</i> (Boyle)</li> <li>Film Studies Paper 1: Classical Hollywood – <i>Vertigo</i> (Hitchcock)</li> <li><b>Assessment – Question on British Film</b></li> </ul>	<b>Half Term 6</b> <ul style="list-style-type: none"> <li><b>Mock exams: Paper 1 Section C (British) and Paper 2 Section A (Global)</b></li> <li>Mock feedback</li> <li>Completing production coursework</li> </ul>

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

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