

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: Introduction to British Film - *This is England* (Meadows)
- Film Studies Paper 2: European Film – *Pans Labyrinth* (Del Toro)
- **Assessment – Analysis of a film sequence using film elements terminology**

Half Term 2

- Film Studies Paper 1: British Film - *Trainspotting* (Boyle)
- Film Studies Paper 2: Global Film – *City of God* (Meirelles/Lund)
- **Assessment – Question on Pan's Labyrinth**

Half Term 3

- Film Studies Paper 1: British Film - *This is England* (Meadows) and *Trainspotting* (Boyle)
- Film Studies Paper 1: Classical Hollywood – *Vertigo* (Hitchcock)
- **Assessment – Question on British Film**

Half Term 4

- Production Coursework – evaluation of production
- Film Studies Paper 1: American Film – *Get Out* (Peele)
- Film Studies Paper 1: New Hollywood – *Bonnie and Clyde* (Penn)
- **Assessment – Hollywood comparative questions**

Half Term 5

- Production Coursework – introduction to scriptwriting
- Finishing American Film
- **Revision for mocks**

Half Term 6

- **Mock exams: Paper 1 Section C (British) and Paper 2 Section A (Global)**
- Mock feedback
- Completing production coursework

Feedback, Retrieval & Assessment

- 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

Super curriculum opportunities / extra-curricular activities

- 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

Cultural Capital, SMSC, Careers and Futures

- 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

- Misuse of terminology for film elements
- Remembering key areas of focus for specific sections of the exam papers

Connecting New Knowledge

- 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

Challenge for all

- Regular use of scaffolds and structured practice
- Clearly defined success criteria and use of student action to make progress
- Whole class feedback delivered