

Plan Of Learning For The Year (Unit/Topic/Project Context)	
<b>Half Term 1</b>	
<ul style="list-style-type: none"> <li>Film Studies Paper 1: American Film – <i>Joker</i> (Phillips)</li> <li>Film Studies Paper 2: Documentary Film – <i>AMY</i> (Kapadia)</li> <li><b>Assessment: Documentary Film – Question on "AMY"</b></li> </ul>	
<b>Half Term 2</b>	
<ul style="list-style-type: none"> <li>Film Studies Paper 2: Experimental Film – <i>Memento</i> (Nolan)</li> <li>Film Studies Paper 2: Silent Cinema – <i>Sunrise</i> (Murnau)</li> <li><b>Mocks – Full Paper 1</b></li> </ul>	
<b>Half Term 3</b>	
<ul style="list-style-type: none"> <li>Revision of British Film – <i>Trainspotting</i> (Boyle) and <i>This is England</i> (Meadows)</li> <li>Revision of Hollywood Film – <i>Vertigo</i> (Hitchcock) and <i>Bonnie &amp; Clyde</i> (Penn)</li> <li><b>Assessment – Paper 2 Section D - Experimental</b></li> </ul>	<b>Half Term 4</b> <ul style="list-style-type: none"> <li>Revision of British Film – <i>Trainspotting</i> (Boyle) and <i>This is England</i> (Meadows)</li> <li>Revision of Global Cinema – <i>Pans Labyrinth</i> (Del Toro) and <i>City of God</i> (Lund/Meirelles)</li> <li><b>Mocks – Full Paper 2</b></li> </ul> <b>Half Term 5</b> <ul style="list-style-type: none"> <li>Revision of Experimental Cinema</li> <li>Revision of Documentary film and Silent Cinema</li> </ul> <b>Half Term 6</b> <ul style="list-style-type: none"> <li><b>Final examinations</b></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>