

[Subject] Curriculum Map	
A. Formal Curriculum Key Stage 4	
Core Content & Skills	<p>By the end of key stage FOUR we want all students of [subject] to know and do the following things:</p> <p>Demonstrate knowledge and understanding of the theoretical framework of media and contexts of media and their influence on media products and processes. Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions. relate media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.</p> <p>Students can study the media in an academic context and apply the knowledge they've gained in the process of creating their own media production. Content is chosen to widen their intellectual horizons through analysing a broad range of media forms and contexts. They'll also be able to develop a wider understanding of the media in both a historical and contemporary context.</p> <p>Application of the media theoretical framework to a range products.</p> <p>TV dramas Newspapers Video games Radio Music videos Magazines Advertisements</p> <p>Skills: Analysis Digital design Graphic production Photography techniques</p>
Prior Knowledge & Skills	<p>In KS4, students of Media will build on the following prior learning:</p> <p>Knowledge of the theoretical framework (RAIL), Historical, social, cultural and economic contexts which impact the media we consume.</p> <p>Build on design skills from KS3 in the production of media.</p> <p>Expand on understandings of representations to include more subtle uses in the media.</p> <p>Skills: Basic Analysis Core Digital design elements Simple Graphic production</p>
Future knowledge	The Curriculum in KS4 [Subject] will prepare students for the following future learning:



Year 11	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	Term 1 NEA introduction to Making media. (Representation, language, Industry, Audience, Contexts and theorists)	Term 2 TV Crime Drama (Representation, language, Industry, Audience, Contexts social, historical political and cultural) (BBC Vigil and Avengers)	Term 3 TV Crime Drama (Representation, language, Industry, Audience, Contexts social, historical political and cultural) (BBC Vigil and Avengers)	Term 4 Revision of content and Exam application Paper 1 section A	Term 5 Revision of content and Exam application Paper 2 section B	Term 6 Revision ALL papers
	Key assessment points	NEA Formative assessments. Assessment Focus: Technical skill (layout, editing, photography), use of codes/conventions, audience appeal. Task: Submit a full draft of the media product (e.g. front cover + double page spread). Assessment: Mark using OCR NEA marking grid. Teacher gives coded feedback (e.g. 'R1 – representation of age unclear'). Assessment Focus: Independent reflection and problem-solving.	Past paper Questions Annotate a scene from Vigil and The Avengers identifying how gender, profession, and class are represented. Compare the representation of women in each show using a Venn diagram. Break down a key sequence (mise-en-scène, camerawork, editing, sound) using a guided worksheet. How do media language elements create meaning in	Past paper Questions Create a timeline comparing BBC of the 1960s and today – changes in regulation, funding, audience. Create an audience profile for both shows based on era, genre, and mode of address. Complete a mock BBFC age rating report for each drama, justifying classification. Blookets and Quiz(software) For formative.	Past paper Questions Full papers Mock Exam sessions Blookets and Quiz(software) For formative. <i>New exam strategies, skills, or content recap delivered directly by the teacher.</i> How to structure mark exam responses Time management techniques in full paper scenarios	Past paper Questions Full papers Mock Exam sessions Blookets and Quiz(software) For formative.	Past paper Questions Full papers Mock Exam sessions Blookets and Quiz(software) For formative.



		<p>Task: Complete a short written reflection identifying strengths and what needs improvement.</p> <p>Assessment: Formative self-assessment reflection.</p> <p>Assessment Focus: Summative judgement using OCR criteria.</p> <p>Task: Submit final product and Statement of Intent.</p> <p>Assessment: Use OCR Marking Criteria (4x5 bands): Media Language, Representation, Communication of Meaning, Technical Skill/Creativity.</p>	<p>one of your studied crime dramas? (10 mark question – focus on one CSP)</p> <p>Summative Compare how gender is represented in BBC's Vigil and The Avengers . Refer to technical codes and contexts. (6 or 10 mark exam-style Blookets and Quiz(software) For formative.</p> <p>How do media language elements create meaning in one of your studied crime dramas? (10 mark question – focus on one CSP)</p>	<p>Summative Explain how industry contexts influence the content and style of BBC's Vigil and The Avengers . (10 mark comparison question) How are different audiences targeted by the two TV crime dramas you have studied?</p> <p>How are social and political contexts reflected in The Avengers and Vigil ? (10 or 15 mark question)</p>	<p>How to deconstruct a past paper</p> <p>Strategies for approaching unseen products</p> <p>Model answer breakdowns and examiner expectations</p> <p>Evaluation techniques for LFTV case studies (<i>Vigil / The Avengers</i>)</p> <p>Command word revision (e.g., "explain", "analyse", "evaluate")</p> <p>How to use media theory effectively in exam answer</p> <p>Key concepts in media language and representation (Paper 1A)</p> <p>Key context, audience, industry &</p>		
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					<p>language of <i>Vigil</i> and <i>The Avengers</i> (Paper 2B)</p> <p>Genre conventions and narrative theory</p> <p>Representation of gender, age, and social groups</p> <p>The influence of social, historical, and political contexts on TV dramas</p> <p>Technical codes and their effect on meaning (camera, sound, editing)</p>		
Year 10	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Music Magazines (Representations and Language)	Radio 1 Live lounge (Audiences and Industry)	Newspapers online (Daily Mail and Gurdian) Representation, language, Industry, Audience, Contexts ,	Lego movie introduction.	NEA introduction to Making media. (Representation, language , Industry ,Audience, Contexts and theorists)	NEA introduction to Making media. (Representation, language , Industry ,Audience, Contexts and theorists)



		Music Videos (Representations and Language)	Newspapers (Daily Mail and Guardian) Representation, language, Industry, Audience, Contexts , Social historical political and cultural Newspapers online (Daily Mail and Guardian) Representation, language, Industry, Audience, Contexts , Social historical political and cultural.	Social historical political and cultural. Newspapers (Daily Mail and Guardian) Representation, language, Industry, Audience, Contexts , Social historical political and cultural I	NEA introduction to Making media. (Representation, language , Industry ,Audience, Contexts and theorists)		
	Key assessment points	Blookets and Quiz(software) For formative. Summative Past paper Questions - Section A Paper 2-style question: “How is gender represented in the music video for Teenage Dirtbag?” - Short video storyboard creation for a new artist to show understanding of codes & conventions.	Blookets and Quiz(software) For formative. Summative Past paper Questions - Exam-style question: “How does BBC Radio 1 Live Lounge appeal to its target audience?” - Comparative written task: Radio 1 vs Capital FM in terms of public service vs commercial aims.	Blookets and Quiz(software) For formative. Summative Past paper Questions - Paper 1 Section A style questions (e.g. representation of political figures, crime or immigration). - Comparative analysis: “How do online versions of The Guardian and Daily Mail use media	Blookets and Quiz(software) For formative. Summative Past paper Questions - Mock NEA: Statement of Intent and draft cover/mockup of media product (e.g. magazine). - Paper 1 style question: “How is intertextuality used in The Lego Movie trailer to appeal to a family audience?”	NEA Formative assessments. • Assessment Focus: Clarity of purpose, audience targeting, understanding of representation and media language. • Task: Submit a first draft of the Statement of Intent for formative feedback. • Assessment: AO1 – knowledge of theoretical framework; AO2 –	NEA Formative assessments. • Assessment Focus: Visual planning, genre conventions, colour theory, typography. • Task: Create a mood board and design palette for the media product. • Assessment: Peer review + teacher critique on how well the visual identity matches the



		<p>Additional Assessment Types Throughout</p> <ul style="list-style-type: none"> - Speaking & Listening: Verbal analysis, paired presentation on CSPs. - Creative Project Work: Digital design tasks using Affinity/Canva. - Peer & Self-Assessment Rubrics: Linked to OCR mark schemes. - Knowledge Organiser Quizzes: Termly recap of key theorists and concepts (RAIL). 	<p>Additional Assessment Types Throughout</p> <ul style="list-style-type: none"> - Speaking & Listening: Verbal analysis, paired presentation on CSPs. - Creative Project Work: Digital design tasks using Affinity/Canva. - Peer & Self-Assessment Rubrics: Linked to OCR mark schemes. - Knowledge Organiser Quizzes: Termly recap of key theorists and concepts (RAIL). 	<p>language differently?"</p> <p>Additional Assessment Types Throughout</p> <ul style="list-style-type: none"> - Speaking & Listening: Verbal analysis, paired presentation on CSPs. - Creative Project Work: Digital design tasks using Affinity/Canva. - Peer & Self-Assessment Rubrics: Linked to OCR mark schemes. - Knowledge Organiser Quizzes: Termly recap of key theorists and concepts (RAIL). 	<p>Additional Assessment Types Throughout</p> <ul style="list-style-type: none"> - Speaking & Listening: Verbal analysis, paired presentation on CSPs. - Creative Project Work: Digital design tasks using Affinity/Canva. - Peer & Self-Assessment Rubrics: Linked to OCR mark schemes. - Knowledge Organiser Quizzes: Termly recap of key theorists and concepts (RAIL). 	<p>application to own product.</p> <p>Blookets and Quiz(software) For formative.</p> <p>Summative Past paper Questions</p>	<p>intended audience and genre.</p> <ul style="list-style-type: none"> • Assessment Focus: Planning, organisation, use of photography and mise-en-scène. • Task: Submit a shoot plan with shot list and annotated contact sheet. • Assessment: Formative peer assessment using checklist aligned to NEA Band Descriptors.
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Year 9	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	<p>Term 1 Introduction to Representation in the media.</p> <p><u>REPRESENTATION TO PRINT DEC 24.pdf</u></p> <p><u>. REPRESENTATION FINAL.pptx</u></p> <p>Key Skills for the 'Representation to Print' Project <i>Knowledge and Understanding</i></p> <p>Defining key media concepts such as representation, stereotype, genre, and narrative</p> <p>Recognising how different media platforms (e.g. newspapers) construct contrasting representations of the same event or individual</p> <p>Understanding media theory, particularly those related to representation (e.g.</p>	<p>Term 2 Introduction to media Industries.</p> <p>Key Skills for the 'industry Project' - Concepts of media ownership: conglomerates, vertical/horizontal integration - Definitions of mainstream vs independent - How funding works in both sectors - Marketing & distribution stages and terminology - BBFC and PEGI classification systems - Narrative theory (Propp, Levi-Strauss) and application to film posters - Media language: Codes and conventions from earlier terms - Representation</p>	<p>Term 3 Introduction to media Audiences.</p> <p>Key Skills for the Audience Project</p> <p>Understanding what a target audience is and how audiences are segmented (e.g. age, gender, ethnicity, class, lifestyle)</p> <p>Introduction to Uses and Gratifications Theory (Blumler & Katz)</p> <p>Introduction to Reception Theory (Stuart Hall): preferred, negotiated, oppositional readings</p> <p>How audiences respond to and interact with media texts</p> <p>Techniques used to appeal to</p>	<p>Term 4 Introduction to media Language.</p> <p><u>. REPRESENTATION-FINAL.pdf</u></p> <p><u>MEDIA LANGUAGE FINAL.pptx</u></p> <p>Key Skills for the 'Media Language' Project – Term 1 knowledge and Understanding</p> <p>Understanding and defining media language terms (e.g. masthead, headline, anchorage, mise-en-scène, typography)</p> <p>Recognising denotation and connotation in media texts</p> <p>Understanding the codes and conventions of different media</p>	<p>Term 5 /6 Practical Media Product. Planning and Development mini nea research tasks.pptx</p> <p>What a magazine is and how it targets audiences (mass vs. niche)</p> <p>Conventions of music magazines such as coverlines, masthead, image use</p> <p>Representations in media magazines, particularly how teenagers and musicians are portrayed</p> <p>Themes around socially conscious media content</p> <p>Key design elements like mastheads, taglines, layout and typography</p> <p>Purpose and function of components including barcodes, puffs, straplines</p> <p>The role and ethics of AI in modern media production</p> <p>How to maintain house style and brand identity across a magazine</p> <p>Revised:</p> <p>Genre conventions of magazines, especially music-based</p>
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		<p>Hall, Gauntlett, Mulvey if relevant)</p> <p>Analytical Skills</p> <p>Analysing and comparing how media language (images, headlines, layout) constructs meaning</p> <p>Identifying and evaluating the use of stereotypes in media texts</p> <p>Applying theoretical frameworks to real media examples (e.g. newspapers, front covers)</p> <p>Written Communication</p> <p>Structuring short- and extended-response exam-style answers (e.g. 1-mark definition, 10-mark comparison)</p> <p>Using PEEL/PEE paragraphs to explain and support points with media-specific evidence</p>	<p>theory linked to ownership ideology - The role of audiences and audience segmentation - Previous understanding of regulation from prior year content (e.g. U/PG/12/15/18 ratings) - Impact of ideology on media content (e.g. bias in newspapers) - Understanding of institutional aims (profit vs public service) - Core concepts: production, distribution, consumption - BBFC & PEGI comparisons introduced earlier - How conglomerates use synergy across media platforms - Why independent</p>	<p>audiences (emotional, aspirational, relatable, escapism)</p> <p>How media institutions construct and target audiences through marketing and data</p> <p>Prior knowledge of representation and its impact on different audiences</p> <p>Understanding of media language and how it shapes interpretation</p> <p>Previous study of genres and how they attract audiences</p> <p>Social and cultural contexts that affect audience expectations and readings</p> <p>Genre theory (Neale, Todorov) in the context of</p>	<p>forms (especially print media)</p> <p>Exploring how media language creates meaning and influences audience interpretation</p> <p>Analytical Skills</p> <p>Analysing how visual and written codes are used to communicate messages</p> <p>Interpreting media texts using subject-specific terminology</p> <p>Identifying how elements such as colour, font, layout, and images contribute to overall meaning</p> <p>Written Communication</p> <p>Writing analytical paragraphs using</p>	<p>Audience targeting and appeal for 14–18 year olds</p> <p>Visual layout and design principles</p> <p>Direct mode of address and how it engages readers</p> <p>Differences and impact of serif vs sans serif fonts</p> <p>Revisited:</p> <p>Cover and spread conventions through analysis tasks</p> <p>Visual conventions through moodboards and research</p> <p>Representation and audience application across tasks</p> <p>Learnt:</p> <p>Industry expectations for professionally made media products</p> <p>Effective visual and editorial communication in magazines</p> <p>Understanding digital media's impact on publishing</p> <p>Taught:</p> <p>Analysing magazine covers and spreads using media language</p>
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		<p>Using subject terminology accurately and confidently</p> <p>Creative and Design Skills</p> <p>Planning and designing a newspaper front cover or similar product using DTP software (e.g. Canva, Publisher)</p> <p>Applying knowledge of representation in the design process (e.g. choosing images, layout, and headlines to construct a representation)</p> <p>Considering target audience, purpose, and genre conventions when making creative decisions</p> <p>Evaluation and Reflection</p> <p>Reflecting on own design choices and how they convey a particular representation</p>	<p>companies produce more niche content - The commercial pressures shaping content - How to identify narrative roles and binary opposites - How to answer extended exam questions using P.E.E. structure - The importance of media diversity and representation in democratic society</p>	<p>audience familiarity and subversion</p> <p>Demographics and psychographics from previous learning (e.g. ABC1/C2DE, mainstreamers, reformers, etc.)</p> <p>Prior CSPs or media products used to explore audience targeting and engagement</p> <p>How to analyse how a specific media product targets and engages its audience</p> <p>Applying audience theories to unseen or set texts</p> <p>Using CSPs as evidence in extended</p>	<p>the PEE or PEEL structure</p> <p>Explaining how specific media language choices affect the audience's understanding</p> <p>Using appropriate media vocabulary fluently in written work</p> <p>Creative and Design Skills</p> <p>Planning and designing media products using knowledge of media conventions</p> <p>Applying understanding of layout, typography, and colour theory to create meaning</p> <p>Designing magazine front covers, film posters, or similar using DTP tools</p>	<p>Planning designs with mind maps, moodboards and sketches</p> <p>Writing and structuring a clear Statement of Intent</p> <p>Providing and responding to peer feedback</p> <p>Selecting appropriate typography and explaining choices</p> <p>Planning and taking original photography</p> <p>Revised:</p> <p>Applying the theoretical framework to real-world media examples</p> <p>Evaluating and improving visual and editorial choices</p> <p>Layout conventions such as drop caps, pull quotes, column design</p> <p>Revisited:</p> <p>Typography, layout and colour palette design</p> <p>Photography techniques including close-ups and mid-shots</p> <p>Use of headlines, captions, and additional visual elements</p> <p>Learnt:</p>
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		<p>Evaluating how effectively the final product meets the brief and intended audience response</p> <p>Digital Literacy</p> <p>Navigating and using digital publishing tools</p> <p>Importing, editing and layering text and images effectively</p> <p>Ensuring typography, colour, layout and spacing are appropriate for the media form</p>		<p>written responses</p> <p>Understanding the active role of audiences in the digital age (e.g. fan culture, participatory media)</p> <p>Writing structured, extended exam answers using P.E.E. format on audience questions</p>	<p>(e.g. Canva, Publisher)</p> <p>Evaluation and Reflection</p> <p>Justifying creative decisions using subject terminology</p> <p>Reflecting on how well media language choices match the intended genre, tone, and target audience</p> <p>Digital Literacy</p> <p>Using digital software to manipulate and layer images and text</p> <p>Applying skills in layout design, image editing, and typography</p> <p>Navigating tools in publishing software confidently and independently</p>	<p>Researching and producing original media independently</p> <p>Adapting design decisions for a specific target audience and purpose</p> <p>Producing professional visual and textual content</p> <p>Managing time effectively across a complete project</p> <p>Concepts Taught:</p> <p>Aligning genre and audience through design and content</p> <p>How representation is created through language and images</p> <p>Design consistency and the role of house style</p> <p>Ethical implications of AI in creative industries</p> <p>Revised:</p> <p>Media semiotics: denotation and connotation</p> <p>Media stereotypes and subversions</p> <p>Media as a tool for social commentary</p>
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					<p>Would you like these key skills combined into a single document for both Term 1 and Term 2 units? I can format it as a Word document with a visual style suitable for classroom or department display.</p>	<p>Revisited:</p> <p>Mode of address in media products</p> <p>How visual and linguistic elements affect interpretation</p> <p>Ownership and industry control over media output</p> <p>Learnt:</p> <p>How meaning is constructed through visual and language choices</p> <p>How media shapes and reflects audience identities</p> <p>The influence of design on audience perception and engagement</p>
	Key assessment points	<p>Blookets and Quiz(software) For formative</p> <p>Summative GCSE Style Exam Questions</p>	<p>Blookets and Quiz(software) For formative</p> <p>Summative GCSE Style Exam Questions</p>	<p>Blookets and Quiz(software) For formative</p> <p>Summative GCSE Style Exam Questions</p>	<p>Blookets and Quiz(software) For formative</p> <p>Summative GCSE Style Exam Questions</p>	<p>Formative Assessments</p> <p>Magazine Conventions Quiz</p> <p>Short quiz assessing understanding of magazine terminology, layout features and genre conventions.</p> <p>Moodboard & Mind Map Review</p> <p>Students present their visual planning documents and receive structured feedback from peers or teacher.</p>



						<p>Cover & Spread Analysis</p> <p>Written analysis task evaluating real magazine products using media language and audience/representation theory.</p> <p>AI Ethics Reflection Task</p> <p>Written or oral response evaluating the pros and cons of AI in creative media tasks.</p> <p>Logo/Masthead Peer Feedback</p> <p>Initial masthead/logo designs reviewed using “2 stars and a wish” peer feedback method.</p> <p>Cover Plan and Annotation</p> <p>Annotated draft of cover layout explaining design choices and audience targeting strategies.</p> <p>Draft Statement of Intent Submission</p> <p>First draft submitted for teacher feedback, focusing on clarity of purpose and media terminology.</p> <p>Draft Layout Designs with Marking Grid</p> <p>Initial cover and spread designs submitted for formative teacher feedback using simple assessment grid.</p>
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						<p>Summative Assessments</p> <p>Final Statement of Intent</p> <p>Marked formally against AO1 and AO2, explaining decisions around audience, representation, and media language.</p> <p>Completed Front Cover Design</p> <p>Assessed on conventions, audience appeal, original photography, and layout. Students may provide annotations or verbal explanations.</p> <p>Completed Double Page Spread</p> <p>Evaluated for layout, article quality, use of conventions and original photography.</p> <p>Original Photography Portfolio</p> <p>Assessed for shot variety, composition, relevance, and technical skill in capturing and editing original images.</p> <p>Evaluation or Reflection Task</p> <p>Post-project review in written or spoken format, focusing on process reflection, feedback response and self-assessment.</p>
B. Holistic development via Enrichment/Personal Development Curriculum						
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[Subject] Curriculum Map							
A. Formal Curriculum Key Stage 3							
Core Content & Skills		<p>By the end of key stage 3 we want all students of Media studies to know and do the following things:</p> <p>The core elements of the theoretical framework. RAIL</p> <p>The importance of Media literacy.</p> <p>How to identify harmful media.</p> <p>To understand Historical, cultural, political and social contexts.</p> <p>Knowledge of the theoretical framework (RAIL), Historical, social, cultural and economic contexts which impact the media we consume.</p> <p>Basic design skills to produce media.</p> <p>Skills:</p> <p>Basic Analysis</p> <p>Core Digital design elements</p> <p>Simple Graphic production</p>					
Prior Knowledge & Skills		<p>In KS3, students of [subject] will build on the following prior learning:</p> <p>Core English, Art and critical thinking skills.</p>					
Future knowledge		<p>The Curriculum in KS3 [Subject] will prepare students for the following future learning:</p> <p>Media studies at KS4 and KS5.</p> <p>Links to History, English, RSHE and Art/ DT (Graphics)</p>					
Year 8	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<p>Introduction to Food Festival Project</p> <p>Mood Boards & Inspiration</p> <p>Logo Design Concepts</p> <p>Key Skills</p>	<p>Refining the Logo</p> <p>Colour & Typography</p> <p>Poster Layout Principles</p> <p>Key Skills</p>	<p>Digital Poster Production</p> <p>Social Media Promo Graphics</p> <p>animated Logo Clip</p> <p>Key Skills</p>	<p>Festival Ticket Design</p> <p>Site Map Sketching</p> <p>Design Review & Edits</p> <p>Promotional Merchandise</p> <p>Key Skills</p>	<p>Final Branding Presentation</p> <p>Presentation Rehearsal</p> <p>Showcase Event Prep</p> <p>Key Skills</p>	<p>Showcase & Feedback</p> <p>Evaluation & Reflection</p> <p>Key Skills</p>



	Key assessment points	<p>Blookets and Quiz(software)</p> <p><i>Formative:</i> Branding and mood board feedback</p> <p>Summative: Festival mood board (visual identity), Target audience persona, Festival name and theme</p> <p>Assessment Focus: Understanding of branding and audience, Ability to generate ideas, Use of visual references</p>	<p>Blookets and Quiz(software)</p> <p>Summative: .</p> <p>Deliverables: Initial logo sketches, Refined logo with chosen colours and fonts, Mini brand board</p> <p>Assessment Focus: Creativity in logo design, Use of typography and colour, Application of branding principles</p>	<p>Blookets and Quiz(software) For formative.</p> <p>Summative: Deliverables: Promotional poster layout plan, Social media post or carousel, Animated logo storyboard</p> <p>Assessment Focus: Visual composition, Persuasive communication, Coherence across branding platforms</p>	<p>Blookets and Quiz(software) For formative.</p> <p>Summative: Deliverables: Festival ticket, Site map, Self-evaluation with improvement notes</p> <p>Assessment Focus: Application of spatial and design planning, Technical skill in layout, Reflection and refinement</p>	<p>Blookets and Quiz(software) For formative.</p> <p>Summative: Deliverables: Merchandise mock-ups, Finalised festival name/title design, Verbal pitch draft</p> <p>Assessment Focus: Creative application of branding, Typography and styling, Clarity of presentation preparation</p>	<p>Blookets and Quiz(software) For formative.</p> <p>Summative: Deliverables: Final brand board or portfolio including all assets, Peer feedback, Final evaluation</p> <p>Assessment Focus: Overall coherence and polish of project, Verbal and written reflection, Presentation quality</p>
Year 6		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6



	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	<p>Introduction to Branding</p> <p>Target Audience & Market Research</p> <p>Initial Logo Concepts</p> <p>Colour, Typography & Visual Identity</p> <p>Skills Critical analysis, observation, communication Empathy, demographic research, discussion Sketching, ideation, avoiding clichés</p>	<p>Net Structures & Packaging Forms</p> <p>Logo Development & Refinement</p> <p>Typography in Packaging</p> <p>Skills Mood board creation, colour selection, font pairing</p> <p>2D to 3D thinking, paper engineering</p> <p>Refinement, iteration, feedback response</p>	<p>CAD Software Introduction CAD Application: Packaging Layout</p> <p>Print Mock-Up & Assembly</p> <p>Skills Typography as design, readability, impact Digital layout, basic vector tools Alignment, structure, hierarchy</p>	<p>Peer Testing & Feedback</p> <p>Revising Packaging Designs</p> <p>Merchandise Extension Task</p> <p>Skills Iteration, critical thinking</p> <p>Branding across formats, creativity Cutting, folding, construction accuracy</p> <p>Evaluation, collaboration, speaking & listening</p>	<p>Professional Presentation Skills</p> <p>Group Critique</p> <p>Final Refinement & Printing</p> <p>Skills</p> <p>Communication, layout, design for audience</p> <p>Oracy, critical judgement, comparison</p> <p>Time management, polish, export formats</p>	<p>Self-Evaluation & Reflection</p> <p>Assessment, Portfolio & Celebration</p> <p>Skills</p> <p>Self-awareness, target setting</p> <p>Organisation, pride, showcasing learning</p>
	Key assessment points	Blookets and Quiz(software) For formative assessment (knowledge recall).	Blookets and Quiz(software) For formative.	Blookets and Quiz(software) For formative assessment (knowledge recall).	Blookets and Quiz(software) For formative.	Blookets and Quiz(software) For formative.	Blookets and Quiz(software), Prototyping of product For <i>Formative:</i>



		<p><i>Formative:</i> Quizzes on branding and target audience; logo sketches peer-reviewed</p> <p><i>Summative:</i> Assessment of initial branding ideas and three original typographic letters</p>	<p><i>Formative:</i> DTP layout practice with teacher guidance</p> <p><i>Summative:</i> Net structure construction and typographic mock-ups</p>	<p><i>Formative:</i> CAD tutorials with checkpoints</p> <p><i>Summative:</i> CAD layout submission and packaging prototype</p>	<p><i>Formative:</i> Peer critique and layout refinement feedback</p> <p><i>Summative:</i> Revised packaging design, mood board and Statement of Intent</p>	<p><i>Formative:</i> <i>Merchandise drafts and logo evolution review</i></p> <p><i>Summative:</i> <i>Merchandise extension task, packaging outcome</i></p>	<p>Presentation dry-runs and group critique</p> <p><i>Summative:</i> Final product, professional presentation and self-reflection</p>
B. Holistic development via Enrichment/Personal Development Curriculum							

