

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>YEAR 9</b>	<p>Scheme of Work: What is film?</p> <p>Learning Intent:</p> <ul style="list-style-type: none"> <li>To introduce key aspects of film form.</li> </ul>	<p>Scheme of Work: Genres and Style - Superheroes</p> <p>Learning Intent:</p> <ul style="list-style-type: none"> <li>To provide an understanding of the range of genres and their codes and conventions; to introduce students to aesthetics in film.</li> </ul>	<p>Scheme of Work: Practical and Creative Work</p> <p>Learning Intent:</p> <ul style="list-style-type: none"> <li>To promote students' creativity and understanding of industry creative forms including film posters, story boards, screen writing, film production, sound and editing.</li> </ul>	<p>Scheme of Work: Close Study Film: Ocean's 8</p> <p>Learning Intent:</p> <ul style="list-style-type: none"> <li>To provide an understanding of genre, narrative, representation and the importance of context through the close study of one feature film.</li> </ul>	<p>Scheme of Work: Practical and Creative Work</p> <p>Learning Intent:</p> <p>To promote students' creativity and understanding of industry creative forms including film posters, story boards, screen writing, film production, sound and editing.</p>	<p>Scheme of Work: Contemporary UK Film/Film aesthetics (GCSE Component 2, Question 3)</p> <p>Learning Intent:</p> <ul style="list-style-type: none"> <li>To conduct a close study of the Skyfall and two key sequences.</li> <li>To explore the use of film form to create the film's aesthetics.</li> </ul> <p>To understand relevant British contexts and how they are reflected in the film.</p> <ul style="list-style-type: none"> <li></li> </ul>	
<b>YEAR 10</b>	<p>Scheme of Work: History of Film and Film Technology</p> <p>Learning Intent:</p> <ul style="list-style-type: none"> <li>To provide knowledge and understanding of the history of film from early optical devices through 1895 to the present day.</li> </ul>	<p>Scheme of Work: Global Film (English Language) Narrative in Film (GCSE Component 2, Question 1.)</p> <p>Learning Intent:</p> <ul style="list-style-type: none"> <li>To conduct a close study of the film Slumdog Millionaire and two key sequences.</li> <li>To understand key narrative theories (Todorov, Propp, Levi Strauss) and how these theories relate to the film.</li> </ul>	<p>Scheme of Work: Component 3 Planning and Writing a Screenplay</p> <p>Learning Intent:</p> <ul style="list-style-type: none"> <li>To develop pre-planning skills for screen writing.</li> <li>To learn how to format a screenplay.</li> </ul> <p>To apply knowledge and understanding to the writing of the screenplay.</p>	<p>Scheme of Work: Component 3 Shooting Script and Evaluative Analysis</p> <p>Learning Intent:</p> <ul style="list-style-type: none"> <li>To learn how to construct a shooting script and write an evaluative analysis.</li> <li>To write the shooting script and evaluative analysis.</li> </ul>	<p>Scheme of Work: Global Film (non-English Language) Representation in Film (GCSE Component 2, Question 2).</p> <p>Learning Intent:</p> <ul style="list-style-type: none"> <li>To conduct a close study of the film Girlhood and two key sequences.</li> <li>To explore the use of film form in representing people, places and concepts in the film.</li> </ul>	<p>Completion of units Improvement to Component 3 Revision and Mock Exam</p>	
<b>YEAR 11</b>	<p>Scheme of Work: Hollywood Film: Classic and New Hollywood (GCSE Component 1, Questions 1,2, 4)</p> <p>Learning Intent:</p> <ul style="list-style-type: none"> <li>To conduct a close study of the films Invasion of the Body Snatchers and E.T and two key sequences from each film.</li> <li>To understand the social/historical/cultural contexts of the films.</li> <li>To understand how each film relates to the timeline of key dates in</li> </ul>	<p>Scheme of Work: Hollywood Film: Classic and New Hollywood History of Film and Film Technology (GCSE Component 1, Questions 1,2,3,4)</p> <p>Learning Intent:</p> <ul style="list-style-type: none"> <li>To continue a close study of the films and two key sequences from each film.</li> <li>To understand and compare the use of film form in both films to present themes and characters.</li> <li>To understand and compare the use of genre conventions in each film.</li> </ul>	<p>Scheme of Work: Independent U.S. Film Specialist Film Writing (GCSE Component 1, Question 5).</p> <p>Learning Intent:</p> <ul style="list-style-type: none"> <li>To conduct a close study of the film Juno and one key sequence. To understand and evaluate selected specialist writing extracts.</li> <li>To support our personal responses to the film and our evaluations of the specialist writing extracts by analysing the use of film form in the film.</li> </ul>	<p>Scheme of Work: GCSE Revision</p> <p>Learning Intent:</p> <ul style="list-style-type: none"> <li>To revise all films for Components 1 and 2.</li> </ul>			

the history of film and  
film technology