



Topic name	Term	Skills developed	Prior link to curriculum	Next link in curriculum	Other Notes
Introducing film language and concepts	Autumn - 2-3 weeks	<ul style="list-style-type: none"> <li>Ability to analyse films using appropriate terminology</li> <li>Using film concepts to deepen understanding of how a film works from appreciation and production standpoints</li> </ul>	N/A - new subject	<ul style="list-style-type: none"> <li>Foundation for understanding all topics</li> <li>Link to analysing focus films using appropriate terms</li> <li></li> </ul>	Teaching split Teacher 1 Micro – film language – leads to storyboard Teacher 2 Macro – narrative and genre theory – leads to screen writing
Component 2 Section A British Film since 1995 (two film study) <ul style="list-style-type: none"> <li>Trainspotting</li> <li>This is England</li> </ul>	Autumn - Spring	<ul style="list-style-type: none"> <li>CORE SKILLS</li> <li>Narrative</li> <li>Ideology</li> </ul>	Y12 Autumn - Begin to apply new core skills to a whole film  KS4 Literature - Using comparative skills learnt for GCSE poetry	<ul style="list-style-type: none"> <li>Grasping film as an alternative experience to mainstream viewing – in preparation for global and film movements</li> <li>Foundation for building context understanding</li> </ul>	Teacher 1
Component 1 Section B – American film since 2005 (two-film study) (Contemporary American Independent Film) <ul style="list-style-type: none"> <li>Captain Fantastic</li> <li>La La Land</li> </ul>	Autumn	<ul style="list-style-type: none"> <li>CORE SKILLS</li> <li>Understanding context – social, political, cultural</li> <li>Institutional and production context.</li> <li>Meaning and response</li> <li>Spectatorship</li> </ul>	Y12 Autumn - Begin apply new core skills to a whole film  KS4 Literature - applying contextual factors and discussing	<ul style="list-style-type: none"> <li>Begins with more familiar film experience (Hollywood) but explores the difference with Independent cinema</li> </ul>	Teacher 2



		<ul style="list-style-type: none"> <li>• Ideology</li> <li>• Key elements of film form</li> </ul>	<p>their impact and purpose</p> <p>Students are familiar with the definition of ideology but will now have to research and apply this to 2005</p>		
Component 2 Section B- Global Film (European) Pan's Labyrinth	Spring	<p>CORE SKILLS -</p> <ul style="list-style-type: none"> <li>• Understanding context – social, political, cultural</li> <li>• Institutional and production context.</li> <li>• Meaning and response</li> </ul>	<p>Y12 Autumn - US</p> <p>Pupils have learned how to study film in English and must now consider European (Spanish) film</p>	<ul style="list-style-type: none"> <li>• In preparation for study of City of God at A2</li> </ul>	Teacher 2
Component 3 production Coursework <ul style="list-style-type: none"> <li>• Screenplay</li> <li>• Digitally photographed storyboard</li> <li>• Evaluative analysis</li> </ul>	Spring – Autumn Year 13	<ul style="list-style-type: none"> <li>• Production</li> <li>• Evaluative analysis</li> </ul>	<p>Y12 Autumn and Spring - Evaluation skills are applied to short films</p> <p>Y12 Film and KS4 Literature - Extended evaluative analysis and written response</p>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>	<p>Teacher 1 begin with film idea and pitch – then storyboard, remaining short films and evaluative analysis</p> <p>Teacher 2 begin with short films, then screenplay and evaluative analysis</p> <p>Teachers divide and share overseeing coursework and marking.</p>



<p>Component 1 Section A Hollywood 1930-1990 comparative study (Classical Hollywood Period 1930-1960) - Some Like it Hot - Do the Right Thing</p>	<p>Summer</p>	<p>CORE SKILLS -</p> <ul style="list-style-type: none"><li>• Auteur</li></ul>	<p>Y12 Autumn - comparative skills applied again here.</p> <p>KS4 Literature - research and analysis on 'auteurial' intention</p>	<ul style="list-style-type: none"><li>• Developing skills of comparison</li></ul>	<p>Teacher 1</p>
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