



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"> Ability to analyse films using appropriate terminology Using film concepts to deepen understanding of how a film works from appreciation and production standpoints 	N/A - new subject	<ul style="list-style-type: none"> Foundation for understanding all topics Link to analysing focus films using appropriate terms 	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"> Trainspotting This is England 	Autumn - Spring	<ul style="list-style-type: none"> CORE SKILLS Narrative Ideology 	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"> Grasping film as an alternative experience to mainstream viewing – in preparation for global and film movements Foundation for building context understanding 	Teacher 1
Component 1 Section B – American film since 2005 (two-film study) (Contemporary American Independent Film) <ul style="list-style-type: none"> Captain Fantastic La La Land 	Autumn	<ul style="list-style-type: none"> CORE SKILLS Understanding context – social, political, cultural Institutional and production context. Meaning and response Spectatorship 	Y12 Autumn - Begin apply new core skills to a whole film KS4 Literature - applying contextual factors and discussing	<ul style="list-style-type: none"> Begins with more familiar film experience (Hollywood) but explores the difference with Independent cinema 	Teacher 2



		<ul style="list-style-type: none"> • Ideology • Key elements of film form 	<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"> • Understanding context – social, political, cultural • Institutional and production context. • Meaning and response 	<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"> • In preparation for study of City of God at A2 	Teacher 2
<p>Component 3 production Coursework</p> <ul style="list-style-type: none"> • Screenplay • Digitally photographed storyboard • Evaluative analysis 	Spring – Autumn Year 13	<ul style="list-style-type: none"> • Production • Evaluative analysis 	<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"> • n/a 	<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">• Auteur	<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">• Developing skills of comparison	<p>Teacher 1</p>
---	---------------	---	---	---	------------------