

Module/Unit of Learning	Taught During	What will students learn?	How does this develop expertise and challenge students?	Links to other Subjects
Component 1: Section B: Key Developments in Film	Autumn 1	This unit focuses on key developments in film and film technology. Students learn about: the first moving images and silent film; the rise of Hollywood and the development of sound; the introduction of colour film; the emergence of widescreen technology and 3D film; the development of portable cameras and Steadicam technology and the role of computer-generated imagery in film.	Students have to develop independent research skills and develop revision strategies to enable them to recall the information on key developments in film.	History (general 20 th century Film history)
Component 1: Section C: US Independent Film: Special Film Writing: 'The Hurt Locker' (Bigelow, 2008)	Autumn 2	For this unit, students analyse the modern war film 'The Hurt Locker'. They then study an article/review of the film and evaluate whether they agree with the main points made or whether the views of the writer have improved or developed their understanding of the film.	Students have to develop their expertise in evaluating the opinions of others . The primary challenge for them is to revise and recall key quotes from the specialist piece of writing and support or challenge the views expressed.	English (Evaluative Writing) History (Historical and political context of the Gulf War)
Component 2: Section A: Global English Language Film: 'District 9' (Blomkamp, 2009): Film Elements	Spring 1	Students learn how the film elements of cinematography, mise-en-scène, editing and sound construct narrative meaning. The film's context is also studied in detail during this half-term with particular focus on the film's allegorical links to Apartheid in South Africa.	Expertise is further developed from Component 1 in analysing how the key elements of film construct narrative meaning. Students are challenged to also analyse aspects of narrative macro-features (genre,	English (Analytical thinking/writing) History (Social, historical, cultural and political context of South Africa)

			representation and narrative structure and devices).	
Component 2: Section A: Global English Language Film: 'District 9' (Blomkamp, 2009): Narrative, context and representation.	Spring 2	A big focus for this unit is on narrative, which includes understanding narrative techniques like binary opposition, enigma and ellipsis. Students also learn about the three act structure, including aspects like the inciting incident and climax. Representation issues are also studied in detail.	An expertise in new concepts linked to narrative theory and narrative devices in film are developed, including a firm grasp of Todorov's theory of narratology, Propp's narratemes and Levi-Strauss' theory of binary opposition.	History (Social, historical, cultural and political context of South Africa)
Component 2: Section B: Global Non-English Language Film: 'Tsotsi' (Hood, 2005)	Summer 1	Representation of people and places is a primary focus for this unit of work, which includes exploring how age, gender, ethnicity, socio/economic status and different cultures are represented in post-apartheid South Africa. Students also learn how the film elements of cinematography, mise-en-scène, editing and sound construct narrative meaning.	Students recognise and analyse how representation issues (people and places) are depicted in film. Students recall prior learning from previous half-term on South African context.	English (Analytical thinking/writing) History (Social, historical, cultural and political context of South Africa)
Component 3: Production Coursework: planning and drafting	Summer 2	Students begin planning and drafting their coursework for Film Studies, which is comprised of: - a screenplay extract (800-1000 words) - a shooting script - an evaluative analysis (750-850 words) Students start their planning process by watching a range of film clips belonging to the genres of horror, science fiction, romance and action films. Students then decide which of these genres they want to produce their screenplay extract in.	Students have to apply their knowledge and understanding of everything they have learnt on the course to date (how film elements construct narrative meaning, narrative structure, genre codes and conventions, characterisation, contextual frameworks etc) and plan and write their own piece of creative coursework. Following this, they then have to evaluative the strengths and weaknesses of their own work.	English (planning and redrafting) ICT