Acknowledgments

Published by the English and Media Centre, 18 Compton Terrace, London N1 2UN

Book cover by Rebecca Scambler  www.rebeccascambler.com

Printed by Pages Brothers

CD duplication: Brown and Michael Ltd

© English and Media Centre, 2014

ISBN: 978-1-906101-34-3

This pack was written by Jenny Grahame, Media Education Consultant at the English and Media Centre, with input and support from: Professor David Buckingham (Research Project Director), Michael Simons (former EMC Director), Sue Ellis (Consultant), Mandy Powell (Researcher) and Professor Andrew Burn (Institute of Education).

The development of this publication, and the original research project on which it is based, was funded by the UK Economic and Social Research Council. Thanks are also due to all our collaborators on that project, especially Becky Parry, Alex Smith, Steve Connolly and James Durran.

We are very grateful to the many teachers and pupils who have tested these materials, both during the research phase and thereafter, and especially to the Head, staff and pupils at Fairchildes Primary School in Croydon where our classroom footage was filmed.

Resources on DVD

The full Teachers Guidance publication as a PDF

Powerpoint resources for every Unit, in both .ppt and PDF formats

Printable Classroom Activity sheets for Units 3 – 6, in both .doc and PDF formats for flexibility

Video clips and other AV assets for units 2, 3 and 4

A model of learning progression, mapped around key concepts, skills and practices
Introduction

Developing Media Literacy is designed to be a truly systematic and comprehensive resource for teachers exploring this vital new area of the curriculum at Key Stage 2. We all know about the importance of the media in children’s lives outside school: children today spend much more time with screens of various kinds than they do in the classroom. Of course, we can try to pretend that this is not the case; and we can argue that what children do outside school should have no place in formal education. The authors of this teaching pack take a different view. We believe that the media offer significant opportunities for learning, for communication and for enjoyment. However, we also believe that children should understand how the media work, and be able to make informed, critical judgments about them.

‘Media literacy’ is a fairly new term, but there is a long tradition of teaching and learning about the media in the UK, which dates back over 80 years. To date, much of this work has taken place in secondary schools, in the specialist subject of Media Studies. However, younger children also have a significant amount of experience with the media, and there is a strong logic for starting to teach about this area in the primary school; a core of exciting and innovative practice already exists in many primary schools.

We use the term ‘literacy’ here because we believe there are significant connections between children’s use of media and their engagement with written texts. Children learn to ‘read’ media – to make sense of them, and to make judgments about them – alongside their early experience of books and writing. These days, they also have significant opportunities to ‘write’ media – to create their own images, videos or online content, for example. Children learn about stories and arguments, and about how the world is represented, through all kinds of texts. Studying media can help children develop their understandings of written texts, and vice-versa: media literacy is thus an essential part of a modern literacy curriculum.

This teaching pack was developed in the context of a large-scale research project called Developing Media Literacy, funded by the UK Economic and Social Research Council. The project was based at the Institute of Education, London University, and involved a large team of researchers, teachers and advisers. We worked with children aged from six to sixteen in eight schools in contrasting locations, although in this pack, we have chosen to focus on Key Stage 2. The materials in this pack cover a range of different areas of media, and involve all the important ‘key concepts’ of media education. They were produced, tried out and evaluated in great detail by the project team; and then developed and polished further for publication by the English and Media Centre in collaboration with the Centre for Literacy in Primary Education.

As such, these materials have been quite extensively ‘road tested’: we know that they work, and that they can be used effectively by teachers who may have very little previous experience of this area. Our approach is underpinned by a clear and coherent conceptual framework and a model of learning progression, which will translate readily into classroom practice and assessment. We recognize that children bring a great deal of experience and knowledge about media into the classroom; but we also seek to develop and extend that in systematic, rigorous and challenging ways. We know that children find using these materials engaging and enjoyable, and we trust that you will too!

Professor David Buckingham
March 2014
How to use this teaching pack

At the heart of this resource are six sequences of work adapted out of the research findings of the ESRC Developing Media Literacy project described above. Each one is designed as a stand-alone resource, but can also build incrementally on the one before, to create a developmental curriculum for media literacy across the primary years. Each sequence consists of three linked resources:

1. **Teacher guidance**
   The ‘what to do’, or basic narrative structure of each sequence, is presented in the printed book as Teacher Guidance, so you can reframe and pitch the activities appropriately for your class. The Guidance is also offered in a folder on the DVD as both a PDF and a Word document so you can edit and amend according to your needs. Because some teachers may be unfamiliar with the concepts of media literacy, the Guidance includes some prompts and suggestions for the sorts of questioning, responses and discussion points which might occur during your lessons; these are emphasised in bold. We hope you’ll create a personal route through the material, amend and adapt it, introduce examples of your choice, and generally make it your own.

2. **Powerpoints**
   The teaching resources for each unit are provided in the form of Powerpoint presentations, many of which are animated to release information gradually, and in some cases with detailed notes in the Presenters Tools menu. Note that three of the units include two Powerpoints. Powerpoint text indicates audio and video files to be played from the Powerpoint folders on the DVD. The Powerpoints have also been provided as PDFs on the DVD, and individual slides can be printed out as aide-memoires if required. Slides are numbered and references are incorporated in red into the Teacher Guidance to help you navigate through the material.

3. **Activity Sheets**
   Each teaching sequence includes some printable activity sheets for classroom use. The number of these vary between units; much of the media learning involved here will be developed through discussion, speaking and listening, visual analysis and collaborative work, and will not always require individual written outcomes. In some cases the activities repeat instructions or data presented in Powerpoint form, so that children can work independently in small groups on more substantial tasks. The activity sheets are all numbered and referenced in the Guidance in red, and are in the Activity Sheets folder on the DVD.

**The Classroom video clips**

Two teaching sequences, Units 3 and 4, are illustrated extensively with video footage of classroom work undertaken in Fairchilde School (Croydon) by Alex Smith, one of the teachers involved in the original research project. We have included this material to give you a flavour of the media literacy classroom and the viewing activities, questioning approaches and practical exercises used to draw out children’s responses and existing knowledge. Unit 4, on Representations of Celebrity, also features a staff CPD meeting at which Alex leads a discussion amongst staff about to embark on teaching this unit. We strongly recommend viewing these sequences, particularly if you are new to ideas about media literacy. The video clips are arranged by units and are signposted on the DVD Menu Screens.
Context and concepts
In this pack we have drawn on an established framework of media concepts which have informed the structure and content of our teaching sequences. We know many primary teachers already use media texts extensively in the classroom as an aspect of literacy, and that there has been exciting exploratory practical media work going on both in and out of the formal curriculum. We also know that this is unfamiliar territory for many, and that the expertise and practice built up over many years in secondary schools and specialist Media Studies classrooms has not filtered down to the primary curriculum in quite the same way. For this reason, we have included in the Appendix brief summaries of the media concepts underpinning each unit, the practices and processes typical of good practice in media teaching, and some of the personal, social, thinking and collaborative skills implied in making media texts.

We also attempt to map a model of media literacy progression which shows the sorts of responses or insights that might be expected from children at different stages of learning. The examples are taken directly from the findings of the Developing Media Literacy research. We hope this will provide a useful context for your teaching, and that it will encourage you to experiment, play, and look beyond SPaG and phonics to a broader definition of literacy which will motivate, challenge and inspire your pupils.
# Contents

<table>
<thead>
<tr>
<th>Printed book Teacher Guidance</th>
<th>Folder on DVD Powerpoints teaching resources</th>
<th>Folder on DVD Activity Sheets</th>
<th>Folder on DVD Teacher Guidance and Extras</th>
<th>Video on DVD See DVD Menu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong>&lt;br&gt;<strong>How to use this pack</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 1:</strong>&lt;br&gt;<strong>Time Capsule</strong>&lt;br&gt;<strong>Page 9</strong></td>
<td>5 pages&lt;br&gt;• Introducing the time-capsule&lt;br&gt;• What do children already know?&lt;br&gt;• Planning a new time capsule</td>
<td>Powerpoint 1:&lt;br&gt;TimeCapsule_ (24 slides): ppt and pdf formats</td>
<td>Investigation chart Technologies cards for cutting up</td>
<td>PDF of Teacher Guidance</td>
</tr>
<tr>
<td><strong>Unit 2:</strong>&lt;br&gt;<strong>Reading Media:</strong>&lt;br&gt;<strong>selling Images</strong>&lt;br&gt;<strong>Page 14</strong></td>
<td>9 pages:&lt;br&gt;• Story in a picture&lt;br&gt;• Reading an ad&lt;br&gt;• Making a cola ad</td>
<td>Powerpoint 2:&lt;br&gt;Reading Media (37 slides)&lt;br&gt;Folder includes audio &amp; video files 2a -2c</td>
<td>Happiness 1 – still images&lt;br&gt;Happiness 2 – still images&lt;br&gt;Comparing Coke ads.</td>
<td>PDF of Teacher Guidance</td>
</tr>
<tr>
<td><strong>Unit 3:</strong>&lt;br&gt;<strong>Media Language:</strong>&lt;br&gt;<strong>Telling Scary Stories</strong>&lt;br&gt;<strong>Page 21</strong></td>
<td>9 pages:&lt;br&gt;• Reading moving image language&lt;br&gt;• Using moving image language&lt;br&gt;• Making your own scary movie</td>
<td>Powerpoint 3.1:&lt;br&gt;Reading a short film – Dangle.&lt;br&gt;(23 slides)&lt;br&gt;Files 3a &amp; 3b</td>
<td>10 Activity Sheets</td>
<td>PDF of Teacher Guidance&lt;br&gt;Scary soundtracks&lt;br&gt;• Dangle: the film&lt;br&gt;• Dangle: Director’s interview&lt;br&gt;• Media Language in the classroom: 10 brief clips, plus ‘play-all’ full-length video clip</td>
</tr>
<tr>
<td><strong>Unit 4:</strong>&lt;br&gt;<strong>Representation – Celebrity</strong>&lt;br&gt;<strong>Page 29</strong></td>
<td>8 pages:&lt;br&gt;• Investigating Celebrity&lt;br&gt;• Celebrity Case Studies&lt;br&gt;• Creating your own Celebrity&lt;br&gt;• Managing a celebrity -</td>
<td>Powerpoint 4 Celebrity (21 slides)</td>
<td>10 Activity Sheets</td>
<td>PDF of Teacher Guidance</td>
</tr>
<tr>
<td><strong>Unit 5:</strong>&lt;br&gt;<strong>Institutions:</strong>&lt;br&gt;<strong>News</strong>&lt;br&gt;<strong>Page 37</strong></td>
<td>14 pages:&lt;br&gt;• Newsroom Project: Making the News – a structured simulation in 4 stages&lt;br&gt;• Optional introductory activities:&lt;br&gt;– What’s News?&lt;br&gt;– Reading TV News</td>
<td>Powerpoint 5.2&lt;br&gt;The Newsroom Project (14 slides)</td>
<td>20 pages of Activity Sheets, including:&lt;br&gt;• starter activities&lt;br&gt;• briefing for simulation&lt;br&gt;• News production role cards&lt;br&gt;• Sample news story for practice editing&lt;br&gt;• 8 news stories&lt;br&gt;• further news stories to feed in</td>
<td>PDF of Teacher Guidance</td>
</tr>
<tr>
<td><strong>Unit 6:</strong>&lt;br&gt;<strong>Audiences –</strong>&lt;br&gt;<strong>Understanding</strong>&lt;br&gt;<strong>Pages 45</strong></td>
<td>6 pages&lt;br&gt;• Introductory</td>
<td>Powerpoint 6.1&lt;br&gt;Understanding</td>
<td>14 Audiences Campaign Activity</td>
<td>PDF of Teacher Guidance</td>
</tr>
<tr>
<td><strong>Campaign</strong></td>
<td><strong>Page 48</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mini-campaign:</strong> walking to school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Analysing a health campaign</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The Influenza Mysteriosa Campaign</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Audiences – Campaign!</strong> (17 slides)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6.2 Influenza Mysteriosa Campaign</strong> (21 slides)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sheets:</strong> 14 pages:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Introductory mini-campaign (4 pages)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What media researchers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading a public information ad</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Briefing for Influenza Mysteriosa Campaign</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Step by step guidance and budget for Influenza Mysteriosa Campaign</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Questions to ask</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Appendices and further resources</strong></th>
<th><strong>Page 54</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>00 Introduction to key concepts etc</strong></td>
<td></td>
</tr>
<tr>
<td><strong>01 Key Media Concepts Map</strong></td>
<td></td>
</tr>
<tr>
<td><strong>02 Key Media Practices</strong></td>
<td></td>
</tr>
<tr>
<td><strong>03 Key Media Processes</strong></td>
<td></td>
</tr>
<tr>
<td><strong>04 Progression maps</strong></td>
<td></td>
</tr>
</tbody>
</table>
Digital Editing – Media Language Unit 3

Pitching a health campaign to a Y7 focus group – Campaign Unit 6

Promoting a New Celebrity – Representation: Celebrity Unit 4
Unit 1: Teacher Guidance: Time Capsule

Unit 1 Time Capsule: a time-travelling mystery trip

Overview
This introductory unit of work is intended to help you find out what your class already knows about the media, and to introduce them to the over-arching concepts about the media that they will draw upon in later activities. It focuses on speaking and listening, group work and the reading skills of inference and deduction.

Why a Time capsule?
In this activity, material from the past is used not to provide historical evidence, but to de-familiarise and distance children from forms of media which are extremely familiar to them. This process of taking a step back, in this case into a past era, to ‘make things strange’, is a frequently-used strategy in media literacy, and encourages children to consider the obvious or everyday from different perspectives, and to speculate on meanings, point of view, and ideas.

Learning aims and outcomes:
Media Literacy
Through studying the contents of a time capsule buried in the early 1960s, children will learn that:
• media are made by producers, or institutions, using forms of technology which change over time
• each medium uses its own form of language to construct meanings and messages for audiences of individuals and groups of people
• the media tell stories and share ideas which re-present the world in many different ways.

Literacy
In this unit children will learn
• strategies for reading and inferring meanings from a variety of visual images and media texts.
• Questioning techniques, problem-solving and negotiating skills, group and individual speaking and listening skills.

Teaching sequence
Session 1: Introducing the Time Capsule
In small groups, children investigate and discuss a selection of media products representing the contents of a time capsule buried in 1962, and make inferences about media consumption, life-styles and attitudes of the period. (75 – 90 minutes)

Session 2: What do children already know about the media?
As a whole class, or in small groups, they learn to ask questions about a range of old and new media forms, and place them on a time-line to explore developments in media technologies. (45 – 50 minutes)

Session 3: Children plan their own media time capsule
Children choose artefacts for their own time capsules to tell future generations about their own current media use and interests. They discuss whether these are typical of their age-group, and negotiate their choices to form new group time capsules which represent the media interests of their class. They present their work to the class and considers what it suggests, or represents, and how representative it might be of their generation. (60 – 70+ minutes)

Resourcing this unit
Powerpoint 1: 24 slides
For ease of use, we’ve provided stimulus images from the 1960s as slides; however, these are only a guide – this diagnostic activity works best with ‘real’ artefacts, which children can handle, listen to, read or watch.
• If possible, bring in your own selection of ‘real’ media memorabilia, including magazines and comic annuals, toys and games, vinyl records, items of clothing, family souvenirs etc., easily sourced from...
Setting some ground rules
In this introductory unit of work, it’s useful to establish ground rules within the class about

- **respect** for each others’ opinions and preferences during all discussions – often particularly useful in media work, where home access to media may vary according to culture, religion, or resources. You may also need to watch out for peer-group pressure to claim familiarity with media of an adult or sophisticated nature, to the disadvantage of some children.

- **listening and questioning**: this unit introduces an investigative framework of questions to ask about any media text, which children will revisit increasingly critically throughout the subsequent schemes of work. The importance of listening to each other, taking turns, and responding collaboratively in group work is particularly important; in most cases there will not be a single ‘right answer’.

Session 1: Introducing the Time Capsule

Getting started

- Organise the class into groups of four. In teams, they are going to investigate the contents of a mystery suitcase dug up from the past, by asking five ‘W’ questions, – what, who, where, why, when, and with each answer, an ‘H’ question – ‘How do you know?’ These are questions which will often demand a follow-up – ‘tell me more’, ‘why do you think this?’, ‘can anybody else add to that’, etc, with the aim of drawing out observations which may initially seem too obvious to mention.

Getting stuck in

- Give each group an A3 photocopy of the Investigation Chart - slide 11, or PDF/Word file in the DVD Folder 1. They can use this to note down and compare observations about each item. Each group could appoint a scribe, or share the note-making task between them. ‘Real’ artifacts could be put on different tables so that groups can move around the room visiting each item in turn. If using the powerpoint images, leave time to talk about each slide in turn.

- Groups should spend no more than 3 – 5 minutes on each item; keep the activity fairly pacey, but long enough to allow for exploratory discussion.

- Towards the end of the investigations, introduce the final item in the suitcase – a note from the owners of the suitcase (slide 12). As a class, ask the children what new information the letter adds to the contents, how it is different or similar to the kinds of media they use today. Take them through the questions on the slide 13, ‘Questioning The Evidence’. Finally, make sure they understand the concept of the time capsule, using slide 14 if required. Some points to raise in discussion are suggested in the presenter’s tools menu beneath the slides.

Pulling it all together

Although this is not a history exercise that focuses on evaluating the nature of sources, you may want to supplement the children’s responses with some direct teaching about life at the time the suitcase was buried. This will obviously depend on your final choice of items – but might reveal the following about the early 60s:

**Highly gendered family/occupational roles** – women represented mainly as housewives, males as workers, etc. Childhood a protected space, parents as authority figures, clear rules and family values

**Different and gendered forms of play** – marketing of toys, comics, sporting activities split down traditional gender lines – how far have things changed for children today?

Recurrent themes still relevant today – war/conflict and WW2 as a source of stories; the emergence of

© English & Media Centre  Developing Media Literacy
Unit 1: Teacher Guidance: Time Capsule

teenagers, fashion, leisure; pop-stars, film, sport, science, competition, etc. Interest in space, the future

**A post-war boom in consumer goods**, domestic technology, labour-saving devices, the influence of the US, and so on.

**Homework tasks**
Ask children for homework to
- talk to their grandparents, elders, parents or other adults to find out what they might have included in a media time capsule when they were at primary school.
- think about the items they might include in a time capsule of their own, and bring in examples for the next lesson

**Session 2: What do children already know about the media?**

This simple activity aims to consolidate children’s existing knowledge of the mass media, and give a sense of the ways they have developed over time.

**Getting started**
Children discuss images of a range of different media forms or platforms, and try to organise them into a broad chronological sequence along a timeline. Photocopy slide 16/Technologies PDF/Word in DVD Folder 1 onto A3 paper, and cut up sets of the images for small groups to sort on their tables and to place along a long piece of string, in chronological order.

**Getting stuck in**
Again this should not be seen as a history lesson, and the exact emergence of new media forms is often hard to pin down. The actual dates of each new development are less important than a general sense of the impact and new possibilities of each new medium for audiences. While some children may be familiar with the ways the media have developed, others will not, and you may need to prompt children to consider some of the point below.

**Important moments on the timeline where new technologies emerge**, and how they change the experiences of audiences. These might include:
- the development of cinema from silent movies to talkies, the use of colour, cinemascope and later developments such as 3D;
- the early origins of TV, and proliferation of channels over time, with the arrival of satellite, cable and digital platforms, and the end of analogue TV;
- changes in production technologies and the speed of recent digital developments.

**What has stayed the same** – for example, the purposes and genres of different forms – storytelling, information, persuasion, entertainment, interpersonal communication, and so on.

**What is different?** The differences between the ways ‘old’ media reached their audiences – produced by organisations for mass audiences through a limited number of channels – and how audiences use ‘new’ digital media – accessible to individuals, interactive, can be individually produced by consumers and shared via social networks, and so on.

**Basic awareness of the economics underpinning these changes** – i.e. the media make money for producers, provide employment, one of the UK’s fastest growing industries, attract tourism, and so on.

**Pulling it all together**
You might want to consolidate all this with an informal quiz which might reveal how much (or little) children already know, and suggest how different media forms have changed over time. The three-round quiz on slides 17 - 20 suggests some of the sorts of questions you could ask children – but you may prefer to develop your own based on your knowledge of the class.

© English & Media Centre  Developing Media Literacy
Session 3 : Children plan their own media time capsule

Getting started
Ask children first to mind-map individually or in pairs what they would include in their own personal time capsules to represent their own media use. They can draw, write or cut-and paste their media selections, and present them in any way they choose. There is an optional model for this in slide 22, but you may prefer to leave the format open to encourage more creative visual responses.

Remind children that there are no right or wrong answers in this activity. Every choice is equally valid, as long as they can explain why it appeals to them and/or others.

Getting stuck in
• Children can then share and compare their selections in a ‘safe’ environment in small groups. Allow them ten minutes or so to look for patterns in their choices. They should then negotiate a single small-group time capsule with contents they can all agree on, before sharing with the whole class.

• Each group could mount its shared mind-map on the classroom working wall, or rotate around the classroom to compare different mind-mapped time capsules

• In the final stage of the activity, once they have shared and compared, children return to their home groups to create a group time capsule poster which they feel reflects the media interests of the class as a whole.

Pulling it all together – some points to draw out
This activity may expose differences in media access – some children will have more limited or constrained media experiences than others, for economic or cultural reasons, and there may be some peer pressure to appear cool or savvy.
In the plenary comparison and discussion, you might want to talk about:

Gender: Are there differences between the choices of boys and girls, and what might these suggest?
Audience: Have children chosen age-appropriate examples, or included some intended for older audiences? Are some choices more sophisticated than others? Do some require more literacy skills than others?
Media genres: Within each media form, are there differences in genre or type of text – e.g. in the TV category, do certain genres dominate, e.g. soaps? animations or cartoons? game-shows?
Popular themes: Do particular ideas recur across the range of choices – e.g. fashion? Sport? Stars or celebrity? Animals? Superheroes? Do certain names – of celebs, producers, production studios or TV channels etc – crop up regularly, and what do they tell us?
Messages and Meanings: Do the selections tell us anything about the lives of children today? Do they share similar ideas, or do they address different issues? What representation of childhood today might a future researcher of 2064 take away from this selection? Would it be a scientific, accurate view of the media use of all children – or a selective view of one particular class?

Literacy connection: Talk for learning
This activity is rich in speaking and listening opportunities. Although it seems simple, it may be quite challenging for children to:

• distance themselves from their own preferences, and think about an anonymous audience of the future
• negotiate/ collaborate within their group
• make decisions about how to represent their class as a whole, and select representative examples from a wide variety
• draft a joint message to the future researchers.

When each group presents its final selection, you should be able to make these skills explicit, and congratulate them on their progress. Most children in the class should now have demonstrated an implicit understanding of a number of concepts about the media, which will be revisited and developed later.

Follow-up: Optional time capsule construction
As a final activity, the children could actually make ‘real’ compilations of found, drawn or ‘real’ time capsule media objects to bury somewhere safe for future discovery in 2064.

Optional writing tasks
The final (optional) writing tasks (slide 26) should give all children a chance to engage with the time capsule activity as a whole, at their own level. They will give the most able a chance to do some extended creative or information writing, while for children with less sophisticated writing skills or those whose mother tongue is not English you can also offer the option to draw, record or perform.

NB: It would be interesting to revisit this activity after children have completed several more of the units of media work. They could then explore their original time capsule selection, and amend or add to it, on the basis of what they now know, understand, and have been able to do over the course of these activities.

By the end of this unit:
Most children should be beginning to demonstrate:
• awareness that media are produced by specialist producers for audiences
• understanding that media forms change over time with the emergence of each new technology, and that all media can tell us something about the period of history in which they were made
• a basic understanding of the concept of representation – that making media always involves making choices and taking a point of view, rather than portraying a single unequivocal ‘truth’.