

## KS4 10-11 Photography Curriculum Mapping

Year 10						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<b>Topic(s)/ Subjects(s)</b>	Foundation work in Photography, Camera Basics.	Foundation work in Photography, Photoshop.	Foundation work till half term Main coursework Component 1- Half term onwards.	Main coursework project Component 1- onward. (individual project plans)	Main coursework project Component 1- onward. (individual project plans)	Main coursework project Component 1- onward. (individual project plans)
<b>Knowledge and skills (Content)</b>	<p><b><u>Camera Basic's the Exposure triangle.</u></b>  <b>AIMS</b> – To understand the primary camera functions.            To introduce the skills required to write about their work and the work of others.</p> <p><b>ACTIVITIES-</b>            Short activities based on natural forms taken indoor and out.            -Practical photography experiments covers- Aperture, Shutter Speed, ISO, White balance, Close up/mid-range/ long shot, Lighting (artificial/natural).            - Literacy – Activities based around commenting on own work and the work of others. Learning how to read and analyse photographs, looking at composition techniques.</p>	<p><b><u>Camera Basic's the Exposure triangle.</u></b>  <b>AIMS</b> – To understand the primary camera functions.            To introduce the skills required to write about their work and the work of others.</p> <p><b>ACTIVITIES-</b>            Short activities based on natural forms taken indoor and out.            -Practical photography experiments covers- Aperture, Shutter Speed, ISO, White balance, Close up/mid-range/ long shot, Lighting (artificial/natural).            - Literacy – Activities based around commenting on own work and the work of others. Learning how to read and analyse photographs, looking at composition techniques.</p>	<p><b><u>DEVELOPMENT PHASE Photoshop manipulations</u></b>  <b>AIMS-</b> To develop pupil's use of the fundamental aspects of editing images through Photoshop and hand manipulations.            -To develop pupils skills in analysing photographs from an editing perspective.            -To develop students understanding of the assessment criteria for GCSE Art &amp; Design.</p> <p><b>ACTIVITIES –</b>            - Pupils will explore the vast variety of Photoshop/Snapseed, manipulations available.            -Analyses the work of other from a editing point of view.            - A series of practical experiments where pupils print images and then manipulate them by hand            -Photoshop skills covering many techniques which will include - brightness/contrast/ layers/opacity/filters introducing pattern and text.            -Evidence of all experiments will be recorded on PowerPoint presentations.</p>	<p><b><u>SUSTAINED INDEPENDANCE PHASE –</u></b>  <b>March Yr10- December Yr11</b></p> <ul style="list-style-type: none"> <li>- This is a sustained project developed in response to a theme which students decide with their teacher.</li> <li>- They must show evidence of the journey from initial ideas to realising intentions</li> <li>- They must use skills previous developed in their portfolio.</li> <li>- They can take inspiration from a variety of different sources such as artists, photographers, films, books and magazines.</li> <li>- Pupils will carry out at least 3 different photoshoots.</li> <li>- They will develop ideas through any combination of further photography, Photoshop and hand manipulation techniques.</li> <li>- Pupils will develop ideas towards a final piece or collection of work.</li> <li>- <b>60% of GCSE Grade</b></li> </ul>	<p><b><u>SUSTAINED INDEPENDANCE PHASE –</u></b>  <b>March Yr10- December Yr11</b></p> <ul style="list-style-type: none"> <li>- This is a sustained project developed in response to a theme which students decide with their teacher.</li> <li>- They must show evidence of the journey from initial ideas to realising intentions</li> <li>- They must use skills previous developed in their portfolio.</li> <li>- They can take inspiration from a variety of different sources such as artists, photographers, films, books and magazines.</li> <li>- Pupils will carry out at least 3 different photoshoots.</li> <li>- They will develop ideas through any combination of further photography, Photoshop and hand manipulation techniques.</li> <li>- Pupils will develop ideas towards a final piece or collection of work.</li> <li>- <b>60% of GCSE Grade</b></li> </ul>	<p><b><u>SUSTAINED INDEPENDANCE PHASE –</u></b>  <b>March Yr10- December Yr11</b></p> <ul style="list-style-type: none"> <li>- This is a sustained project developed in response to a theme which students decide with their teacher.</li> <li>- They must show evidence of the journey from initial ideas to realising intentions</li> <li>- They must use skills previous developed in their portfolio.</li> <li>- They can take inspiration from a variety of different sources such as artists, photographers, films, books and magazines.</li> <li>- Pupils will carry out at least 3 different photoshoots.</li> <li>- They will develop ideas through any combination of further photography, Photoshop and hand manipulation techniques.</li> <li>- Pupils will develop ideas towards a final piece or collection of work.</li> <li>- <b>60% of GCSE Grade</b></li> </ul>
<b>Assessment</b>	Verbal feedback given in lesson. weekly homework marking and feedback. Students will be encouraged to respond to feedback both verbally and on their feedback slides digitally.	Verbal feedback given in lesson weekly homework marking and feedback. Students will be encouraged to respond to feedback both verbally and on their feedback slides digitally.	Verbal feedback given in lesson weekly homework marking and feedback. Students will be encouraged to respond to feedback both verbally and on their feedback slides digitally.	Verbal feedback given in lesson weekly homework marking and feedback. Students will be encouraged to respond to feedback both verbally and on their feedback slides digitally.	Verbal feedback given in lesson weekly homework marking and feedback. Students will be encouraged to respond to feedback both verbally and on their feedback slides digitally.	Verbal feedback given in lesson weekly homework marking and feedback. SAS exams. Students will be encouraged to respond to feedback both verbally and on their feedback slides digitally.

<b>Cross Curricular Links</b>	<ul style="list-style-type: none"> <li>-Similar skills used within creative media.</li> <li>-Literacy skills link with English researching photographers and artistic movements. (reading and analysing Photographs.</li> <li>-Taking photographs for other subjects such as sports day, matches, drama performances and special school events.</li> <li>Research into History of Photography links to History.</li> <li>-Computer skills linked with Photoshop linked to ICT.</li> </ul>	<ul style="list-style-type: none"> <li>-Similar skills used within media</li> <li>-Literacy skills link with English researching photographers and artistic movements. (reading and analysing Photographs.</li> <li>-Taking photographs for other subjects such as sports day, matches, drama performances and special school events.</li> <li>Research into History of Photography links to History.</li> <li>-Computer skills linked with Photoshop linked to ICT.</li> </ul>	<ul style="list-style-type: none"> <li>-Similar skills used within media</li> <li>-Literacy skills link with English researching photographers and artistic movements. (reading and analysing Photographs.</li> <li>-Taking photographs for other subjects such as sports day, matches, drama performances and special school events.</li> <li>Research into History of Photography links to History.</li> <li>-Computer skills linked with Photoshop linked to ICT.</li> </ul>	<ul style="list-style-type: none"> <li>-Similar skills used within media</li> <li>-Literacy skills link with English researching photographers and artistic movements. (reading and analysing Photographs.</li> <li>-Taking photographs for other subjects such as sports day, matches, drama performances and special school events.</li> <li>Research into History of Photography links to History.</li> <li>-Computer skills linked with Photoshop linked to ICT.</li> </ul>	<ul style="list-style-type: none"> <li>-Similar skills used within media</li> <li>-Literacy skills link with English researching photographers and artistic movements. (reading and analysing Photographs.</li> <li>-Taking photographs for other subjects such as sports day, matches, drama performances and special school events.</li> <li>Research into History of Photography links to History.</li> <li>-Computer skills linked with Photoshop linked to ICT.</li> </ul>	<ul style="list-style-type: none"> <li>-Similar skills used within media</li> <li>-Literacy skills link with English researching photographers and artistic movements. (reading and analysing Photographs.</li> <li>-Taking photographs for other subjects such as sports day, matches, drama performances and special school events.</li> <li>Research into History of Photography links to History.</li> <li>-Computer skills linked with Photoshop linked to ICT.</li> </ul>
<b>SMSC, British Values, Cultural Capital</b>	<ul style="list-style-type: none"> <li>-Taking photographs for other subjects such as sports day, matches, drama performances and special school events.</li> <li>-Learning about a variety of photographer techniques and development processes from British and international photographers and artistic throughout History.</li> </ul>	<ul style="list-style-type: none"> <li>-Taking photographs for other subjects such as sports day, matches, drama performances and special school events.</li> <li>-Learning about a variety of photographer techniques and development processes from British and international photographers and artistic throughout History.</li> </ul>	<ul style="list-style-type: none"> <li>-Taking photographs for other subjects such as sports day, matches, drama performances and special school events.</li> <li>-Students personal project choice can lead to explorations of topics linking to British values and SMSC.</li> </ul>	<ul style="list-style-type: none"> <li>-Taking photographs for other subjects such as sports day, matches, drama performances and special school events.</li> <li>-Students personal project choice can lead to explorations of topics linking to British values and SMSC.</li> </ul>	<ul style="list-style-type: none"> <li>-Taking photographs for other subjects such as sports day, matches, drama performances and special school events.</li> <li>-Students personal project choice can lead to explorations of topics linking to British values and SMSC.</li> </ul>	<ul style="list-style-type: none"> <li>-Taking photographs for other subjects such as sports day, matches, drama performances and special school events.</li> <li>-Students personal project choice can lead to explorations of topics linking to British values and SMSC.</li> </ul>
<b>CEIAG</b>	<ul style="list-style-type: none"> <li>- Professional camera skills taught.</li> <li>- Professional editing software taught.</li> <li>- Portfolio building.</li> <li>- Students given a range of careers suggestion directly informed by photography.</li> <li>- Careers advise given through transferable skills gained in Photography.</li> </ul>	<ul style="list-style-type: none"> <li>- Professional camera skills taught.</li> <li>- Professional editing software taught.</li> <li>- Portfolio building.</li> <li>- Students given a range of careers suggestion directly informed by photography.</li> <li>- Careers advise given through transferable skills gained in Photography.</li> </ul>	<ul style="list-style-type: none"> <li>- Professional camera skills taught.</li> <li>- Professional editing software taught.</li> <li>- Portfolio building.</li> <li>- Students given a range of careers suggestion directly informed by photography.</li> <li>- Careers advise given through transferable skills gained in Photography.</li> </ul>	<ul style="list-style-type: none"> <li>- Professional camera skills taught.</li> <li>- Professional editing software taught.</li> <li>- Portfolio building.</li> <li>- Students given a range of careers suggestion directly informed by photography.</li> <li>- Careers advise given through transferable skills gained in Photography.</li> </ul>	<ul style="list-style-type: none"> <li>- Professional camera skills taught.</li> <li>- Professional editing software taught.</li> <li>- Portfolio building.</li> <li>- Students given a range of careers suggestion directly informed by photography.</li> <li>- Careers advise given through transferable skills gained in Photography.</li> </ul>	<ul style="list-style-type: none"> <li>- Professional camera skills taught.</li> <li>- Professional editing software taught.</li> <li>- Portfolio building.</li> <li>- Students given a range of careers suggestion directly informed by photography.</li> <li>- Careers advise given through transferable skills gained in Photography.</li> </ul>
<b>Learning outside the classroom</b>	<ul style="list-style-type: none"> <li>-Trip to Manchester to take photographs. Castle field bridges, MOSI, Northern quarter, Piccadilly gardens.</li> </ul>	<ul style="list-style-type: none"> <li>- Rotary Photography competition</li> <li>- New York Trip</li> <li>-London gallery trip</li> </ul>	<ul style="list-style-type: none"> <li>Afterschool coursework catch up.</li> </ul>	<ul style="list-style-type: none"> <li>Afterschool coursework catch up.</li> </ul>	<ul style="list-style-type: none"> <li>Afterschool coursework catch up.</li> </ul>	<ul style="list-style-type: none"> <li>Afterschool coursework catch up.</li> </ul>
<b>Additional Subject Specific</b>						

Information						
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Year 11						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<b>Topic(s)/ Subjects(s)</b>	Main coursework project Component 1- onward. (individual project plans)	Main coursework project Component 1- onward. (individual project plans)	Main coursework project Component 2- onward. (individual project plans)	Main coursework project Component 2- onward. (individual project plans)	Main coursework project Component 2- onward. (individual project plans)	
<b>Knowledge and skills (Content)</b>	<p><b>SUSTAINED INDEPENDANCE PHASE –</b> March Yr10- December Yr11</p> <ul style="list-style-type: none"> <li>- This is a sustained project developed in response to a theme which students decide with their teacher.</li> <li>- They must show evidence of the journey from initial ideas to realising intentions</li> <li>- They must use skills previous developed in their portfolio.</li> <li>- They can take inspiration from a variety of different sources such as artists, photographers, films, books and magazines.</li> <li>- Pupils will carry out at least 3 different photoshoots.</li> </ul>	<p><b>SUSTAINED INDEPENDANCE PHASE –</b> March Yr10- December Yr11</p> <ul style="list-style-type: none"> <li>- This is a sustained project developed in response to a theme which students decide with their teacher.</li> <li>- They must show evidence of the journey from initial ideas to realising intentions</li> <li>- They must use skills previous developed in their portfolio.</li> <li>- They can take inspiration from a variety of different sources such as artists, photographers, films, books and magazines.</li> <li>- Pupils will carry out at least 3 different photoshoots.</li> </ul>	<p><b>EXTERNALLY SET BY THE EXAM BOARD 40% of GCSE grade January Yr11- April Yr11</b></p> <ul style="list-style-type: none"> <li>- The exam board issues a paper which contains a number of different starting points which pupils must select from.</li> <li>- Pupils get a limited period of time to explore initial observations and developments.</li> <li>- The controlled assessment is a 10 hour exam where pupils produce a planned final piece or collection of work independently.</li> <li>- <b>40% of GCSE Grade</b></li> </ul>	<p><b>EXTERNALLY SET BY THE EXAM BOARD 40% of GCSE grade January Yr11- April Yr12</b></p> <ul style="list-style-type: none"> <li>- The exam board issues a paper which contains a number of different starting points which pupils must select from.</li> <li>- Pupils get a limited period of time to explore initial observations and developments.</li> <li>- The controlled assessment is a 10 hour exam where pupils produce a planned final piece or collection of work independently.</li> <li>- <b>40% of GCSE Grade</b></li> </ul>	<p><b>EXTERNALLY SET BY THE EXAM BOARD 40% of GCSE grade January Yr12- April Yr13</b></p> <ul style="list-style-type: none"> <li>- The exam board issues a paper which contains a number of different starting points which pupils must select from.</li> <li>- Pupils get a limited period of time to explore initial observations and developments.</li> <li>- The controlled assessment is a 10 hour exam where pupils produce a planned final piece or collection of work independently.</li> <li>- <b>40% of GCSE Grade</b></li> </ul>	<p><b>SUSTAINED INDEPENDANCE PHASE –</b> March Yr10- December Yr12</p> <ul style="list-style-type: none"> <li>- This is a sustained project developed in response to a theme which students decide with their teacher.</li> <li>- They must show evidence of the journey from initial ideas to realising intentions</li> <li>- They must use skills previous developed in their portfolio.</li> <li>- They can take inspiration from a variety of different sources such as artists, photographers, films, books and magazines.</li> <li>- Pupils will carry out at least 3 different photoshoots.</li> </ul>



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<b>Learning outside the classroom</b>	<ul style="list-style-type: none"> <li>- Professional camera skills taught.</li> <li>- Professional editing software taught.</li> <li>- Portfolio building.</li> <li>- Students given a range of careers suggestion directly informed by photography.</li> <li>- Careers advise given through transferable skills gained in Photography.</li> </ul>	<ul style="list-style-type: none"> <li>- Professional camera skills taught.</li> <li>- Professional editing software taught.</li> <li>- Portfolio building.</li> <li>- Students given a range of careers suggestion directly informed by photography.</li> <li>- Careers advise given through transferable skills gained in Photography.</li> </ul>	<ul style="list-style-type: none"> <li>- Professional camera skills taught.</li> <li>- Professional editing software taught.</li> <li>- Portfolio building.</li> <li>- Students given a range of careers suggestion directly informed by photography.</li> <li>- Careers advise given through transferable skills gained in Photography.</li> </ul>	<ul style="list-style-type: none"> <li>- Professional camera skills taught.</li> <li>- Professional editing software taught.</li> <li>- Portfolio building.</li> <li>- Students given a range of careers suggestion directly informed by photography.</li> <li>- Careers advise given through transferable skills gained in Photography.</li> </ul>	<ul style="list-style-type: none"> <li>- Professional camera skills taught.</li> <li>- Professional editing software taught.</li> <li>- Portfolio building.</li> <li>- Students given a range of careers suggestion directly informed by photography.</li> <li>- Careers advise given through transferable skills gained in Photography.</li> </ul>	<ul style="list-style-type: none"> <li>- Professional camera skills taught.</li> <li>- Professional editing software taught.</li> <li>- Portfolio building.</li> <li>- Students given a range of careers suggestion directly informed by photography.</li> <li>- Careers advise given through transferable skills gained in Photography.</li> </ul>
<b>Additional Subject Specific Information</b>						



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<b>SMSC, British Values, Cultural Capital</b>	-Taking photographs for other subjects such as sports day, matches, drama performances and special school events. -Learning about a variety of photographer techniques and development processes from British and international photographers and artistic throughout History.	-Taking photographs for other subjects such as sports day, matches, drama performances and special school events. -Learning about a variety of photographer techniques and development processes from British and international photographers and artistic throughout History.	-Taking photographs for other subjects such as sports day, matches, drama performances and special school events. -Students personal project choice can lead to explorations of topics linking to British values and SMSC.	-Taking photographs for other subjects such as sports day, matches, drama performances and special school events. -Students personal project choice can lead to explorations of topics linking to British values and SMSC.	-Taking photographs for other subjects such as sports day, matches, drama performances and special school events. -Students personal project choice can lead to explorations of topics linking to British values and SMSC.	-Taking photographs for other subjects such as sports day, matches, drama performances and special school events. -Students personal project choice can lead to explorations of topics linking to British values and SMSC.
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<b>Learning outside the classroom</b>	-Trip to Manchester to take photographs. Castle field bridges, MOSI, Northern quarter, Piccadilly gardens.	- Rotary Photography competition - New York Trip -London gallery trip	Afterschool coursework catch up.	Afterschool coursework catch up.	Afterschool coursework catch up.	Afterschool coursework catch up.
<b>Additional Subject Specific Information</b>						

Year 13						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<b>Topic(s)/ Subjects(s)</b>	Main coursework project Component 1- onward. (individual project plans)	Main coursework project Component 1- onward. (individual project plans)	Main coursework project Component 2- onward. (individual project plans)	Main coursework project Component 2- onward. (individual project plans)		

<b>Knowledge and skills (Content)</b>	<p><b>SUSTAINED INDEPENDANCE PHASE –</b> March Yr12- December Yr13</p> <ul style="list-style-type: none"> <li>- This is a sustained project developed in response to a theme which students decide with their teacher.</li> <li>- They must show evidence of the journey from initial ideas to realising intentions</li> <li>- They must use skills previous developed in their portfolio.</li> <li>- They can take inspiration from a variety of different sources such as artists, photographers, films, books and magazines.</li> <li>- Pupils will carry out at least 6 different photoshoots.</li> <li>- They will develop ideas through any combination of further photography, Photoshop and hand manipulation techniques.</li> <li>- Pupils will develop ideas towards a final piece or collection of work.</li> <li>- This will also include a written element of a personal statement essay.</li> <li>- <b>60% of A Level Grade</b></li> </ul>	<p><b>SUSTAINED INDEPENDANCE PHASE –</b> March Yr12- December Yr13</p> <ul style="list-style-type: none"> <li>- This is a sustained project developed in response to a theme which students decide with their teacher.</li> <li>- They must show evidence of the journey from initial ideas to realising intentions</li> <li>- They must use skills previous developed in their portfolio.</li> <li>- They can take inspiration from a variety of different sources such as artists, photographers, films, books and magazines.</li> <li>- Pupils will carry out at least 6 different photoshoots.</li> <li>- They will develop ideas through any combination of further photography, Photoshop and hand manipulation techniques.</li> <li>- Pupils will develop ideas towards a final piece or collection of work.</li> <li>- This will also include a written element of a personal statement essay.</li> <li>- <b>60% of A Level Grade</b></li> </ul>	<p><b>EXTERNALLY SET BY THE EXAM BOARD 40% of GCSE grade January Yr13- April Yr13</b></p> <ul style="list-style-type: none"> <li>- The exam board issues a paper which contains a number of different starting points which pupils must select from.</li> <li>- Pupils get a limited period of time to explore initial observations and developments.</li> <li>- The controlled assessment is a 10 hour exam where pupils produce a planned final piece or collection of work independently.</li> <li>- <b>40% of A level Grade</b></li> </ul>	<p><b>EXTERNALLY SET BY THE EXAM BOARD 40% of GCSE grade January Yr13- April Yr13</b></p> <ul style="list-style-type: none"> <li>- The exam board issues a paper which contains a number of different starting points which pupils must select from.</li> <li>- Pupils get a limited period of time to explore initial observations and developments.</li> <li>- The controlled assessment is a 10 hour exam where pupils produce a planned final piece or collection of work independently.</li> <li>- <b>40% of A level Grade</b></li> </ul>	<p>-</p>	
<b>Assessment</b>	<p>Verbal feedback given in lesson. weekly homework marking and feedback. Students will be encouraged to respond to feedback both verbally and on their feedback slides digitally. Essay drafts with marking and feedback, monthly updates.</p>	<p>Verbal feedback given in lesson. weekly homework marking and feedback. Students will be encouraged to respond to feedback both verbally and on their feedback slides digitally. Essay drafts with marking and feedback, monthly updates.</p>	<p>Verbal feedback given in lesson. weekly homework marking and feedback. Students will be encouraged to respond to feedback both verbally and on their feedback slides digitally.</p>	<p>Verbal feedback given in lesson. weekly homework marking and feedback. Students will be encouraged to respond to feedback both verbally and on their feedback slides digitally.</p>	<p>Verbal feedback given in lesson. weekly homework marking and feedback. Students will be encouraged to respond to feedback both verbally and on their feedback slides digitally.</p>	
<b>Cross Curricular Links</b>	<p>-Similar skills used within creative media. -Literacy skills link with English researching photographers and artistic movements. (reading and analysing Photographs. -Taking photographs for other subjects such as sports day, matches, drama performances and special school events. Research into History of</p>	<p>-Similar skills used within creative media. -Literacy skills link with English researching photographers and artistic movements. (reading and analysing Photographs. -Taking photographs for other subjects such as sports day, matches, drama performances and special school events. Research into History of</p>	<p>-Similar skills used within creative media. -Literacy skills link with English researching photographers and artistic movements. (reading and analysing Photographs. -Taking photographs for other subjects such as sports day, matches, drama performances and special school events. Research into History of</p>	<p>-Similar skills used within creative media. -Literacy skills link with English researching photographers and artistic movements. (reading and analysing Photographs. -Taking photographs for other subjects such as sports day, matches, drama performances and special school events. Research into History of</p>	<p>-Similar skills used within creative media. -Literacy skills link with English researching photographers and artistic movements. (reading and analysing Photographs. -Taking photographs for other subjects such as sports day, matches, drama performances and special school events. Research into History of</p>	



	Photography links to History. -Computer skills linked with Photoshop linked to ICT.	Photography links to History. -Computer skills linked with Photoshop linked to ICT.	Photography links to History. -Computer skills linked with Photoshop linked to ICT.	Photography links to History. -Computer skills linked with Photoshop linked to ICT.	Photography links to History. -Computer skills linked with Photoshop linked to ICT.	
<b>SMSC, British Values, Cultural Capital</b>	Taking photographs for other subjects such as sports day, matches, drama performances and special school events. -Students personal project choice can lead to explorations of topics linking to British values and SMSC.	Taking photographs for other subjects such as sports day, matches, drama performances and special school events. -Students personal project choice can lead to explorations of topics linking to British values and SMSC.	Taking photographs for other subjects such as sports day, matches, drama performances and special school events. -Students personal project choice can lead to explorations of topics linking to British values and SMSC.	Taking photographs for other subjects such as sports day, matches, drama performances and special school events. -Students personal project choice can lead to explorations of topics linking to British values and SMSC.	Taking photographs for other subjects such as sports day, matches, drama performances and special school events. -Students personal project choice can lead to explorations of topics linking to British values and SMSC.	
<b>CEIAG</b>	<ul style="list-style-type: none"> <li>- Professional camera skills taught.</li> <li>- Professional editing software taught.</li> <li>- Portfolio building.</li> <li>- Students given a range of careers suggestion directly informed by photography.</li> <li>- Careers advise given through transferable skills gained in Photography.</li> </ul>	<ul style="list-style-type: none"> <li>- Professional camera skills taught.</li> <li>- Professional editing software taught.</li> <li>- Portfolio building.</li> <li>- Students given a range of careers suggestion directly informed by photography.</li> <li>- Careers advise given through transferable skills gained in Photography.</li> </ul>	<ul style="list-style-type: none"> <li>- Professional camera skills taught.</li> <li>- Professional editing software taught.</li> <li>- Portfolio building.</li> <li>- Students given a range of careers suggestion directly informed by photography.</li> <li>- Careers advise given through transferable skills gained in Photography.</li> </ul>	<ul style="list-style-type: none"> <li>- Professional camera skills taught.</li> <li>- Professional editing software taught.</li> <li>- Portfolio building.</li> <li>- Students given a range of careers suggestion directly informed by photography.</li> <li>- Careers advise given through transferable skills gained in Photography.</li> </ul>	<ul style="list-style-type: none"> <li>- Professional camera skills taught.</li> <li>- Professional editing software taught.</li> <li>- Portfolio building.</li> <li>- Students given a range of careers suggestion directly informed by photography.</li> <li>- Careers advise given through transferable skills gained in Photography.</li> </ul>	-
<b>Learning outside the classroom</b>	Afterschool coursework catch up.	Afterschool coursework catch up.	Afterschool coursework catch up.	Afterschool coursework catch up.	Afterschool coursework catch up.	
<b>Additional Subject Specific Information</b>						