



Curriculum Map

Subject: Photography

Year group: Year 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content <i>Declarative Knowledge – 'Know What'</i>	Light and Shade	Light and Shade	Personal Investigation	Personal Investigation	Personal Investigation	Personal Investigation
Skills <i>Procedural Knowledge – 'Know How'</i>	Understanding of the history of photography How to use a DSLR Camera How to present their work in their sketchbook. Understanding of key photographers in the history of photography.	Understanding of how to use the dark room. Understanding of basic Photoshop techniques Understanding of contemporary photographic practice.	Students reflect on areas of strength from Autumn Term 1 and 2. Students identify a theme to investigate personally.	Researching Contexts. Writing about contexts. Developing an idea in relation to contexts.	Development of final pieces.	Development of final pieces.
Key Questions	How can you effectively present your ideas in your sketchbook? Who are the key photographers for context?	How can you combine media to create contemporary outcomes?	What is a key area of interest? What artists inspire you most? What are your strengths?	What might you like to analyse in relation to your practical work so far?	What ideas do you have for a final piece that will reflect all of your ideas so far?	How can you review and refine your final piece to develop it further?
Assessment	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.
Literacy/Numeracy/ SMSC/Character	Literacy: Writing about contexts Numeracy: SMSC: Character: Confidence/Aspiration	Literacy: Writing about contexts Numeracy: SMSC: Character: Confidence/Aspiration	Literacy: Writing about contexts Numeracy: SMSC: Character: Confidence/Aspiration	Literacy: Writing about contexts Numeracy: SMSC: Character: Confidence/Aspiration	Literacy: Writing about contexts Numeracy: SMSC: Character: Confidence/Aspiration	Literacy: Writing about contexts Numeracy: SMSC: Character: Confidence/Aspiration

Subject: Photography

Year group: Year 13



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content</p> <p><i>Declarative Knowledge – 'Know What'</i></p>	Personal Investigation	Personal Investigation	Externally Set Task	Externally Set Task	Exam	
<p>Skills</p> <p><i>Procedural Knowledge – 'Know How'</i></p>	Completion of Personal investigation and related study. Visual Recording Experimentation Review and Refine	Completion of Personal investigation and related study. Visual Recording Experimentation Review and Refine	Students develop ideas in relation to a set theme from an early release exam paper. Students are supported with personalised tutorials to assist them in developing their ideas.	Students develop ideas in relation to a set theme from an early release exam paper. Students are supported with personalised tutorials to assist them in developing their ideas.	Students submit their coursework portfolio alongside the exam prep work and final piece.	
<p>Key Questions</p>	How can you review and refine your final pieces to develop it further?	How can you review and refine your final pieces to develop it further?	Students develop ideas in relation to a set theme from an early release exam paper. Students are supported with personalised tutorials to assist them in developing their ideas.	What are the key ideas you have in response to the set theme? What key artists can you explore to help you develop your ideas?	analyse critically, evaluate and reflect on your own work and that of others record notes on developments, experiments, ideas or visits.	
<p>Assessment</p>	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	Formative assessment and personalised target setting to provide students with clear next step targets to refine and develop their work.	
<p>Literacy/Numeracy/ SMSC/Character</p>	Literacy: Writing about contexts Numeracy: SMSC: Character: Confidence/Aspiration	Literacy: Writing about contexts Numeracy: SMSC: Character: Confidence/Aspiration	Literacy: Writing about contexts Numeracy: SMSC: Character: Confidence/Aspiration	Literacy: Writing about contexts Numeracy: SMSC: Character: Confidence/Aspiration	Literacy: Writing about contexts Numeracy: SMSC: Character: Confidence/Aspiration	



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