



Photography – Green Zone

Mapping to show evidence of Diversity, Careers, British Values, SMSC (Spiritual, Moral, Social & Culture development), Literacy, Numeracy and Reading in our curriculum area.

Key Stage	Diversity	Careers	British Values	SMSC	Literacy	Numeracy	Reading
KS4 Autumn 1 Introduction to photography Documentary photography	Pupils ensure they always take and edit photos to include people from different backgrounds and walks of life. Pupils are given the opportunity to experience a wide range of point of views, from photographers to peers, and are taught to appreciate, respect, and celebrate diversity.	Pupils learn about the careers of photographers, printers, and local careers to give insight into possible career paths in photography and its associated areas	Pupils are aware of and consider the views and values of others. All pupils are given the opportunity to express their individuality through their projects. Pupils understand people have different views and opinions and that that these make them who they are. They are tolerant to such views and opinions and apply these attitudes when working with those who have different faiths and beliefs.	Each project presents the opportunity for pupils to be creative and respond in an individual way that is different from their peers. Pupils are introduced to the moral and ethical side of photography; this will discuss when it is or is not appropriate to take photographs, considering the need for official permission and consent from others. Within this, pupils will learn links to journalism and documentary photography.	All pupils are encouraged to be literate in Photography. They are taught to 'read' photographs using subject specific terminology, both individually and as a group, both in written and verbal contexts. For this photography vocabulary support sheets are used to encourage pupils to analyse photographs in terms of visual, technical, context and concept content.	Pupils use math to calculate several settings for their cameras, including shutter speed, aperture, and focal length. Numeracy is also applied to the composition of a photograph using the rule of thirds.	Introduction to specialist photography vocabulary. Photography research and analysis of photographer's work. Pupils use learning mats or knowledge organisers to support when annotating their photographs to include the formal elements and technical settings. They also verbally describe an image to support with written analysis.
KS4 Autumn 2 Digital editing Experimental photography	Pupils ensure they always take and edit photos to include people from different backgrounds and walks of life. Pupils are given the opportunity to experience a wide range of point of views, from	Pupils learn about the careers of photographers, editors, computer programmers, creative artists, documentary photographers and publishers	Pupils are aware of and consider the views and values of others. All pupils are given the opportunity to express their individuality through their projects. Pupils understand people have	Each project presents the opportunity for pupils to be creative and respond in an individual way that is different from their peers. Pupils are taught and encouraged to develop social strategies for dealing with any	All pupils are encouraged to be literate in Photography. They are taught to 'read' photographs using subject specific terminology, both individually and as a group, both in written and verbal contexts.	In digital editing pupils use histograms which shows tonal values of digital photographs. They consider the exposure triangle which uses mathematical equations.	Pupils can follow step by step instructions of how techniques can be both created and replicated.



	<p>photographers to peers, and are taught to appreciate, respect, and celebrate diversity.</p>	<p>and local careers to give insight into possible career paths in photography and its associated areas</p>	<p>different views and opinions and that that these make them who they are. They are tolerant to such views and opinions and apply these attitudes when working with those who have different faiths and beliefs.</p>	<p>barriers or problems they may be confronted with in order to refine their photography work.</p>	<p>For this photography vocabulary support sheets are used to encourage pupils to analyse photographs in terms of visual, technical, context and concept content.</p>		
<p>KS4 Spring 1</p> <p>Digital editing</p> <p>Experimental photography</p> <p>Externally set project AO1</p>	<p>Pupils ensure they always take and edit photos to include people from different backgrounds and walks of life. Pupils are given the opportunity to experience a wide range of point of views, from photographers to peers, and are taught to appreciate, respect, and celebrate diversity.</p>	<p>Pupils learn about the careers of photographers, editors, computer programmers, creative artists, documentary photographers and publishers and local careers to give insight into possible career paths in photography and its associated areas</p>	<p>Pupils are aware of and consider the views and values of others. All pupils are given the opportunity to express their individuality through their projects. Pupils understand people have different views and opinions and that that these make them who they are. They are tolerant to such views and opinions and apply these attitudes when working with those who have different faiths and beliefs.</p>	<p>Pupils will learn about a range of different cultures through looking at different photographers and themes. The projects present pupils with photographers to research with a range of religious beliefs and looks at how this impacts their practice</p>	<p>All pupils are encouraged to be literate in Photography. They are taught to 'read' photographs using subject specific terminology, both individually and as a group, both in written and verbal contexts. For this photography vocabulary support sheets are used to encourage pupils to analyse photographs in terms of visual, technical, context and concept content.</p>	<p>Pupils use math to calculate several settings for their cameras, including shutter speed, aperture, the rule of thirds, and focal length. For more advanced lessons, pupils use the F-Stop formula where the focal length of the lens is determined by the type of lens.</p>	<p>Pupils use knowledge organisers to support when annotating their photographs to include the formal elements and technical settings. They also verbally describe an image to support with written analysis.</p>
<p>KS4 Spring 2</p> <p>Building blocks of photography</p>	<p>Pupils ensure they always take and edit photos to include people from different backgrounds and walks of life. Pupils are given the</p>	<p>Pupils learn about the careers of photographers, editors, computer programmers,</p>	<p>Pupils are aware of and consider the views and values of others. All pupils are given the opportunity to express their</p>	<p>Pupils are encouraged to work independently and develop projects linked to their own, and others, cultures and beliefs. Pupils are encouraged to discuss</p>	<p>All pupils are encouraged to be literate in Photography. They are taught to 'read' photographs using subject specific</p>	<p>Pupils use math to calculate several settings for their cameras, including shutter speed, aperture, the rule of thirds, and focal</p>	<p>Pupils use 'challenge cards' to guide their photography shoots. The cards outline 11 areas of the photography challenge which pupils</p>



<p>Photography challenge</p> <p>Externally set project A02</p>	<p>opportunity to experience a wide range of point of views, from photographers to peers, and are taught to appreciate, respect, and celebrate diversity.</p>	<p>creative artists, documentary photographers and publishers and local careers to give insight into possible career paths in photography and its associated areas</p>	<p>individuality through their projects. Pupils understand people have different views and opinions and that that these make them who they are. They are tolerant to such views and opinions and apply these attitudes when working with those who have different faiths and beliefs.</p>	<p>photography seen in the news, marketing, and war photography to expand their understanding of photography in the wider world.</p>	<p>terminology, both individually and as a group, both in written and verbal contexts. For this photography vocabulary support sheets are used to encourage pupils to analyse photographs in terms of visual, technical, context and concept content.</p>	<p>length. For more advanced lessons, pupils use the F-Stop formula where the focal length of the lens is determined by the type of lens.</p>	<p>are required to capture. Cards are carried with pupils on all photography shoots in this challenge and can be referenced at any time.</p>
<p>KS4 Summer 1</p> <p>Building blocks of photography</p> <p>Documentary photography</p> <p>Externally set project A03/4</p>	<p>Pupils ensure they always take and edit photos to include people from different backgrounds and walks of life. Pupils are given the opportunity to experience a wide range of point of views, from photographers to peers, and are taught to appreciate, respect, and celebrate diversity.</p>	<p>Pupils learn about the careers of photographers, editors, computer programmers, creative artists, documentary photographers and publishers and local careers to give insight into possible career paths in photography and its associated areas</p>	<p>Pupils are aware of and consider the views and values of others. All pupils are given the opportunity to express their individuality through their projects. They are tolerant to other peoples views and opinions and apply these attitudes when working with those who have different faiths and beliefs.</p>	<p>Pupils have the opportunity to look at photographers who present a large range of viewpoints on cultures, traditions and beliefs. Pupils are encouraged to work independently and develop projects linked to their own, and others, cultures and beliefs.</p>	<p>All pupils are encouraged to be literate in Photography. They are taught to 'read' photographs using subject specific terminology, both individually and as a group, both in written and verbal contexts. For this photography vocabulary support sheets are used to encourage pupils to analyse photographs in terms of visual, technical, context and concept content.</p>	<p>Pupils use math to calculate several settings for their cameras, including shutter speed, aperture, the rule of thirds, and focal length. For more advanced lessons, pupils use the F-Stop formula where the focal length of the lens is determined by the type of lens.</p>	<p>Pupils read about the significance of local areas of interest prior to any visits. They also follow written step by step instructions on a lesson-by-lesson basis, as well as written step by step instructions for editing techniques in Photoshop</p>
<p>KS4 Summer 2</p> <p>Alphabet project</p>	<p>Pupils ensure they always take and edit photos to include people from different backgrounds and walks of life. Pupils</p>	<p>Pupils learn about the careers of photographers, editors, computer</p>	<p>Pupils are aware of and consider the views and values of others. All pupils are given the opportunity to</p>	<p>Pupils are encouraged to work independently and develop projects linked to their own, and others, cultures and beliefs.</p>	<p>All pupils are encouraged to be literate in Photography. They are taught to 'read' photographs using</p>	<p>Pupils use math to calculate several settings for their cameras, including shutter speed, aperture, the rule of</p>	<p>Pupils use 'alphabet cards' to guide their photography shoots. The cards include lower- and upper-case letters which pupils</p>



<p>Documentary photography</p>	<p>are given the opportunity to experience a wide range of point of views, from photographers to peers, and are taught to appreciate, respect, and celebrate diversity.</p>	<p>programmers, creative artists, documentary photographers and publishers and local careers to give insight into possible career paths in photography and its associated areas</p>	<p>express their individuality through their projects. They are tolerant to other peoples views and opinions and apply these attitudes when working with those who have different faiths and beliefs.</p>		<p>subject specific terminology, both individually and as a group, both in written and verbal contexts. For this photography vocabulary support sheets are used to encourage pupils to analyse photographs in terms of visual, technical, context and concept content.</p>	<p>thirds, and focal length. For more advanced lessons, pupils use the F-Stop formula where the focal length of the lens is determined by the type of lens.</p>	<p>can capture in their photographs, as well as grammar inserts such as ?!£% which are utilised for extension tasks. Cards are carried with pupils on all photography shoots in this challenge and can be referenced at any time.</p>
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