



## Curriculum Overview 2025-2026

### Photography Department

Department	Photography
Head of Faculty & Subject Lead	Lauren Relf
Department Members	Lauren Relf Harry Box Shanna Taylor
Accommodation and Resources	Two classrooms (T2/3) and darkroom. Two camera cupboards 16 cameras in T2 and 15 cameras in T3, one workroom for storage and an outside studio space in the foyer area of the T-Block T2 has 16 computers and T3 has 9 with an additional one in the workroom.

<b><u>Curriculum Intent</u></b>	At Fulston Manor, with our Photography curriculum, we aim to introduce students to a wide range of skills and techniques that will enable them to access the curriculum, equipping them with knowledge and understanding in the basic concepts governing the use of different media and technology. We relate all projects to the work of others in order to develop the students' broad understanding of the meaning, significance and contribution of Photography within both contemporary cultures and that of the past, encouraging students to take inspiration from these sources. We aim to develop the students' ability to be able to communicate opinions about their own and others' work and to be able to express ideas, concepts with growing maturity. Through the making of practical work, we aim to provide the students with the means to make concrete their observations and responses to the ever-changing world in which they find themselves.
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### Curriculum Implementation

#### Key Stage 4:

#### What my child will learn in Year 10

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Introduction to Photography	Abstract	Multiple Images	Start of Component 1	5h PPE	Component 1 continued
Previous knowledge recalled	<p>During KS3, creative subjects such as Art, Textiles are studied.</p> <p>These subjects provided students with an understanding of art and design, exploring ideas and recording experiences.</p> <p>Students learned how to evaluate and analyse works and show appreciation of artists by understanding the historical and cultural development of these.</p>	<p>Introduction to portfolio creation via Canva.</p> <p><b>Understanding the exposure triangle</b> using Shutter Speed, Aperture and ISO.</p> <p>Exploring Lighting through a range of different shoot setups and research.</p> <p>Students understand how to set up studio <b>equipment</b> and use it safely. They are able to <b>discuss their own</b></p>	<p>Students understand how to use <b>shutter speed</b> and <b>aperture</b> to explore the camera settings.</p> <p>Use of <b>Photoshop</b> tools.</p>	<p>Students understand how to use <b>photoshop</b> and other means to explore further manipulation of their work.</p> <p>The use of <b>studio lighting</b> and the composition of still-life setups.</p>	<p>Students use understanding of how to sustain and undertake a project meeting all assessment objectives <b>independently</b>. They will use this knowledge when working towards the year 10 PPE at the end of term.</p>	<p>Students will review the PPE exam result, as they use prior knowledge and understanding to choose a project focus for <b>component 1</b> based on their strengths.</p>



		<b>work and the work of others.</b>				
New Knowledge	<p>What is Photography?</p> <p>Introduction to portfolio creation via <b>Canva</b>.</p> <p>Understanding the <b>exposure triangle</b></p> <p>Exploring <b>Still-Life photography</b> through a range of different shoot setups and research.</p> <p>Students understand how to set up <b>studio equipment</b> and use it safely.</p> <p>Use photographic techniques and processes, appropriate to students' personal intentions such as lighting, viewpoint, aperture, depth of field and shutter speed.</p> <p>They are able to write about and discuss their own work and the work of others.</p>	<p><b>What is abstract photography?</b></p> <p>During this project, students understand how to use <b>shutter speed</b> and <b>aperture</b> to explore the camera settings creatively.</p> <p>Students can look at the following in the abstract project;: colour, line, form, tone, texture, shape, pattern, composition, scale, sequence, surface and contrast.</p>	<p>Development of use of editing tools such as <b>Photoshop</b> and to refine and develop images</p> <p>Working with <b>multiple images</b> in a range of ways, including the darkroom and mixed media photography.</p>	<p>Students can <b>explore one topic from a list provided by the department.</b></p> <p>They can organise their own shoots and explore a selection of photographers provided, some may find their own.</p>	<p>Students finalise the Black, white and colour project during 5h PPE. They will understand how to plan and complete a timed practical day.</p> <p><b>Component 1</b> requires self-directed study from a choice of several themes decided by the department demonstrating increasing confidence in exploring and handling ideas, materials, and processes. It should consider historical, critical, and contextual elements, and show evidence of idea development towards a final outcome or series of outcomes. Students can choose from the starting points in the presentation, or can discuss with their teacher and select their own.</p>	<p><b>Component 1 continued</b></p> <p>Self-directed study from a choice of several themes decided by the department demonstrating increasing confidence in exploring and handling ideas, materials, and processes. It should consider historical, critical, and contextual elements, and show evidence of idea development towards a final outcome or series of outcomes. Students can choose from the starting points in the presentation, or can discuss with their teacher and select their own.</p>



<p>Key Knowledge Assessment</p>	<p><b>Still-life:</b> Students marked using the AQA assessment objectives. They are marked in four areas including, A01 - Develop ideas, A02 - Refine work, A03 - Record ideas and A04 - Present outcomes.</p> <p>Students have a feedback sheet in their portfolio.</p>	<p><b>Abstract:</b> Students marked using the AQA assessment objectives. They are marked in four areas including, A01 - Develop ideas, A02 - Refine work, A03 - Record ideas and A04 - Present outcomes.</p> <p>Students have a feedback sheet in their portfolio.</p>	<p><b>Multiple Images:</b> Students marked using the AQA assessment objectives. They are marked in four areas including, A01 - Develop ideas, A02 - Refine work, A03 - Record ideas and A04 - Present outcomes.</p> <p>Students have a feedback sheet in their portfolio.</p>	<p><b>Component 1 starting:</b> Students marked using the AQA assessment objectives. They are marked in four areas including, A01 - Develop ideas, A02 - Refine work, A03 - Record ideas and A04 - Present outcomes.</p> <p>Students have a feedback sheet in their portfolio.</p>	<p><b>5 Hour PPE -</b> Students marked using the AQA assessment objectives. They are marked in four areas including, A01 - Develop ideas, A02 - Refine work, A03 - Record ideas and A04 - Present outcomes.</p> <p>Students have a feedback sheet in their portfolio.</p>	<p><b>Component 1:</b> Students marked using the AQA assessment objectives. They are marked in four areas including, A01 - Develop ideas, A02 - Refine work, A03 - Record ideas and A04 - Present outcomes.</p> <p>Students have a feedback sheet in their portfolio.</p>
<p>Links to literacy and numeracy</p>	<p><b>Numeracy</b> through the exposure triangle, also through composition, rule of thirds etc.</p> <p><b>Literacy Tier 2 &amp; 3 vocabulary.</b></p> <p>Exposure, aperture, shutter speed, composition, annotation.</p> <p>still-life, inanimate objects, lighting, composition, natural light, artificial light, shadows, highlights depth, dimension, composition, textures, colours, shapes, contrast, negative space</p>	<p><b>Numeracy</b> through the exposure triangle, also through composition, rule of thirds etc.</p> <p><b>Literacy Tier 2 &amp; 3 vocabulary.</b></p> <p>Form, pattern, texture, Long exposure, Camera movement, focus, cropping and framing.</p>	<p><b>Numeracy</b></p> <p>Through measuring chemicals in the darkroom using ratios. Through the exposure triangle, composition and rule of thirds etc.</p> <p><b>Literacy Tier 2 &amp; 3 vocabulary.</b></p> <p>Manipulation, photoshop, select, duplicate, organise, developmental, experimentation, exploration.</p>	<p><b>Numeracy</b></p> <p>Through measuring chemicals in the darkroom using ratios. Through the exposure triangle, also through composition, rule of thirds etc.</p> <p><b>Literacy Tier 2 &amp; 3 vocabulary.</b></p> <p>Monochrome Colour Balance Complementary Darkroom Traditional Analogue.</p>	<p><b>Numeracy</b></p> <p>Through measuring chemicals in the darkroom using ratios. Through the exposure triangle, also through composition, rule of thirds etc.</p> <p><b>Literacy Tier 2 &amp; 3 vocabulary.</b></p> <p>Monochrome Colour Balance Complementary Darkroom Traditional Analogue.</p>	<p><b>Numeracy</b></p> <p>Through measuring chemicals in the darkroom using ratios. Through the exposure triangle, also through composition, rule of thirds etc.</p> <p><b>Literacy Tier 2 &amp; 3 vocabulary.</b></p> <p>Exploration Lenses Experimentation All previous words.</p>
<p>Extra-Curricular</p>	<p><b>Workshops and Classes:</b> Students are encouraged to attend additional workshops to complete outstanding homework/classwork. Links with the outreach</p>					



opportunities	<p>program with UCA, students are emailed opportunities for workshops.</p> <p><b>Competitions:</b> Students are encouraged to enter photography competitions to challenge them and gain exposure. Competing against others can motivate them to push creative boundaries beyond the GCSE course.</p> <p><b>Exhibitions and Galleries:</b> Attend photography exhibitions and visit art galleries to explore different styles and genres. This exposure can broaden artistic perspective and inspire work.</p> <p><a href="https://thephotographersgallery.org.uk/">https://thephotographersgallery.org.uk/</a></p> <p><a href="https://www.vam.ac.uk/collections/photographs">https://www.vam.ac.uk/collections/photographs</a></p> <p><a href="https://www.nhm.ac.uk/visit/exhibitions/wildlife-photographer-of-the-year.html">https://www.nhm.ac.uk/visit/exhibitions/wildlife-photographer-of-the-year.html</a></p> <p><b>Photography Trips:</b> Students can personally organise or participate in photography trips to interesting locations. This can provide hands-on experience and the chance to capture diverse subjects.</p> <p><b>Work-Experience:</b> Seek opportunities to complete work-experience with a professional photographer or within the department. This real-world experience can provide valuable insights and practical skills that go beyond the classroom.</p>
Links to careers/ aspirations	<p>Following this course students have gone on to take the <b>A-Level in Photography</b> or another creative A-Level.</p> <p>Some students go to college to study Photography solely or another course within the creative arts.</p> <p><b>Careers that a photography course can lead you to include;</b></p> <p>Professional photographer, Photojournalist, Commercial and Advertising Photographer, fashion photographer, events photographer, portrait photographer, fine art photographer, wildlife photographer, scientific/medical photographer, architectural photographer, forensic photographer, stock photographer, Digital Imaging Specialist or Retoucher. curator or gallery manager, educator or trainer. Graphic designer, social media manager etc.</p>
Links to our Fulston FAMILY values	<p><b>Fortitude:</b></p> <ul style="list-style-type: none"> <li>In year 10 we assign challenging projects that require perseverance and resilience. We encourage students to experiment with different styles, techniques, and subject matter.</li> </ul>



- We discuss the importance of resilience in the creative process.

**Ambition:**

- We set high expectations for projects, encouraging students to aim for excellence in their work.
- Provide opportunities for students to showcase their work beyond the classroom through competitions and topics that arise throughout the year, e.g black lives matter.

**Mindful:**

- We incorporate themes of mindfulness into projects, encouraging students to consider the impact of their work on themselves, others, and the community.
- We discuss the ethical implications of photography, such as consent, representation, and cultural sensitivity.

**Integrity:**

- We emphasise the importance of honest representation in photography.
- Discuss ethical considerations related to image manipulation and the responsibility photographers have in conveying truth.

**Leadership:**

- We provide opportunities for students to take on leadership roles within group projects or collaborative assignments.
- Encourage students to mentor their peers.
- We recognise instances where students demonstrated leadership qualities, whether in collaboration, project management, or creative direction.

**Young Citizen**

- We work together as a department to be great citizens, ensuring we all work together to be helpful members of the Photography department and Fulston Family.



Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Component 1 cont	Component 1 cont & 5h PPE	Component 2 starts.	Component 2 cont	10 Hour PPE	N/A
Previous knowledge recalled	Knowledge from year 10 to be used to continue the project independently.	Students continue from term 1 using prior knowledge to build portfolios, ensuring that they have presented a portfolio meeting all assessment areas.	Students can use all knowledge from component 1, such as research, experimental, use of the camera and presenting ideas.	To continue to use prior knowledge of how to meet assessment objectives to complete projects.	To continue to use prior knowledge of how to meet assessment objectives to complete projects.	N/A
New Knowledge	Lessons will be independent with teacher tutorials on a 1:1 basis depending on students. Students will be introduced to <b>further techniques</b> such as Callatypes, mixed media, production of moving images in video/gifs.	Lessons will be independent with teacher tutorials on a 1:1 basis depending on students.  Teachers will support students to work towards the assessment objectives.	<b>Component 2</b>  In Component 2 (externally set assignment) students respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.	<b>Component 2</b>  Continue the preparatory period ensuring all assessment objectives are met.	Students can plan, prepare and undertake 10 hour controlled time.  This marks the end of the course.	N/A
Key Knowledge Assessment	The non-exam assessment will measure how students have achieved the following assessment	The non-exam assessment will measure how students have achieved the following assessment	The exams assessment will measure how students have achieved the following assessment	The exams assessment will measure how students have achieved the following assessment	The exams assessment will measure how students have achieved the following assessment	N/A



	<p>objectives.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Teachers can review candidates work and provide oral and written advice at a general level; having provided advice at a general level, allow candidates to revise and re-draft work Jcq</p>	<p>objectives.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Teachers to mark component 1 at the end of this project. Students to be fed marks according to Jcq guidelines.</p> <p>60% of GCSE complete.</p>	<p>objectives.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Teachers can review candidates' work and provide oral and written advice at a general level; having provided advice at a general level, allow candidates to revise and re-draft work.' Jcq</p>	<p>objectives.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Teachers can review candidates' work and provide oral and written advice at a general level; having provided advice at a general level, allow candidates to revise and re-draft work. Jcq</p>	<p>objectives.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Teachers mark component 2 after students have sat the ESA.</p> <p>Students to be fed marks according to Jcq guidelines.</p> <p>Remaining 40% of GCSE complete.</p>	
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<p>Links to literacy and numeracy</p>	<p><b>Numeracy</b></p> <p>Through measuring chemicals in the darkroom using ratios. Through the exposure triangle, also through composition, rule of thirds etc.</p> <p><b>Literacy</b></p> <p>Use of their 2&amp;3 languages from year 10.</p> <p>Period 5 reading will consist of students researching Photographers.</p>	<p><b>Numeracy</b></p> <p>Through measuring chemicals in the darkroom using ratios. Through the exposure triangle, also through composition, rule of thirds etc.</p> <p><b>Literacy</b></p> <p>Use of their 2 &amp; 3 languages from year 10.</p>	<p><b>Numeracy</b></p> <p>Through measuring chemicals in the darkroom using ratios. Through the exposure triangle, also through composition, rule of thirds etc.</p> <p><b>Literacy</b></p> <p>Use of their 2 &amp; 3 languages from year 10.</p>	<p><b>Numeracy</b></p> <p>Through measuring chemicals in the darkroom using ratios. Through the exposure triangle, also through composition, rule of thirds etc.</p> <p><b>Literacy</b></p> <p>Use of their 2 &amp; 3 languages from year 10.</p>	<p><b>Numeracy</b></p> <p>Through measuring chemicals in the darkroom using ratios. Through the exposure triangle, also through composition, rule of thirds etc.</p> <p><b>Literacy</b></p> <p>Use of their 2 &amp; 3 languages from year 10.</p>	<p>N/A</p>
<p>Extra-Curricular opportunities</p>	<p><b>Workshops and Classes:</b> Outreach program with partnership universities, students are emailed opportunities for workshops.</p> <p><b>Competitions:</b> Students are encouraged to enter into photography competitions to challenge them and gain exposure. Competing against others can motivate them to push your creative boundaries beyond the GCSE course.</p> <p><b>Exhibitions and Galleries:</b> Attend photography exhibitions and visit art galleries to explore different styles and genres. This exposure can broaden artistic perspective and inspire work.</p> <p><a href="https://thephotographersgallery.org.uk/">https://thephotographersgallery.org.uk/</a></p> <p><a href="https://www.vam.ac.uk/collections/photographs">https://www.vam.ac.uk/collections/photographs</a></p> <p><a href="https://www.nhm.ac.uk/visit/exhibitions/wildlife-photographer-of-the-year.html">https://www.nhm.ac.uk/visit/exhibitions/wildlife-photographer-of-the-year.html</a></p> <p><b>Visiting locations:</b> Students should use their own time to visit a range of locations in connection with the projects.</p> <p><b>Work-Experience:</b> Seek opportunities to complete work-experience with a professional photographer or within the department. This real-world experience can provide valuable insights and practical skills that go beyond the classroom.</p>					
<p>Links to careers/ aspirations</p>	<p>Following this course students have gone on to take the A-Level in Photography or another creative A-Level.</p>					



	<p>Some students go to college to study Photography solely.</p> <p>Careers that a photography course can lead you to include;</p> <p>Professional photographer, Photojournalist, Commercial and Advertising Photographer, fashion photographer, events photographer, portrait photographer, fine art photographer, wildlife photographer, scientific/medical photographer, architectural photographer, forensic photographer, stock photographer, Digital Imaging Specialist or Retoucher. curator or gallery manager, educator or trainer. Graphic designer, social media manager etc.</p>
<p>Links to our Fulston FAMILY values</p>	<p><b>Fortitude:</b></p> <ul style="list-style-type: none"> <li>● In year 11 as students continue their personal investigation we look for them to show perseverance and resilience. We encourage students to experiment with different styles, techniques, and subject matter.</li> <li>● We discuss the importance of resilience in the creative process.</li> </ul> <p><b>Ambition:</b></p> <ul style="list-style-type: none"> <li>● We set high expectations for projects, encouraging students to aim for excellence in their work.</li> </ul> <p><b>Mindful:</b></p> <ul style="list-style-type: none"> <li>● We incorporate themes of mindfulness into projects, encouraging students to consider the impact of their work on themselves, others, and the community.</li> <li>● We discuss the ethical implications of photography, such as consent, representation, and cultural sensitivity.</li> </ul> <p><b>Integrity:</b></p> <ul style="list-style-type: none"> <li>● We emphasise the importance of honest representation in photography.</li> <li>● Discuss ethical considerations related to image manipulation and the responsibility photographers have in conveying truth.</li> </ul> <p><b>Leadership:</b></p> <ul style="list-style-type: none"> <li>● Encourage students to mentor their peers.</li> <li>● We recognise instances where students demonstrated leadership qualities, whether in collaboration, project management, or creative direction.</li> </ul> <p><b>Young Citizen</b></p>



	<ul style="list-style-type: none"> <li>We work together as a department to be great citizens, ensuring we all work together to be helpful members of the Photography department and Fulston Family.</li> </ul>
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<p><b>Extended Learning Opportunities for Key Stage 4</b></p>	<ul style="list-style-type: none"> <li>Visiting a range of locations independently with family.</li> <li>Helping within the department at events such as options evening or open days.</li> <li>Gaining work experience with local photographers</li> <li>Exploring further techniques outside of lesson time.</li> <li>Attending open days for further education courses involving Photography such as Sixth form or College courses.</li> </ul>
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**Key Stage 5:**

**What my child will learn in Year 12**

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Introduction of skills and	Still-Life	Abstraction & Surrealism	Component 1 Starts.	Component 1 cont.	Component 1 cont.



	Diversity Project.					
Previous knowledge recalled	<p>Some students may have studied Photography at GCSE therefore will have a basic foundation.</p> <p>New Students may draw upon previous creative courses or a general interest in Photography.</p>	<p>Students will develop work further from the Diversity project, Students are introduced to new studio lighting techniques, some involving advanced skills in shutter speed and aperture control.</p>	<p>Students will now understand how to use the cameras with growing confidence, they will apply this to the Abstraction project.</p>	<p>Students should recall knowledge from the previous 3 terms to make an informed choice on which project they hope to develop independently.</p>	<p>Students recall knowledge of camera, lighting and photoshop skills from the previous projects</p>	<p>Students can use previous knowledge to write the personal investigation.</p>
New Knowledge	<p>Students will understand how to use the <b>exposure triangle</b> and explore the SLR camera in detail.</p> <p>An appreciation of viewpoint, composition, aperture, depth of field, shutter speed and movement.</p> <p><i>Understanding of techniques related to the production of photographic images and, where appropriate, presentation and layout.</i></p>	<p><b>Studio lighting</b></p> <p>Advertisement photography. Long exposures, use of aperture and shutter speed in detail.</p> <p><i>Appropriate use of the camera, film, lenses, filters and lighting for work in their chosen area(s) of photography</i></p>	<p><b>Experimental photography.</b> Exploring what the shutter speed and aperture can affect. Exploration of non-representational photography.</p> <p><i>The ability to explore elements of visual language, line, form, colour, pattern and texture in the context of photography</i></p>	<p><b>Analogue photography.</b> Exploring the darkroom in more detail. Students can expose a film, process and then develop final images.</p> <p><i>Students to show an ability to respond to an issue, theme, concept or idea, or work to a brief or answer a need in photography</i></p> <p><i>They should be made aware of both traditional and new technologies.</i></p>	<p><b>Video based unit</b> leading up the PPE. Students understand how to plan and develop a project and independently develop an outcome.</p> <p><i>Awareness of intended audience or purpose for their chosen area(s) of photography</i></p>	<p>Students continue to work independently on their personal investigation.</p>
Key Knowledge Assessment	<p>Students marked using the AQA assessment objectives. They are marked in four areas including, A01 - develop ideas, A02 - Refine work, A03 - Record ideas and</p>	<p>Students marked using the AQA assessment objectives. They are marked in four areas including, A01 - develop ideas, A02 - Refine work, A03 - Record ideas and</p>	<p>Students marked using the AQA assessment objectives. They are marked in four areas including, A01 - develop ideas, A02 - Refine work, A03 - Record ideas and</p>	<p>Using the AQA assessment objectives.</p> <p>‘Teachers can review candidates’ work and provide oral and written advice at a general level;</p>	<p>Using the AQA assessment objectives Teachers can review candidates’ work and provide oral and written advice at a general level; having provided advice at a general level,</p>	<p>Using the AQA assessment objectives Teachers can review candidates’ work and provide oral and written advice at a general level; having provided advice at a general level,</p>



	<p>AO4 - Present outcomes.</p> <p>Students have a feedback sheet in their portfolio</p> <p><i>Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented and of the importance of process as well as product.</i></p>	<p>AO4 - Present outcomes.</p> <p>Students have a feedback sheet in their portfolio</p> <p><i>Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented and of the importance of process as well as product.</i></p>	<p>AO4 - Present outcomes.</p> <p>Students have a feedback sheet in their portfolio</p> <p><i>Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented and of the importance of process as well as product.</i></p>	<p>having provided advice at a general level, allow candidates to revise and re-draft work' JCQ</p>	<p>allow candidates to revise and re-draft work' JCQ</p>	<p>allow candidates to revise and re-draft work' JCQ</p>
<p>Links to literacy and numeracy</p>	<p><i>Students should use vocabulary and specialist terminology that is relevant to their chosen area of photography.</i></p> <p>We would expect students to extend knowledge of literacy in A-Level. Using a variety of tier 2 &amp; 3 language .</p> <p><b>Numeracy</b></p> <p>Through measuring chemicals in the darkroom using ratios. Through the exposure triangle, rule of thirds etc.</p>	<p>We would expect students to extend knowledge of literacy in A-Level. Using a variety of tier 2 &amp; 3 language.</p> <p><b>Numeracy</b></p> <p>Through measuring chemicals in the darkroom using ratios. Through the exposure triangle, also through composition, rule of thirds etc.</p>	<p>We would expect students to extend knowledge of literacy in A-Level. Using a variety of tier 2 &amp; 3 language.</p> <p><b>Numeracy</b></p> <p>Through measuring chemicals in the darkroom using ratios. Through the exposure triangle, also through composition, rule of thirds etc.</p>	<p>We would expect students to extend knowledge of literacy in A-Level. Using a variety of tier 2 &amp; 3 language</p> <p><b>Numeracy</b></p> <p>Through measuring chemicals in the darkroom using ratios. Through the exposure triangle, also through composition, rule of thirds ect.</p>	<p>We would expect students to extend knowledge of literacy in A-Level. Using a variety of tier 2 &amp; 3 language.</p> <p><b>Numeracy</b></p> <p>Through measuring chemicals in the darkroom using ratios. Through the exposure triangle, also through composition, rule of thirds etc.</p>	<p>We would expect students to extend knowledge of literacy in A-Level. Using a variety of tier 2 &amp; 3 language</p> <p><b>Numeracy</b></p> <p>Through measuring chemicals in the darkroom using ratios. Through the exposure triangle, also through composition, rule of thirds etc.</p>
<p>Extra-Curricular</p>	<p><b>Trips:</b> Yearly trip to London to see exhibitions and to complete a walking tour exploring street photography.</p>					



opportunities	<p><b>Workshops and Classes:</b> Students are encouraged to attend additional workshops to complete outstanding homework/classwork. Links with the outreach program with UCA, students are emailed opportunities for workshops.</p> <p><b>Competitions:</b> Students are encouraged to enter photography competitions to challenge them and gain exposure. Competing against others can motivate them to push creative boundaries beyond the GCSE course.</p> <p><b>Exhibitions and Galleries:</b> Attend photography exhibitions and visit art galleries to explore different styles and genres. This exposure can broaden artistic perspective and inspire work.</p> <p><a href="https://thephotographersgallery.org.uk/">https://thephotographersgallery.org.uk/</a></p> <p><a href="https://www.vam.ac.uk/collections/photographs">https://www.vam.ac.uk/collections/photographs</a></p> <p><a href="https://www.nhm.ac.uk/visit/exhibitions/wildlife-photographer-of-the-year.html">https://www.nhm.ac.uk/visit/exhibitions/wildlife-photographer-of-the-year.html</a></p> <p><b>Self-directed Photography Trips:</b> Students can personally organise or participate in photography trips to interesting locations. This can provide hands-on experience and the chance to capture diverse subjects.</p> <p><b>Work-Experience:</b> Seek opportunities to complete work-experience with a professional photographer or within the department. This real-world experience can provide valuable insights and practical skills that go beyond the classroom.</p>
Links to careers/ aspirations	<p>Following this course students have gone on to pursue a creative degree. Some students go to college to study Photography solely.</p> <p>Careers that a photography course can lead you to include;</p> <p>Professional photographer, Photojournalist, Commercial and Advertising Photographer, fashion photographer, events photographer, portrait photographer, fine art photographer, wildlife photographer, scientific/medical photographer, architectural photographer, forensic photographer, stock photographer, Digital Imaging Specialist or Retoucher. curator or gallery manager, educator or trainer. Graphic designer, social media manager etc.</p>
Links to our Fulston	<b>Fortitude:</b>



## FAMILY values

- In year 12 we assign challenging projects that require perseverance and resilience. We encourage students to experiment with different styles, techniques, and subject matter.
- We discuss the importance of resilience in the creative process.

### Ambition:

- We set high expectations for projects, encouraging students to aim for excellence in their work.
- Provide opportunities for students to showcase their work beyond the classroom through competitions and topics that arise throughout the year, e.g black lives matter and Pride month.

### Mindful:

- We incorporate themes of mindfulness into projects, encouraging students to consider the impact of their work on themselves, others, and the community.
- We discuss the ethical implications of photography, such as consent, representation, and cultural sensitivity.
- Explore projects that involve storytelling and social awareness.

### Integrity:

- We emphasise the importance of honest representation in photography.
- Discuss ethical considerations related to image manipulation and the responsibility photographers have in conveying truth.

### Leadership:

- We provide opportunities for students to take on leadership roles within group projects or collaborative assignments.
- Encourage students to mentor their peers.
- We discuss the role of photographers as visual storytellers and influencers.
- Explore how photography can be used to inspire change and lead conversations.
- We recognise instances where students demonstrated leadership qualities, whether in collaboration, project management, or creative direction.





	<p>objectives. They are marked in four areas including, A01 - Develop ideas, A02 - Refine work, A03 - Record ideas and A04 - Present outcomes.</p> <p><i>Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented and of the importance of process as well as product.</i></p>	<p>objectives. They are marked in four areas including, A01 - develop ideas, A02 - Refine work, A03 - Record ideas and A04 - Present outcomes.</p> <p><i>Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented and of the importance of process as well as product.</i></p>	<p>objectives. They are marked in four areas including, A01 - develop ideas, A02 - Refine work, A03 - Record ideas and A04 - Present outcomes.</p> <p><i>Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented and of the importance of process as well as product.</i></p>	<p>objectives. They are marked in four areas including, A01 - develop ideas, A02 - Refine work, A03 - Record ideas and A04 - Present outcomes.</p> <p><i>Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented and of the importance of process as well as product.</i></p>	<p>objectives. They are marked in four areas including, A01 - develop ideas, A02 - Refine work, A03 - Record ideas and A04 - Present outcomes.</p> <p><i>Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented and of the importance of process as well as product.</i></p>	
<p>Links to literacy and numeracy</p>	<p><b>Literacy</b></p> <p>Complexity of how the language used is more sophisticated and complex.</p> <p><b>Numeracy</b> through the exposure triangle, also through composition, rule of thirds etc.</p>	<p><b>Literacy</b></p> <p>Complexity of how the language used is more sophisticated and complex.</p> <p><b>Numeracy</b> through the exposure triangle, also through composition, rule of thirds etc.</p>	<p><b>Literacy</b></p> <p>Complexity of how the language used is more sophisticated and complex.</p> <p><b>Numeracy</b> through the exposure triangle, also through composition, rule of thirds etc.</p>	<p><b>Literacy</b></p> <p>Complexity of how the language used is more sophisticated and complex.</p> <p><b>Numeracy</b> through the exposure triangle, also through composition, rule of thirds etc.</p>	<p><b>Literacy</b></p> <p>Complexity of how the language used is more sophisticated and complex.</p> <p><b>Numeracy</b> through the exposure triangle, also through composition, rule of thirds etc.</p>	
<p>Extra-Curricular opportunities</p>	<p><b>Trips:</b> Yearly trip to London to see exhibitions and to complete a walking tour exploring street photography.</p> <p><b>Workshops and Classes:</b> Students are encouraged to attend additional workshops to complete outstanding homework/classwork. Links with the outreach program with UCA, students are emailed opportunities for workshops.</p>					



**Competitions:** Students are encouraged to enter photography competitions to challenge them and gain exposure. Competing against others can motivate them to push creative boundaries beyond the GCSE course.

**Exhibitions and Galleries:** Attend photography exhibitions and visit art galleries to explore different styles and genres. This exposure can broaden artistic perspective and inspire work.

<https://thephotographersgallery.org.uk/>

<https://www.vam.ac.uk/collections/photographs>

<https://www.nhm.ac.uk/visit/exhibitions/wildlife-photographer-of-the-year.html>

**Self-directed Photography Trips:** Students can personally organise or participate in photography trips to interesting locations. This can provide hands-on experience and the chance to capture diverse subjects.

**Work-Experience:** Seek opportunities to complete work-experience with a professional photographer or within the department. This real-world experience can provide valuable insights and practical skills that go beyond the classroom.

Links to careers/  
aspirations

Following this course students have gone on to pursue a creative degree. Some students go to college to study Photography solely.

Careers that a photography course can lead you to include;

Professional photographer, Photojournalist, Commercial and Advertising Photographer, fashion photographer, events photographer, portrait photographer, fine art photographer, wildlife photographer, scientific/medical photographer, architectural photographer, forensic photographer, stock photographer, Digital Imaging Specialist or Retoucher. curator or gallery manager, educator or trainer. Graphic designer, social media manager etc.

Links to our Fulston  
FAMILY values

**Fortitude:**

- In year 13 as students continue their personal investigation we look for them to show perseverance and resilience. We encourage students to experiment with different styles, techniques, and subject matter.



- We discuss the importance of resilience in the creative process.

**Ambition:**

- We set high expectations for projects, encouraging students to aim for excellence in their work.

**Mindful:**

- We incorporate themes of mindfulness into projects, encouraging students to consider the impact of their work on themselves, others, and the community.
- We discuss the ethical implications of photography, such as consent, representation, and cultural sensitivity.

**Integrity:**

- We emphasise the importance of honest representation in photography.
- Discuss ethical considerations related to image manipulation and the responsibility photographers have in conveying truth.

**Leadership:**

- Encourage students to mentor their peers.
- We recognise instances where students demonstrated leadership qualities, whether in collaboration, project management, or creative direction.

**Young Citizen**

- We work together as a department to be great citizens, ensuring we all work together to be helpful members of the Photography department and Fulston Family.

**Extended Learning Opportunities for Key Stage 5**

Students are encouraged to explore all learning beyond the classroom by using cameras at any opportune moments. They are given details of any beneficial exhibitions.



**Curriculum**  
**Impact**

At KS4

- The ability to write about the work of others in relation to the students' work using appropriate photography language.
- The ability to annotate their own work demonstrating an understanding of why and how the work was created.
- The demonstration of good technical knowledge to record ideas, observations and insights.
- The ability to make choices about camera settings and resources to use appropriate to the task.
- The ability to skilfully use a wide range of media and techniques.
- To be able to develop own work in a creative and experimental way

At KS5

- Intellectual, imaginative and creative knowledge
- Investigate, analytical, experimental, practical technical and expressive skills, aesthetic understanding and critical judgement
- Independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- The experience of working with a broad range of media

In essence, studying Photography provides a holistic learning experience that goes beyond technical skills. It instils a mindset of curiosity, adaptability, and continuous growth, which are foundational elements of lifelong learning.

Our students leave the course not only with a well deserved A-Level grade but also with the ability to work well together and problem solve.