

	Unit Title Hyperlink to SOW	YEAR 12	Description	Levels covered	Skills & content covered	Skills & content revisited	Links to Y13 skills and content	Marking and feedback	Assessment schedule, including criteria	Deadline	How work will be standarised or moderated
12.1	The City and the Urban Environment	Techniques AND The City and the Urban Environment	Students are encouraged to work and develop skills in a multi-disciplinary and cross-disciplinary way, exploring the connections between areas of art, craft and design and gaining knowledge and understanding of the scope and variety of approaches to Photography. Contextual sources-trip out to current exhibition. Relevant research. Launch of theme The City and the Urban Environment project. City Walk to equip students with a body of work to help them to make contextualised responses to photographers who work around the theme of the Urban Environment. Structured Teaching – to equip students with skills and concepts required to embark on a Personal Investigation for Component 1. Structured teaching to embed the basic skills to support students who have not studied Photography previously.	A-G	Aperture, shutter speed, ISO, exposure triangle. Creative, imaginative and practical recording skills for communicating and expressing ideas, feelings and meanings in photography using the formal elements through exploration with a wide range of techniques including studio lighting and darkroom skills. As the half term progresses students will use the skills and techniques they have learned in the City project and take them into the Portraiture project to enable an understanding of how the techniques are transferrable. Students will visit a relevant exhibition and do the City Walk trip if we are able to run trips. If this is not possible students will complete the City Walk independently.	Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills linked to the four assessment objectives.	Introduction to a variety of experiences that explore a range of photographic media, techniques and processes. Students made aware of both traditional and new technologies. Developing competence and confidence. Students begin to show competent/confident and assured ability	Students are made aware of their ALPS and the marking system. Assessment matrix forms given to students. Tutorial system and one to one recorded on Bulb. Students are expected to spend a minimum of five hours on homework each week.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade.	Y12 settling in data deadline Concern Screen Deadline Assessment Week in Class	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation. Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
OCTOBER HALF TERM											
12.2	The City and the Urban Environment	Techniques AND The City and the Urban Environment	Students are encouraged to work and develop skills in a multi-disciplinary and cross-disciplinary way, exploring the connections between areas of art, craft and design and gaining knowledge and understanding of the scope and variety of approaches to Photography. Contextual sources-trip out to current exhibition. Relevant research. Launch of theme The City and the Urban Environment project. City Walk to equip students with a body of work to help them to make contextualised responses to photographers who work around the theme of the Urban Environment. Structured Teaching – to equip students with skills and concepts required to embark on a Personal Investigation for Component 1. Structured teaching to embed the basic skills to support students who have not studied Photography previously.	A-G	Aperture, shutter speed, ISO, exposure triangle. Creative, imaginative and practical recording skills for communicating and expressing ideas, feelings and meanings in photography using the formal elements through exploration with a wide range of techniques including studio lighting and darkroom skills. As the half term progresses students will use the skills and techniques they have learned in the portraiture project and take them into the City project to enable an understanding of how the techniques are transferrable.	Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills linked to the four assessment objectives.	Introduction to a variety of experiences that explore a range of photographic media, techniques and processes. Students made aware of both traditional and new technologies. Developing competence and confidence. Students begin to show competent/confident and assured ability	Students are made aware of their ALPS and the marking system. Assessment matrix forms given to students. Tutorial system and one to one recorded on Bulb. Students are expected to spend a minimum of five hours on homework each week.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade	PC1 ASSESSMENT POINT - AO1, AO2, AO3, AO4	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation. Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
CHRISTMAS BREAK											
12.3	Portraiture.	Structured teaching Encouraging independence Student response to given and increasingly self-selected stimuli.	Launch of the Portraiture/techniques project. A short project on designed to develop an understanding of both camera settings, studio lighting and darkroom techniques. In addition to the technical information and experimentation, students will research, analyse and respond to a series of photographs working on the theme of portraiture. Initial intensive induction course-experimental workshops Structured Teaching – to equip students with skills and concepts required to embark on a Personal Investigation for Component 1		Aperture, shutter speed, ISO, exposure triangle. Creative, imaginative and practical recording skills for communicating and expressing ideas, feelings and meanings in photography using the formal elements through exploration with a wide range of techniques including studio lighting and darkroom skills.			Students are made aware of their ALPS and the marking system. Assessment matrix forms given to students. Tutorial system and one to one recorded on Bulb. Students are expected to spend a minimum of five hours on homework each week.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade	PRE PC2 ASSESSMENT POINT - AO1, AO2, AO3, AO4	
FEBRUARY HALF TERM											
12.4	WAYS OF SEEING		This third short project looks closely at context and meaning in Photography and students will develop a project based around the theme of 'Narratives'or 'Alternative Viewpoints'. Continuing to respond to key photographers with a growing confidence leading to the development of own ideas. Independence is encouraged with a view to students responding in a conceptual manner to ideas and themes which are taken as source material. Continuation of development of key skills at a higher level and a growing use of manual settings on the camera. Structured Teaching – to equip students with skills and concepts required to embark on a Personal Investigation for Component 1. Structured teaching to embed the basic skills to support students who have not studied Photography previously.		Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions. The skills to analyse, discuss and evaluate images, make and record independent judgements.	Students learn to be resilient and to constantly challenge themselves by trying new things and experimenting with new techniques and ideas.	Develop practical and theoretical knowledge and understanding of: • relevant materials, processes, technologies and resources • how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts • how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts • continuity and change in different genres, styles andCompetent/confident and assured analytical and critical understanding	Students are made aware of their ALPS and the marking system. Assessment matrix forms given to students. Tutorial system and one to one recorded on Bulb. Students are expected to spend a minimum of five hours on homework each week.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade	PC2 ASSESSMENT POINT - AO1, AO2, AO3, AO4	
EASTER BREAK											

12.5	<a href="#">Component 1 - Personal Investigation</a>		Students use their skills and experience to decide upon a theme for their personal investigation. Component 1 ongoing until February 2022	A-G	The skill to generate and explore potential lines of enquiry using appropriate media and techniques. Talk to students about how to develop their work through a 'sustained investigation' and how to review and refine. Talk through their ideas and in tutorials/one-to-one discussions talk about how to develop their work	Students learn to be resilient and to constantly challenge themselves by trying new things and experimenting with new techniques and ideas within the framework of the assessment objectives	record experiences and observations, in a variety of ways using appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information	Students are made aware of their ALPS and the marking system. Assessment matrix forms given to students. Tutorial system and one to one recorded on Bulb. Students are expected to spend a minimum of five hours on homework each week.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade	<b>PRE PC3 ASSESSMENT POINT - AO1, AO2, AO3, AO4</b>	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation.Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
MAY HALF TERM											
12.6	<a href="#">Component 1 - Personal Investigation</a>		Students use their skills and experience to decide upon a theme for their personal investigation. Component 1 ongoing until February 2024	A-G	The skill to review and modify work; plan and develop ideas on an externally set theme. The skill to organise, select and communicate ideas, solutions and responses, and present them in a visual form which makes a personal and highly individual response to a given theme.	Students learn to be resilient and to constantly challenge themselves by trying new things and experimenting with new techniques and ideas within the framework of the assessment objectives. The skill to realize intentions and produce and present outcomes	respond to a stimulus to produce work which provides evidence of their ability to research and develop ideas and to make clear the link between their own and others' work within specified time constraints. consolidating understanding and application of prctical and theoretical knowledge and understanding of techniques and resources.	Students are made aware of their ALPS and the marking system. Assessment matrix forms given to students. Tutorial system and one to one recorded on Bulb. Students are expected to spend a minimum of five hours on homework each week.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at gradeone-to-one dialogic marking in lessons.	<b>PC3 ASSESSMENT POINT - AO1, AO2, AO3, AO4</b>	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation.Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present. Component 1 =60% Component 2=40%
	Unit Title Hyperlink to SOW	YEAR 13	Description	Levels covered	Skills & content covered	Skills & content revisited	own work	Marking and Feedback	Assessment schedule, including criteria	Deadline	How work will be standardised or moderated
13.1	<a href="#">Component 1 - Personal Investigation</a>	Structured teaching Encouraging independence Group/individual teaching Tutorials Student response to agreed planning and increasingly self-selected stimuli	Component 1 ongoing until end of January 2024. Building on Y12 work to the PI which was started during the closure period with online teaching – Developing ideas and theories around the chosen topic for personal investigation. Working to develop ideas which will feed in to the essay. Focus on individual development – Planning for both elements, Practical Work and Personal Study.	A*-G	Students will be introduced to a variety of experiences employing a range of traditional and new media, processes and techniques. Students will participate actively in their course of study, recognising and developing their own strengths in the subject and identifying and sustaining their own lines of enquiry.	Skills to develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills.		Students are made aware of their ALPS and the marking system. Assessment matrix forms given to students. Tutorial system and one to one recorded on Bulb. Students are expected to spend a minimum of five hours on homework each week.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at gradeone-to-one dialogic marking in lessons.	<b>PC1 Final UCAS predictions Y13.</b>	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation.Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
OCTOBER HALF TERM											
13.2	<a href="#">Component 1 - Personal Investigation</a>		Final development of Personal Investigation project for Component 1. Final version of essay submitted by end of January 2024.		Use knowledge and understanding of the work of others to develop and extend thinking and inform their own work. apply knowledge and understanding in making images and artefacts; review and modify work, and plan and develop ideas in the light of their own and others' evaluations. organise, select and communicate ideas, solutions and responses; and present these in a range of visual, tactile and/or sensory forms.	Skills to develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills.		Students are made aware of their ALPS and the marking system. Assessment matrix forms given to students. Tutorial system and one to one recorded on Bulb. Students are expected to spend a minimum of five hours on homework each week.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at gradeone-to-one dialogic marking in lessons.	<b>PC1 ASSESSMENT POINT - AO1, AO2, AO3, AO4</b>	
CHRISTMAS BREAK											
13.3	<a href="#">Component 1 - Personal Investigation</a>	<b>PERSONAL PORTFOLIO CONCLUSION. EXTERNALLY SET ASSIGNMENT BEGINS.</b>	Final development of Personal Investigation project for Component 1. Final version of essay submitted by end of January 2024. <b>COMPONENT 2 - THE EXTERNALLY SET ASSIGNMENT</b> Considering the 8 ESA staring points given by the exam board. Investigating and critically reflecting upon photographers whose work explore the possible themes. Choosing one theme to make an in-depth project exploring and deveoping ideas towards a personal outcome. Focus on individual development – Ongoing until April 2024	A*-G	Use knowledge and understanding of the work of others to develop and extend thinking and inform their own work. apply knowledge and understanding in making images and artefacts; review and modify work, and plan and develop ideas in the light of their own and others' evaluations. organise, select and communicate ideas, solutions and responses; and present these in a range of visual, tactile and/or sensory forms.	Skills to develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills.	respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to research and develop ideas and to make clear the link between their own and others' work within specified time constraints. consolidating understanding and application of prctical and theoretical knowledge and understanding of techniques and resources.	Students are made aware of their ALPS and the marking system. Assessment matrix forms given to students. Tutorial system and one to one recorded on Bulb. Students are expected to spend a minimum of five hours on homework each week.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at gradeone-to-one dialogic marking in lessons.	<b>PRE PC2 ASSESSMENT POINT - AO1, AO2, AO3, AO4 INCLUDING MOCK EXAM MARKS</b>	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation.Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
FEBRUARY HALF TERM											

13.4		EXTERNALLY SET ASSIGNMENT	Analysing and responding to existing work. Reflecting on own work and refining to produce a sustained development. Focus on individual development – Ongoing until April 2024	A*~G	extended development of chosen themes, ideas, concepts or issues	Creative, imaginative and practical recording skills for communicating and expressing ideas, feelings and meanings in photography using the formal elements through exploration with a wide range of media and techniques.		Students are made aware of their ALPS and the marking system. Assessment matrix forms given to students. Tutorial system and one to one recorded on Bulb. Students are expected to spend a minimum of five hours on homework each week.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at gradeone-to-one dialogic marking in lessons.	PC2 ASSESSMENT POINT - AO1, AO2, AO3, AO4	Sampled at department meetings, standardised at late starts, other departmental moderation time. Final outcomes marked by teachers and sample presented to HOD for moderation.Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present.
EASTER BREAK											
13.5		EXTERNALLY SET ASSIGNMENT 15 HOURS OF CONTROLLED TIME W/B 29TH APRIL 2024	Working towards a final outcome which concludes a sustained investigation into the theme. Analysing and responding to existing work. Reflecting on own work and refining to produce a sustained development. Developing ideas and theories around the chosen topic for ESA. Focus on individual development – Planning and development for COMPONENT 2 Ongoing until April 2024	A*~G	The skills to record in visual and/or other forms ideas, observations and insights relevant to their intentions, demonstrating an ability to reflect on their work and progress	as above			Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at gradeone-to-one dialogic marking in lessons.	PC3 FINAL MARKING. MARKS MODERATED INTERNALLY AND SUBMITTED TO EXAM BOARD BY 31st May	Final outcomes for C1 and C2 marked by the whole team, standardised as a group and linked closely to national standards outlined by AQA. Each unit is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present. Component 1 =60% Component 2=40%
MAY HALF TERM											
13.6										EXTERNAL MODERATION VISIT JUNE	