

Subject: Photography

Why Then? Why Now?	
Aim: Throughout the three years pupils will build on their knowledge from KS2 and develop a clear understanding of photography as a creative discipline. Pupils will explore how photography can be used to communicate ideas, investigate a range of photographers and artistic approaches, and develop confidence in using cameras and manipulating images. They will follow the principles of developing ideas, refining techniques, recording outcomes and presenting a final collection of work, while building a strong understanding of the formal elements of photography.	
Objectives: To foster a love of creativity by introducing pupils to a wide range of photographic processes, photographers and techniques that can be built on each year as they move through school.	
Year 7 Overview Pupils build foundational photography knowledge through an introduction to photography and the formal elements. They develop their understanding of composition, colour, space, texture, pattern, tone, form, shape and line through a range of practical photographic and hands-on processes. Pupils learn to use digital cameras, manipulate images by hand, research photographers and artists, and present and evaluate their developing work.	
18 lessons on rotation	Introduction to Photography and Formal Elements
Learning Question Overview of Key knowledge	How can photographers use cameras, composition and the formal elements to create and communicate ideas? • Understand what photography is and how cameras can be used creatively. • Learn basic camera skills and photographic composition. • Explore the formal elements: colour, space, texture, pattern, tone, shape and line. • Investigate the work of Guido Cecere, Jason Chen and Wassily Kandinsky. • Experiment with hand manipulation and creative photographic techniques. • Develop, refine and present a collection of photographic outcomes. Key words: Photography, composition, framing, colour theory, space, texture, pattern, tone, form, shape, line, contrast, perspective, reflection. Skills: Five key skills – Creative skills, analytical skills, practical skills, technical skills and reflective skills.
Why	Pupils enter Year 7 with different experiences of photography. This project introduces the key knowledge and practical skills needed to understand photography, use cameras confidently and begin creating purposeful, creative images using the formal elements.



Building and revisiting from KS2	What experience do pupils already have of photography? What do pupils already know about using cameras and taking photographs? What creative skills can pupils transfer from previous subjects? What makes an image interesting or successful? How can pupils develop and communicate their own creative ideas?
Assessment	Baseline project. Recall of key vocabulary (Recall 5). Real-time feedback. ABC and whole-class feedback. Practical photography outcomes throughout the project. Final presentation and evaluation of work.
Year 8 Overview Building on the foundations developed in Year 7, pupils explore how portrait photography can communicate emotion, identity and meaning. They develop their camera skills and investigate how artists and photographers use text, composition, distortion and mixed media to transform photographic imagery and create messages.	
18 lessons on rotation	Speaking Through Portraits
Learning Question Overview of Key knowledge	How can photography and mixed media be used to communicate identity, emotion and meaning? - Develop an understanding of how portraits can communicate emotion, identity and meaning. - Explore how photographers make creative decisions through pose, expression, composition and camera angle. - Research Barbara Kruger and explore how she combines text and image to communicate messages. - Develop portrait designs using text, slogans, layout and colour. - Revisit camera skills and take portrait photographs exploring pose, expression and experimental composition. - Explore how photographs can be developed through text, drawing and collage. - Research Alma Haser and explore her use of cutting, folding, layering and distortion. - Experiment with mixed media manipulation to alter portrait photographs and explore identity. - Create a final Distorted Identity Portrait combining photography, mixed media and ideas inspired by Barbara Kruger and Alma Haser. - Refine, present and evaluate a final outcome. Key words: Portrait, Identity, Emotion, Mood, Message, Composition, Expression, Pose, Camera Angle, Slogan, Typography, Contrast, Mixed Media, Manipulation, Collage, Distortion, Reconstruction, Layer, Experimentation, Visual Communication.

	Skills: Five key skills –creative skills, analytical skills, practical skills, technical skills, reflective skills.
Why	Pupils enter Year 8 with a foundation of photographic knowledge and practical skills from Year 7. This project develops these further by introducing portrait photography and exploring how photographic images can be manipulated to communicate more complex ideas about identity, emotion and meaning .
Building and revisiting from year 7	What experience do pupils have of taking and creating photographs? What do pupils already know about composition? What creative skills can be transferred from previous photography projects? How can photographs communicate ideas and feelings? How can images be changed or developed to create different meanings? How can artists and photographers inspire our own creative work?
Assessment	Recall of key words to retain key knowledge – Recall 5 Real-time feedback ABC feedback Whole-class feedback Students will design and create a range of portrait photography and mixed-media outcomes . ABC Feedback #2 on final outcome. Final distorted identity portrait assessed to form students' progress grade. Circulating and monitoring of groups.
Year 9 Overview Building on their previous photography skills, pupils explore how perspective, scale and viewpoint can be manipulated to create imaginative and surreal images. They investigate how photographers and artists use illusion, composition, drawing and mixed media to transform ordinary objects and environments, developing greater independence and creative control.	
18 lessons on rotation	Perspective and Surreal Photography
Learning Question	How can photography, perspective and mixed media be used to transform ordinary spaces and objects? - Develop an understanding of how photographers use perspective, scale and viewpoint to create imaginative images. - Explore how perspective can be manipulated to create illusions and surreal outcomes.

Curriculum Overview 2026-27
Knowledge Rich Curriculum

Overview of Key knowledge	• Research Tatsuya Tanaka and explore his use of miniature figures, scale and ordinary objects. • Create surreal collages using perspective, scale and composition. • Develop camera skills through forced perspective photography. • Experiment with scale illusion, unusual viewpoints, levitation and perspective tricks. • Research Thomas Lamadieu and explore how he transforms photographs of buildings and environments through drawing. • Experiment with illustration, line, colour and surreal characters within photographic imagery. • Take photographs around school exploring perspective, scale, distortion and unusual viewpoints. • Create a final A3 surreal perspective piece combining photography, drawing, collage and mixed media. • Refine, present and evaluate a final outcome. Key words: Perspective, Scale, Composition, Viewpoint, Depth, Illusion, Surreal, Distortion, Experimental, Manipulation, Miniature, Collage, Forced Perspective, Illustration, Environment, Imagination, Mixed Media, Development. Skills: Five key skills – creative skills, analytical skills, practical skills, technical skills, reflective skills.
Why	As the final project of Key Stage 3, pupils build on their previous photographic knowledge and develop greater independence when creating and manipulating images. This project introduces more experimental approaches to photography, allowing pupils to explore perspective, illusion and surrealism while developing skills that prepare them for Key Stage 4.
Building and revisiting from year 8	What experience do pupils have of taking and creating photographs? What creative and technical skills can pupils transfer from previous photography projects? How can photographers change the way we see ordinary objects and environments? How can composition and viewpoint change an image? How can photography be combined with other creative processes? How can artists and photographers inspire our own ideas?
Assessment	Recall of key words to retain key knowledge – Recall 5 Real-time feedback ABC feedback Whole-class feedback Students will design and create a range of perspective photography and mixed-media outcomes. ABC Feedback #2 on final outcome. Final A3 surreal perspective piece assessed to form students' progress grade. Circulating and monitoring of groups.