Curriculum Overview

PHOTOGRAPHY

At Coquet Community School, we provide a broad and balanced, ambitious curriculum for all pupils. Our photography curriculum builds upon the knowledge and skills pupils have developed earlier in their education through a well-planned and sequenced curriculum. Our curriculum plans follow the National Curriculum as well as drawing upon best practice within the field of photography. We draw on evidence-based research to ensure our curriculum is high quality and meets the needs of our pupils. We provide regular opportunities to revisit learning, so it becomes embedded in our pupils' long-term memory. The overview of our plan is below:

<table>
<tr><td colspan="7">Assessment: This includes one key piece of assessed work per term</td></tr>
<tr><td>Year</td><td>Autumn 1</td><td>Autumn 2</td><td>Spring 1</td><td>Spring 2</td><td>Summer 1</td><td>Summer 2</td></tr>
<tr><td>10</td><td colspan="6">GCSE Photography

Component 1 - Identity Project
Becoming more independent in their own creativity, pupils will start producing an independent and detailed project on the theme of 'Identity' - expanding on previous learning, exploring new processes and techniques.</td></tr>
<tr><td>11</td><td colspan="3">GCSE Photography

Component 1 - Identity Project
Continuing with their coursework pupils will work towards their mock 10 hour exam where they will be tasked with producing a final piece or a series of work that brings together all their learning throughout Component 1. This two day mock exam is a way to allow our pupils to understand the expectations and experience the exam conditions they will face at the end of Y11.

10 HOUR MOCK EXAM / 2 DAYS</td><td colspan="3">GCSE Photography

Component 2 - Externally Set Assignment
In January of Y11, pupils will be given 8 titles by AQA, our exam board and be asked to select one title to investigate independently. They are asked to develop their own ideas through sustained and focused investigation informed by context and other sources, demonstrating analytical and critical understanding. Practically, they are required to explore and select appropriate processes, then review and refine their work in the time frame leading to a final 10 hour exam after Easter, producing a final piece or series of work that brings together all their learning throughout the ESA..

10 HOUR EXAM / 2 DAYS</td></tr>
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Examples of on-going assessment and feedback in lessons
● Verbal feedback by the teacher to the whole class which pupils act on in the lesson ● Pupils self-assess or peer-assess work with a clear framework guiding them through this ● Teachers circulate to give 'LIVE' and immediate feedback as pupils are working independently ● Pupils may complete mini quizzes or retrieval activities that revisit prior learning and receive verbal feedback ● Use of tailored questioning by the teacher