Diocese of Norwich
Education and Academies Trust

Year group: Year 2	Area/topic: Digital Photography (Autumn 2)
(objectives from NC/ELG/Development matters) Pupils to be taught: • Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content and contact on the internet or other online technologies.	

Prior learning	Future learning
• Children will be familiar with different technology and devices which will support them in understanding which devices can be used to take photographs. They will also have some understanding of how to be safe when using the iPads and cameras.	

What pupils need to know or do to be secure		
Key knowledge and skills		Possible evidence
• To recognise that some digital devices can capture images using a camera. • To capture a digital image. • To talk about the process of how to take a photograph. • To recognise that photographs can be saved and viewed later.		• Children to look at a range of devices and discuss whether they could be used to take photos or not.

- To take photographs in both landscape and portrait format.
- To recognise features of 'good' photographs including the effect lighting has on photos.
- To view photographs on a digital device.
- To decide which photographs to keep and why.
- To identify how a photograph could be improved.
- To hold the camera still to take a clear photograph.
- To use zoom to change the composition of a photograph.
- To use filters to edit the appearance of a photograph.

Key vocabulary

- Photograph – A picture made using a camera.
- Image – A picture/photograph.
- Landscape – A horizontal orientation.
- Portrait – Vertical orientation.
- Orientation – The way you take or display your photographs.
- Edit – To change.
- Zoom – You use the zoom to get closer or further away from the picture.
- Filter – Filters allow you to change the way the picture looks.
- Positioning – Is it obvious what the main subject of the photograph is?
- Framing – How well is the subject matter framed/ in shot?
- Detail – Are you close enough that you can see the detail?
- Lens

- Children to use cameras and iPads to take their own photos.
- Children to handle different photographs and discuss what makes them a good photograph and what makes them a bad one.
- Children to see an image in both portrait and landscape and discuss which version of the image is better (landscape or portrait and why?).
- Give the children different things to photograph to allow them to consider position, frame and detail.
- Children to carry out an experiment with lighting to see what effect it has on photographs.
- Children to explore the filters on an iPad to edit their photos.

Common misconceptions	Books linking to this area
• Children may have the misconception that they can take photographs of anything. It will be important to make the children aware that we cannot take photographs of other people without their permission. • Children may think quantity is better than quality.	• National Geographic Kids Guide to Photography
Memorable first hand experiences	**Opportunities for communication**
• Children to step into the role of a photographer and make their own photo album/scrapbook.	• Provide lots of opportunities for the children to share their photographs with others and discuss what they like and what they could do to make improvements.

Communication and Interaction	Cognition and Learning
• Make sure the children are using the correct equipment for them. • Consider headphones to support the child to hear. • Have someone available to read any text that is on the screen.	• Consider adjusting the brightness and colour so they can see the screen more easily. • Have someone available to read any text that is on the screen. • Shorter steps given at appropriate time. • Simpler logins. • Adult to support with logging in. • Print out which the different functions and tools on. • Step by step guide printed out for them to refer to.
Social, Emotional and Mental health	Sensory and Physical
• Timer so they understand when they will need to log off. • Clear boundaries. • Online safety instructions made clear.	• Larger text/equipment. • Print offs instead of screen time. • Appropriate desk, chair, keyboard and mouse.