

Year 9 Curriculum mapping document 2026 - 2027

Term 1:	WK 1 3 days	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7*	WK 8	WK 9	WK 10	WK 11	WK 12	WK 13	WK 14	Christmas
Schemes of work: 1) Art Movements 2) Either printmaking/ceramics/markmaking	Where can our imagination take us?	Pop Art, Pointalism, Art Nouveau.The key features of each movement and artists known for pioneering the style.						Formal Elements							
Knowledge Check after lesson:															
Summative assessment #1 YR 7-10 - weeks 11- 13	Y7-10 summative #1 window														
Year 11 CORE mocks - weeks 12-13	Year 11 CORE mocks wks 12 + 13														
Greyed-out boxes = 'buffer' - If SOW completed: LIFT/Re-teach/mastery/academic reading	KS3 summative data marking before groups move														

Term 2:	WK 1 3 days	WK 2	WK 3	WK 4	WK 5	WK 6*	WK 7 4 days	WK 8	WK 9	WK 10	WK 11	East
Schemes of work: 3) Formal Elements 4) printmaking/ceramics/markmaking	The world through my eyes- Exploring ceramics, print, mark making, painting, drawing and 3D											
Knowledge Checks after lesson:												
Year 11 mocks - weeks 4, 5 some of 6	Year 11 mocks weeks 4,5 and some of 6											
Greyed-out boxes = 'buffer' - If SOW completed: LIFT/Re-teach/mastery/academic reading	KS3 summative data marking before groups move											

Term 3:	WK 1	WK 2	WK 3	WK 4 (4 days)	WK 5	WK 6*	WK 7	WK 8	WK 9	WK 10	WK 11	WK 12	WK 13	WK 14 4 days	Summer
Schemes of work: 5) printmaking/ceramics/markmaking 6) 3D/modelling	The world through my eyes- Exploring ceramics, print, mark making, painting, drawing and 3D														
Knowledge Checks after lesson:															
GCSEs commence week 4 / summative assessment #2	GCSEs commence from week 4								Y7-10 summative #2 window						
Greyed-out boxes = 'buffer' - If SOW completed: LIFT/Re-teach/mastery/academic reading												DC 2			

Knowledge checks (Formative assessments) need to be strategically placed after a certain number of lessons have been taught. They will assess knowledge and skills so far learned. This means that some students may do their assessments earlier/later (depending on their pace of learning) than others to ensure key skills and knowledge have been taught. Responsive teaching is used to fill any identified gaps must follow assessments/re-teaching to be planned if there are concerns: TEACHERS MUST KEEP NOTES. The SOW can then continue. All SOW must have a deadline date but do not have to be confined to terms/half terms - it takes as long as it needs. End of scheme 'assessment' not required unless leaders choose to include one. Leaders will build in enough time to allow for all ability of students to complete the SOW's expected knowledge and skills. 'Buffer time' should be planned in so that all students complete the SOW. Classes who complete the SOW /all assessments are completed / gaps filled can work on mastery/scholastic additional reading. **Summative assessments need to be synoptic/cumulative and assess a sample of what has already been taught to date: knowledge and skills based. There needs to be two summative assessments per academic year. Preparation for summative assessments will be through Entry Tasks/Knowledge Organiser revision/revision lists/homework

* = Half term after this week