Curriculum Overview - Autumn 2026- No national curriculum for Drama at present.

Year 7	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
Drama Tool Box	*Harry Potter*
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
To introduce year 7 to the basic skills needed with Performing arts and acting.	*To take the skills explored last half term and put them into action through the means of storytelling. First real introduction of devising from a stimulus*
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• *Teamwork and communication* • *Characterisation and how to stay in character.* • *Taking first steps into building confidence*	• *ORACY through the reading of the opening chapter outload.* • *The basics of devising from a stimulus* • *Memory recall through recreating key scenes from movie clips.*
Is this topic on the National Curriculum? **No** **Will all staff be teaching this unit?** **Yes**	**Is this topic on the National Curriculum?** **No** **Will all staff be teaching this unit?** **No**

Year 8	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
Baseline devising from a stimulus/ WW2 and Anne Frank	*WW2 and Anne Frank*
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
To introduce students to exploring history through drama and to continue to work on their devising and improvisation skills. With a key focus on key terminology.	*To introduce students to exploring history through drama and to continue to work on their devising and improvisation skills. With a key focus on key terminology.*
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• *Role on the wall and split scene* • *Key facts and information about WW2 and who Anne Frank was.* • *How to use a monologue in practise*	• *How to use historical events to create drama which is educational and informative .* • *The ability to conduct further research to enhance a historical based performance.* • *Implementation of all skills developed from year 7 up to year 8 so far.*
Is this topic on the National Curriculum? **No** **Will all staff be teaching this unit?** **Yes**	**Is this topic on the National Curriculum?** **No** **Will all staff be teaching this unit?** **Yes**

Year 9	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
Frantic Assembly, Physical Theatre and The curious incident of the dog in the nighttime.	*Devising*
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
Starting to introduce students to Practitioners and their works ready for GCSE and BTEC drama.	*How to implement Practitioners styles into a devised performance ready for GCSE and BTEC drama.*
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• *Exploration of key practitioners- while being able to analyse like performance.* • *Develop a good understanding of Physical Theatre as a performance style.* • *To start to look at a more complex play script- implementing physical theatre in practise*	• *Devising from a given stimulus - creating a physical theatre style play.* • *Implementing the skills of a key practitioner within a performance.* • *Use of a powerful monologue to move the audience and have an impact.*
Is this topic on the National Curriculum? **No** **Will all staff be teaching this unit?** **No**	**Is this topic on the National Curriculum?** **No** **Will all staff be teaching this unit?** **No**

Year 10	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
Devising from a stimulus baseline/ Key practitioners and Roles and responsibilities	*Exploration of key scripts needed within the course.*
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
In line with the BTEC and GCSE spec	*In line with the BTEC and GCSE spec*
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• *Key roles and responsibilities within the performing arts industry* • *Key practitioners within the industry and the impact they've had.* • *How to produce a GCSE level piece of coursework*	• *How key roles have an impact on a scripted performance.* • *Bringing a script to life- what key elements play a part.* • *How to use a practitioner's style within a performance.*
Is this topic on the National Curriculum? **No** **Will all staff be teaching this unit?** **No**	**Is this topic on the National Curriculum?** **No** **Will all staff be teaching this unit?** **No**

Year 11	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
Baseline/ Component three mock/ Component 1: Devised Theatre	*Further Practitioner exploration/ Component 1: Devised Theatre*
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
In line with the BTEC and GCSE spec	*In line with the BTEC and GCSE spec*
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• *How to meet the criteria for the component three exam.* • *The value of the written tasks and how to use the word count effectively.* • *How to incorporate a given brief in relation to the set stimulus.* *GCSE:* • *Continue to develop Skills needed to confidently devise from a stimulus.* • *To be able to interpret a practitioner's work into a devised performance.* • *To be able to analyse and evaluate your own performance.*	• *To broaden students' horizons of different performance styles.* • *To have a deeper understanding of a range of practitioners.* • *To be able to implement new practitioner styles in practice.* *GCSE:* • *Continue to develop Skills needed to confidently devise from a stimulus.* • *To be able to interpret a practitioner's work into a devised performance.* • *To be able to analyse and evaluate your own performance.*
Is this topic on the National Curriculum? **No** **Will all staff be teaching this unit?** **No**	**Is this topic on the National Curriculum?** **No** **Will all staff be teaching this unit?** **No**