**Curriculum Overview - Spring 2027- No national curriculum for Drama at present.**

| **Year 7** | |
|---|---|
| **What are you teaching? Spring 1** | **What are you teaching? Spring 2** |
| *The Wonderful Roald Dahl* | *The Wonderful Roald Dahl* |
| **Why have you chosen to teach this unit, and this time?** | **Why have you chosen to teach this unit, and this time?** |
| Students will use all the skills learnt in Autumn 1 to start to reenact scenes from the book and start to devise their own short plays. Characterisation will be a key focus throughout. | *T*Students will use all the skills learnt in Autumn 1 to start to reenact scenes from the book and start to devise their own short plays. Characterisation will be a key focus throughout. |
| **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?** |
| • Links to reading and story telling in English. ORACY<br>• Students will need to use all of the skills they've developed throughout year seven so far to help them succeed in this unit, with a key focus on<br>• characterisation and voice projection. | • Links to reading and story telling in English. ORACY<br>• Students will need to use all of the skills they've developed throughout year seven so far to help them succeed in this unit, with a key focus on<br>• characterisation and voice projection. |
| **Is this topic on the National Curriculum?**<br>**No**<br>**Will all staff be teaching this unit?**<br>**Yes** | **Is this topic on the National Curriculum?**<br>**No**<br>**Will all staff be teaching this unit?**<br>**Yes** |

| Year 8 | |
|---|---|
| **What are you teaching? Spring 1** | **What are you teaching? Spring 2** |
| The case of Murdered Katie Barns | The Case of Murdered Katie Barns |
| **Why have you chosen to teach this unit, and this time?** | **Why have you chosen to teach this unit, and this time?** |
| Students will focus on how Drama can be used to explore moments in History and put themselves in the shoes of those involved. Students will focus on Images for War, Anne Frank's Diary, Living in an Annex and putting themselves in Anne's shoes. Throughout this unit the class will explore extended writing in the form of a diary, role on the wall and Hot-seating. The students will also further deepen their understanding of Monologues, Devising, Improvising, Characterisation and Freeze Frames. | Students will focus on how Drama can be used to explore moments in History and put themselves in the shoes of those involved. Students will focus on Images for War, Anne Frank's Diary, Living in an Annex and putting themselves in Anne's shoes. Throughout this unit the class will explore extended writing in the form of a diary, role on the wall and Hot-seating. The students will also further deepen their understanding of Monologues, Devising, Improvising, Characterisation and Freeze Frames. |
| **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*<br>• *Split Scene*<br>• *Monologues* | • *Role on the Wall*<br>• *Split Scene*<br>• *Monologues* |
| **Is this topic on the National Curriculum?**<br>**No**<br>**Will all staff be teaching this unit?**<br>**Yes** | **Is this topic on the National Curriculum?**<br>**No**<br>**Will all staff be teaching this unit?**<br>**Yes** |

| **Year 9** | |
|---|---|
| **What are you teaching? Spring 1** | **What are you teaching? Spring 2** |
| *Skills and Scripted* | *Skills and Scripted* |
| **Why have you chosen to teach this unit, and this time?** | **Why have you chosen to teach this unit, and this time?** |
| *The classes will take place in a series of workshops focusing on expanding the skills they have developed throughout KS3. Students will expand on their practitioner knowledge while performing a range of drama styles through scripted work.* | *The classes will take place in a series of workshops focusing on expanding the skills they have developed throughout KS3. Students will expand on their practitioner knowledge while performing a range of drama styles through scripted work.* |
| **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?** |
| • *The ability to adapt to different and unique performance styles.*<br>• *Strengthening understanding of key practitioners.*<br>• *To continue to develop the basic skills needed to thrive at GCSE level.* | • *The ability to adapt to different and unique performance styles.*<br>• *Strengthening understanding of key practitioners.*<br>• *To continue to develop the basic skills needed to thrive at GCSE level.* |
| **Is this topic on the National Curriculum?**<br>**No**<br>**Will all staff be teaching this unit?**<br>**Yes** | **Is this topic on the National Curriculum?**<br>**No**<br>**Will all staff be teaching this unit?**<br>**Yes** |

| **Year 10** | |
|---|---|
| **What are you teaching? Spring 1** | **What are you teaching? Spring 2** |
| *Component 2: Developing Skills and Techniques In Performing Arts/ Component 1: Devised Theatre* | *Component 2: Developing Skills and Techniques In Performing Arts/ Component 2: Performing from a Text* |
| **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?** |
| *BTEC:*<br>• *Key Skills Needed Within The Performing Arts Industry.*<br>  • *To further expand on the ability to bring scripts to life.*<br>  • *How to apply knowledge of key roles within the performing arts industry into a practical situation.*<br><br>*GCSE:*<br>• *Continue to develop Skills needed to confidently perform a scripted performance.*<br>• *To be able to interpret a practitioner's work into a set text performance.*<br>• *To be able to analyse and evaluate your own performance.* | *BTEC:*<br>• *Key Skills Needed Within The Performing Arts Industry.*<br>  • *To further expand on the ability to bring scripts to life.*<br>  • *How to apply knowledge of key roles within the performing arts industry into a practical situation.*<br><br>*GCSE:*<br>• *Continue to develop Skills needed to confidently devise from a stimulus.*<br>• *To be able to interpret a practitioner's work into a devised performance.*<br>• *To be able to analyse and evaluate your own performance.* |
| **Is this topic on the National Curriculum?**<br>**No**<br>**Will all staff be teaching this unit?**<br>**Yes** | **Is this topic on the National Curriculum?**<br>**No**<br>**Will all staff be teaching this unit?**<br>**Yes** |

| **Year 11** | |
|---|---|
| **What are you teaching? Autumn 1** | **What are you teaching? Autumn 2** |
| *Component 3: Responding to a Brief /* | *Component 3: Responding to a Brief / 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.*<br>• *The value of the written tasks and how to use the word count effectively.*<br>• *How to incorporate a given brief in relation to the set stimulus.*<br>*GCSE:*<br>• *Continue to develop Skills needed to confidently devise from a stimulus.*<br>• *To be able to interpret a practitioner's work into a devised performance.*<br>• *To be able to analyse and evaluate your own performance.* | *BTEC:*<br>• *How to meet the criteria for the component three exam.*<br>• *The value of the written tasks and how to use the word count effectively.*<br>• *How to incorporate a given brief in relation to the set stimulus.*<br>*GCSE:*<br>• *Continue to develop Skills needed to confidently perform a scripted performance.*<br>• *To be able to interpret a practitioner's work into a set text performance.*<br>• *To be able to analyse and evaluate your own performance.* |

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| **Is this topic on the National Curriculum?**<br>**No**<br>**Will all staff be teaching this unit?**<br>**No** | **Is this topic on the N**<br>**No**<br>**Will all staff be teaching this unit?**<br>**No** |