Curriculum intent (overview) - To deepen students' skills and knowledge through a board and balanced curriculum which prepares students for adulthood

8N - Navigator Curriculum – *Drama / 1 lesson weekly*

2026 - 2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	**Topic: Mystery Pictures** Suggested Key Questions: What is whole class role? What does stay in role mean? Why do we need to rehearse a performance? **Key Skills and knowledge:** Pupils at times (with support) can create performances for different audiences and purposes using various techniques. They make full use of the available performance space and resources in their productions.	**Topic: King Kevin (Script)** Suggested Key Questions: Compare and contrast a script and a Novel? Why is it important to read the stage directions? Why is it important to be aware of where your audience is? **Key Skills and knowledge:** They develop understanding of how a variety of strategies can be used to develop ideas for scripted work. They should structure ideas for devised work in various forms based on a range of issues and themes.	**Topic: The Divided City** Suggested Key Questions: What does divide mean? What do you think the title tells us? Who is divided? How can the actor communicate other than speaking? How can we alter our bodies to show an emotion? **Key Skills and knowledge:** Pupils will demonstrate an understanding of the audience, other performers and can experiment with a range of techniques in performance with developing confidence. With support / prompts they are able to stay in r ole and deliver lines with creative and confident characterisation.	**Topic: Homelessness** Suggested Key Questions: What does it mean to be homeless? How can we show we are a homeless character? What are levels in a performance? How can we show power and status in a performance? **Key Skills and knowledge:** pupils demonstrate the ability to recognise strengths and areas for development within their own and others work. Developing exploration of subject specific terminology.	**Topic: I've read my daughters diary** Suggested Key Questions: What are the key aspects of a performance? How many times should we rehearse a performance and why? What can we change about ourselves to show a character? **Key Skills and knowledge:** Pupils will demonstrate an understanding of the audience, other performers and can experiment with a range of techniques in performance with confidence, only needing some support and guidance.	**Topic: Joy Riding** Suggested Key Questions: What is joy riding? Why is it illegal? Who can be affected by joy riding? How are the characters portrayed? What choices do they face? What influences these choices? **Key Skills and knowledge:** They can demonstrate an understanding of how a variety of strategies can be used to develop ideas for a topic. They should structure ideas for devised work in various forms based on a range of issues and themes.

Links to Gatsby Bench mark	4. Linking curriculum learning to careers Actor / actress, Journalism, Presenter – TV radio Programme	4. Linking curriculum learning to careers Actor / actress Stage manager Television production assistant	4. Linking curriculum learning to careers Programme researcher Stage manager Television production assistant	4. Linking curriculum learning to careers Programme researcher Stage manager Television production assistant	4. Linking curriculum learning to careers Journalism Programme researcher Stage manager Television production assistant	4. Linking curriculum learning to careers Journalism Programme researcher Stage manager Television production assistant