Curriculum intent (overview) – To deepen students' skills and knowledge through a broad a curriculum which prepares students for adulthood.

7E - Explorer Curriculum – *Drama 1 lesson weekly*

	2026-2027 Autumn 1 Unit 1	2026-2027 Autumn 2 Unit 2	2026-2027 Spring 1 Unit 3	2026-2027 Spring 2 Unit 4	2026-2027 Summer 1 Unit 5	2026-2027 Summer 2 Unit 6
Year 7	**Topic: Introduction to drama skills/Robin Hood** **Suggested Key questions:** What is drama? Where do we see performances? What emotions can we think of? How can we use our body language? How can we change our voice to show different emotions? **Key Skills and knowledge:** Pupils will work collaboratively with their peers, listening and contributing their own ideas as well as shaping others. They will demonstrate the ability to explore ideas, issues and relationships in their drama work using explorative strategies like thought tracking, hot seating and cross cutting. To be introduced to key Drama language and how this links with real life.	**Topic: Pantomime** **Suggested Key questions:** What is a pantomime? What pantomimes can we think of? Who are the 'goodies' and who are the villains? What characteristics may a villain have? How is the hero portrayed? What other characters does a pantomime need? **Key Skills and knowledge:** Pupils will demonstrate some understanding of the audience and can experiment with a range of techniques in performance with developing confidence. Pupils are beginning to staying in role for the whole performance and deliver lines with creative and confident characterisation. To begin to develop their knowledge and understanding of key Drama language and how this links with real life.	**Topic: Truth or Dare (Script)** **Suggested Key questions:** What a script? What is the difference between and script and a novel? How could we use a script to create a performance? What is the role of a narrator? What are stage directions? **Key Skills and knowledge:** They will demonstrate the ability to explore and interpret ideas, issues and relationships in their drama work based on a script using a variety of explorative strategies including thought tracking, hot seating and cross cutting. Pupils will demonstrate some understanding of the audience and can experiment with a range of techniques in scripted performance with developing confidence. To build on their knowledge and understanding of key	**Topic: Bullying** **Suggested Key questions:** What is bullying? What can you do to help someone who is being bullied? How should our character talk? How should your character walk? What sort of a person is he/she? **Key Skills and knowledge:** Pupils will demonstrate some understanding of the audience and can experiment with a range of techniques in performance with developing confidence. Pupils are beginning to staying in role for the whole performance and deliver lines with creative and confident characterisation. Developing their knowledge and understanding of key Drama language and how this links with real life.	**Topic: Scornbury Manor** **Suggested Key questions:** What attend Scornbury Manor? What characters are we meant to like? What makes them likeable? How does the writer portray them as unkind? How do we create a character? **Key Skills and knowledge:** They will begin to understand how a selection of strategies can be used to develop ideas based on story/theme. They begin to structure ideas for devised work in various forms based on a range of issues and themes. Developing their knowledge and understanding of key Drama language and how this links with real life.	**Topic: Narnia** **Suggested Key questions:** What is Thought tracking? How can we show a character using our voice? How can we change the way we move to show a character? What is audience awareness? **Key Skills and knowledge:** Pupils will demonstrate some understanding of the audience and can experiment with a range of techniques in performance with developing confidence. Pupils are beginning to staying in role for the whole performance and deliver lines with creative and confident characterisation. To reflect on all their knowledge and understanding of key Drama language (they have learnt throughout the year) and explore how this links with real life.

			Drama language and how this links with real life.			
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