

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 7 Overview 2025-26 – Drama

Date	Wk	Week	Units Studied & Learning Outcomes			Key Concepts & Assessment		
8 weeks (4 Lessons) (38Days)								
Tues 2-Sep Tues Y7 only Wednesday- whole school	A	1	<p><u>Overview of Unit/No. lessons: 4 lessons:</u> This unit introduces Year 7 students to the fundamental skills of drama and performance. Through fun, practical activities and short performances, students will develop confidence, creativity, and teamwork while learning to use their voice, body, and imagination to create characters and stories. The focus is on building a strong foundation for future drama work.</p> <p><u>Introduction to Drama – 4 lessons</u></p> <p><u>Lesson Sequence of Content</u>- introduction to Drama:</p> <p>Lesson 1: Understand how to apply facial expressions, body language and freeze frames to show a character.</p> <p>Lesson 2: Understand how to apply facial expressions, body language and freeze frames to show emotion to the audience.</p> <p>Lesson 3: Physical theatre techniques and to understand how to apply body as a prop.</p> <p>Lesson 4: Polished and spontaneous improvisation</p> <p><u>Learning outcomes:</u></p> <p>GW: Recognise the importance of facial expression, body language, and vocal tone in creating character.</p> <p>EB: Demonstrate creativity, cooperation, and focus in rehearsal and performance tasks</p> <p>EW: Perform confidently to an audience using voice, movement, and space with intention.</p>			<p>Foundational concepts: Drama tool kit, understanding Drama</p> <ul style="list-style-type: none">Tier 2/3 vocabulary- Facial expressions, body language, body as a prop, improvisation, volume, projection, tone, pitch, paceLinks to wider disciplinary knowledge/cultural capital: stage craft, film/ theatre, pantomime, melodrama, commedia dell’arteCareers links: Actor, direction, playwright, designerAssessment <p>Formal feedback given on lesson 4 – WWW and EBI</p> <p>Formative assessment- whiteboard knowledge test</p> <p>Verbal questioning</p> <p>Performance and feedback (peer and teacher feedback)</p>		
8-Sep	B	2						
15-Sep (INSET Friday)	A	3						
22-Sep	B	4						
29-Sep	A	5						
6-Oct	B	6						
13-Oct	A	7						
20-Oct	B	8						
			Prior (Y6)	Current (Y7)	Next (Y8)			

			Listen and discuss a range of plays and fiction. End of year productions	Introduced to vocal and physical skills. Students creating a polished Improvisation.	Develop performance skills. Expand drama terminology.							
Half-Term7 weeks (4) (35 Days)												
3-Nov	A	9	Pantomime: In this unit, students will explore the world of pantomime, a traditional British theatre form known for its over-the-top characters, audience interaction, comedy, and exaggerated performance style. Students will learn the key features of pantomime and work in groups to create and perform short scenes or mini-pantos, building their confidence and performance technique in a fun and interactive way. Lesson 1 : Understand key conventions of a Pantomime Lesson 2:- How to create our own Pantomime. Lesson 3: Blocking a pantomime Lesson 4- WALT: Performing a pantomime <table><tr><th>Prior (Y6)</th><th>Current (Y7)</th><th>Next (Y8)</th></tr><tr><td>Listen and discuss a range of plays and fiction.</td><td>Pantomime</td><td>Greek Theatre</td></tr></table>	Prior (Y6)	Current (Y7)	Next (Y8)	Listen and discuss a range of plays and fiction.	Pantomime	Greek Theatre	<ul style="list-style-type: none">Foundational Concepts: Drama tool kit, page to stage, genre conventionsTier 2/3 Vocabulary: improvisation, volume, projection, tone, pitch, pace, direct address, breaking the fourth wallLinks to wider disciplinary knowledge/cultural capital: costume designer, theatre roles, production manager, set designer, director, actorCareers links: Actor, director, playwright Assessment Formative assessment Verbal questioning Performance feedback End of Unit: WWW and EBI Formal feedback given – lesson – WWW and EBI		
Prior (Y6)	Current (Y7)	Next (Y8)										
Listen and discuss a range of plays and fiction.	Pantomime	Greek Theatre										
10-Nov	B	10										
17-Nov	A	11										
24-Nov	B	ST1 (core only)										
1-Dec	A	ST1 (core only)										
8-Dec	B	14										
15-Dec	A	15										
Christmas Holiday6 weeks (3 lessons) (30 Days)												

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5-Jan	B	16	<p><u>The Island:</u></p> <p>In this imaginative role play unit, the class is divided into different tribes living in a fictional land. Each tribe has its own identity, rules, beliefs, and values. Through improvisation, character-building, and group work, students explore themes such as identity, conflict, negotiation, loyalty, and leadership. As the tribes interact, face challenges, and make decisions, students develop performance skills and learn how to stay in role during extended drama.</p> <p><u>Lesson Sequence of Content:</u></p> <p>Lesson 1: Working together as an ensemble to create a whole class role play.</p> <p>Lesson 2: Conventions of mime and unison to deliver the tribes speech</p> <p>Lesson 3: Working together as an ensemble to create a whole class role play.</p> <p>GW: Explain how drama can explore group dynamics, leadership, and conflict.</p> <p>Eb: Understand how voice, movement, gesture, and space contribute to creating a believable character and tribe.</p> <p>EW: Reflect on how working in-role supports collaborative storytelling and empathy</p>	<ul style="list-style-type: none">Foundational ConceptsTier 2/3 Vocabulary: Narration, role play, characterisation, unison, choral speech, levels, sustain characterLinks to wider disciplinary knowledge/cultural capital: tribes, religion, theatre roles, production managerCareers links: performer, director, play write <p>Assessment:</p> <p>Lesson 3- formal feedback- WWW and EBI</p> <p>Formative assessment- live feedback Spotlight- live feedback Mini whiteboard quizzes</p>						
12-Jan	A	17								
19-Jan	B	18								
26-Jan	A	19								
2-Feb	B	20								
9-Feb	A	21	<table><tr><th>Prior (Y6)</th><th>Current (Y7)</th><th>Next (Y8)</th></tr><tr><td>Fictional text. End of year productions</td><td>Understanding of key vocal and physical skills. Learning unison and</td><td>Application of Choral speaking. Study three contrasting Genres</td></tr></table>	Prior (Y6)	Current (Y7)	Next (Y8)	Fictional text. End of year productions	Understanding of key vocal and physical skills. Learning unison and	Application of Choral speaking. Study three contrasting Genres	
Prior (Y6)	Current (Y7)	Next (Y8)								
Fictional text. End of year productions	Understanding of key vocal and physical skills. Learning unison and	Application of Choral speaking. Study three contrasting Genres								

				choral speaking		
Half-Term						
6 weeks (3 lessons) (28 Days)						
23-Feb	B	22	The Island: continued	In this imaginative role play unit, the class is divided into different tribes living in a fictional land. Each tribe has its own identity, rules, beliefs, and values. Through improvisation, character-building, and group work, students explore themes such as identity, conflict, negotiation, loyalty, and leadership . As the tribes interact, face challenges, and make decisions, students develop performance skills and learn how to stay	<ul style="list-style-type: none">Foundational Concepts: Theatre history, Drama tool kitTier2/3 vocab: Narration, role play, characterisation, unison, choral speech, levels, sustain character, choral speechLinks to wider disciplinary knowledge/cultural capital: tribes, religion, theatre roles, production managerCareers links: performer, stage manager	Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Lesson 5- WWW and EBI- end of unit performance Verbal questioning Quick quiz Performance and feedback
2-Mar	A	23				
9-Mar	B	24				
16-Mar	A	25				
23-Mar	B	26				
30-Mar (finish Wednesday 1 st April)						
	A	27				

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			<p>Lesson 5: WALT: Teacher in role to develop our whole class role play.</p> <p>Lesson 6: WALT: performance of a whole class role play</p> <p><u>Unit outcomes:</u></p> <p>GW: Explain how drama can explore group dynamics, leadership, and conflict.</p> <p>Eb: Understand how voice, movement, gesture, and space contribute to creating a believable character and tribe.</p> <p>EW: Reflect on how working in-role supports collaborative storytelling and empathy</p> <table><tr><th>Prior (Y6)</th><th>Current (Y7)</th><th>Next (Y8)</th></tr><tr><td>End of school productions</td><td>Process drama-development of a whole class role play</td><td>History of theatre</td></tr></table>	Prior (Y6)	Current (Y7)	Next (Y8)	End of school productions	Process drama-development of a whole class role play	History of theatre	
Prior (Y6)	Current (Y7)	Next (Y8)								
End of school productions	Process drama-development of a whole class role play	History of theatre								
Easter Holiday			5 weeks (3 lessons) (24 Days)							
20-Apr	B	28	<p><u>Overview of unit:</u></p> <p>Darkwood Manor: In this immersive process drama unit, students step into the fictional world of Darkwood Manor, an abandoned house with a mysterious past. Rather than rehearsing and presenting a scripted performance, students will explore the story in-role, using improvisation, teacher-in-role, and decision-making to investigate characters, events, and secrets hidden within the Manor. This unit focuses on exploring narrative through dramatic action, building confidence, collaboration, and creative thinking.</p> <p><u>Lesson Sequence of Content:</u></p>	<ul style="list-style-type: none">Foundational Concepts: genre conventions, understanding theatre, drama tool kitTier 2/3 Vocabulary- teacher in role, characterisation, sustain character, role play, mood and atmosphere <p>Careers links: performer, director, stage manager</p> <p>Lesson 4- ST2- Practical performance and end of unit assessment – WWW and EBI</p>						
27-Apr	A	29								
4-May (Bank holiday Mon)	B	30								
11-May	A	ST2								
18-May	B	ST2								

			<p>Lesson 1: Exploring the story of Darkwood Manor through role play and teacher in role.</p> <p>Lesson 2: understanding of 'atmosphere' and 'tension' in a performance.</p> <p>Lesson 3: develop characterisation</p>	
Half-Term			7 weeks (4 lessons) (35 Days)	
1-Jun	A	33	<p>Darkwood Manor continued:</p> <p><u>Unit overview:</u></p> <p>In this immersive process drama unit, students step into the fictional world of Darkwood Manor, an abandoned house with a mysterious past. Rather than rehearsing and presenting a scripted performance, students will explore the story in-role, using improvisation, teacher-in-role, and decision-making to investigate characters, events, and secrets hidden within the Manor. This unit focuses on exploring narrative through dramatic action, building confidence, collaboration, and creative thinking.</p> <p>Lesson 4: WALT Develop awareness of atmosphere in the Darkwood Manor story through application of thought track techniques.</p> <p>ST2 performance/ end of unit quiz</p> <p>Lesson 5: WALT: Darkwood Manor performance</p> <p>Lesson 6: Applying the skills of our process drama to create our own haunted house scene</p> <p>Lesson 7: WALT: End of unit performance</p> <p><u>Unit outcomes:</u> Gw: Understand how to build tension, atmosphere, and mystery through drama techniques.</p>	<ul style="list-style-type: none"> Foundational Concepts: genre conventions, understanding theatre, drama tool kit Tier 2/3 Vocabulary- teacher in role, characterisation, sustain character, role play, mood and atmosphere <p>Careers links: performer, director, stage manager</p> <p>Lesson 4- ST2- Practical performance and end of unit assessment – WWW and EBI</p>
9-Jun	B	34		
16-Jun	A	35		
23-Jun	B	36		
30-Jun	A	37		
7-Jul	B	38		
14-Jul				
	A	39		

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			<p>EB: Explore and explain how characters respond to fear, conflict, and the unknown.</p> <p>EW: Recognise how setting, mood, and group storytelling shape audience engagement.</p> <table><tr><th>Prior (Y6)</th><th>Current (Y7)</th><th>Next (Y8)</th></tr><tr><td>End of school productions</td><td>Process Drama- Darkwood Manor</td><td>Greek Theatre</td></tr></table> <p>Common misconceptions</p>	Prior (Y6)	Current (Y7)	Next (Y8)	End of school productions	Process Drama- Darkwood Manor	Greek Theatre	
Prior (Y6)	Current (Y7)	Next (Y8)								
End of school productions	Process Drama- Darkwood Manor	Greek Theatre								
(Total: 190 Days)										

Prompt Questions

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Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
 - For each Unit? By the end of the Year?
 - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)
- How will you assess students understanding?
- How will written feedback be given?
- How can lessons be adapted?