Curriculum Journey 2025-2026
Subject: Drama – Year 7

Year 7	Half Term 1	Half term 2	Half Term 3	Half Term 4	Half term 5	Half Term 6
Topic	Charlie and the Chocolate Factory- Students explore the themes of the story. They use the characters from the story to develop their basic drama skills.	Charlie and the Chocolate Factory- Students explore the themes of the story. They use the characters from the story to develop their basic drama skills.	The worlds a Stage- Students have the opportunity to look at theatre practice from around the world. Ancient Greek- Theatre and Chorus African Theatre Chinese Theatre/Peking	The worlds a Stage- Students have the opportunity to look at theatre practice from around the world. Opera/ French Mime Theatre Performance Assessment	Bullying- students learn to develop understanding of the different types of bullying. Through Theatre for Education (TfE) students develop their role play skills whilst exploring important social issues.	Bullying- students learn to develop understanding of the different types of bullying. Through Theatre for Education (TfE) students develop their role play skills whilst exploring important social issues.
Vocabulary	Freeze Frames Gestures Actions Stillness Characteristion Body Language Facial Expression Improvisation Devise Performance Physical Theatre Levels	Freeze Frames Gestures Actions Stillness Characteristion Body Language Facial Expression Improvisation Devise Performance Physical Theatre Levels	Heritage Culture Vocals Dialogue Character Role Play Narration Mime Projection Space Stage Directions	Heritage Culture Vocals Dialogue Character Role Play Narration Mime Projection Space Stage Directions	Cyber Bullying Physical Bullying Social Bullying Verbal Bullying Physical Theatre Theatre for Education (TfE) Script Monologue Thought tracking Hot Seating Themes Dialogue	Cyber Bullying Physical Bullying Social Bullying Verbal Bullying Physical Theatre Theatre for Education (TfE) Script Monologue Thought tracking Hot Seating Themes Dialogue

					Conflict	Conflict
Assessment	- Verbal Teacher feedback - Peer and self-assessment with checklists or prompts - Skill demonstrations or mini performances - Creative tasks or improvisation challenges - Final small group performance to demonstrate all the key skills learnt.	- Verbal Teacher feedback - Peer and self-assessment with checklists or prompts - Skill demonstrations or mini performances - Creative tasks or improvisation challenges - Final small group performance to demonstrate all the key skills learnt.	- Verbal Teacher feedback - Peer and self-assessment with checklists or prompts - Skill demonstrations or mini performances - Creative tasks or improvisation challenges - Final small group performance to demonstrate all the key skills learnt.	- Verbal Teacher feedback - Peer and self-assessment with checklists or prompts - Skill demonstrations or mini performances - Creative tasks or improvisation challenges - Final small group performance to demonstrate all the key skills learnt.	- Verbal Teacher feedback - Peer and self-assessment with checklists or prompts - Skill demonstrations or mini performances - Creative tasks or improvisation challenges - Final small group performance to demonstrate all the key skills learnt.	- Verbal Teacher feedback - Peer and self-assessment with checklists or prompts - Skill demonstrations or mini performances - Creative tasks or improvisation challenges - Final small group performance to demonstrate all the key skills learnt.
Links to prior learning	Students may or may not have experienced drama within their primary setting. This unit will be a link to allow students to recap and build knowledge.	Students may or may not have experienced drama within their primary setting. This unit will be a link to allow students to recap and build knowledge.	Students will build on their skill set from the first term. They will take their technical and performance skills they have developed in unit 1 and incorporate them in unit 2	Students will build on their skill set from the first term. They will take their technical and performance skills they have developed in unit 1 and incorporate them in unit 2	Students will bring together all their knowledge and skills from the previous units to develop a powerful theatre for education assessment piece.	Students will bring together all their knowledge and skills from the previous units to develop a powerful theatre for education assessment piece

Catholic Social Teaching	**Human Dignity**	**Human Dignity**	• Human Dignity • Solidarity • The Common Good • Subsidiarity and Participation • Stewardship of Culture and Tradition	**CST Connection**:	**CST Connection**:	**CST Connection**:
	• **CST Principle**: Every person has inherent worth because they are created in God's image. • **Link to Story**: • Charlie shows humility, respect, and kindness, while other children behave selfishly. • Veruca Salt, Violet, Augustus, and Mike are treated differently based on their behaviour, not their worth—but the story offers a chance to reflect on how we treat others	• **CST Principle**: Every person has inherent worth because they are created in God's image. • **Link to Story**: • Charlie shows humility, respect, and kindness, while other children behave selfishly. • Veruca Salt, Violet, Augustus, and Mike are treated differently based on their behaviour, not their worth—but the story offers a chance to reflect on how we treat others	**Ancient Greek Theatre & Chorus** • **Themes Explored**: Justice, fate, community, moral decisions. **CST Connection**: **The Common Good**: The chorus often reflects the values and concerns of the community. This supports the idea that decisions should benefit society.	**French Mime** Human Dignity Mime often portrays ordinary people facing injustice, struggle, or loneliness — reminding students that everyone has value. **Solidarity:** Mime crosses cultural and language barriers — it unites people through shared human emotion. **Preferential Option for the Poor:** Mime can highlight the invisible or forgotten — characters who go unseen or unheard. **The Common Good:** Mime performances often carry a moral or social message that benefits everyone.	**Human Dignity:** Every person is created in the image of God and deserves respect. Bullying violates that dignity. **Solidarity:** We are one human family. We are called to support and stand up for one another. **The Common Good:** A safe, respectful environment is necessary for everyone to flourish. Bullying harms this shared good. **Preferential Option for the Poor and Vulnerable:** We are called to protect those who are most at risk — including those targeted by bullying.	**Human Dignity:** Every person is created in the image of God and deserves respect. Bullying violates that dignity. **Solidarity:** We are one human family. We are called to support and stand up for one another. **The Common Good:** A safe, respectful environment is necessary for everyone to flourish. Bullying harms this shared good. **Preferential Option for the Poor and Vulnerable:** We are called to protect those who are most at risk — including those targeted by bullying.

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	regardless of their flaws.	regardless of their flaws.	**Human Dignity**: Tragedies raise questions about justice, punishment, and how humans are treated by others and by the gods.		
	Preferential Option for the Poor • **CST Principle**: We must prioritise the needs of the poor and vulnerable. • **Link to Story**: • Charlie comes from a poor family but demonstrates gratitude and hope. • His family struggles, yet he remains generous and selfless. • Perspectives of other children.	**Preferential Option for the Poor** • **CST Principle**: We must prioritise the needs of the poor and vulnerable. • **Link to Story**: • Charlie comes from a poor family but demonstrates gratitude and hope. • His family struggles, yet he remains generous and selfless. • Perspectives of other children.	**African Theatre** **Themes Explored**: Storytelling, ritual, community values, ancestral wisdom. **CST Connection**: **Solidarity**: African theatre is often communal, emphasizing group storytelling and the connection between generations. **Preferential Option for the Poor**: Many traditional stories focus on helping the vulnerable and listening to elders or the marginalised.		
	Solidarity • **CST Principle**: We are one human family, and we	**Solidarity** • **CST Principle**: We are one human family, and we			

	are called to care for each other. • **Link to Story**: • Grandpa Joe supports and believes in Charlie. • The story can explore how the children and their families do—or don't—show care for one another. **Stewardship of Creation** • **CST Principle**: We must care for the world God has given us. • **Link to Story**: • Willy Wonka's factory is filled with excess, waste, and temptation—what are the consequences?	are called to care for each other. • **Link to Story**: • Grandpa Joe supports and believes in Charlie. • The story can explore how the children and their families do—or don't—show care for one another. **Stewardship of Creation** • **CST Principle**: We must care for the world God has given us. • **Link to Story**: • Willy Wonka's factory is filled with excess, waste, and temptation—what are the consequences?	**Chinese Theatre / Peking Opera** **Themes Explored**: Duty, honour, tradition, beauty in discipline. **CST Connection**: **Human Dignity & Participation**: The precision and discipline of this art form show respect for human creativity and cultural identity. **Stewardship of Culture**: Exploring how traditions are preserved and passed down links with respecting diverse heritages. .			

	• Act as stewards rather than consumers. **The Common Good** • **CST Principle**: Everyone should benefit from society; not just a privileged few. • **Link to Story**: • The golden ticket creates extreme inequality—only five children win, and most are from privileged backgrounds.	• Act as stewards rather than consumers. **The Common Good** • **CST Principle**: Everyone should benefit from society; not just a privileged few. • **Link to Story**: • The golden ticket creates extreme inequality—only five children win, and most are from privileged backgrounds.				
Careers and Personal Development links	Builds creative and technical skills valuable in drama and performing arts careers.	Builds creative and technical skills valuable in drama and performing arts careers.	Builds creative and technical skills valuable in drama and performing arts careers.	Builds creative and technical skills valuable in drama and performing arts careers.	Builds creative and technical skills valuable in drama and performing arts careers.	Builds creative and technical skills valuable in drama and performing arts careers.

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