



Curriculum Journey 2025-2026

Subject: Drama – Year 8

Year 7	Half Term 1	Half term 2	Half Term 3	Half Term 4	Half term 5	Half Term 6
Topic	Murder Mystery- (The classroom is set like a murder scene) How to present a snapshot of an open ended narrative to the audience. How to create and convey the real emotions and feelings of life like characters. How to build drama to enhance the effect, such as using pauses, silences, cues and overlapping dialogue to create tension. Being able to experiment with the genre and structure of performance and organise performances with a variation of structure (linear, chronological, episodic) for effect.	Murder Mystery- (The classroom is set like a murder scene) How to present a snapshot of an open ended narrative to the audience. How to create and convey the real emotions and feelings of life like characters. How to build drama to enhance the effect, such as using pauses, silences, cues and overlapping dialogue to create tension. Being able to experiment with the genre and structure of performance and organise performances with a variation of structure (linear, chronological, episodic) for effect.	Misogyny—prejudice or discrimination against women and girls—is a very real issue that affects society globally. Introducing this topic through drama helps students engage critically and empathetically while building their performance and social awareness skills. Through Theatre for Education (TfE) students develop their role play skills whilst exploring important social issues.	. Misogyny—prejudice or discrimination against women and girls—is a very real issue that affects society globally. Introducing this topic through drama helps students engage critically and empathetically while building their performance and social awareness skills. Through Theatre for Education (TfE) students develop their role play skills whilst exploring important social issues.	Script to Stage- Students will look at the process of using technical and performance skills to bring scripts to life. They will have the opportunity to use existing repertoire but also create their own. Within this unit they will also learn job roles within the theatre and how to incorporate stage design.	Script to Stage- Students will look at the process of using technical and performance skills to bring scripts to life. They will have the opportunity to use existing repertoire but also create their own. Within this unit they will also learn job roles within the theatre and how to incorporate stage design.



Vocabulary	<p>Cross-cutting Stage fighting</p> <p>Melodramatic acting</p> <p>Split stage</p> <p>Flashbacks / Flash forwards</p> <p>Episodic and linear structure of performances</p> <p>Genre: Comedy and murder mystery</p> <p>Cliff hangers</p>	<p>Cross-cutting Stage fighting</p> <p>Melodramatic acting</p> <p>Split stage</p> <p>Flashbacks / Flash forwards</p> <p>Episodic and linear structure of performances</p> <p>Genre: Comedy and murder mystery</p> <p>Cliff hangers</p>	<p>Brecht</p> <p>Naturalism</p> <p>The 4th Wall</p> <p>Theatre for Education (TfE)</p> <p>Physical Theatre</p> <p>Script</p> <p>Mood</p> <p>Atmosphere</p> <p>Vocal</p> <p>Projection</p> <p>Abstract</p> <p>Target audience</p>	<p>Brecht</p> <p>Naturalism</p> <p>The 4th Wall</p> <p>Theatre for Education (TfE)</p> <p>Physical Theatre</p> <p>Script</p> <p>Mood</p> <p>Atmosphere</p> <p>Vocal</p> <p>Projection</p> <p>Abstract</p> <p>Target Audience</p>	<p>Director</p> <p>Lighting Designer</p> <p>Physical Set</p> <p>Stage directions</p> <p>Repertoire</p> <p>Character Objectives</p> <p>Themes</p> <p>Mood</p> <p>Atmosphere</p> <p>Analysing a role</p> <p>Devising</p> <p>Improvisation</p>	<p>Director</p> <p>Lighting Designer</p> <p>Physical Set</p> <p>Stage directions</p> <p>Repertoire</p> <p>Character Objectives</p> <p>Themes</p> <p>Mood</p> <p>Atmosphere</p> <p>Analysing a role</p> <p>Devising</p> <p>Improvisation</p>
Assessment	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 will take prior knowledge from the drama skills used in year 7. There will be a consolidation of the skills within this unit. They will act as the foundation to develop in this unit.	Students will take prior knowledge from the drama skills used in year 7. There will be a consolidation of the skills within this unit. They will act as the foundation to develop in this unit.	In Year 7 students started the basic skill development for TtE. In this unit they will now look at set practitioners to develop their theatre and learn how to create performances for a targeted audience.	In Year 7 students started the basic skill development for TtE. In this unit they will now look at set practitioners to develop their theatre and learn how to create performances for a targeted audience.	Students will bring together all technical and performance skills learnt from year 7 and 8 and use them to bring a script to life. They will be able to pick what drama techniques suit their script and what works best for the audience.	Students will bring together all technical and performance skills learnt from year 7 and 8 and use them to bring a script to life. They will be able to pick what drama techniques suit their script and what works best for the audience.
Catholic Social Teaching	<p>CST Links:</p> <p>Human Dignity</p> <p>Even characters accused or suspected of wrongdoing deserve respect and fair treatment. Drama can explore the humanity behind all characters, victims and suspects alike.</p> <p>Truth and Integrity</p> <p>The mystery depends on uncovering truth, highlighting the importance of honesty</p>	<p>CST Links:</p> <p>Human Dignity</p> <p>Even characters accused or suspected of wrongdoing deserve respect and fair treatment. Drama can explore the humanity behind all characters, victims and suspects alike.</p> <p>Truth and Integrity</p> <p>The mystery depends on uncovering truth, highlighting the importance of honesty</p>	<p>CST Links:</p> <p>Human Dignity</p> <p>Every person, regardless of gender, is created in the image of God. Misogyny is a violation of this dignity.</p> <p>Solidarity</p> <p>We are called to stand with those who experience injustice — including girls and women.</p> <p>The Common Good</p> <p>A respectful, safe, and equal environment helps all people thrive.</p>	<p>CST Links:</p> <p>Human Dignity</p> <p>Every person, regardless of gender, is created in the image of God. Misogyny is a violation of this dignity.</p> <p>Solidarity</p> <p>We are called to stand with those who experience injustice — including girls and women.</p> <p>The Common Good</p> <p>A respectful, safe, and equal environment helps all people thrive.</p>	<p>CST Links:</p> <p>The links to CST will depend on the scripts that are chosen for the students.</p> <p>Human Dignity</p> <p>Drama explores the worth and value of every person, portraying diverse characters with respect and empathy.</p> <p>The Common Good</p> <p>Theatre can promote messages that encourage community, fairness, and social</p>	<p>CST Links:</p> <p>The links to CST will depend on the scripts that are chosen for the students.</p> <p>Human Dignity</p> <p>Drama explores the worth and value of every person, portraying diverse characters with respect and empathy.</p> <p>The Common Good</p> <p>Theatre can promote messages that encourage community, fairness, and social</p>



	<p>and integrity, core Catholic values.</p> <p>The Common Good</p> <p>Justice and safety benefit the whole community. Solving the mystery restores order and promotes the common good.</p> <p>Rights and Responsibilities</p> <p>Characters have rights (fair trial, presumption of innocence) and responsibilities (telling the truth, respecting others).</p> <p>Solidarity</p> <p>Working together to find the truth models solidarity — standing with victims and the community seeking justice.</p> <p>Forgiveness and Redemption</p>	<p>and integrity, core Catholic values.</p> <p>The Common Good</p> <p>Justice and safety benefit the whole community. Solving the mystery restores order and promotes the common good.</p> <p>Rights and Responsibilities</p> <p>Characters have rights (fair trial, presumption of innocence) and responsibilities (telling the truth, respecting others).</p> <p>Solidarity</p> <p>Working together to find the truth models solidarity — standing with victims and the community seeking justice.</p> <p>Forgiveness and Redemption</p>	<p>Rights and Responsibilities</p> <p>All people have the right to safety, respect, and equal opportunity. We have a responsibility to challenge injustice.</p>	<p>Rights and Responsibilities</p> <p>All people have the right to safety, respect, and equal opportunity. We have a responsibility to challenge injustice.</p>	<p>harmony for the benefit of all.</p> <p>Solidarity</p> <p>Drama builds a sense of togetherness—actors work as a team, and stories often emphasize standing with others in need.</p> <p>Preferential Option for the Poor and Vulnerable</p> <p>Drama shines a spotlight on marginalised or oppressed people, giving voice to their experiences and encouraging justice</p>	<p>harmony for the benefit of all.</p> <p>Solidarity</p> <p>Drama builds a sense of togetherness—actors work as a team, and stories often emphasize standing with others in need.</p> <p>Preferential Option for the Poor and Vulnerable</p> <p>Drama shines a spotlight on marginalised or oppressed people, giving voice to their experiences and encouraging justice</p>
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	Some characters may seek forgiveness or redemption, exploring themes of mercy and reconciliation.	Some characters may seek forgiveness or redemption, exploring themes of mercy and reconciliation.				
Careers and Personal Development links	<p>Builds creative and technical skills valuable in drama and performing arts careers.</p> <p>Develops confidence, teamwork, and communication skills important for any workplace.</p> <p>Encourages self-reflection and problem-solving, helping students understand their strengths and areas to grow.</p>	<p>Builds creative and technical skills valuable in drama and performing arts careers.</p> <p>Develops confidence, teamwork, and communication skills important for any workplace.</p> <p>Encourages self-reflection and problem-solving, helping students understand their strengths and areas to grow.</p>	<p>Builds creative and technical skills valuable in drama and performing arts careers.</p> <p>Develops confidence, teamwork, and communication skills important for any workplace.</p> <p>Encourages self-reflection and problem-solving, helping students understand their strengths and areas to grow.</p>	<p>Builds creative and technical skills valuable in drama and performing arts careers.</p> <p>Develops confidence, teamwork, and communication skills important for any workplace.</p> <p>Encourages self-reflection and problem-solving, helping students understand their strengths and areas to grow.</p>	<p>Builds creative and technical skills valuable in drama and performing arts careers.</p> <p>Develops confidence, teamwork, and communication skills important for any workplace.</p> <p>Encourages self-reflection and problem-solving, helping students understand their strengths and areas to grow.</p>	<p>Builds creative and technical skills valuable in drama and performing arts careers.</p> <p>Develops confidence, teamwork, and communication skills important for any workplace.</p> <p>Encourages self-reflection and problem-solving, helping students understand their strengths and areas to grow.</p>