



**Building Cognitive Architecture – Coherent and Connected – Knowledge and Skill Based**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>School Value</b>	Pupils' are expected to live all six of the core values every day at Hugh Sexey Church of England Middle School. Each term however, there is a focus through collective worship as indicated below.					
	<i>Thankfulness</i>	<i>Justice</i>	<i>Endurance</i>	<i>Compassion</i>	<i>Koinonia</i>	<i>Trust</i>
<b>Year 7 - Topic</b>	<b>Intro to Drama, the Black Death and it's social and economic impact. (UK 1348-1665)</b>	<b>The Cheddar Man Mesolithic Skeleton (Found 1903)</b>	<b>Little Red Riding Hood</b>	<b>Our Day Out (Set in 1977)</b>	<b>Boxing Day Tsunami (2004)</b>	<b>Twisted Tales (based 1793) What nursery rhymes really mean!</b>
<b>Key Concepts/Idea(s)</b>	<p>Create a horrible histories style performance that outlines key social, economic and historic points whilst being able to articulate its impact around the world today.</p> <p>Use Drama conventions, English script writing skills and Historical facts to demonstrate and articulate your knowledge to a target audience. (Year 5).</p>	<p>Create a site-specific performance.</p> <p>Local life at the end of the 9<sup>th</sup> Millennium BC (Cheddar, Somerset)</p> <p>Empathise – What was life like? From the Scientific facts can we understand the Mesolithic age.</p>	<p>Human Law vs Animal Instinct in a Fairytale Court.</p> <p>Understanding British Legal System</p> <p>Analysing Evidence</p> <p>Creating counter arguments</p> <p>Legal formalities and language.</p>	<p>An exploration of Liverpool in 1977.</p> <p>Links to the industrial revolution</p> <p>Explore changing Britain</p> <p>Cotton Trading</p> <p>Slave Trade</p> <p>Political systems – Is the system designed to fail the pupils in the story. – Empathy.</p>	<p>To explore Survivors Stories through poetry and interviews</p> <p>To understand the geographical, geological, historical and social impact of the natural disaster.</p> <p>To know the steps Scientists, Geographers and Geologists are taking to explore ways to predict natural disasters and save lives</p>	<p>Jack and Jill Rhyme</p> <p>Louis XVI (Born 1754-Died 1793) &amp; Marie Antoinette (Born 1770-1793)</p> <p>Exploring how what we hear is not always as it seems.</p>
<b>Sequence of Learning</b>	<p>Understand the Drama Studio Rules</p> <p>Getting to know each other through character introductions.</p> <p>Understand how to become an effective drama team.</p> <p>Understand what Drama is at HSMS? Learn the mixed discipline performance styles. Understand there are a variety of Theatre types</p>	<p>'The world is a stage' (Stanislavski)</p> <p>We take pupils outdoors to perform site specific pieces.</p> <p>How to explore sound outdoors during performance.</p> <p>Effective use of projection</p> <p>Small group performance confidence.</p>	<p>Use the conventions explored in terms 1 and 2 to explore our legal system in a varied context.</p> <p>Find counter arguments in a simple fairy tale? Was the wolf really guilty?</p> <p>Analysing Evidence</p> <p>Identifying Truth. Small group performance confidence.</p> <p>Alternative endings – changing a character's</p>	<p>Identify how a stereotyped character can change.</p> <p>Verbally empathise with the range of characters in the story.</p> <p>Can you articulate 'Our Day Out' using varied stage designs.</p>	<p>Making, Performing and Responding Assessment.</p> <p>Using Physical Theatre to explore real life stories. Capturing feelings through movement and forcing our audience to feel the performance.</p>	<p>Exploring the devising and scripting skills from terms 1 and 2 to devise final piece exhibiting learned skills, adapting and applying devices and targeting a particular audience.</p>



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	<p>Understand how drama can support Historic events through a Theatre in Education style.</p> <p>Understand the multiple constituent features of performance.</p>		<p>reactions in response to an audience.</p>			
Key Opportunities	<p>Performance to a small familiar audience.</p>	<p>Cheddar Caves Visit</p> <p>Class Performance</p>	<p>Wessex Learning Trust Performance</p> <p>Year 8 Production</p>	<p>Collaborative Performance Opportunity in Class.</p>	<p>Assembly Opportunities</p>	<p>Class Performance</p>
Practitioners		<p>Stanislavski</p>		<p>Frantic Assembly</p>	<p>Gecko</p>	
Drama Key Vocabulary / Conventions.	<p>Story Telling</p> <p>Freeze Frame</p> <p>Transition</p> <p>Cue Lines</p> <p>Dynamics</p> <p>Dialogue</p> <p>Narration</p> <p>Constituent Features</p> <p>Stereotype</p> <p>Monologue</p> <p>Theatre in Education</p> <p>Mixed Media/Discipline</p> <p>Choral Speech</p> <p>Alliteration</p>	<p>Site Specific</p> <p>Style of Steven Berkoff - Mime, Exaggerated Movement and Improvisation</p> <p>Explore stereotype</p> <p>Characterisation &amp; Maintaining Character</p> <p>Hot Seating</p>	<p>Immersive Theatre</p> <p>Alternative ending (react to what is decided by others during performance)</p> <p>Conscience Alley</p> <p>Perform stereotype.</p>	<p>Whoosh Story</p> <p>Conscience Alley</p> <p>Thought Tracking</p> <p>Hit the Mark</p> <p>Physical Theatre</p> <p>Synchronised action /Unison</p> <p>Over under through</p> <p>Change stereotype -Redirect audience thought.</p>	<p>Story telling</p> <p>Empathy</p> <p>Physical Theatre</p> <p>Summarising skills</p> <p>Responding Skills</p> <p>Thought tracking</p> <p>Use of puppetry</p> <p>Voice Over</p> <p>Using formal and informal language appropriately</p> <p>Characterisation</p>	<p>Devising skills</p> <p>Draw on previous experience</p> <p>Timed performance</p>



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<p>National Curriculum Cross Curricular Alignment.</p>	<p><b>History NC</b> The development of Church, state and society in medieval Britain 1066-1669.</p> <p>Feudalism Miasma Theory</p> <p><b>Year 6 – History</b> Victorians – Life of a child.</p> <p><b>SLC</b> – See T&amp;L Handbook</p>	<p><b>Year 6 - History</b> Evolution and Inheritance</p> <p><b>Local Exploration</b> Local History</p> <p><b>Year 8 Geography</b> Cheddar Caves, rock formation, local landscape history.</p>	<p><b>British Values</b> Rule of Law British Legal System Legal vocabulary Legal processes</p>	<p><b>History Link</b> Impact of Slave trade. Industrial Revolution Centre for Cotton Trade City of Pop Centre of Diversity UNESCO -Heritage Site</p> <p><b>English Link</b> Script Writing Character Journey National Heritage Descriptive Talk Summary Skills Dialects</p> <p><b>Year 6 - Hums</b> 20C - How Britain has changed. Pop Culture.</p>	<p><b>Geography Link</b> Tectonic plate movement Size and Scale Geological Features Geographical Phenomenon Locational Knowledge Life in Sri Lanka 2004 Train Disaster Climate graphs &amp; Weather</p> <p><b>English Link</b> Children’s poetry Real life accounts Structuring a News Report.</p> <p><b>Year 6 Geography</b> Natural Disaster Devastation <b>Year 6 English</b> Lady of Shalott Journalism</p>	<p><b>Year 6 - English</b> Just So Stories – Target Audience Stories</p> <p>Recall – Ring’O’Roses (from Term 1)</p>
<p>Diversity &amp; Protected Characteristics</p>	<p>Age <b>Race</b> Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Race Religion or <b>Belief: Causes of the plague.</b> Sex Sexual Orientation</p>	<p>Age Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Race <b>Religion or Belief</b> Sex Sexual Orientation</p>	<p>Age <b>Disability</b> Gender Reassignment Marriage and Civil Partnership Pregnancy and Race <b>Religion or Belief</b> Sex Sexual Orientation</p>	<p>Social Acceptance</p> <p>Slave Trade</p> <p>Age <b>Race</b> Disability Gender Reassignment Marriage and Civil Partnership <b>Pregnancy and Race</b> <b>Religion or Belief</b> Sex Sexual Orientation</p>	<p><b>Age: Points of view from children</b> Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Race Religion or Belief Sex Sexual Orientation</p>	<p>Age Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Race Religion or <b>Belief</b> Sex Sexual Orientation</p>
<p>Curriculum Newsletter</p>	<p><b>Year 7</b> <b>Introduction to Drama and The Black Death (1348-1349)</b> Welcome to Drama! Following a two-week</p>	<p><b>Year 7</b> <b>The Cheddar Man (discovered 1903)</b> Through the medium of physical storytelling, we will explore what our local life</p>		<p><b>Year 7</b> <b>Our Day Out</b> An exploration of the scripted play ‘Our Day Out’ written by Willy Russell in 1977. We will investigate</p>	<p><b>Year 7</b> <b>2004 Tsunami</b> Year 7 will explore personal stories from children, who now as adults, who tell their tales of the 2004 Tsunami. We set our</p>	<p><b>Year 7</b> <b>Twisted Tales</b> Whilst exploring the historical meanings behind nursery rhymes, Year 7 will create two performances</p>



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	introductory period, we will explore the social and economic impact of the Black Death. You will create a Horrible History style, mixed discipline performance, as a team, targeted at year 5 pupils.	would have been like in the late 19 <sup>th</sup> Century using scientific facts found on the Mesolithic skeleton found in the Cheddar Caves in 1903, known as The Cheddar Man. This links fantastically with the Geography unit that explores the formation of Cheddar Gorge.		how the Industrial Revolution has influenced Liverpool and how its social and economic impact influences the characters in the play.	research in Sri Lanka and understand the geological, geographical and social impact of the Natural disaster. In groups we create short scientific but empathetic works using physical theatre, narration and storytelling.	for a young target audience. The first is a version of a nursery rhyme, aimed to support speech and language development, sound recognition and explicitly teach rhyme to children. The second pulls from their knowledge of Term 1, and creates a Horrible Histories style performance using the historical references behind the words.
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
School Value	<i>Thankfulness</i>	<i>Justice</i>	<i>Endurance</i>	<i>Compassion</i>	<i>Koinonia</i>	<i>Trust</i>
<b>Year 8</b>	<b>Positive Disruptors (1955)</b>	<b>Romeo and Juliet (Shakespeare)</b>	<b>Political Theatre Bertolt Brecht</b>	<b>English Folklore</b>	<b>Bauhaus Movement (1919-1933)</b>	<b>Great Fire of London (2<sup>nd</sup> – 6<sup>th</sup> Sept 1666)</b>
Key Concepts	Rosa Parks/ Aretha Franklin/ Sam Cooke/ Nelson Mandela  Political and cultural change.	Identifying & whooshing a plot  Social acceptance  Revisit characterisation	Understand the context and Caucasian Chalk Circle (1944)  Explore the peasant girl who rescues a baby and becomes a better mother than the baby's wealthy biological parents  Exploring family types including adoption/fostering and living with relatives.  The physical use of the circle with a child central to the debate is key to exploring the text.	Explore stories that have developed across Somerset over time.	Black Box Theatre  Bio-Mechanics  Vsevolod Meyerhold: 3 Key principles Expressiveness/Responsiveness and ADD  Bolshevik Revolution (approx. 1917)  Bertolt Brecht  WLT Aligned Assessment. Responding Focus.	Great Fire of London  Devise the final piece of the year. Showcase your knowledge of conventions, styles and thematics.  Carry out your own research and perform to a live audience.



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			German Play derived from the 14 <sup>th</sup> Century Chinese play The Chalk Circle.			
Sequence of Learning			Recall court features from Little Red Riding Hood. Term 3 Year 7.			
Key Opportunities						London Trip.
Practitioners		National College – Stage Fighting	Bertolt Brecht – Epic Theatre		Vselvold Meyerhold – Biomechanics  Bertolt Brecht – Epic Theatre	
Drama Key Terms			Epic Theatre Play within a play			
Cross Curricular		<b>Year 8 – English</b> Romeo and Juliet. Use of language. Inference and storytelling				
Careers & Employability Skills	Teamwork	Teamwork	Teamwork	Teamwork	Teamwork	Teamwork
Diversity & Protected Characteristics	Black Female American Civil Rights Activists.  Black Male American Civil Rights Activists – Arts World.  Political Viewpoints.  Age Disability Gender Reassignment Marriage and Civil Partnership Pregnancy and Race Religion or <b>Belief</b> : Sex Sexual Orientation		Social economics and social class.  Political viewpoints and judgements.  Diverse Family Groups.		Social Economic Change	
Curriculum Newsletter	<b>Year 8</b> <b>Introduction to Drama and Positive Disruptors</b>	<b>Year 8</b> <b>Romeo and Juliet (1591-1595)</b>		<b>Year 8</b> <b>English Folktales</b>	<b>Year 8</b> <b>Bauhaus and Biomechanics</b>	<b>Year 8</b> <b>Theatre in Education</b>



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	<p>Following a two-week introductory period, we will explore 'positive disruptors' and the impact they have had on our lives today. Rosa Parks, Aretha Franklin and Sam Cooke all played huge parts in legislation changes which we will explore in a practical manner whilst securing our understanding of change from 1955 to the present day.</p>	<p>An abstract exploration of the Shakespeare play Romeo and Juliet, concurrently being explored in English lessons. Focus points will be understanding the plot through whoosh stories, physical representations of the social acceptance in 16<sup>th</sup> Century, Shakespearean language with a touch of choreographed stage fighting.</p>		<p>Looking into Somerset Folktales, year 8 will devise an ensemble piece that tells a fictitious story from our county. We will investigate stories that have evolved through those that have, or still, live there and focus on the stories that heavily link to Somerset's natural key features including; water, trees and the shape of the landscape itself.</p>	<p>Looking into the impact of Meyerhold's Bio-mechanics in modern day theatre, furniture design and assembly whilst even relating the historic movement of the arts world to the IKEA store. We will use the Bio-mechanic influences from Japanese theatre, Circus and Commedia D'ell Arte to create short performance works in small groups.</p>	<p>Using the skills explored, over the last two years pupils will create a 'Theatre in Education' style of performance that teaches a year 6 audience the development, devastation and impact of the Great Fire of London in 1666.</p>
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