

# Key Stage 3 Curriculum Excellence Drama



The purpose of the CLF, is at the **HEART**, of all we do:

Establish **High expectations** for all that we seek to achieve

Create **Equity** of opportunity, removing disadvantage

Champion the success and life chances of **All children** in the communities we serve

Furnish pupils and staff with the **Resilience** to succeed as lifelong learners

Promote **Tolerance** and respect for ourselves, our communities and our environment



The curriculum enables children to...  
acquire... **Knowledge & Skills**, which  
secured through... **Application**  
develops... **Understanding**  
and allows them to seek... **Meaning**  
and achieve... **Personal growth**

### Contents:

1. KS3 Vision
2. Subject Vision
3. ARE Descriptor
4. Curriculum Skeleton/Long Term Plan/Assessment Overview
5. Medium Term Plans
6. Exemplification

## Key Stage 3 in the Cabot Learning Federation

### CLF KS3 Curriculum Principles

- The curriculum enables children to acquire **knowledge and skills**, which are secured through **application** (over time and in different contexts) to develop **understanding** (change in long term memory) and allows children to seek **meaning** and achieve **personal growth**.
- Built-up from KS2 to secure a foundation for young people for life (... and KS4). **Based on Age Related Expectations and using DOYA.** (Not built down from KS4).
- Focused on the **progression of content and concepts** through the KS3 curriculum that accelerates progress within a **progressive and purposeful 3-19 CLF Curriculum**.
- The curriculum is our opportunity to inspire children to be **successful individuals, historians, mathematicians, geographers, musicians, authors, artist, sportspeople, scientists, writers, innovators, dreamers, magicians, mothers, fathers, positive citizens**.
- On a platform of standardisation the curriculum releases teachers to drive up learning and progress. **Standardised Age Related Expectations, curriculum and assessment** frees and empowers experts to collaborate, follow the learning and teach.
- The curriculum will be **curated by subject experts and teams from across the Trust** who are empowered to evolve the curriculum that will allow all children to thrive.
- The content of the curriculum is progressive and is based on **consolidating and revisiting** content over time to secure progress over time.
- The curriculum seeks **depth of study rather than breadth** to build understanding and to seek meaning; stretching and challenging children to think.
- The Age Related Expectations and exemplars are **widely published** to support child, parent, teacher, leader and other staff understanding of the expected standards and the content of the curriculum, **enabling wider ownership of the curriculum**
- **Two key areas of assessment:**
  - **Shared on-line MCQ assessments four times a year** to assess knowledge/skills acquisition and elements of application and understanding. Immediate feedback from on-line supports understanding of gaps and re-teaching.
  - **Teacher assessment of learning that uses standardised exemplar material** to assess agreed subject written responses/assessments, supporting teachers to make a broad assessment of children's attainment against DOYA.
- Given the shared AREs and assessment cycle teachers are freed to **plan to meet need** and support all children to feel and be successful. Approaches to **pedagogy are based on cognitive science:**
  - Supporting children to experience **desirable difficulty** and grapple with learning in their proximal zone.
  - Explicitly secure **knowledge and skills** through **application** to build **understanding and seek meaning**
  - **Specificity of feedback** for impact and the **developed and precise use of modelling, explanations and questioning** to secure progress.
  - Emphasis on the development of **reading (widely and often), oracy and quality of writing**.

**Key Stage 3 in the Cabot Learning Federation**

**KS3 Drama in the Cabot Learning Federation**

**Communicating through performance whilst to empower students to explore the world with empathy, creativity and confidence.**

ARE Descriptors

Year 7			
KS2 Prior Learning	Knowledge and Skills	Understanding	Meaning
<p><b>What is the key knowledge, skills, understanding and meaning that children bring from the AREs in KS2 in this subject?</b></p> <p>Students typically have performed in a play/leavers' assembly.</p> <p>They may be familiar with basic Drama games and improvisation skills but experience will be varied.</p> <p>Students generally have a willingness to perform in front of an audience when they reach us in Year 7.</p> <p>Working in groups or teams is likely to have been explicitly taught.</p>	<p><b>What is the key knowledge and skills that we want to pass on to children as ARE in Year 7 that build up from KS2?</b></p> <p>To a <b>reasonable</b> standard, students will:</p> <p>Perform in a range of styles.</p> <p>Evaluate and analyse their work both orally and in writing.</p> <p>Study a range of drama styles including:</p> <ul style="list-style-type: none"> <li>• <i>Devised Performance</i></li> <li>• <i>Genres of performance</i></li> <li>• <i>Scripted performance</i></li> <li>• <i>Dramatic skills</i></li> </ul> <p>Study a range of drama techniques including:</p> <ul style="list-style-type: none"> <li>• <i>Freeze-frame</i></li> <li>• <i>Step-out</i></li> <li>• <i>Narration</i></li> <li>• <i>Stock Characters</i></li> </ul>	<p><b>What do we want children to build through the application of knowledge and skills, including key concepts and misconceptions?</b></p> <p>To a <b>reasonable</b> standard students will:</p> <p>In rehearsal and development time:</p> <p>Respond to verbal feedback to develop their work.</p> <p>Show understanding of different styles of performance.</p> <p>Use subject-specific terminology</p> <ul style="list-style-type: none"> <li>• <i>Stage positioning terms (including blocking, SL, SR etc.)</i></li> <li>• <i>Physical and vocal skills (as detailed in Skills section)</i></li> </ul>	<p><b>What is the meaning that we want children to seek by age that supports their personal growth?</b></p> <p>Students are able to appreciate the power of performance in understanding the human condition.</p> <p>They will develop the ability to see the world from different perspectives.</p> <p>They will understand that human behaviour communicates meaning.</p>

### Key Stage 3 in the Cabot Learning Federation

<p>Most will have seen at least one live theatre performance whether at a neighbouring school, professional theatre or via a visiting theatre company.</p>	<ul style="list-style-type: none"> <li>• <i>Split-stage</i></li> <li>• <i>Stage configurations</i></li> <li>• <i>Stage positioning</i></li> </ul> <p>Use the following performance skills:</p> <p><b>Physical Skills</b></p> <ul style="list-style-type: none"> <li>• <i>Body language</i></li> <li>• <i>Gait</i></li> <li>• <i>Gesture</i></li> <li>• <i>Mannerism</i></li> <li>• <i>Energy</i></li> <li>• <i>Posture</i></li> <li>• <i>Facial expression</i></li> </ul> <p><b>Vocal Skills</b></p> <ul style="list-style-type: none"> <li>• <i>Volume</i></li> <li>• <i>Diction</i></li> <li>• <i>Tone</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Rehearsal and Development terms (such as stimuli, plot structure etc)</i></li> </ul> <p>In their written work students will:</p> <ul style="list-style-type: none"> <li>• <i>Identify strengths and weaknesses in their own work and that of others.</i></li> <li>• <i>Use subject-specific terminology.</i></li> </ul>	
--	---	---	--

## Key Stage 3 in the Cabot Learning Federation

Year 8			
Year 7 Prior Learning	Knowledge and Skills	Understanding	Meaning
<p>What is the key knowledge, skills, understanding and meaning that children bring from the AREs in Year 7 in this subject?</p>	<p>What is the key knowledge and skills that we want to pass on to children as ARE in Year 8 that build up from Year 7?</p> <p>To a <b>good</b> standard, students will:</p> <p>Perform in a range of styles.</p> <p>Evaluate and analyse their work both orally and in writing.</p> <p>Study a range of drama styles including:</p> <ul style="list-style-type: none"> <li>• <i>Devised Performance</i></li> <li>• <i>Shakespeare</i></li> <li>• <i>Dramatic skills</i></li> </ul> <p>Study a range of theatre roles including:</p> <ul style="list-style-type: none"> <li>• <i>Playwright</i></li> <li>• <i>Performer</i></li> <li>• <i>Understudy</i></li> <li>• <i>Director</i></li> <li>• <i>Stage Manager</i></li> <li>• <i>Theatre Manager</i></li> <li>• <i>Sound designer</i></li> </ul>	<p>What do we want children to build through the application of knowledge and skills, including key concepts and misconceptions?</p> <p>To a <b>good</b> standard students will:</p> <p>In rehearsal and development time:</p> <p>Respond to verbal feedback to develop their work.</p> <p>Show understanding of different styles of performance.</p> <p>Use subject-specific terminology</p> <ul style="list-style-type: none"> <li>• <i>Stage positioning terms (including blocking, SL, SR etc.)</i></li> <li>• <i>Physical and vocal skills (as detailed in Skills section)</i></li> <li>• <i>Rehearsal and Development terms (such</i></li> </ul>	<p>What is the meaning that we want children to seek by age that supports their personal growth?</p> <p>Students are able to appreciate and master the power of performance in understanding the human condition.</p> <p>They will develop the ability to see the world from different perspectives in more challenging contexts such including historical and geographical.</p> <p>They will understand that human behaviour communicates meaning and be able to creatively interpret this through performance.</p>

## Key Stage 3 in the Cabot Learning Federation

	<ul style="list-style-type: none"> <li>• <i>Set designer</i></li> <li>• <i>Costume designer</i></li> <li>• <i>Puppet designer</i></li> <li>• <i>Technician</i></li> </ul> <p>Use the following performance skills:</p> <p><b>Physical Skills</b></p> <ul style="list-style-type: none"> <li>• <i>Body language</i></li> <li>• <i>Gait</i></li> <li>• <i>Gesture</i></li> <li>• <i>Mannerism</i></li> <li>• <i>Energy</i></li> <li>• <i>Posture</i></li> <li>• <i>Facial expression</i></li> </ul> <p><b>Vocal Skills</b></p> <ul style="list-style-type: none"> <li>• <i>Volume</i></li> <li>• <i>Diction</i></li> <li>• <i>Tone</i></li> <li>• <i>Pitch</i></li> <li>• <i>Pace</i></li> <li>• <i>Pause</i></li> <li>• <i>Accent</i></li> <li>• <i>Timing</i></li> <li>• <i>Intonation</i></li> <li>• <i>Emphasis</i></li> </ul>	<p><i>as stimuli, plot structure etc)</i></p> <p>In their written work students will:</p> <ul style="list-style-type: none"> <li>• <i>Identify strengths and weaknesses in their own work and that of others.</i></li> <li>• <i>Use subject-specific terminology.</i></li> </ul>	
--	--	--	--

## Key Stage 3 in the Cabot Learning Federation

### Curriculum and Assessment Skeleton

Year 7			
ARE Point	1 (Terms 1-2)	2 (Terms 3-4)	3 (Terms 5-6)
<b>Unit Title</b>	Technique Toolkit	Script and Character	Genre
<b>MCQ</b>	<b>(Start of Term 3)</b> Freeze-frame Step-out Narration Split-stage Stage configurations Stage positioning	<b>(End of Term 4)</b> <b>Physical Skills</b> Body language Gait Gesture Mannerism Energy Posture Facial expression <b>Vocal Skills</b> Volume Diction Tone	
<b>DOYA</b>		Live Theatre Evaluation Exam <b>(Start of Term 3)</b>	Script based exam <b>(Term 6)</b>



## Key Stage 3 in the Cabot Learning Federation

Year 8			
ARE Point	1 (Terms 1-2)	2 (Terms 3-4)	3 (Terms 5-6)
Unit Title	Voice	Script (Shakespeare)	Devising from stimuli – 3 chosen from the list below: (Photos, lyrics, songs, props, video, text, theme, words etc.)
MCQ	<b>(Start of Term 3)</b> Revisit Volume Diction Tone <b>New</b> Pitch Pace Pause Accent Timing Intonation Emphasis	<b>(End of Term 4)</b> <b>Theatre roles</b> Playwright Performer Understudy Director Stage Manager Theatre Manager Sound designer Set designer Costume designer Puppet designer Technician	
DOYA	...	Live Evaluation Exam <b>(Start of Term 3)</b>	Written exam applying skills based on Act 3 Scene 1 R&J <b>(Term 6)</b> One acting skills, one design skills

## Key Stage 3 in the Cabot Learning Federation

### Medium Term Plan

Subject: Drama	Unit Title: Technique Toolkit	ARE Point: 7.1
<p><b>Key Essentials:</b></p> <p>Knowledge and understanding of the basic performance techniques and skills that will be required throughout the Drama curriculum.</p> <p>Development of a class dynamic that is productive, supportive and challenging.</p>	<p><b>WHY are children LEARNING this?</b></p> <ul style="list-style-type: none"> <li>• To develop confidence and communication skills</li> <li>• To learn basic stagecraft</li> <li>• To gain control of the building blocks of any performance work</li> </ul>	
<p><b>Content:</b></p> <p><b>Weeks 1-6</b></p> <p>Workshops to cover the following techniques:</p> <p><i>Freeze-frame</i></p> <p><i>Step-out</i></p> <p><i>Narration</i></p> <p><i>Stock characters</i></p> <p><i>Split-stage</i></p> <p><i>Stage configurations</i></p> <p><i>Stage positioning</i></p> <p><b>Weeks 7-9</b></p> <p>Rehearsal period to develop a polished improvisation in which students use at least 3 of the taught techniques.</p> <p><b>Weeks 10-12</b></p> <p>Assessment period to allow time for quality final performances and a short written evaluation of their performance</p>		

### Key Stage 3 in the Cabot Learning Federation

<p><b>An MCQ will be completed at the end of Term 1 or start of Term 2 with questions based on their understanding of the key techniques (10 questions)</b></p>	
<p><b>Concepts:</b></p> <p>Students will understand that human behaviour communicates meaning.</p>	<p><b>HOW will ORACY, READING and WRITING be developed?</b></p> <p>ORACY: Modelling of verbal feedback applied to verbal communication in performance</p> <p>READING: Understanding of key terms. MCQ is comprehension test.</p>
<p><b>Terminology and Vocabulary (subject specific and academic):</b></p> <p><b><u>Stage positioning:</u></b> <i>Upstage, Downstage, Stage Left, Stage Right, Centre Stage and combinations of the above.</i></p> <p><b><u>Stage configurations:</u></b> <i>Proscenium arch, end-on, traverse, thrust, in the round, promenade</i></p> <p><b><u>Techniques:</u></b> <i>Freeze-frame, Step-out, Narration, Stock characters, Split-stage, Stage configurations, Stage positioning</i></p>	<p>WRITING: Self-evaluation of performance using framework</p>
<p><b>Extended Response (writing, performance or product):</b></p> <p><b>Performance piece – at least 3 toolkit techniques</b></p> <p><b>Written evaluation</b></p>	<p><b>WHAT will PROGRESS look like in this unit?</b></p> <p>Moderation of recordings of assessed performance to standardise the On-Track ARE and ensure understanding of what is meant by REASONABLE in terms of performance and writing.</p>

## Key Stage 3 in the Cabot Learning Federation

### Medium Term Plan

Subject: Drama	Unit Title: Script and Character	ARE Point: 7.2
<p><b>Key Essentials:</b>  <i>Data collection for Live Performance Written exam in Week 5. Exam to be completed prior to this to allow time for assessment (Adapt plan as necessary)</i></p> <p>Knowledge and understanding of the essential skills required for a successful performance</p> <p>Development of a performance to a quality standard as laid down by the conventions of a script in practice.</p>	<p><b>WHY are children LEARNING this?</b></p> <p>To develop confidence and skill in performing to an audience from a script</p> <p>To understand the context and subtext of verbal communication</p> <p>To build a bank of basic drama physical and vocal skills that are applicable both in Drama and in life</p>	
<p><b>Content:</b></p> <p><b>Physical Skills:</b>            Body language, Gait, Gesture, Mannerism, Energy, Posture, Facial expression</p> <p><b>Vocal Skills</b>            Volume, Diction, Tone</p>		
<p><b>Concepts:</b>            Students are able to appreciate the power of performance in understanding the human condition.</p> <p>They will understand that human behaviour communicates meaning.</p>	<p><b>HOW will ORACY, READING and WRITING be developed?  </b></p> <p>ORACY: Modelling of verbal feedback applied to verbal communication in performance.</p> <p>READING: Understanding of key terms. MCQ is comprehension test.</p>	
<p><b>Terminology and Vocabulary (subject specific and academic):</b>            Deliberately in place to support PP students and force links across and between subjects.</p>	<p>WRITING: Self-evaluation of performance using framework. Extended response in Live Theatre Evaluation.</p>	

## Key Stage 3 in the Cabot Learning Federation

<p><b>Extended Response (writing, performance or product):</b> <b>Live Performance Exam at the start of term</b> <b>Performance piece - Range of physical and vocal techniques</b> <b>Written evaluation (optional)</b></p>	<p><b>WHAT will PROGRESS look like in this unit?</b> Confidence in interpreting a character through a variety of performance skills to a reasonable standard.</p> <p>Able to combine and select appropriate skills to create effects suitable to the context of performance.</p>
---	--

## Key Stage 3 in the Cabot Learning Federation

### Medium Term Plan

Subject:	Unit Title:	ARE Point: 7.3
<p><b>Key Essentials:</b> this could be lifted and the developed in greater detail to build a knowledge organiser. Sequence is key here.</p>	<p><b>WHY are children LEARNING this?</b> This is the rational (or defence) of the curriculum, designed to emphasise progression and challenge.</p>	
<p><b>Content:</b> The easy part BUT are these the 'best' things to teach and for children to learn? Is the level of challenge appropriate? What exact detail is needed here to ensure that in lessons, regardless of teacher, there is parity of experience?</p>		
<p><b>Concepts:</b> I think this could promote the ideas of understanding and meaning from the ARE descriptor.</p>	<p><b>HOW will ORACY, READING and WRITING be developed?</b> It might be necessary to identify literacy and language challenges for students here. What will be needed as support? What activities will be key?</p>	
<p><b>Terminology and Vocabulary (subject specific and academic):</b> Deliberately in place to support PP students and force links across and between subjects.</p>		
<p><b>Extended Response (writing, performance or product):</b> This should be the items used for DOYA, it might be a portfolio of work over time rather than one thing... A minimum or core amount...</p>	<p><b>WHAT will PROGRESS look like in this unit?</b> I'm really interested in the idea of standards – what does DOYA look like but also what does progress look like? What are the different routes that children might take? What does challenge look like?</p>	

## Key Stage 3 in the Cabot Learning Federation

### Medium Term Plan

<b>Subject:</b>	<b>Unit Title:</b>	<b>ARE Point: 7.4</b>
<p><b>Key Essentials:</b> this could be lifted and the developed in greater detail to build a knowledge organiser. Sequence is key here.</p>		<p><b>WHY are children LEARNING this?</b> This is the rational (or defence) of the curriculum, designed to emphasise progression and challenge.</p>
<p><b>Content:</b> The easy part BUT are these the 'best' things to teach and for children to learn? Is the level of challenge appropriate? What exact detail is needed here to ensure that in lessons, regardless of teacher, there is parity of experience?</p>		
<p><b>Concepts:</b> I think this could promote the ideas of understanding and meaning from the ARE descriptor.</p>		<p><b>HOW will ORACY, READING and WRITING be developed?</b> It might be necessary to identify literacy and language challenges for students here. What will be needed as support? What activities will be key?</p>
<p><b>Terminology and Vocabulary (subject specific and academic):</b> Deliberately in place to support PP students and force links across and between subjects.</p>		
<p><b>Extended Response (writing, performance or product):</b> This should be the items used for DOYA, it might be a portfolio of work over time rather than one thing... A minimum or core amount...</p>		<p><b>WHAT will PROGRESS look like in this unit?</b> I'm really interested in the idea of standards – what does DOYA look like but also what does progress look like? What are the different routes that children might take? What does challenge look like?</p>

## Key Stage 3 in the Cabot Learning Federation

### Medium Term Plan

Subject: Drama	Unit Title: Voice	ARE Point: 8.1
<p><b>Key Essentials:</b></p> <p><b>Knowledge and understanding of how to use the voice to achieve a variety of effects, characters and geographical places.</b></p>	<p><b>WHY are children LEARNING this?</b></p> <ul style="list-style-type: none"> <li>• To develop the ability to control their voice in performance and in everyday life</li> <li>• To empathise with characters different from themselves</li> <li>• To challenge self-consciousness by stepping out of their comfort zone</li> </ul>	
<p><b>Content:</b></p> <p><b>Weeks 1-6</b> A number of workshops to teach the following vocal skills: <i>Revisit Volume, Diction, Tone</i> <i>New Pitch, Pace, Pause, Accent (Cockney, RP, American, Northern), Timing, Intonation, Emphasis</i></p> <p><b>Week 7-9</b> Rehearsal period to prepare a polished improvisation set in the context of one chosen accent and making use of a range of vocal techniques.</p> <p><b>Weeks 10-12</b> Assessment period to allow time for quality final performances and a short written evaluation of their performance</p> <p><i>An MCQ will be completed at the end of Term 1 or start of Term 2 with questions based on their understanding of the vocal skills (10 questions)</i></p>		
<p><b>Concepts:</b></p>	<p><b>HOW will ORACY, READING and WRITING be developed?</b></p>	



### Key Stage 3 in the Cabot Learning Federation

<p>They will understand that human behaviour communicates meaning and be able to creatively interpret this through performance.</p>	<p>ORACY: Modelling of verbal feedback applied to verbal communication in performance. Manipulation of accent and voice.</p> <p>READING: Understanding of key terms. MCQ is comprehension test. Use of script extracts in workshops.</p> <p>WRITING: Self-evaluation of performance using framework</p>
<p><b>Terminology and Vocabulary (subject specific and academic):</b>  <i>Revisit Volume, Diction, Tone</i>  <b>New</b> <i>Pitch, Pace, Pause, Accent (Cockney, RP, American, Northern), Timing, Intonation, Emphasis</i></p>	<p><b>WHAT will PROGRESS look like in this unit?</b></p> <p>Working towards a sustained and accurate use of vocal techniques.</p>
<p><b>Extended Response (writing, performance or product):</b></p> <p><b>Performance piece - Range of vocal techniques, specific accent</b>  <b>Written evaluation</b></p>	

## Key Stage 3 in the Cabot Learning Federation

### Medium Term Plan

Subject: Drama	Unit Title: Shakespeare	ARE Point: 8.2
<p><b>Key Essentials:</b></p> <p><b>Exposure to Shakespearean texts or scenes.</b>  <b>Exposure to Shakespearean language.</b>  <b>Understanding of contemporary theatre roles with an historical context.</b></p>	<p><b>WHY are children LEARNING this?</b></p> <ul style="list-style-type: none"> <li>• To gain an understanding of English cultural heritage</li> <li>• To allow students to access challenging material and the rewards that it can bring.</li> <li>• To raise students' expectations and aspirations by exposing them to outstanding writing.</li> </ul>	
<p><b>Content:</b></p> <p><i>Data collection for Live Performance Written exam in Week 5. Exam to be completed prior to this to allow time for assessment (Adapt plan as necessary)</i></p> <p><b>Weeks 1-6</b></p> <p>Study of scenes and extracts either from one play or a number of Shakespeare plays to familiarise students with <b>language, plot, themes, atmosphere and characters</b> from the plays.</p> <p><b>Weeks 7-9</b></p> <p>Rehearsal period to prepare one of the previously studied scenes for performance.</p> <p><b>Weeks 10-12</b></p> <p>Assessment period to allow time for quality final performances and a short written evaluation of their performance</p>		

## Key Stage 3 in the Cabot Learning Federation

<p><b>Theatre roles (to be taught alongside the Shakespeare unit)</b></p> <p>Playwright, Performer, Understudy, Director, Stage Manager, Theatre Manager, Sound designer, Set designer, Costume designer, Puppet designer, Technician</p> <p><i>An MCQ will be completed at the end of Term 4 with questions based on their understanding of theatre roles (10 questions)</i></p>	
<p><b>Concepts:</b></p> <p>Students are able to appreciate and master the power of performance in understanding the human condition.</p> <p>They will develop the ability to see the world from different perspectives in more challenging contexts including historical and geographical.</p>	<p><b>HOW will ORACY, READING and WRITING be developed?</b></p> <p><b>ORACY</b> Through performance, discussion, verbal feedback</p> <p><b>READING</b> Translation and interpretation of Elizabethan language</p> <p><b>WRITING</b> Evaluation of performance</p>
<p><b>Terminology and Vocabulary (subject specific and academic):</b></p> <p><b>Theatre roles</b></p> <p>Playwright, Performer, Understudy, Director, Stage Manager, Theatre Manager, Sound designer, Set designer, Costume designer, Puppet designer, Technician</p>	

### Key Stage 3 in the Cabot Learning Federation

<p><b>Elements of playtexts</b></p> <p>Language, plot, themes, atmosphere and characters</p> <p>.</p>	
<p><b>Extended Response (writing, performance or product):</b></p> <p><b>Live Performance Exam at the start of term</b></p> <p><b>Performance piece - Range of vocal techniques, specific accent</b></p> <p><b>Written evaluation (optional)</b></p>	<p><b>WHAT will PROGRESS look like in this unit?</b></p> <p>The ability to perform and deliver lines with understanding and to convey meaning.</p>

## Key Stage 3 in the Cabot Learning Federation

### Medium Term Plan

<b>Subject:</b>	<b>Unit Title:</b>	<b>ARE Point: 8.3</b>
<p><b>Key Essentials:</b> this could be lifted and the developed in greater detail to build a knowledge organiser. Sequence is key here.</p>		<p><b>WHY are children LEARNING this?</b> This is the rational (or defence) of the curriculum, designed to emphasise progression and challenge.</p>
<p><b>Content:</b> The easy part BUT are these the 'best' things to teach and for children to learn? Is the level of challenge appropriate? What exact detail is needed here to ensure that in lessons, regardless of teacher, there is parity of experience?</p>		
<p><b>Concepts:</b> I think this could promote the ideas of understanding and meaning from the ARE descriptor.</p>		<p><b>HOW will ORACY, READING and WRITING be developed?</b> It might be necessary to identify literacy and language challenges for students here. What will be needed as support? What activities will be key?</p>
<p><b>Terminology and Vocabulary (subject specific and academic):</b> Deliberately in place to support PP students and force links across and between subjects.</p>		
<p><b>Extended Response (writing, performance or product):</b> This should be the items used for DOYA, it might be a portfolio of work over time rather than one thing... A minimum or core amount...</p>		<p><b>WHAT will PROGRESS look like in this unit?</b> I'm really interested in the idea of standards – what does DOYA look like but also what does progress look like? What are the different routes that children might take? What does challenge look like?</p>

## Key Stage 3 in the Cabot Learning Federation

### Medium Term Plan

<b>Subject:</b>	<b>Unit Title:</b>	<b>ARE Point: 8.4</b>
<p><b>Key Essentials:</b> this could be lifted and the developed in greater detail to build a knowledge organiser. Sequence is key here.</p>		<p><b>WHY are children LEARNING this?</b> This is the rational (or defence) of the curriculum, designed to emphasise progression and challenge.</p>
<p><b>Content:</b> The easy part BUT are these the 'best' things to teach and for children to learn? Is the level of challenge appropriate? What exact detail is needed here to ensure that in lessons, regardless of teacher, there is parity of experience?</p>		
<p><b>Concepts:</b> I think this could promote the ideas of understanding and meaning from the ARE descriptor.</p>		<p><b>HOW will ORACY, READING and WRITING be developed?</b> It might be necessary to identify literacy and language challenges for students here. What will be needed as support? What activities will be key?</p>
<p><b>Terminology and Vocabulary (subject specific and academic):</b> Deliberately in place to support PP students and force links across and between subjects.</p>		
<p><b>Extended Response (writing, performance or product):</b> This should be the items used for DOYA, it might be a portfolio of work over time rather than one thing... A minimum or core amount...</p>		<p><b>WHAT will PROGRESS look like in this unit?</b> I'm really interested in the idea of standards – what does DOYA look like but also what does progress look like? What are the different routes that children might take? What does challenge look like?</p>

## Key Stage 3 in the Cabot Learning Federation

### DOYA Exemplification

What will this look like for different subjects? Even if this cannot be gained in the amount needed by the end of Term 6, the curators should be able to gather some examples from their own classes for some of the curriculum. I think this will need to be an electronically shared document which only the curators can edit but all teachers can access. The curators can then build this over time. This means, they will need some time in Term 1 and throughout the year to build this up. Teachers can use it together at FNN 2 and FNN 6 ready for assessing. The exemplars need to be for each of these criteria and acknowledge that there might be different routes to all of them. Annotation of the examples will make this clear (in the manner of exam board exemplification). Year 6 exemplars will be useful. All exemplification will be used for training at all levels – teachers assessing their students, SLT understanding of what they should see in classrooms, books etc.

- Deepening (D): describes a child who has reached the year group expectation and is now taking this deeper into more abstract work. These children are following their passion within a broad curriculum that inspires the full range of attainment and interest.
- On track/Working at current age related expectation (O): describes a child who is working at the age related expectation and fulfils all the descriptors.
- Yet to be on track (Y): describes a child who shows some working at age related expectations by fulfilling some of the descriptors, but is not yet on track to achieve all of them.
- At an earlier stage in their learning journey (A): describes a child who working at a level below the age related expectation, typically around a year behind.