



EYFS	Nursery & Reception	
Conceptual Knowledge	<ul style="list-style-type: none"> • To begin to understand the world around them, through watching others and imitating this through play eg. playing teachers • To create games through play, in order to develop creativity and understanding by developing a variety of ways in which to communicate. • To begin to develop communication skills when responding to others 	
Procedural Knowledge	<ul style="list-style-type: none"> • Pretend to be someone else • Engage with others in imaginative play in a safe environment • Demonstrate thoughts, ideas and feelings through actions and language • Respond to others in role 	
KS1	Year 1	Year 2
Conceptual Knowledge	<ul style="list-style-type: none"> • Share ideas and explore issues in an imagined context • Take part in a range of drama strategies including freeze frame, tableau and hot seating • Use simple props, symbols and images to represent meaning • Use voice and body to create characters in an imagined way • Engage in dramatic play using stories and other stimuli 	<ul style="list-style-type: none"> • Devise improvised drama from a range of stimuli • Explore the use of drama strategies to deepen the role or understanding of the situation • Select appropriate props, symbols and images to represent meaning and understand their effect • Choose vocabulary and movement to match the person, place and time required by the story or situation • Explore the structure of storytelling in dramatic form, showing some awareness of audience
Procedural Knowledge	<ul style="list-style-type: none"> • Think clearly about a variety of situations and use drama to make sense of them • Begin to discuss their work and that of others both in and out of role • Understand the difference between pretence and reality within specific contexts • Talk about their choice of voice, movement, gesture, facial expression and appropriateness to character 	<ul style="list-style-type: none"> • Express meaning and attitude through issue-based drama e.g. bullying • Reflect upon the meaning and understanding of their work and that of others, both in and out of role • Discuss their own work and the work of others, showing understanding of different drama forms e.g. the way the story is told, the characters portrayed and the themes depicted • Reflect upon their choice of voice, movement, gesture and facial expression.

LKS2	Year 3	Year 4
Conceptual Knowledge	<ul style="list-style-type: none"> • Structure improvised drama to help make meaning in a variety of situations • Use a range of drama strategies to explore and develop characters in different contexts • Explore and negotiate a range of approaches to represent meaning • Build a character with appropriate control over movement and voice • Use simple scripts, demonstrating an understanding of some theatre conventions e.g. stage directions 	<ul style="list-style-type: none"> • Use structured improvisation to explore and interpret ideas, issues and relationships in their drama work • Explore a variety of dramatic strategies to select appropriate forms • Select and use a wide range of approaches to develop meaning and understanding • Sustain a defined character using appropriate voice, movement, gesture and facial expression • Create a short script based on devised work
Procedural Knowledge	<ul style="list-style-type: none"> • Describe how drama challenged their understanding of an issue or a theme • Reflect on and begin to evaluate their own and others' work, suggesting improvements and using correct basic theatre terminology • Comment on the effectiveness of their structuring of dramatic sequences • Begin to evaluate the appropriateness of their use of voice, movement, gesture and facial expression 	<ul style="list-style-type: none"> • Comment on the effective use of drama in exploring and interpreting an issue or theme • Evaluate their own and others' work • Explain how and why they have developed a role as a result of exploring different dramatic approaches • Evaluate the appropriateness of their use of voice, movement, gesture and facial expression in a defined role • Evaluate the effectiveness of the use of language and theatre conventions in scripts
UKS2	Year 5	Year 6
Conceptual Knowledge	<ul style="list-style-type: none"> • Use drama in an original way to explore and present meaning to a chosen audience • Select and use appropriate strategies and forms to structure effective dramatic outcomes • Make meaning independently and in groups using appropriate dramatic approaches • Adopt and sustain a range of roles using appropriate voice, movement, gesture and facial expression • Create scripts based on devised work using appropriate theatre conventions 	<ul style="list-style-type: none"> • Create performances for different audiences and purposes using various genres, styles and traditions • Make considered use of strategies and forms to experiment with dramatic outcome • Explore how different dramatic approaches change meaning • Adopt a range of roles taking account of purpose and audience • Create scripts based on more complex situations reflecting a range of feelings and points of view
Procedural Knowledge	<ul style="list-style-type: none"> • Evaluate the effectiveness of drama in exploring a range of issues • Use their knowledge of dramatic contexts to evaluate their own and others' work • Justify their choice of approaches in creating a role • Evaluate the appropriateness of their use of voice, movement, gesture and facial expression in a range of roles • Evaluate the effectiveness of the use of script for a chosen audience 	<ul style="list-style-type: none"> • Analyse the effectiveness of drama in exploring complex issues • Analyse their own and others' work making connections with a range of genres • Analyse how their own and others' interpretation of character changes meaning • Evaluate the effect of the use of voice, movement, gesture and facial expression in a range of roles taking account of purpose and audience • Analyse the effectiveness of the use of script for a chosen audience