

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.  
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

## Year 11 Overview 2025-26 – Subject

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment
8 weeks (20 Lessons) (38Days)				
Tues 2-Sep Tues Y7 only Wednesday- whole school	A	1	<b>Component 1- understanding Theatre</b>  This component is a <i>written examination</i> assessing students' knowledge and understanding of drama and theatre. It includes the study of a set play and an analysis and evaluation of live theatre.	Foundational Concepts: page to stage, theatre history, genre conventions  Tier 2/3 Vocabulary: stage configurations, proscenium arch, thrust staging, proxemics, levels, tone, accent, articulation, dialect  Links to wider disciplinary knowledge/cultural capital: Genre conventions, 1980's Britain  careers links: Playwright, actor, director, set design , stage manager, costume designer  <b>Assessment</b>  <b>Formative assessment- lesson 1- knowledge quiz on Blood Brothers</b>  <b>ST1- Component 1:</b> <b>Section A- Develop understanding of key theatre roles () and staging configurations.</b> <b>Section B- Blood Brothers</b>  <b>AT - Lesson 17 and 18</b>  <b>Lesson 20- end of term quiz</b>
8-Sep	B	2		
15-Sep (INSET Friday)	A	3		
22-Sep	B	4		
29-Sep	A	5		
6-Oct	B	ST1	<b>Section A- Develop understanding of key theatre roles () and staging configurations.</b>	
13-Oct	A	ST1		
20-Oct	B	8	<b>Section B- Explore Blood Brothers practically and theatrically.</b>  <b>Section C- Live Theatre analysis and review Develop skills to:</b> <ul style="list-style-type: none"> <li>Analyse acting, design elements, and staging</li> <li>Evaluate effectiveness and impact</li> <li>Support views with examples</li> </ul> <b>Lesson Sequence of Content:</b>  Lesson 1: Themes and context Lesson 2: stage configurations and theatre roles Lesson 2: Introduction to design Lesson 3: The 4 mark question set and costume Lesson 4: Design- sound and lighting Lesson5: 8 mark question Lesson6: 12 mark question Lesson 7: Planning the 20 mark question Lesson 8: 20 mark question Lesson 9: exam timings- live walk through Lesson 10: Understanding effective rehearsal techniques. Lesson 11: practical exploration of the text Lesson 12: Analysing the contrast between Mrs Johnstone and Mrs Lyons Lesson 13: Exploring the theme of social class inequality with in Blood Brothers. Lesson 14: Planning a 20 mark question Lesson 15: Key plot points in Act 1	

			<p>Lesson 16: Understanding the requirements of set design- 4 mark question.</p> <p>Lesson 17: Analysing: 4 mark, 8 mark and 12 mark question</p> <p>Lesson 18: 20 mark question</p> <p>Lesson 19: contrast in education between Mickey and Eddie.</p> <p>Lesson 20: Mickey and Eddie’s developing relationship</p> <p>Unit Learning Outcomes:</p> <p>GW: You can apply the themes and context in Blood Brothers</p> <p>EB: You can perform using an accent to show the character class differences.</p> <p>EW: You can structure a 20 mark question applying themes and context.</p> <table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11/Post 16)</th></tr><tr><td>Page to stage: The crucible</td><td>Component 1: Blood Brothers</td><td>Component 3: Text in Practice</td></tr></table> <p>Common misconceptions</p>	Prior (Y9)	Current (Y10)	Next (Y11/Post 16)	Page to stage: The crucible	Component 1: Blood Brothers	Component 3: Text in Practice	
Prior (Y9)	Current (Y10)	Next (Y11/Post 16)								
Page to stage: The crucible	Component 1: Blood Brothers	Component 3: Text in Practice								
Half-Term										
7 weeks (18 lessons) (35 Days)										
3-Nov	A	9	<p><u>Component 1 – understanding Theatre</u></p> <p>This component is a <i>written examination</i> assessing students’ knowledge and understanding of drama and theatre. It includes the study of a set play and an analysis and evaluation of live theatre.</p> <p>Section A- Develop understanding of key theatre roles ( ) and staging configurations.</p> <p>Section B- Explore Blood Brothers practically and theatrically.</p> <p>Section C- Live Theatre analysis and review Develop skills to:</p> <ul style="list-style-type: none"><li>Analyse acting, design elements, and staging</li><li>Evaluate effectiveness and impact</li><li>Support views with examples</li></ul> <p>Lesson <b>Sequence of Content:</b></p>	<ul style="list-style-type: none"><li>Foundational Concepts: page to stage, theatre history, genre conventions</li></ul> <p>Tier 2/3 Vocabulary: stage configurations, proscenium arch, thrust staging, proxemics, levels, tone, accent, articulation, dialect</p> <ul style="list-style-type: none"><li>Links to wider disciplinary knowledge/cultural capital: Genre conventions, 1980’s Britain</li><li>Careers links: Playwright, actor, director, set design , stage manager, costume designer</li></ul> <p><b>Assessment</b></p> <p>AT- lesson 12- 32 mark question</p>						
10-Nov	B	10								
17-Nov	A	11								
24-Nov	B	12								
1-Dec	A	13								
8-Dec	B	14								
15-Dec	A	15								

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			<p>Lesson 1: To gain understanding of the key plot points in the rest of Act 2.</p> <p>Lesson 2: 20 mark question- the character of Linda</p> <p>Lesson 3: rehearsal for practical showcase</p> <p>Lesson 4: showcase</p> <p>Lesson 5 watching a live production of Blood Brothers</p> <p>Lesson 6: Introduction to Section C- live theatre review/exploring the themes, context and characters.</p> <p>Lesson 7:Watching Live Theatre- Billy Elliot</p> <p>Lesson 8: Watching live Theatre- Billy Elliot</p> <p>Lesson 9: Writing a section C introduction paragraph.</p> <p>Lesson 10: Key scenes – Billy Elliot</p> <p>Lesson 11: Planning a 32 mark response</p> <p>Lesson 12- writing a 32 mark question</p> <p>Lesson 13/18- finalising logbooks</p> <p><u>Unit Learning Outcomes:</u></p> <p>GW: You can recall key points on: character, plot and themes.</p> <p>EB: Explain how performance and design elements contribute to meaning and impact.</p> <p>EW: Evaluate live theatre using subject-specific language and reference to specific moments.</p> <table><tr><th>Prior (Y9)</th><th>Current (Y10)</th><th>Next (Y11/Post 16)</th></tr><tr><td>Page to stage: The Crucible</td><td>Component 1: Blood Brothers and Section C</td><td>Component 3: Text in Practice</td></tr></table>	Prior (Y9)	Current (Y10)	Next (Y11/Post 16)	Page to stage: The Crucible	Component 1: Blood Brothers and Section C	Component 3: Text in Practice	
Prior (Y9)	Current (Y10)	Next (Y11/Post 16)								
Page to stage: The Crucible	Component 1: Blood Brothers and Section C	Component 3: Text in Practice								
Christmas Holiday										
6 weeks (15 lessons) (30 Days)										
5-Jan	B	16	<p><u>Component 3- Text In Practice</u></p> <p>This unit focuses on preparing and performing <b>two extracts from a published play</b> to demonstrate your acting skills and understanding of how theatre communicates meaning.</p> <p>You will explore how to interpret a script, develop believable characters, and rehearse effectively to create polished performances. The work you produce is assessed as <b>non-exam assessment (NEA)</b> and contributes <b>20% of your final GCSE Drama grade.</b></p>	<p>Foundational Concepts: page to stage, Drama tool kit, understanding drama, genre conventions</p> <p>Tier 2/3 Vocabulary: <b>Characterisation Subtext , Proxemics Gesture Facial Expression , Blocking Pitch, Pace Emphasis Projection Diction Motivation Given Circumstances</b></p> <p>Links to wider disciplinary knowledge/cultural capital: Watching a piece of live theatre</p> <ul style="list-style-type: none"><li>Careers links: performer, director, stage manager</li></ul> <p><b>Assessment</b></p> <p>AT- lesson 15- WWW and EBI extract 1 performance</p>						
12-Jan	A	17								
19-Jan	B	ST2								
26-Jan	A	ST2								
2-Feb	B	20								
9-Feb	A	21								

			<p><u>Lesson Sequence of Content:</u></p> <p>Lesson 1: Introduction to component 3 Lesson 2: research/dramatic intentions Lesson 3-13: rehearsal Lesson 14- writing official statement of Dramatic intentions (extract 1) Lesson 15- extract 1 performance</p> <p><u>Unit Learning Outcomes:</u> GW :rehearse effectively, respond to feedback and refine practical work. BI : communicate character, relationships, themes and style to an audience. EW: Understand how context, form and genre inform performance choices.</p> <table><tr><th>Prior (Y9/10)</th><th>Current (Y11)</th><th>Next (Post 16)</th></tr><tr><td>Page to stage: The Crucible, Curious incident, Othello</td><td>Component 3: Text in practice</td><td>Text in practice</td></tr></table>	Prior (Y9/10)	Current (Y11)	Next (Post 16)	Page to stage: The Crucible, Curious incident, Othello	Component 3: Text in practice	Text in practice	
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Page to stage: The Crucible, Curious incident, Othello	Component 3: Text in practice	Text in practice								
<b>Half-Term</b>			<b>6 weeks (15 lessons) (28 Days)</b>							
23-Feb	B	22	<p><u>Component 3- Text In Practice</u></p> <p>This unit focuses on preparing and performing <b>two extracts from a published play</b> to demonstrate your acting skills and understanding of how theatre communicates meaning.</p> <p>You will explore how to interpret a script, develop believable characters, and rehearse effectively to create polished performances. The work you produce is assessed as <b>non-exam assessment (NEA)</b> and contributes <b>20% of your final GCSE Drama grade.</b></p> <p><u>Lesson Sequence of Content:</u> Lesson 1-8: Rehearsal</p>	<p>Foundational Concepts: page to stage, Drama tool kit, understanding drama, genre conventions</p> <p>Tier 2/3 Vocabulary: <b>Characterisation Subtext , Proxemics Gesture Facial Expression , Blocking Pitch, Pace Emphasis Projection Diction Motivation Given Circumstances</b></p> <p>Links to wider disciplinary knowledge/cultural capital: Watching a piece of live theatre</p> <ul style="list-style-type: none"><li>Careers links: performer, director, stage manager</li></ul> <p><b>Assessment</b> AT- Lesson 9 – extract 2 Component 3: GCSE performance- Temporary date- Tuesday 31<sup>st</sup> March</p>						
2-Mar	A	23								
9-Mar	B	24								
16-Mar	A	25								
23-Mar	B	26								
30-Mar (finish Wednesday 1 <sup>st</sup> April)	A									

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			<p>Lesson 9- AT performance- extract 2</p> <p>Lesson 10- Tech rehearsal</p> <p>Lesson 11- tech rehearsal</p> <p>Lesson 12- dress rehearsal</p> <p>Lesson 13- rehearsal</p> <p>Lesson 14 rehearsal</p> <p>Lesson 15- component 3- GCSE performance</p> <p>Unit Learning Outcomes:</p> <p>GW :rehearse effectively, respond to feedback and refine practical work.</p> <p>BI : communicate character, relationships, themes and style to an audience.</p> <p>EW: Understand how context, form and genre inform performance choices.</p>							
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Prior (Y9/10)	Current (Y11)	Next (Post 16)								
Page to stage: The Crucible, Curious incident, Othello	Component 3: Text in practice	Text in practice								
Easter Holiday										
5 weeks (12 lessons) (24 Days)										
20-Apr	B		<p><u>Component 1 revision</u></p>							
27-Apr	A	29								
4-May (Bank holiday Mon)	B	GCSE								
11-May	A	GCSE								
18-May										
	B	GCSE								
<p>This unit focuses on preparing and performing <b>two extracts from a published play</b> to demonstrate your acting skills and understanding of how theatre communicates meaning.</p> <p>You will explore how to interpret a script, develop believable characters, and rehearse effectively to create polished performances. The work you produce is assessed as <b>non-exam assessment (NEA)</b> and contributes <b>20% of your final GCSE Drama grade.</b></p> <p>Lesson 1:Watching Live Theatre- Billy Elliot</p> <p>Lesson 2: Watching live Theatre- Billy Elliot</p> <p>Lesson 3: Writing a section C introduction paragraph.</p> <p>Lesson 4: Key scenes – Billy Elliot</p> <p>Lesson 5: Planning a 32 mark response</p> <p>Lesson 6- writing a 32 mark question</p> <p>Lesson 7-12- Section B: Blood Brothers revision</p>										
Half-Term										
7 weeks (?? lessons) (35 Days)										

1-Jun	A	GCSE		
9-Jun	B	GCSE		
16-Jun	A	GCSE		
23-Jun	B	GCSE		
(Total: 190 Days)				

### Prompt Questions

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Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
  - For each Unit? By the end of the Year?
    - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)
- How will you assess students understanding?
- How will written feedback be given?
- How can lessons be adapted?