

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge & Skills	<ul style="list-style-type: none"> •Component 2 Devising Theatre •NEA •Practical performance and Log Book •Rehearsal technique •Component 1 written paper re-visited •Bi-weekly theory lessons on Blood brothers and live theatre exam technique and questions 	<ul style="list-style-type: none"> •Live Theatre Component 1 •Filming and submission of NEA •Submission of Log book-academic writing 	<ul style="list-style-type: none"> •Component 3 Texts in practice •Practical assessment worth 20% of the exam •Rehearsing 2 pieces from the same play •Rehearsal technique •Discipline •Line Learning •Team work 	<ul style="list-style-type: none"> •Component 1-written exam technique •Blood Brothers-set text •StagEd recorded resources •Live Theatre 	<ul style="list-style-type: none"> •Component 1-written exam technique •Blood Brothers •Live Theatre 	Exam 8 th May 2026
Links to prior learning	<ul style="list-style-type: none"> •Component 2 begins in Summer 2 Year 10 •Build on devising skills from KS3 and year 10 •Practitioner workshops 	<ul style="list-style-type: none"> •Development of skills from year 10 into realisation of NEA piece •Practitioner skills incorporated and realised •Reflection with section 3 of the log book 	<ul style="list-style-type: none"> •Component 3 skills taught in Spring 1 year 10 •Line Learning •Rehearsal techniques •Commitment and discipline 	<ul style="list-style-type: none"> •Study of a set text in both Drama and English Lit •Character studies-golden moments •Exam technique 	<ul style="list-style-type: none"> •Study of a set text in both Drama and English Lit •Character studies-golden moments •Exam technique •Time management 	
Assessment	<ul style="list-style-type: none"> •Formal assessment during mock exam window •60% of GCSE completed •Marked inhouse moderated by AQA 	<ul style="list-style-type: none"> •Formal assessment during mock exam window •60% of GCSE completed •Marked inhouse moderated by AQA 	External Visiting Examiner from AQA. March of year 11 prior to Easter	<ul style="list-style-type: none"> •Bi-weekly written assessment points on all sections of the written exam •Interleaving and time management built in 	<ul style="list-style-type: none"> •Bi-weekly written assessment points •Focus on time management 	<ul style="list-style-type: none"> •Written exam 8th May 2026 •Completion of the course
Home learning	<ul style="list-style-type: none"> • Extra-curricular practical rehearsals • Log book 	<ul style="list-style-type: none"> •Prep for component 3 •Reading specified scripts for component 3 	<ul style="list-style-type: none"> •Guided revision component 1 •Line learning 	<ul style="list-style-type: none"> •Guided revision component 1 	<ul style="list-style-type: none"> •Guided revision component 1 	
Cultural Capital and extra-curricular opportunities	<ul style="list-style-type: none"> •Theatre visits •Extra curricular rehearsals •Revision sessions 	<ul style="list-style-type: none"> •Extra curricular rehearsals •Revision sessions 	<ul style="list-style-type: none"> •Extra curricular rehearsals •Revision sessions 	<ul style="list-style-type: none"> •Weekly revision session as per school timetable •Drop in/open house •Guided interventions 	<ul style="list-style-type: none"> •Weekly revision session as per school timetable •Drop in/open house •Guided interventions 	
Literacy	<ul style="list-style-type: none"> •Subject specific terminology embedded •Endless oracy opportunities •Writing scripts •Creating characters •Language, form and structure •Theme, tone subtext •Active reading •Fluency with rehearsal •Academic writing 	<ul style="list-style-type: none"> •Subject specific terminology embedded •Endless oracy opportunities •Writing scripts •Creating characters •Language, form and structure •Theme, tone subtext •Active reading •Fluency with rehearsal •Academic writing 	<ul style="list-style-type: none"> •Reading and performing scripts •Creating characters •Language, form and structure •Theme, tone subtext •Active reading •Fluency with rehearsal •Authorial Intent •Consideration of punctuation and effect on performance 	<ul style="list-style-type: none"> •Exam technique •Understanding the questions and identifying the command words •Organisation of responses •Subject terminology 	<ul style="list-style-type: none"> •Exam technique •Understanding the questions and identifying the command words •Organisation of responses •Communicate responses effectively under timed conditions •Subject terminology 	
Numeracy	<ul style="list-style-type: none"> •Re-enforcing time concepts •Time management and organisation 	<ul style="list-style-type: none"> •Schedules and timelines for rehearsals and assessment 	<ul style="list-style-type: none"> •Schedules and timelines for rehearsals and assessment •Re-enforcing time concepts •Time management and organisation 	<ul style="list-style-type: none"> •Time management with written assessment •Weighting of high tariff questions and the impact on outcomes •Working with assessment outcomes and banding •Chronology of responses for the set text 	<ul style="list-style-type: none"> •Time management with written assessment •Weighting of high tariff questions and the impact on outcomes •Working with assessment outcomes and banding •Chronology of responses for the set text 	
Careers Information, Education, Advice and Guidance (CEIAG)	<ul style="list-style-type: none"> •The roles and responsibilities in the theatre •Progression with college applications 	<ul style="list-style-type: none"> •Advice on local college course for potential progression within the arts •Progression with college applications and interviews 	<ul style="list-style-type: none"> •Support with practical auditions-all local 6th form colleges have a practical audition day for Performing Arts Courses 	<ul style="list-style-type: none"> •Support with practical auditions-all local 6th form colleges have a practical audition day for Performing Arts Courses 	<ul style="list-style-type: none"> •Support with practical auditions-all local 6th form colleges have a practical audition day for Performing Arts Courses 	
Spirituality	<ul style="list-style-type: none"> •Moral concepts •Ethical choices •Connection to others and the world •Social Empathy •Social awareness •Using drama as a didactic movement 	<ul style="list-style-type: none"> •Moral concepts •Ethical choices •Connection to others and the world •Social Empathy •Social awareness •Using drama as a didactic movement 	<ul style="list-style-type: none"> •Moral concepts •Ethical choices •Connection to others and the world •Social Empathy •Social awareness •Working with others towards a shared goal •Humility and respect on practical exam day 	<ul style="list-style-type: none"> •Self- awareness •Resilience •Purpose •Patience with yourself and others 	<ul style="list-style-type: none"> •Self- awareness •Resilience •Purpose •Patience with yourself and others 	
How can parents support the curriculum?	<ul style="list-style-type: none"> •Encourage attendance to extra-curricular rehearsals and revision sessions •Help with revision materials 	<ul style="list-style-type: none"> •Encourage attendance to extra-curricular rehearsals and revision sessions •Support with managing deadlines •Practical support such as helping with line learning •Emotional support for practical exam days •Encouraging healthy choices prior to assessment points-sleep hygiene, phone usage, personal organisation 	<ul style="list-style-type: none"> •Encourage attendance to extra-curricular rehearsals and revision sessions •Support with managing deadlines •Practical support such as helping with line learning •Emotional support for practical exam days •Encouraging healthy choices prior to assessment points-sleep hygiene, phone usage, personal organisation 	<ul style="list-style-type: none"> •Encourage attendance to revision sessions •Support with managing deadlines and revision timetable 	<ul style="list-style-type: none"> •Emotional support through exam season •Celebrate success' 	