

Ensuring all our students have an equity of experience across the curriculum is an area that our staff have been **working hard** to develop. This means that everyone receives consistently high-quality lessons and follows the same agreed curriculum. To check this happens Heads of Department and Senior Leaders drop into lessons to see what students are learning. A selection of students are also invited each half term to be involved with curriculum student voice sessions. This is a real opportunity for our students to reflect on their lessons and their learning. We are really proud of everyone who has **joined in** so far and has been involved. Throughout the year we will be giving this opportunity to as many students as possible.



Work Hard



Be Kind



Join In

This half term our staff have been working on developing 'Direct Instruction' as a way of improving their quality of lessons. This is the part of the lesson where the teacher imparts the powerful knowledge and information that students need to know. We have used morning briefing time as well as some of our afterschool training time to share best practice. Staff have been starting their lessons by explaining where an individual lesson fits within the wider context of the whole unit so that students are clear about what they are learning and why. In turn, you will see that we have included a brief summary on the following pages so that you too can have a better understanding about what they are learning in the classroom.

Lots of exciting developments have been happening in our Voc Ed Faculty especially regarding our E-sports course. We are now a trailblazer centre for leadership skills foundation to deliver the L1 and 2 e-sports leadership awards. These will be available for KS3 and KS4 students. Watch this space for more information which will be coming soon.

In Year 13 we are in the process of becoming a partner school for the College of E-Sports in London. They offer degree level courses in a range of subjects including Business, Marketing and Digital Media. This partnership will mean that our students are guaranteed an interview and if they are accepted onto the course, they will have a university mentor during their final year at TCS.

We continue to be outward looking and as part of our latest Ivy Education Trust Curriculum network meetings, the secondary Heads of Faculty for Humanities have been able to meet to share expertise and arrange visits to each other's schools to see the curriculum in action.

For parents of students in KS3, you should have received the first of our new academic reports which aim to provide a more detailed picture of student performance. We would really welcome your feedback via: <https://forms.office.com/e/ZqwxZ9L1Jf>

If you would like to find out more about the curriculum for any of our subjects, please visit our website <https://www.teignmouthsecondary.co.uk/the-tcs-curriculum/>

Curriculum Update



We have been working hard on mapping our **Year 7** curriculum so that you have a better understanding of what students will be learning each half term. Have a look at what is coming up in the next few months.

PSHE Lessons	Assemblies	Events	Careers
Personal safety <ul style="list-style-type: none"> Understanding Drugs Tobacco – Risks and Influences Alcohol and Risk 	<ul style="list-style-type: none"> Best Version of you? A reflection on this year. 	<ul style="list-style-type: none"> Graduation British Esports Championship finals Awards' Evening Day of Sport Devon Music Mix trip SEND Moors festival SEND Beach Festival 	

Subject	Unit of Work
English	The Gothic <p>Why are we studying this? This will build on the work relating to classicism and romanticism that year 7 has already completed this year, through their study of Faustus by Christopher Marlowe and the poetry of Romantic Poets such as Wordsworth, Keats and Coleridge Taylor.</p>
Maths	Proportion Fractions, decimals and percentages Probability <p>Why are we studying this? These are the building block skills required to access the statistical elements of the curriculum moving into future years.</p>
Science	Respiration and photosynthesis <p>Why are we studying this? In this section we will explore how plants harness the sun's energy in photosynthesis in order to make food (glucose) and oxygen. Then how the human body transports and uses the products of photosynthesis to release energy in reactions called aerobic and anaerobic respiration.</p>
History	<p>The Tudors This unit begins with an exploration of the Wars of the Roses to understand how England came to have Tudor monarchs. We then look at the Tudor monarchs in depth, beginning with Henry VIII and continuing with the reigns of his children, Edward, Mary and Elizabeth.</p> <p>Why are they studying this? Students continue their chronological journey through history, building on the knowledge of the Medieval period acquired in the last term. Students will be able to further develop their understanding of the power and the role of the monarch and how this evolved and shaped the nation.</p>
Geography	<p>From moor to sea: What happens when the land meets the sea? Students will apply key geographical theory to our local place, exploring how our landscape changes from land to sea. Students will begin by developing an understanding of the climate of upland areas, exploring how rivers change as we travel towards the sea and investigating how coastal processes have shaped Dawlish Warren.</p> <p>Why are we studying this? The unit of work allows the students to move from the global to the local scale by investigating the processes and landforms at our coasts and rivers. Students will be introduced to UK landscapes and provided with opportunities for geographical and decision-making skills.</p>

Year 7 Summer 2





Subject	Unit of Work
MFL	<p>Family and pets (present tense)</p> <p>Why are we studying this? Students have been learning a range of topics to be able to talk about themselves this year. The summer term focuses on family members and pets to be able to describe those closest to us and the relationships we have with them. This topic builds on the personal description they covered in the Autumn term to extend their knowledge and be able to talk about someone else as well as themselves.</p>
PE	<p>Athletics, Rounders and Cricket</p> <p>Why are we studying this? In the summer term all students study Athletics and cover a range of running, jumping and throwing events. As well as practicing these events to develop techniques we develop a lot of physical literacy understanding about the components of fitness. Team sports for this term are Cricket and Rounders where students will develop the specific striking and fielding skills for these sports.</p>
Art	<p>Colour Theory</p> <p>Why are we studying this? In order to progress, students need a sound knowledge of colour theory; how artists use colour, how to mix colour and the colour groups. They mix and apply colour in a range of innovative techniques.</p>
Design and Technology	<p>Food Module: Healthy eating; Design Technology: Making a torch and making a mechanical toy</p> <p>Why are we studying this? Students rotate around a range of modules in Technology spending a term in the Food area learning about the basics of healthy eating whilst learning to combine ingredients for a range of dishes using the rubbing in method. In the other areas of technology students are learning about basic electronics and computer aided design as well as learning about basic hand tools and safety as these skills all form a foundation of knowledge that builds from KS2.</p>
IT	<p>Modelling data using spreadsheets (7.6)</p> <p>Why are we studying this? This is an essential digital literacy skill that students will use throughout different subjects in school, being able to collect data such as surveys, look for patterns and draw conclusions about what that data means.</p>
Drama	<p>Musical Theatre</p> <p>Why are we studying this? This scheme enables groups to recreate scenes from a famous musical, involving acting, singing and dance in an ensemble performance. Students will understand how to identify clues for characterisation in the text; how to transform themselves into a believable character; understand the meaning of the term 'Page to Stage'; use Rehearsal Techniques to transform a text into a performance; understand how to stage songs from a musical using choreography; understand the term choreography and how to develop choreography skills.</p>
Music	<p>Find your Voice - <i>Acquiring foundation ensemble performance knowledge</i></p> <p>Why are we studying this? How to sing in 3 part harmony as a class and within a smaller ensemble; How to perform on a breadth of instruments including ukulele, bass guitar and drum kit; What an effective rehearsal strategy as an ensemble is; How to apply an effective rehearsal strategy to their group performance; How to effectively plan next steps in rehearsal</p>
EPR	<p>What are sacred places? Students will consider the influence of positionality and geography on ideas, beliefs and worldviews including the Holy Land, Lourdes and the River Ganges. By exploring sacred spaces in religion and culture, students are learning about the physical manifestation of enduring religious and cultural practices, as well as allowing an insight into beliefs, values and identities.</p> <p>Why are they studying this? This unit of study allows students to put their prior knowledge about God/s, deities and prophets into context in the physical world. It also introduces key concepts in religious belief and practices such as pilgrimage, manifestation, rituals and miracles.</p>

Curriculum Update



We have been working hard on mapping our **Year 8** curriculum so that you have a better understanding of what students will be learning each half term. Have a look at what is coming up in the next few months.

	PSHE Lessons	Assemblies	Events	Careers
	Personal safety <ul style="list-style-type: none"> • Understanding Drugs • Tobacco – Risks and Influences • Alcohol and Risk 	<ul style="list-style-type: none"> • Best Version of you? A reflection on this year. 	<ul style="list-style-type: none"> •Awards' Evening •Day of Sport •Devon Music Mix trip •British Esports Championship finals •SEND Moors festival •SEND Beach Festival 	

	Subject	Unit of Work
Year 8 Summer 2	English	Multi-Cultural Perspectives <p>Why are we studying this? Following the work on the literature of London through time and the study of Animal Farm, Year 8 will begin to look at how activists from different backgrounds, cultures and time periods have articulated their ideas through poetry.</p>
	Maths	Inequalities, brackets, algebraic fractions and recurring decimals <p>Why are we studying this? Now that fundamental aspects of algebra have been covered throughout year 7 and 8 students are ready to manipulate harder expressions so that they can access the more advanced algebraic skills in year 9, 10 and 11.</p>
	Science	Acids and Alkalis <p>Why are we studying this? Students will learn the differences between an acidic and an alkaline solutions, how to identify them and their different properties. This will help the students to the understand the properties and uses of different household substances e.g. bleach, toothpaste etc.</p>
	History	<p>Year 8: WWI Students have recently been studying the role and expectations of women in Victorian England. From this, they have explored the methods used by the Suffragists and Suffragettes to gain women the vote. Students are now beginning the causes that sparked World War One in 1914.</p> <p>Why are they studying this? Students continue to explore the key concept of 'empire' that has been studied during the Spring Term, as well as other important historical concepts such as cause and consequences. This knowledge will also prepare students for History in Year 9 as they will cover 20th century historical events in more depth, such as World War Two in 1939.</p>
	Geography	<p>Year 8: What is Brazil like? This unit provides the opportunity to explore a particular area of the world in more detail. It will examine the human and physical geography of Brazil investigating such areas as climate and population with a particular focus on the importance of Brazil now, and in the future.</p> <p>Why are they studying this? This unit of work is designed to get students 'thinking like a geographer', pulling across a number of themes they have studied across the year. This unit reflects many of the skills that are required at GCSE due to its synoptic nature.</p>



Curriculum Update



MFL	<p>At home (+ future tense)</p> <p>Why are they studying this? Students have been learning a range of topics to be able to talk about their local area and where they live this year. This topic builds on from the Spring term which covered their local area to now being able to talk about their home. This topic also builds in terms of grammar by deepening students' knowledge and use of the near future tense, as well as using the present tense from year 7.</p>
Art	<p>Perspective Buildings</p> <p>Why are they studying this? Learning how to draw form 3 dimensionally to create foreground and distance in a picture. Students also learn about working with precision using drawing equipment. This type of formal structural drawing is a foundation for drawing more complex forms</p>
IT	<p>Introduction to Python programming (8.6)</p> <p>Why are they studying this? Python is a diverse programming language that can be used for everything from the back end of web pages and data analysis to game development. Python is an easy language to pick up in year 8 allowing for the development of programming skills.</p>
Drama	<p>Stage Combat</p> <p>Why are they studying this? This scheme gives students the skills to shape and stage a show from scratch, turning them into true theatre makers. Students will understand how spontaneity and improvisation can be used to Devise Drama; use research to develop your devised performance; understand the importance of structure and how to use it to communicate your plays ideas and message effectively to an audience; will create distinct scene's and use key devising techniques to add structure; will understand how to rehearse a devised performance using rehearsal techniques</p>
Music	<p>World Music</p> <p>Why are they studying this? Developing knowledge of composition using scales, rhythms and pitches from around the world. What the key features of some different musical traditions from around the world are; How to create a high-quality performance in 2 differing world music styles; How to compose in 2 differing world music styles; How to identify the musical elements in a piece of world music</p>
Design and Tech	<p>Food Module: Computer Aided Design and Programming module: Windmills with an engineering and sustainable energy focus.</p> <p>Why are they studying this? In the Food rotation, students are developing more complex skills by making bread doughs and pasta from scratch. They also learn about macro and micro-nutrients needed for a healthy diet. In the other rotations students build on their computer aided design skills and then 3d print their own phone stand. Students will also develop their knowledge of micro controllers resulting in a group design for a charitable product. More complex skills in engineering are also taught looking at using bearings, understanding material properties and creating screw threads for a windmill project. These skills all form a foundation of knowledge for KS4 as well as life skills.</p>
EPR	<p>Year 8: Where do we come from and where are we going? In this unit students study the beginnings and origins of religious belief about worldviews whilst also considering the futures and destiny of the individual and religious belief. Students will be introduced to key concepts in religion and philosophy such as free will, destiny, evolution and creation.</p> <p>Why are they studying this? This unit allows students to begin to practice their philosophical, debating and critical thinking skills that we will continue to build and strengthen in Year 9. This unit provides students time for reflection and consideration of their own viewpoints and perspectives as well as building a deeper comprehensive picture of worldviews and religion.</p>
PE	<p>Short Tennis, Athletics and Rounders / Cricket</p> <p>Why are we studying this? In the summer term students are doing Athletics and developing the skills learned in year 7 to improve their athletic performance. Students will also be introduced to short tennis looking at skills and tactics of the game. Team sports for this term are Cricket and Rounders where students will develop their skills and tactics from year 7.</p>

Curriculum Update



We have been working hard on mapping our **Year 9** curriculum so that you have a better understanding of what students will be learning each half term. Have a look at what is coming up in the next few months.

PSHE Lessons	Assemblies	Events	Careers
Personal safety <ul style="list-style-type: none"> Exploring Attitudes to Drugs Drugs: The Law and Managing Risk Drugs and their Effects: Alcohol and Cannabis 	<ul style="list-style-type: none"> Best Version of you? A reflection on this year. 	<ul style="list-style-type: none"> Awards' Evening Day of Sport British Esports Championship finals SEND Moors festival SEND Beach Festival Sport leader induction 	

Subject	Unit of Work
Year 9 Summer 2	English Speaking & Listening Why are we studying this? In preparation for the beginning of GCSE examination content in September, Year 9 will begin their study for the Speaking and Listening Endorsement, using rhetorical skills to produce a presentation on a topic of their choice in front of an audience.
	Maths Similarity and congruence, handling data and statistical diagrams and vectors Why are we studying this? Handling data topics have been introduced in the summer terms of year 7 and 8. Students are now ready to not only cover further methods of representing data but also begin the process of analysis required for KS4.
	Science Human bioenergetics Why are they studying this? In this section we will explore how plants harness the Sun's energy in photosynthesis in order to make food (glucose) and oxygen. Then how the human body transports and uses the products of photosynthesis to release energy in reactions called aerobic and anaerobic respiration.
	History How has crime and punishment changed in Britain Students have been exploring different types of crimes, punishments and policing methods that were prevalent in the Medieval Period. Why are they studying this? Students are building upon the skills and knowledge that they acquired in the during the Spring Term as this scheme of work also follows a thematic and chronological approach.
Geography Year 9: What are TRF like? Students will explore the adaptations of species, the TRF structure, the role of humans in exploiting and threatening Tropical rainforests, alongside ways in which this can be managed. Why are they studying this? The final topic in Year 9 focuses on 'The Living World' and starts to prepare the students for their GCSE. Through examining their involvement in the palm oil trade students are encouraged to understand the role they play in deforestation and habitat loss. This topic will ensure students are both motivated and engaged, even if they are not pursuing Geography at GCSE.	



Curriculum Update



Subject	Unit of Work
MFL	<p>Food and festivals (+ past tense)</p> <p>Why are they studying this? Students have been learning a range of topics and vocabulary to be able to use Spanish and French abroad. This topic builds on the topic of holidays which they covered in the Spring term and focuses on food and cultural knowledge of the target language countries. This language is pertinent for students to use abroad in 'real life'. In terms of grammar, this topic builds on students' knowledge of the present and future tenses from year 8 and focuses on being able to express actions and opinions in the past tense to show variety and be able to talk in 3 timeframes.</p>
Art	<p>Street Art</p> <p>Why are they studying this? Students are learning about contemporary artists and how they communicate controversial themes in their own unique way. Students are introduced to photoshop so that they can learn about manipulating their own images and creating complex art pieces in the style of a prominent artist using an alternative medium. The skills and knowledge taught form the foundation off skills for GCSE Photography or GCSE Art and Design.</p>
IT	<p>Developing physical computing projects (9.6)</p> <p>Why are they studying this? This last unit in year 9 is for students to explore what they have learned throughout KS3 and develop their own unique solutions to programming problems.</p>
Drama	<p>Developing skills and Techniques in the Performing Arts.</p> <p>Why are they studying this? Students interpret and rehearse an extract from a play linked to the acting style explored in workshops. Students will use self-analyses of their own skills; learn lines for performance; collaborate with others to shape their performance; create rehearsal schedules to develop their work; learn how to set out/block a scene; explore how to design for performance, considering and planning all technical aspects; plan and run a technical and dress rehearsal</p>
Music	<p>20th Century techniques Minimalism / Serialism</p> <p>Why are they studying this? Refining knowledge of composition through the use of 20th century technique. How composition developed at the start of the 20th century; What the key features of minimalism are; How to compose music in a minimalist style; How to compose music in an aleatoric style; How to compose music in a serialist style; How to create a high-quality composition using the above given stylistic techniques</p>
Design and Technology	<p>Students rotate around one Technology area per term: Food Module: Engineering module– manufacturing a screw- driver and casting; Timber module:- creating a wooden bird feeder</p> <p>Why are they studying this? This year forms the foundation of knowledge of KS4: In Food students recap on dietary needs and food hygiene whilst gaining knowledge in sustainable foods and making their own choices based on factors like allergens, availability, food miles and health. Students cook more complex dishes based on the rubbing in and dough methods previously learnt. Engineering students operate the lathe and heat treat metal in order to manufacture a screwdriver from a drawing, they learn about accuracy and working independently to use machinery. In DT Timbers students build on their computer aided design knowledge as well as the skills they have previously developed using hand tools to create a wooden bird feeder based on the Art Deco period. These are all skills needed for KS4 that build directly on the foundation of skills taught in Year 7 and Year 8. The skills and knowledge base also give skills for life.</p>
EPR	<p>Year 9: How do religions change over time? This unit provides an opportunity for students to consider the dynamic and changing nature of worldviews in their local community, country and globally. Students will study topics such as technology, science and secularism to investigate how they may influence people's personal values and viewpoints. Students will be given the opportunity to consider the future of religion and worldviews.</p> <p>Why are they studying this? This unit prepares students for KS4 by strengthening skills of interpretation of beliefs and applications to challenges and the modern era. This will promote a</p>

Curriculum Update



We have been working hard on mapping our **Year 10** curriculum so that you have a better understanding of what students will be learning each half term. Have a look at what is coming up in the next few months.

PSHE Lessons	Assemblies	Events	Careers
Personal safety • Substance Use: Assessing Risk • Substance Use: Managing Influence • Substance Use: Help Seeking and Sources of Support	• Best Version of you? A reflection on this year.	•Awards' Evening •Day of Sport •Dawlish Warren Fieldtrip (Geography) •Post 16 taster day •British Esports Championship finals	• Work Experience Week

Subject (Core)	Unit of Work
Year 10 Summer 2	English Power & Conflict Poetry Why are we studying this? As Year 10 continue their study of GCSE examination content, following completion of A Christmas Carol, An Inspector Calla and English Language Paper 1, they will continue to study an anthology of poems on the topics of 'Power & Conflict' ranging from the work of William Blake in 1792 all the way through the Beatrice Garland in 2015.
	Maths Higher – Collecting data, Statistical graphs, Graphs of quadratics, cubics and circles Why are we studying this? Statistical methods covered in previous years can now be used to represent data in graphical form. This requires students to broaden their understanding of graphs types and techniques for their representation. Foundation – Area and volume of circles, cylinders, spheres, Fractions and reciprocals and Indices and standard form Why are we studying this? Previously covered areas of 2-Dimensional shapes can now be extended towards 3-Dimensional shapes requiring a more in depth understanding of formulae. Numeracy methods covered in previous years are now ready to be used to manipulate forms of presentation of number.
	Science Forces Why are we studying this? Forces are all around us and are responsible for changing the motion of objects, without forces life would be impossible. Even while you are sat reading this, the force of gravity is holding you down and the contact force of the seat is holding you up. During this unit students will learn about the different types of forces and how they interact.



Curriculum Update



Subject (Core)	Unit of Work
History	<p>British depth study – Early Elizabethan England, 1558-88 This unit is our British depth study, focusing on a short time span of Elizabeth I’s reign. This unit requires students to understand the complexity of Elizabethan society and the interplay of different aspects within it, including social, economic, political, religious and military aspects.</p> <p>Why are they studying this? Students are studying this unit as part of the GCSE History qualification. This unit builds upon prior knowledge developed during the study of KS3 History, but allows students to consider the first half of Elizabeth I’s reign in greater depth, as well as the emerging threats and challenges to her rule.</p>
Geography	<p>Physical Landscapes: Rivers & Coasts Students will continue to explore the varied landscapes of the UK with a particular focus on coasts. As part of this unit of work students will explore the formation of differing landforms, drawing upon real life examples, alongside the causes of flooding and how this can be managed.</p> <p>Why are they studying this? Students are studying this unit as part of their GCSE qualification for paper one, building upon their foundational knowledge from Ks3. As part of this unit, students will undertake a piece of coastal fieldwork meaning that the placement of this unit is at an ideal time to facilitate this.</p>
EPR	<p>Non-Examined Year 10: Is life valuable? – needs to be more specific to content being studied. Students will investigate the quality and characteristics of life. This will allow them to develop reasoned opinions and answers to questions such as ‘when does life begin?’ and ‘Should we be able to choose when we die?’. Students will understand that worldviews can influence legal policy, having a real impact of the lives and communities.</p> <p>Why are they studying this? By studying this unit, students will be able to make links to campaigns and policies that are being implemented in the world currently and be able to consider the consequences of them. This unit will prepare students to engage in linked Year 11 topics such as environmental responsibility and stewardship.</p>
PE	<p>Each class will choose at least 2 sports each term from the categories of Games, Aesthetics, Fitness, Leadership or Alternative Sports. Summer Sports such as Rounders, Athletics, Cricket, Softball, Volleyball, Short Tennis or Ultimate Frisbee are some of the options they can choose.</p>

For Option Subjects please see the road maps on the school website.



Curriculum Update



We have been working hard on mapping our 6th form curriculum so that you have a better understanding of what students will be learning each half term. Have a look at what is coming up in the next few months for Personal Development.

	PSHE Lessons	Assemblies	Events	Careers
Year 12	<p><u>Barclays Life Skills (16-19):</u></p> <ul style="list-style-type: none"> Lesson 1 - Finances and The World Of Work Lesson 2 - Financial Survival Skills Lesson 3 - Planning Finances for the Future 	<ul style="list-style-type: none"> Introduction to UCAS Enrichment Awards 	<ul style="list-style-type: none"> Sixth Form leaders – Sports Marathon and Day of Sport supporting lower school A Level Fieldwork Week (Geography) British Esports Championship finals 	<ul style="list-style-type: none"> Work Experience Week UCAS registration workshops – NSSW

For subject specifics please see the road maps on the school website.

