

Curriculum Update Summer

Looking ahead, we are excited to welcome our new cohort of Year 7 students. They will be joining us for an induction day on the 8th of July. This day will provide them with the chance to get to know the school site, meet their peers in small groups, and experience a taster of the types of lessons they will encounter in Year 7. We know that transition to secondary school can be both exciting and a little daunting, and this induction is designed to help ease that process. After school we are inviting our new cohort and their families for a welcome picnic on the field.



Work Hard



Be Kind



Join In

Over the next half term, our staff will be focusing on enhancing the way we provide feedback to students, ensuring that it is clear, targeted, and effective in helping them move forward in their learning. One of the key concepts we are exploring is the idea of 'hunting not fishing' when it comes to feedback. This means being really explicit about what we are looking for in students' work. Rather than offering vague or general comments, we aim to clearly communicate the specific criteria for success from the outset. This approach helps students understand exactly what they need to focus on and makes feedback more actionable. By adopting this method, our goal is to empower students to take ownership of their progress. When they know what good work looks like and receive precise, constructive feedback, they can make immediate improvements and continue to develop their skills with greater confidence. We believe that by sharpening our feedback methods, we will support deeper learning and foster greater independence in our students.

Some of our middle leaders will also be visiting local primary schools during the next half term to gain insight into how their subject areas are taught at Key Stage 2. This valuable experience will support our curriculum planning by helping us understand the foundation students have when they arrive in Year 7. It also ensures a smoother transition from primary to secondary education, allowing us to build more effectively on prior learning. We will be looking at what progress looks like in each year group so that we can challenge students to do their very best.

We are also working hard to finalise our timetable for the next academic year. As part of this, students will be placed in new teaching groups. This change is beneficial as it gives students the chance to build relationships with different teachers and classmates, fostering new friendships and collaborative skills. We encourage students to view this as a fresh opportunity to expand their social circles and grow as learners. Timetables will be distributed on the first day back in September.



If you would like to find out more about the curriculum

Teignmouth Community School



	PSHE Lessons	Assemblies	• Events	Careers
	Mental health <ul style="list-style-type: none"> Digital resilience Unhealthy Coping Strategies Healthy Coping Staretgies 	<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 Christpher 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>



Subject	Unit of Work
MFL	<p>Family and pets (present tense)</p> <p>Why are we studying this?</p> <p>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?</p> <p>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>Programming essentials using Microbit</p> <p>Why are we learning this unit?</p> <p>Using the micro:bit and Make Code environment, allows the students to transition from block coding to text based programming. Additionally, it challenges students academically, which subsequently prepares them for the challenges of KS3, allowing them to adjust gradually and build confidence.</p>
Drama	<p>Musical Theatre</p> <p>Why are we studying this?</p> <p>Year 7 will be looking at combining acting skills, movement and music in a Musical Theatre scheme of learning. They will be using the popular stage show 'Oliver to explore characterisation, choreography and singing.</p>
Music	<p>Pop Music Beats</p> <p>Why are we learning this unit?</p> <p>This unit introduces students to the fundamentals of pop music production. They will learn how to use Charanga DAW to create their own beats, compose melodies, and experiment with harmonic structures. Through composition students will gain an understanding of how pop music is structured and produced, allowing them to express their creativity through the creation of an original pop track.</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
	First Aid <ul style="list-style-type: none"> Bleeding Asthma and Allergies Choking and Head Injuries 	<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
English	Multi-Cultural Perspectives 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.
Maths	Inequalities, brackets, algebraic fractions and recurring decimals 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.
Science	Ecology Why are we studying this? Ecology helps students understand how living things interact with each other and their environment, including food chains, ecosystems, and adaptations. It also raises awareness of environmental issues like climate change and pollution, encouraging students to think critically about human impact and the importance of protecting biodiversity. This knowledge supports future careers in biology, conservation, and sustainability.
History	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. Why are we 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 20 th century historical events in more depth, such as World War Two in 1939.
Geography	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. Why are we 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.





MFL	<p>At home (+ future tense)</p> <p>Why are we 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 unit builds on from the Spring term which covered their local area to enabling students to use a variety of structures to describe their home. This topic also expands on their grammar's knowledge, by deepening students' understanding and use of the near future tense.</p>
Art	<p>Perspective Buildings</p> <p>Why are we 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>IPython Programming</p> <p>Why are we learning this unit? This unit introduces learners to text-based programming with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration. Emphasis is placed on tackling common misconceptions and elucidating the mechanics of program execution.</p>
Drama	<p>Derek Bentley</p> <p>Why are they studying this? Year 8 will take their learning from this half term and develop their devising skills using the story of Derek Bentley. They will investigate historical and social issues and create their own performance based on their own ideas.</p>
Music	<p>House Music</p> <p>Why are we learning this unit? This unit allows students to explore house music, an influential genre within EDM. Students will learn the core elements of house music, including rhythm, basslines, and programming. By using Charanga DAW, they will compose and mix their own electronic tracks, experimenting with loops and effects to create energy-driven music for the dancefloor.</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 we 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>
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 take part in competitive matches.</p>



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
English	Speaking & Listening <p>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.</p>
Maths	Similarity and congruence, handling data and statistical diagrams and vectors <p>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.</p>
Science	Cardiovascular system <p>Why are we studying this?</p> <p>We will be learning about the heart, blood, blood vessels, metabolism, and respiration to understand how the body functions and stays healthy. These systems show how energy is produced, nutrients are transported, and waste is removed. This knowledge supports informed lifestyle choices and prepares us for careers in healthcare, fitness, and science by linking biology to real life.</p>
History	<p>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.</p> <p>Why are we 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.</p>
Geography	<p>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.</p> <p>Why are we 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.</p>





	Unit of Work
MFL	<p>Food and festivals (+ past tense)</p> <p>Why are we 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 we 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>Python Programming</p> <p>Why are we learning this unit? This unit introduces learners to text-based programming with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration. Emphasis is placed on tackling common misconceptions and elucidating the mechanics of program execution.</p>
Drama	<p>Romeo and Juliet</p> <p>Why are we studying this? Year 9 will finish this year looking at the classic love story of 'Romeo and Juliet'. They will recreate the prologue, the opening scene and even have a go at a choreographed fight scene. Alongside this they will watch a production of Romeo and Juliet, responding to the professional work and developing their ideas for their own work.</p>
Music	<p>Rap and Hip Hop</p> <p>Why are we learning this unit? This unit delves into the art of rap and hip hop music, emphasising rhythm, lyrical composition, and production. Students will gain hands-on experience in creating their own beats using Charanga DAW, writing their own rap lyrics, and exploring sampling techniques. They will develop an understanding of the cultural roots and evolution of rap and hip hop music, while developing their production and performance skills.</p>
D&T	<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 we 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>
PE	<p>Athletics, Volleyball, Softball and Rounders</p> <p>Why are we studying this? In the summer term students are doing Athletics and developing the skills learned in year 7 and 8 to improve their athletic performance. Students will also be</p>

Curriculum Summer 1



**Work
Hard**



Be Kind



Join In

You can find out more about each curriculum area by visiting the subject pages on our school website where you will find our Road Maps. These offer a brief visual guide to our curriculum showing the learning sequence that students will follow in each year group. Further information can be found in the detailed Curriculums Plans which outline the core aims, content and skills that students are taught.

<https://www.teignmouthsecondary.co.uk/the-tcs-curriculum/>

Staying involved in your child's learning, regardless of their age or the subject, shows you care and helps you stay connected to their school experience. Your involvement can boost their self-esteem and confidence, which are key to their success.

The following extract also comes from the research article "The Impact of Parent Engagement on Learner Success (2010) that we shared last half term.

"Parent engagement works largely through the setting of high aspirations and the shaping of a young learner's self-concept In his review of the factors contributing to student achievement, John Hattie concludes that "parents can have a major effect in terms of the encouragement and expectations that they transmit to their children."

This takes many forms, for example, the setting of goals, the displaying of enthusiasm, the encouragement of good study habits, the valuing of enquiry, of experimentation and of learning new things, and the enjoyment of reading.

Six Types of Parent Engagement

Type 1 – Parenting	Helping all families to have the basic home conditions in place including active parenting strategies and regular communication with School.
Type 2 – Communicating	Designing effective home-to-school and school to-home communication methods which engage all parents regularly.
Type 3 – Volunteering	Recruiting volunteer parents to help in school in classes and in extra-curricular activities.
Type 4 – Learning at home	Providing good information to enable all parents to help with homework and offer other family learning activities.
Type 5 – Decision-making	Including parents in decision-making activities to build a sense of ownership including being involved in governance.
Type 6 – Collaborating with community	Finding and using resources from the wider parent community to enrich school life.

If you need to contact any of your child's teachers, then all staff email addresses can be found on the school website via: <https://www.teignmouthsecondary.co.uk/general-information/staff-list/>