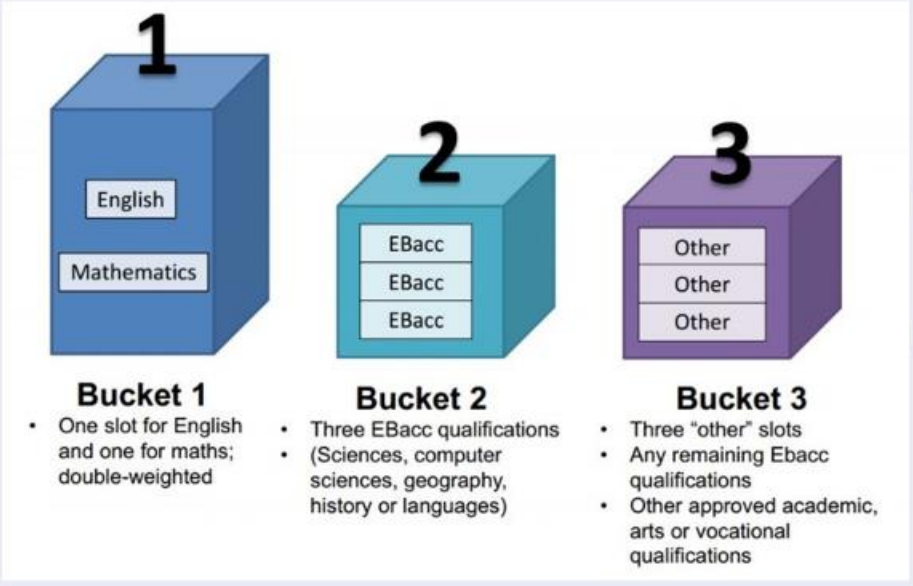
Curriculum Update Summer 1



Bucket 1
- One slot for English and one for maths; double-weighted

Bucket 2
- Three EBacc qualifications
- (Sciences, computer sciences, geography, history or languages)

Bucket 3
- Three "other" slots
- Any remaining Ebacc qualifications
- Other approved academic, arts or vocational qualifications

Work Hard

Be Kind

Join In

The summer term is always busy at TCS, with KS4 and KS5 public exams. This is an exciting time where students can demonstrate their learning and showcase the knowledge and understanding they have gained from their study towards their qualifications. By **working hard**, and achieving well students unlock the opportunity to follow their next steps and secure further study, training or employment.

A key measure of their achievement is **Progress 8.** This is the system used to assess how well students have progressed from the end of Key Stage 2 (primary school) to the end of Key Stage 4 (GCSEs).

Progress 8 is based on **eight qualifications**, divided into three 'buckets':

Bucket 1 (Core): This includes **English Language, English Literature, and Maths**. English is double-weighted, meaning it carries extra significance.

Bucket 2 (EBacc): This covers **Science** (combined or separate), **History** or **Geography**, and Modern Foreign Languages. All students at our school study **Science** and at least one **Humanities subject** (History or Geography).

Bucket 3 (Open): This includes the students' remaining GCSEs or equivalent qualifications, such as Art, PE, or vocational courses.

Every lesson counts. Missing lessons or not fully **joining in** reduces the opportunity for students to develop the knowledge and skills needed to secure the best grades across these key subjects. We encourage all students to **attend every lesson punctually**, actively participate, and embrace the challenge of learning.

To ensure that are students are best placed to achieve well we having been relooking at our assessment principles and how we check students' understanding during lessons. This has formed part of the coaching work that staff **join in** with and also a focus for our training and INSET time. We have looked closely at how teachers assess what students have learnt on a lesson by lesson basis so that they can adapt their teaching and future lessons to better meet the needs of all learners. In lots of classrooms students regularly use mini whiteboards to capture their ideas and answers so that the teachers can check everyone's understanding rather than just a few. Teachers will also ask particular questions to particular students to checking their understanding rather than asking for 'hands up'. This is called cold calling. We are working with the other schools in the Ivy Education Trust to develop a set of principles that underpin our joint approach to checking learning.

This half term our Middle Leaders have also been working with Educational Consultant Sam Johnston to consider Change Impact. This involves working with school leaders to implement change in sustainable way. Every faculty have created an action plan to help them move forward a key area of practice. We are excited to see how this work develops.

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 Summer 1

Have a look at what is coming up in the next few months for **Year 7**.

PSHE Lessons	Assemblies	• Events
• Puberty and managing change • Relationships and boundaries • Unwanted contact	• Overcoming Adversity: World Refugee Day, Helen Keller Day	• Charity Committee – Beach clean • Sports Marathon – Charity Event • Technology: Rocket regional competition • Rounders South Devon Competition

	Unit of Work
English	**Romantic Poetry and The Gothic**: In this unit, students read a range of poems and extracts from writers such as Wordsworth, Keats, Shelley and Stoker to explore the Literary movement of Romanticism and the popular genre of the Gothic. These writers are some of 'the greats' of English Literature and students will explore the themes, ideas and language in each text. **Why are we learning this unit?** Students touch on ideas and writers they will get to know much better in ks4 – for example, we look at an extract from *Macbeth* which is studied in full at GCSE. They also build on analytical skills developed earlier in year 8 and in year 7.
Maths	Angles, Handling data and statistical diagrams, Proportion **Why are we learning this unit?** Most of the year 7 curriculum so far has involved securing the basics of numeracy and algebra. This term sees students tacking other areas of maths; namely Handling Data and Proportion. Noteably Handling Data allows students to tackle more real-world problems and see how information we come across every day can be analysed and presented.
Science	Electricity **Why are we learning this unit?** We learn about electricity because it powers modern life, from lights to technology. Understanding it keeps us safe, preventing shocks and fires, while also helping us grasp how devices like phones and computers work. It plays a key role in science, connecting to magnetism, circuits, and energy. Knowledge of electricity also helps solve real-world problems, such as improving energy efficiency. Moreover, it prepares us for careers in engineering, medicine, and technology. In a world dependent on electrical power, understanding its principles is essential for safety, innovation, and progress.
History	Tudors **Why are we learning this unit?** 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. They will continue to deploy and practice the historical skills they have been building throughout year 7, including source analysis, extended writing and developing an evidence-based argument.
Geography	From land to sea: What happens where the land meets the sea? **Why are we learning this unit? T**his unit provides the opportunity to move from the global to local by providing students with an opportunity to apply key geographical theory to our local place by exploring how our landscape changes from land to sea. Students will begin by develop 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. Students will be introduced to UK landscapes and provided with opportunities for decision-making skills, a skill which is required for many career pathways.
MFL	Family and pets (present tense) **Why are we learning this unit?** This topic builds on a previous unit where students gave a range of information about themselves, expanding on this work to include personality, family and pets. They will have the opportunity to secure their understanding of adjectival agreement and broaden their ability to describe their own family with confidence.

Curriculum Summer 1

Subject	Unit of Work
PE	Athletics Rounders Cricket
Art	Colour Theory **Why are we learning this unit?** This is a formal element in the Art curriculum that is needed to underpin future learning. Colour theory ensures that students understand how to mix paint effectively- using primary colours to create secondary and tertiary colours. To use harmonious colours and complimentary colours to create mood and tension. To build towards students' final work pieces and give them the skills to experiment with colour in a range of mediums.
D&T	Mechanisms, Nutrition and rubbing in method to bake, Electronics. **Why are we learning this unit? ?** Students complete 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 whilst engaged in a torch project. In the third module students are learning about basic hand tools and safety as these skills all form a foundation of knowledge that builds from KS2. In this module students will be working in timber to produce a mechanical toy.
IT	Programming essentials using Microbit **Why are we learning this unit?** 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.
Drama	Storytelling **Why are we learning this unit?** In this unit, students will develop their storytelling skills through a range of drama techniques. They will explore how to tell a compelling story, focusing on character development, narrative structure, and dramatic tension. Students will have the opportunity to collaborate on creating their own stories and perform them using improvisation and other drama techniques. The aim is to build confidence in using drama to communicate stories and ideas, enhancing both individual and group performance skills.
Music	Pop Music Beats **Why are we learning this unit?** 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.

Curriculum Summer 1

Have a look at what is coming up in the next few months for **Year 8**.

PSHE Lessons	Assemblies	Events
• Healthy relationships • Boundaries and consent • Managing conflict	• Overcoming Adversity: World Refugee Day, Helen Keller Day	• Charity Committee – Beach clean • Sports Marathon – Charity Event • Technology: Rocket regional competition • Rounders South Devon Competition

	Unit of Work
English	**Poetry from different Perspectives:** In this unit, we encourage students to broaden their knowledge and understanding of the world by studying texts from a range of different experiences, cultures and viewpoints. As well as exploring ideas, students consider how language and structure are used to construct a viewpoint and how, as a reader, we can recognise and explain that. **Why are we learning this unit?** This unit builds on knowledge from earlier in ks3 (such as using poetic terminology introduced in year 7) and looks forward to ks4 where being able to identify viewpoint is a key skill needed in the English Language GCSE.
Maths	Linear graphs, Transformations, Angles, Statistical diagrams **Why are we learning this unit?** Linear graphs is a building block needed for all straight-line graph work covered in maths. This skill develops every year; ultimately aiming towards non-linear graphs which is the final unit in year 11. We also look at extending our number of ways to represent data. Year 7 begun that journey with tally charts and bar charts. In year 8 we bring in pie charts, stem and leaf diagrams and line graphs to broaden our ways of representing data.
Science	Chemical bonds **Why are we learning this unit?** We learn about bonding because it explains how atoms form everything around us. Different bonds (ionic, covalent, and metallic) determine a material's properties, like strength and conductivity. It is also forms the fundamental knowledge required to understand other units in chemistry.
History	WW1 **Why are we learning this unit?** This unit provides *students with an opportunity to explore the e causes of World War One in 1914. Through the study of this unit students will 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.*
Geography	What is Brazil like? **Why are we learning this unit? T**his 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 and an introduction to the Amazon rainforest and the impacts humans are having on this important ecosystem. The purpose of this unit is to get students 'thinking like a geographer', pulling across several 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	At home (+ future tense) **Why are we learning this unit?** This is a continuation of the previous unit on **MyTown**, shifting the focus from describing their town to describing their home progressively adding more detail to their descriptions. Students will revisit the present tense of regular verbs to say what they do at home and will be introduced to reflexive verbs to describe their daily routine.

Curriculum Update

Subject	Unit of Work
Art	Perspective Buildings **Why are we learning this unit?** To be able to add weight, depth and dynamism to simple shapes and text. To be able to alter viewpoints to create depth within our drawings. To develop our drawing skills by creating more formally constructed artworks. This is a foundation skill which will be revisited in KS4.
IT	Python Programming **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.
Drama	What Makes Good Theatre? – Introduction to Devising Exploring the fundamentals of creating original theatre through devising **Why are we learning this unit?** This unit introduces students to the process of devising theatre, allowing them to explore how original pieces of theatre are created. They will engage in group work, improvisation, and creative exploration, learning how to bring an idea from concept to performance. Students will focus on the core elements of devising, such as theme exploration, character development, and performance skills, and will experience the power of collaboration in creating dynamic, original theatre pieces.
Music	House Music **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.
Design and Tech	Dietary needs – making dough for breads and pasta; Material properties focus- making a windmill, Computer aided Design and programming. **Why are we learning this unit?** 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.
PE	Short Tennis Athletics Rounders / Cricket

Curriculum Summer 1

Have a look at what is coming up in the next few months for Year 9 (Summer 1)

PSHE Lessons	Assemblies	Events
• Relationships and sex in the media • Assertive communication • Gangs and violent crime	• Overcoming Adversity: World Refugee Day, Helen Keller Day	• Charity Committee – Beach clean • Sports Marathon – Charity Event • Technology: Rocket regional competition • Rounders South Devon Competition

	Unit of Work
English	*An Inspector Calls* by J.B. Priestley Students will study this play and look at all aspects of stagecraft, characterisation, themes and language. They will consider how the playwright uses the play to explore political ideas and to promote his own views. The unit links back to the work students did on writing as a political act in year 8, and their study of plays in years 7 and 8. **Why are we learning this unit?** This unit is the gateway into GCSE work, as the text is one of the set texts for the English Literature GCSE.
Maths	Quadratic graphs, Angles and bearings, Transformations **Why are we learning this unit?** This term sees students covering a lot of practical, visual and pictural areas of maths. We start by looking at how to plot graphs of quadratic functions. This is a direct extension of Linear graphs covered in year 8. Afterwards students look at angle facts, bearings, and two further transformations on top of what they saw last year. These area of maths underpin what they will see in the second half of the summer term.
Science	Electricity **Why are we learning this unit?** We learn about electricity because it powers modern life, from lights to technology. Understanding it keeps us safe, preventing shocks and fires, while also helping us grasp how devices like phones and computers work. It plays a key role in science, connecting to magnetism, circuits, and energy. Knowledge of electricity also helps solve real-world problems, such as improving energy efficiency. Moreover, it prepares us for careers in engineering, medicine, and technology. In a world dependent on electrical power, understanding its principles is essential for safety, innovation, and progress.
History	How has crime and punishment changed in Britain? **Why are we learning this?** Crime and punishment has evolved over time in response to societal changes in Britain . Through examining the different methods of policing and punishment students will develop an understanding of the criminal justice system and how this has shaped law and order today. This unit is not only essential in providing students with the knowledge and skills to access their GCSE but also the opportunity to apply their historical understanding within a thematical approach and consider the effectiveness of different forms of policing and punishment as a deterrent.
Geography	What are our TRF like? **Why are we learning this unit?** 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. This final unit 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.
MFL	Food and festivals (+ past tense) **Why are we learning this unit?** In this unit, students learn to describe their daily routines and compare them to those living in Spanish or French speaking countries and learn about French and Spanish festivals. Students will start with a revision of food types and build on new, more complex vocabulary and structures do describe their meal routines and healthy foods using different time frames.

Curriculum Summer 1

Subject	Unit of Work
Art	Street Art **Why are we learning this unit?** This unit underpins the move into using photo shop to create more contemporary Art pieces which are influenced by the likes of Shepard Fairy and Banksy. Students develop Photoshop skills in order to manipulate images. This underpins their learning in digital art and photography and moves into printing. It is vital at KS4 for students to use a wide range of different mediums in order to maximise the coursework marks.
IT	Python Programming **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.
Drama	Curious Incident of the Dog in the Night-Time – Script Work **Why are we learning this unit?** In this unit, students will dive into the script of "The Curious Incident of the Dog in the Night-Time," focusing on character development, themes, and key scenes. They will explore Christopher's point of view through a variety of drama techniques, gaining insight into his perspective and motivations. Students will also analyse relationships between characters, using hot seating and role play to understand their interactions. The unit will culminate in the performance of selected scenes, where students will hone their ability to bring a script to life with depth and emotional authenticity.
Music	Rap and Hip Hop **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.
Design and Technology	Engineering focus – Screwdriver; Timber focus- Birdfeeder; Food focus- planning / sustainability **Why are we learning this unit?** ?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 sheet metal bender in order to manufacture the over the door hook from a technical 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.
PE	Volleyball Softball Rounders

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 extracts come from the research article "The Impact of Parent Engagement on Learner Success (2010)

"Parents are a major influence on a child's success in life. While the quality of schools and the nature of the child's peer group matter significantly, it is from the home that young people derive lasting effects on their character, mindset and attainment."

"We should not be surprised that parents have an influential role in the education of their children. They are after all a child's first teacher well before the formal world of education is encountered. And while estimates vary, somewhere between 75% and 85% of a child's waking hours are spent outside the influence of school."

While the potentially positive influence of parents on academic achievement is significant, parents also have a powerful role in developing their children's character. A considerable amount of research shows that three aspects of character are especially useful for successful learning. These are:

Self-regulation – the ability to regulate emotions and remain resilient, for example, not to be subject to temper tantrums and to be able to survive reasonable set backs

Empathy – being able to imagine things from another person's perspective, to understand where they are coming from

Persistence – being able to stick at things even when they are difficult.

A range of constructive activities at home appears to help to create successful learners. These include:

- the use of interesting and complex vocabulary
- discussions about school progress
- conversations about external events
- encouragement to read for a range of purposes
- cultural activities such as visiting libraries, museums and historic sites
- encouragement to develop hobbies
- encouragement to question
- encouragement to try out new things, and l opportunities to undertake everyday household tasks.

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/