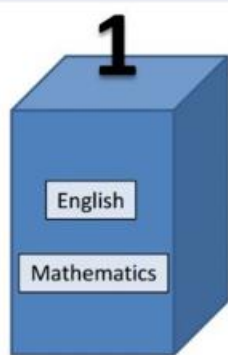
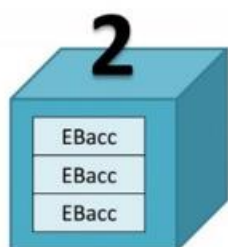


Curriculum Update Summer 1



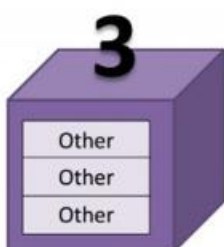
Bucket 1

- 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 10 (Summer 1)

PSHE Lessons	Assemblies	Events	Careers
<ul style="list-style-type: none">Diversity and discriminationForced marriage & extremismIdentifying and responding to abuse and harassment	<ul style="list-style-type: none">Overcoming Adversity: World Refugee Day, Helen Keller Day	<ul style="list-style-type: none">Charity Committee – Beach cleanSports Marathon – Charity EventRounders South Devon Competition	<ul style="list-style-type: none">Mock Interviews

Subject (Core)	Unit of Work
English	<p>Power & Conflict Poetry:</p> <p>Why are we learning this unit?</p> <p>This is the exam board's (AQA) anthology of poetry which is part of the English Literature GCSE. This unit involves studying 15 poems all linked by ideas about power and conflict. Students will look at meaning, language, form and structure, and how to write about these 'ingredients' of poetry in an analytical essay where they compare 2 poems.</p>
Maths	<p>Sequences</p> <ul style="list-style-type: none">Foundation - Arithmetic/Geometric Higher - Quadratic, Proportion – Direct and inverse proportion <p>Transformations:</p> <ul style="list-style-type: none">Foundation - Combined transformations Higher – Enlargement by a negative scale factor <p>Error intervals</p> <ul style="list-style-type: none">Foundation – Finding error intervals Higher – Finding bounds for calculations <p>Why are we learning this unit?</p> <p>Up until this point a student's journey through the different mathematical topics from year 7 – 10 has been consistent. At this point in the curriculum the maths scheme of work diverges into its Higher and Foundation Tiers. Under these topic headings students will study different levels of the same skills. The grade 6,7,8,9 skills have been saved until this point where the curriculum diverges.</p>
Science	<p>Inheritance</p> <p>Why are we learning this unit?</p> <p>We learn about inheritance to understand how traits pass from parents to offspring. It explains genetic variation, inherited disorders like cystic fibrosis, and how species evolve through natural selection. Inheritance also links to selective breeding and advances in genetic engineering and medicine. This knowledge is essential for understanding biology, medical research, and future scientific developments. Studying inheritance helps us explore the role of genes in life and health.</p>



Subject (Core)	Unit of Work
History	<p>Elizabethan England, 1558-1588</p> <p>Why are we learning this?</p> <p>The unit unfolds by exploring the issues faced around Elizabeth's legitimacy and her attempts to quell religious tension within England. The unit moves onto to detail challenges that were faced by Elizabeth I, especially in relation to Spain, which culminated in the Spanish Armada. Finally, the unit ends with a delve into Elizabethan society, as students learn more about education, the reasons for exploration and the attempted colonisation of Virginia.</p>
Geography	<p>Physical Landscapes in the UK</p> <p>Why are they studying this?</p> <p>This unit will explore the varied landscapes of the UK, with a particular focus on rivers. As part of this unit, students will explore the formation of differing landforms, drawing upon real life examples. This unit forms 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>
PE	<p>Every group choses the sports they do in their PE lessons for the term.</p> <p>Y10 will be able to choose from Rounders, Softball, Football, Athletics, Volleyball, Ultimate Frisbee, Kinball, Short Tennis, Fitness.</p>

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



Curriculum Summer 1



Have a look at what is coming up in the next few months for Year 11 (Summer 1).

PSHE Lessons	Assemblies	Events	Careers
<ul style="list-style-type: none"> Families and parenting Fertility, adoption and abortion Managing grief and loss 	<ul style="list-style-type: none"> Overcoming Adversity: World Refugee Day, Helen Keller Day 	<ul style="list-style-type: none"> How to revise effectively – workshops Life chance Trust – targeted student support Rounders South Devon Competition 	<ul style="list-style-type: none"> CSW appointments

Subject	Unit of Work
English	<p>REVISION - All course content has been covered by this point and we will use this half term to revise.</p> <p>Although specific to each class, there are common areas that the whole year group will focus on. As an example, the first 2 weeks will be spent revising and assessing the reading sections of the English Language GCSE papers, as these are the areas we have identified as needing focus (based on data from PPEs and class teachers).</p> <p>You will receive an email before the start of summer term outlining the range of revision opportunities available to year 11 students.</p>
Maths	<p>REVISION</p> <p>Now that the curriculum has all been taught, students will now prepare for the Summer Exams. Revision in maths takes many forms. Students will see:</p> <ul style="list-style-type: none"> Staff reteaching areas of weakness identified from summative exam data Staff teaching a topic which frequently is examined and ensuring that every student has mastered that skill Staff using exam papers and mark schemes in lessons Staff using resources which present students with a wide variety of questions from several topics <p>At home students are expected to use:</p> <ul style="list-style-type: none"> https://vle.mathswatch.co.uk/vle/ to revise specific skills with video support https://sparxmaths.com/ to revise specific skills with video support https://www.mathsgenie.co.uk/papers.php to complete past papers, mark past papers and watch the videos to support.
Science	<ul style="list-style-type: none"> Revision and mock improvement Now that all the content has been taught, and the pupils have taken their last PPE exams, we are now preparing for the upcoming GCSE's. Summer 1 will be spent preparing for the first papers (Biology 1, Chemistry 3, Physics 5). A list of topics can be found in the front of the revision guides. In lessons we will Reteaching areas of weakness identified from summative exam data teach topics which are frequently examined Practice past paper questions



Subject	Unit of Work
History	<p>Unit of Work: Weimar and Nazi Germany</p> <p>Why are we learning this? The final unit of study within GCSE History is Weimar and Nazi Germany, 1918-1939. Students will begin by exploring the origins of the Weimar Republic in 1918; this will include economic, political and social problems that politicians faced after World War One. Next, students will analyse the rise of the Nazi Party during the 1920's and understand the reasons for Hitler's election in 1933. Students will examine what life was like in Nazi Germany and learn more about policies directed towards the young, women and minority groups. Throughout this unit, students will be developing their source skills as well as interrogating and investigating arguments made within interpretations. The purpose of this is to prepare students to evaluate sources and/or interpretations as this skills is a key component of this paper.</p>
Geography	<p>Exam Preparation and Revision</p> <p>Why are we learning this? When students return, they will begin examining the issue evaluation component of paper three. Students will be equipped with the skills to unpick the pre-released, enabling them to develop a critical perspective on the issue studied, consider the points of view of the stakeholders involved, make an appraisal of the advantages and disadvantages, and evaluate the alternatives. Once complete, we will revisit the key concepts and processes that underpin paper one and two, tailoring revision to focus on the areas that require further development following internal assessments.</p>
PE	<p>Every group choses the sports they do in their PE lessons for the term. As this is the last term of compulsory sport the key focus is sport for life and the importance of sport for mental wellbeing.</p> <p>Y11 will be able to choose from Rounders, Softball, Football, Athletics, Volleyball, Ultimate Frisbee, Kinball, Short Tennis, Fitness.</p>

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



Curriculum Summer 1



Have a look at what is coming up in the next few months for Personal Development in the 6th Form (Summer 1)

	PSHE Lessons	Assemblies / Tutor	Events	Careers
Year 12	<ul style="list-style-type: none"> Living independently Travelling the world Vaping Summer Safety 	<ul style="list-style-type: none"> NSSW – Career talks Summer Safety Cancer awareness UCAS introduction 	<ul style="list-style-type: none"> Paris trip launch – Voc Ed Peru Launch 2025 UCAS launch Spring Formal 	<ul style="list-style-type: none"> CSW meetings Level 2 Next Steps interviews
Year 13	<ul style="list-style-type: none"> Vaping 	<ul style="list-style-type: none"> Revision focus BTEC course work Unlearn – Science and Maths 	<ul style="list-style-type: none"> * Spring Formal 	<ul style="list-style-type: none"> UCAS Support drop in's

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



Teignmouth Community School



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 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/>