

Curriculum Update Spring 2

At the end of last half term, staff from across all Ivy Schools came together for our Trust Development Day — a valuable opportunity to reflect, learn, and share expertise. The day included a keynote speech from Hywel Roberts, who explored the idea of *“Botheredness”*: the importance of engaging pupils emotionally and intellectually so that they genuinely care about their learning, not just comply with tasks. This thinking strongly aligns with our commitment to high-quality teaching and learning.

Staff were also introduced to the High-Quality Inclusive Teaching framework, which will underpin classroom delivery moving forward. In the afternoon, colleagues attended a series of practical workshops focusing on areas such as using visualisers effectively, developing pupils’ oracy skills, and improving student attendance, all aimed at strengthening everyday classroom practice.



Work Hard



Be Kind



Join In

Middle leaders from our science and humanities departments across Teignmouth, Dawlish and Newton Abbot have recently formed new professional learning communities looking at how they can do more together, more the same. They will be exploring the potential benefits of starting to align the curriculum across the three secondary schools in these subjects from September 2026. This will be a trial to consider what is possible and what the future may look like before rolling out to other departments.

Year 9 students have been working hard over the last half term to identify their preferred subjects to study in greater depth at Key Stage 4. This is an important milestone in each student’s educational journey, and we are incredibly proud of the maturity and thoughtfulness they showed throughout the process. Every student submitted their choices before the deadline — a fantastic achievement! Over the coming months, we will be finalising the process to ensure as many students as possible are able to study their first-choice subjects. We will keep families updated as this process continues.

Year 11 students have also been attending their Futures Interviews to discuss their post-16 plans. This year group continues to impress us with its' wide range of talents and ambitions — from anthropology, fashion, and design to nursing, early years education, and acting. Students will soon receive their PPE results, designed to replicate the experience of summer results day, helping them to plan their next steps and refine revision strategies. We strongly encourage all Year 11 students to make the most of the after-school Period 6 sessions to support their revision and development in key areas.

Following a successful series of Spanish lessons at Teignmouth Primary School last term, Miss Churchill continues to strengthen links with our wider community and promote a love of languages. This half term, she will be working with Year 4, 5, and 6 students at OLSP, helping them build confidence in speaking Spanish aloud and expanding their vocabulary. We can’t wait to hear how they get on!

As part of our ongoing staff professional development, teachers have been exploring different ways to make feedback even more effective for pupils. One approach we’ve been developing is known as **“hunting, not fishing.”** In practice, this means that before teachers move around the classroom to look at pupils’ work, they are very clear about exactly what they are looking for. Rather than giving general feedback to everyone, teachers focus on specific learning goals or common misconceptions linked to the lesson. This targeted approach allows teachers to quickly check how well pupils have understood the learning, identify who may need extra support or challenge, and give timely, precise feedback. As a result, pupils receive clearer guidance about what they have done well and what their next steps should be, helping them to make strong progress in their learning.

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



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

PSHE Lessons	Assemblies	Events	Careers
- Attitudes to Mental Health - Promoting Mental Health – Resilience - Puberty and Manging Change	Looking after ourselves and others: mental and physical health	- Leadership: Year 6 transition process - World Book/Art Day - Museum and Cathedral visit	National careers week – Guest assemblies and workshops

	Unit of Work
English	<i>Dr. Faustus:</i> This play by Christopher Marlowe is a classic tragedy and introduces students to the genre (which is returned to across ks4 and into ks5). Students explore character and begin to consider how writers use language to create layers of meaning. Why are we learning this? It is important that students read, enjoy and study older texts and have the opportunity to see how our language has developed over time. Being able to read older texts without being daunted by not understanding every word, is a key skill for the English Literature and Language GCSEs (and beyond into A level).
Maths	Writing and comparing fractions, adding and subtracting fractions, expanding, factorising and simplifying single brackets Why are we learning this?Extending upon our numerical methods now takes us to fractions. We begin with a very visual approach to constructing fractions to secure the concept which then later becomes a more formal method. In the Autumn Term we were introduced to the algebraic concepts of expressions, substitution and solving equations. The next tool in our toolkit will be to expand and simplify single brackets.
Science	Pure, vs. Impure substances, solubility and separation techniques Why are we learning this? Students learn about pure and impure substances and separation techniques to understand the basic properties of matter and how these concepts apply in real-world processes. Pure substances and mixtures form the foundation for many scientific fields, and separation techniques like filtration and distillation are used in industries like medicine, food production, and environmental science to purify or isolate components.
History	Tudors Why we learning 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. 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. The study of this unit will allow them to consider how the changes made to England during their reigns, with a particular focus on the religious changes brought about by the Reformation.
Geography	Unit of work: From Pole to Pole: How do our biomes differ? Why are we learning this? Having completed our Geographical Skills unit, students will begin to put this into practice by exploring our global biomes. The first part of this unit begins by looking at the components of ecosystems and the key terminology that is associated with this. Students will then study two biomes in detail, examining why their climate differs and how this influences biodiversity, before looking at the threats and management of such environments.
MFL	School (present tense) Why are we learning this? This units will also encourage students to develop their knowledge of verbs, adjective agreement and phonics studied in the previous term. Students will be learning to express opinions of different subjects and justify them as well as gaining awareness of the cultural differences between the UK educational system and the Spanish or French one.

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	Unit of Work			
PE	Unit of Work: Developing Skills and Tactics - Basketball, Football and Trampoline Why are we learning this? In the Spring term boys will study Basketball, Football and Trampolining. In these sports students will learn the skills required to apply in game situations and use un extra-curricular clubs and school fixtures. The girls will Basketball, Football and Trampoline. In these sports students will learn the skills required to apply in game situations and use un extra-curricular clubs and school fixtures. As well as learning the skills for their sports all students will develop their physical literacy understanding about the components of fitness.			
Art	Unit of Work: Formal elements: Tone Why are we learning this? Tone as a formal element, is a foundation skill in the subject. It is both black and white and tones of grey. It is used to create atmosphere and to enable shapes to look 3 dimensional. It creates contrast and allows us to create a focus area in our composition. Tone is also integral to creating depth within an image.			
DT	Unit of Work: CAD Electronic Module: Mechanisms, Food;- Safety & Nutrition Why are we learning this? 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	Unit of Work: Computer hardware and software Why are we learning this? For this unit we will take learners on a tour through the different layers of computing systems: from programs and the operating system, to the physical components that store and execute these programs, to the fundamental binary building blocks that these components consist of.			
Drama	Unit of Work: An Introduction to Shakespeare's Theatre: <i>Developing the drama skills they have covered using more challenging stimuli.</i> Why are we learning this? The aim of this scheme is to give students a broader understanding of Shakespeare. The scheme explores plot, characters, themes and key scenes using a range of drama explorative strategies and techniques. The scheme consolidates and extends previous work on use of space, characterisation, movement and sound. It develops understanding of differing characters point of view and develops analysis and understanding of language.			
Music	Unit of Work: Find your Voice: <i>Acquiring foundation ensemble performance knowledge</i> Why are we learning this? This unit provides students with a foundational understanding of ensemble performance, fostering both individual and collaborative skills. Students learn essential vocal techniques, allowing them to contribute meaningfully to group performances and offers the opportunity to experience various roles within an ensemble.			
EPR	Unit of work: What can Jewish scriptures teach us? Why are we learning this? As the world becomes increasingly diverse and multicultural, students will build upon their understanding of global faith communities by exploring the beliefs and practices of Judaism. Through the study of this unit, students will examine key Jewish scriptures and narratives, including the creation story, the lives of Abraham and Moses, and the significance of the Ten Commandments. The unit will provide an opportunity to analyse how holy texts such as the Torah shape Jewish identity and guide religious life today. Core Jewish practices—including Shabbat, dietary laws, and the festival of Pesach—will be investigated to illustrate how scripture influences daily living. This unit provides the foundations for further study of religion, ethics, and philosophy at GCSE.			
Art	Unit of Work: Tone Why are we learning this? Tone is a fundamental tool that helps us develop skill in creating depth, form and mood. You will explore how to develop your skills using both pencil, pen and paint in order to create art demonstrating shadows or texture.			
DT	Unit of Work: Graphics, Mechanisms, Electronics, Nutrition (students work on a rotation and will have covered all by the end of the year) Why are we learning this? 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.			

Curriculum Update





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

PSHE Lessons	Assemblies	Events	Careers
- Mental Health Digital Resilience - Mental Health (eating Disorders and Self Harm) - Digital and Media Literacy (Including Bias)	Looking after ourselves and others: mental and physical health	World Book/Art Day	National careers week – Guest assemblies and workshops

	Unit of Work
English	Transactional Writing: This unit looks at the power of language as a persuasive tool, how words can provoke change and other ways that language is used for a specific purpose. As well as studying well-known speeches (and other forms of non-fiction writing) to see how they have been constructed, students also have the opportunity to craft their own texts. Why are we learning this? It is important that students understand how language is used in the 'real world' as well as in fiction. This sort of transactional writing is a key element of the English Language GCSE and it is useful to start building a bank of relevant skills in ks3.
Maths	Factors, multiples and primes, 3D shapes, Surface area and volume Why are we learning this? Work on factors, multiples and primes covered in year 7 were mostly focussed towards smaller numbers. Through teaching prime factor decomposition students are now able to apply these methods to any size number making it a mathematically more rigorous skill. Additionally work on area and circumference covered in the first half of the Spring term can now be extended to 3-Dimensional shapes. Students explore surface area and volume.
Science	Health and Disease Why are we learning this? Children learn about health and the immune system to understand how their bodies function and protect against diseases. This knowledge helps them make informed decisions about hygiene, nutrition, and exercise, promoting healthy habits. It also teaches them the importance of vaccines and the immune system's role in fighting infections, empowering them to take better care of their health and well-being. `
History	Unit of Work: Empire and Industry Why are we learning this? Having studied The English Civil War, students will move on chronologically to a new unit of study, exploring the Industrial Revolution, as well as the British Empire. Firstly, students will delve into the key inventions and inventors of the industrial revolution, including local pioneer Brunel. As well as this, pupils will study social history through the themes of living conditions, the experience of children and public health during the industrial revolution. The later half of the unit allows the students to understand the reasons behind the expansion of the British empire and exposes students to the experiences of those in the colonies.
Geograp hy	Unit of Work: How do cities differ? What makes them incredible? Why are we learning this? Having examined the concepts of development and globalisation, students will build upon this by exploring cities within contrasting levels of development. Through the study of this unit, students will explore the development of cities and their characteristics. The unit will provide an opportunity to critically analyse the challenges of urbanisation within the UK and Middle East, with a particular focus on sustainable futures. This unit provide the foundations for Urban Issues and Challenges and the Changing Economic World at GCSE.
MFL	Where I live (+ future tense) Why are we learning this: Continuing with their topic of 'Town', students will learn appropriate vocabulary and grammatical structures to talk about what there is in their area and to express future plans. This will build on previous knowledge of grammar and develop student's fluency and control when using them. Additionally, students will be learning about famous landmarks of French and Spanish cities and thus, expand on their cultural understanding.



Unit of Work

Art	Pop Art, Super Realism- Food theme Why are we learning this? Firstly, we are focusing on observational drawing- drawing from life. This is a skill that needs to be trained where students are practicing really looking at an object and recording carefully what they see. The introduction of colour, applying and mixing paint effectively is a key foundations skill. At this point key Pop Artists are also introduced like Andy Warhol and Roy Lichenstein to show graphic use of colour and how it can be applied to gain contrast. The module will retrieve earlier learning on use of colour and pattern from Year 7 considering contrasting and harmonious colours to create impact.
IT	Introduction of Cybersecurity Why are we learning this? During this unit we will take learners on a journey of discovery of techniques that cybercriminals use to steal data, disrupt systems, and infiltrate networks. The learners will start by considering the value their data holds and what organisations might use it for. They will then learn about social engineering and other common cybercrimes, and finally look at methods to protect against these attacks.
Drama	<i>Political Theatre: The Story of Derek Bentley</i> Why are we learning this? Year 8 will take their learning from last half term and develop their devising skills using the story of Derek Bentley. They will investigate historical and social issues and how drama can be used to comment on social and political affairs. They will work in groups to devise their own versions of the story.
Music	World Music : <i>Developing knowledge of composition using scales, rhythms and pitches from around the world.</i> Why are we learning this? This unit introduces students to world music, expanding their understanding of composition through scales, rhythms, and pitches. Students explore key features of diverse musical styles, learn to create, perform, and develop skills to compose within these traditions. Students also learn how to identify and understand the musical elements of world music.
Design and Tech	Material Properties Dietary Needs, Planning (students work on a rotation and will have covered all by the end of the year) Why are we learning 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.
EPR	Is there an afterlife? Why are we learning this? Having explored different ideas about God in previous units, including key beliefs within Judaism and Sikhism, students will build upon this foundation by examining how these religions understand life after death. Through the study of this unit, students will investigate a range of beliefs about the afterlife and consider how these shape the ways individuals interpret the world around them. The unit will provide an opportunity to critically reflect on why the question “<i>Is there an afterlife?</i>” is significant, and how differing perspectives—such as those found in Hinduism—can influence people’s values, choices, and behaviours. This unit provides the foundations for deeper exploration of religious and philosophical questions at GCSE.
PE	Developing Skills and Tactics - Basketball, Football and Trampoline Why are we learning this? In the Spring term boys will study Basketball, Football and Trampolining. In these sports students will learn the skills required to apply in game situations and use un extra-curricular clubs and school fixtures. The girls will Basketball, Football and Trampoline. In these sports students will learn the skills required to apply in game situations and use un extra-curricular clubs and school fixtures. As well as learning the skills for their sports all students will develop their physical literacy understanding about the components of fitness.



Curriculum Update



Have a look at what is coming up in the next few months for Year 9.

PSHE Lessons	Assemblies	Events	Careers
- Mental health - Change, loss & bereavement - Healthy coping strategies	Looking after ourselves and others: mental and physical health	- World Book/Art Day - Guest Speaker – Inspirational life experience	National careers week – Guest assemblies and workshops

	Unit of Work
English	Dystopian Literature: Students learn about this popular genre, looking at the ideas in texts from a range of writers (including George Orwell and Magaret Atwood) and exploring how great writers craft their work. They will then use this knowledge to produce their own dystopian pieces. Why are we learning this? Reading great literature expands students' ideas and vocabulary and prepares them for almost all aspects of English. In addition, producing creative writing pieces is a key component of the English Language GCSE which year 9 students are moving towards at this point in the year.
Maths	Linear graphs, Compound measures, Motion-time graphs Why are we learning this? This half term starts with linear graphs including the ideas of gradients and how to construct equations of lines. We begin this journey now as it underpins many skills in year 10 and 11. This topic eventually reaches its pinnacle in year 11 where students are presented with grade 9 questions. New concepts of speed, distance and time and how to graph these ideas are introduced as well.
Science	Bonding, structure and the properties of matter Why are we learning this? GCSE students learn about chemical bonds to understand how atoms combine to form substances with specific properties like strength, conductivity, and reactivity. This knowledge forms the foundation for advanced chemistry topics, helping students grasp molecular structures, reactions, and the behavior of substances in different conditions. Understanding chemical bonds is crucial for both academic learning and practical applications in industries
History	Swinging Sixties Why are we learning this? The Swinging 60's unit follows chronologically from the lessons studied previously on WW2 and the Holocaust. The students begin their journey with contextual information about what people's experience of society was at this time; this includes fashion, music and the development of technology. Students will then look at the whether the 60's were really 'swinging' as they will learn more about poverty and prosperity of society. The students end the unit with 3 flash points of the 1960's: the Windrush generation, Cuban Missile Crisis and the world changing assassination of JFK.
Geogra phy	Unit of Work: How do resources lead to conflict? Why are we learning this? Through unpicking what is meant be the term conflict, students will explore a series of contemporary conflicts. Students will develop an awareness of the importance of differing resources and how their finite supplies can lead to varied social, economic and environmental consequences. Through studying a range of different conflicts, students will develop an understanding of how the level of development, the legacy of colonialism and governance have shaped countries and contributed to such conflict. This provides foundational knowledge for the challenge of Resource Management at GCSE.
MFL	Unit of Work: Education and the World of Work Why are we learning this? In this topic students will be introduced to different jobs and will draw on their grammatical knowledge of Future and Conditional tense to talk about the jobs they would like to do and why. This topic revisits and expands their use of adjectives to justify their opinions. In addition, the knowledge gained in this unit will lay the foundation of their GCSE topic of Future aspirations.

Curriculum Update





	Unit of Work
Art	African Masks:- Cultural Art Why are we learning this? This module brings together the previous knowledge and skills using colour, pattern, texture and shape. This project forms the foundation skills for KS4. Using and applying techniques from other artists, Refining and experimenting with a wide range of mediums including clay and developing their outcomes in paint and clay to produce a high-quality final piece.
IT	Introduction of Cybersecurity Why are we learning this? During this unit we will take learners on a journey of discovery of techniques that cybercriminals use to steal data, disrupt systems, and infiltrate networks. The learners will start by considering the value their data holds and what organisations might use it for. They will then learn about social engineering and other common cybercrimes, and finally look at methods to protect against these attacks.
Drama	<u>Non-Naturalism:</u> <i>Exploring the distinctive techniques of Bertolt Brecht and his style of Epic Theatre</i> Why are we learning this? This unit focuses on developing students' understanding of how theatre can be used not just to entertain but to inspire thought and action. It extends their knowledge of different performance styles and deepens their ability to analyse and critique theatrical works. Students will look at social and political theatre and create their own issue-based work.
Music	Popular Music . Pupils listen with increasing discrimination to a wide range of music from great composers and musicians, different genres and styles and from different times and places. Why are we learning this? Pupils perform accessible pieces of popular music from different periods of musical history, in both solo and ensemble contexts, with an awareness of effective performance technique including stylistic manipulation of the elements of music suitable to that period of popular music, typical popular musical instruments ‘of the time’ and music theory.
DT	Engineering;- turning and casting; Timber and CAD focus; Food:- sustainability, international & complex cooking Why are we learning 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 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.
EPR	Does God exist? Why are we learning this? Building on our previous work developing core philosophical skills, this unit invites students to explore one of the most significant and enduring questions in human thought: Does God exist? Students will examine what different people mean when they talk about ‘God’, and investigate a range of classical and modern arguments both for and against God’s existence. Through the study of key thinkers including Aquinas, Hume, Freud and Marx, students will consider how philosophical, scientific and psychological perspectives shape beliefs about God and reality. Students will also explore Humanist views to understand how people may find meaning without religion. By engaging with these ideas, students will develop the ability to analyse complex arguments, weigh evidence and reflect critically on how different worldviews influence human behaviour, ethics and ways of understanding the world.
PE	Unit of Work: Developing Skills and Tactics - Basketball, Football and Trampoline Why are we learning this? In the Spring term boys will study Basketball, Football and Trampolining. In these sports students will learn the skills required to apply in game situations and use un extra-curricular clubs and school fixtures. The girls will Basketball, Football and Trampoline. In these sports students will learn the skills required to apply in game situations and use un extra-curricular clubs and school fixtures. As well as learning the skills for their sports all students will develop their physical literacy understanding about the components of fitness.

Curriculum Update



**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.

How can I help my child think about their future?

It is never too early for young people to start thinking about their future, their next steps, and the wide range of career pathways available to them. These conversations do not need to be about making fixed decisions, but about helping your child understand the options open to them and what different routes might look like.

After completing their GCSEs, all young people are required to remain in **education, training, or employment** until the age of 18. However, this can look very different for each student, depending on their interests, learning style, and career ambitions.

A Levels and BTEC Level 3 courses

Many students choose to continue their studies in sixth form or college. **A Levels** are more academic courses that focus on in-depth study of a small number of subjects and are often a good route into university.

BTEC Level 3 qualifications are more vocational and practical in nature, focusing on coursework and real-world application. They can also lead to university, apprenticeships, or employment.

Apprenticeships

Some students choose to move into full-time apprenticeships. These combine paid employment with structured training and study. Apprentices earn a salary while gaining recognised qualifications and valuable workplace experience. Apprenticeships are available in a wide range of sectors, from engineering and construction to business, healthcare, and digital industries.

T Levels

T Levels are a relatively new qualification designed to sit alongside A Levels and apprenticeships. They are equivalent to three A Levels and combine classroom learning with a substantial industry placement, giving students hands-on experience in their chosen field. T Levels are particularly suited to students who enjoy practical learning and want a strong link between study and employment.

We are very fortunate to have **Miss Brown**, our Careers and Futures Lead, who works closely with students across the school. She supports pupils to explore their interests and strengths, understand labour market information, and make informed choices about education, training, and employment pathways as they move through school and beyond.

You can support your child by:

- Talking positively about different pathways and avoiding the idea that there is only one "right" route
- Encouraging them to attend careers events, talks, and guidance sessions in school
- Helping them reflect on what they enjoy, what they are good at, and how they like to learn
- Reminding them that plans can change, and choices made now do not limit future success.