

Curriculum Update Autumn 2

We have been really pleased with how well students have settled into the new school year and are making the most of the opportunities available to them. In particular, our Year 10 students have begun their new Key Stage 4 courses in earnest. Developing good study habits early on is crucial, and it was wonderful to see so many parents joining us for the recent Year 10 Success Evening. Later this term, we will be holding a similar event dedicated to supporting our Year 11 students.



Work Hard



Be Kind

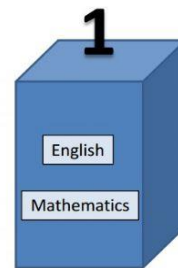


Join In

We continue to emphasise the importance of developing resilience. Sometimes lessons are challenging, but it is through tackling difficult tasks that students make the most progress. Every grade a student achieves at GCSE contributes towards their overall success. This is measured through *Progress 8*, which takes into account a student's performance across a broad range of subjects, grouped into different "buckets." This is why we ensure that all students follow a full curriculum. We do not narrow subject choices, even when learning is hard, because challenging ourselves helps to build both knowledge and character.

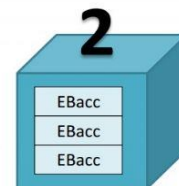
Home learning also plays an important role. Work is set centrally by our heads of department, meaning that tasks are directly linked to our curriculum. This helps students to rehearse and consolidate new knowledge, moving it from their short-term to long-term memory. If parents have any questions about home learning, please contact your child's subject teacher in the first instance.

Another area of focus this year is vocabulary development. Students have noticed that key vocabulary is now displayed outside all classrooms. Building confidence with this language is vital, as it enables students to access challenging texts, exam questions, and classroom discussions with greater success. Alongside this, our staff are continually developing their expertise in supporting all learners, including those with SEND. We have recently launched a piece of action research to explore how we can best remove barriers to learning in the classroom.



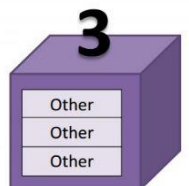
Bucket 1

- 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

Finally, we continue to invest in staff development to ensure our teaching remains of the highest quality. Recently, we welcomed 12 teachers from local schools to join us for a music CPD session hosted by Gabrieli Roar. This followed a fantastic singing workshop enjoyed by all our Year 7 students, and it was inspiring to see both staff and students benefiting from such a rich musical experience.

This year, Mr Darvill will also be undertaking the South West 100 Leadership Skills programme. The programme brings together staff from a wide range of schools to collaborate, share best practice, and learn from experienced leaders, with a focus on building the capacity to drive positive change in education.

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/>

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

PSHE Lessons	Assemblies	Events	Careers
•Bullying and Bystanders •Friendship Challenges •Similarities, Differences and Peer Influence.	•The science behind learning: how our brains work, the value of retrieval, the role of practice, growth mindset and resilience. •Celebrating peace and acceptance: Armistice, elimination of prejudice	• Christmas carol Concert • Winter gala concert – Exeter Cathedral • E Sports Year group Tournament • Rugby South Devon Cup • English Schools' Football Association Cup	• Green Careers' Week – Guest Speakers.

	Subject	Unit of Work
Year 7 Autumn 2	English	Unit of Work: <i>Overcoming the Monster</i> Why are we learning this? Throughout this unit, students learn how writers approach creative writing by building a narrative and by using vivid imagery. This unit centres around overcoming a monster or challenge of some kind. Initially, students begin by adapting an existing myth or legend, and then work towards creating a narrative of their own.
	Maths	Unit of Work: Expressions, Substitution, Solving equations, Time and Measures Why are we learning this? The entire first half term was dedicated towards securing the fundamentals of Number. Year 7 are now able to branch out into other areas of maths such as starting their journey through algebraic notation, solving equations, calculations with time and units.
	Science	Unit of Work: Cells, tissues and organs Why are we learning this? Cells are the building blocks of life. Students will learn about the structure and function of cells and how they form tissues and organ systems. This unit will give the students a greater understand of the human body and allow them to access year 9 biology, when we learn about cells in more detail e.g. how cells divide.
	History	Unit of work: Medieval Realms Why are we learning this? Having completed our Historical Skills unit, students begin to put this into practice with our chronological journey through history, starting with the Medieval period. The first part of this unit allows students to understand the origins of our monarchical system with the Battle of Hastings and William the Conqueror. Students then study social history through the themes of Medieval British society, including looking at towns, gender, religion and global comparison. This unit provides the foundations for further study of the Medieval period later in Year 7, as well as contextual knowledge for our GCSE Crime and Punishment unit.
	Geography	Unit of Work: Becoming a geographer: What are the skills we need? Why are we learning this? Students all have differing starting points, and this unit provides an opportunity to review the key skills that required to be a successful geographer. Time will be spent looking a range of cartographic skills enabling students to read and interpret maps, apply skills and undertake fieldwork on the school site, providing a strong foundation for their learning journey.



	Unit of Work
MFL	Unit of Work: All about me (Family Members and Physical Description, Pets and colours) Why are we learning this? During the second half of the autumn term, students are continuing to expand their vocabulary related to the topic of 'My world' enabling them to describe physical appearance of different family members and describe pets. This unit essentially gives scope to understanding and applying a fundamental concept in foreign language learning, which is the adjectival agreement.
PE	Unit of Work: Developing skills and techniques (Fundamental Motor Skills; Dance; Rugby; Netball) Why are we studying this? In the Autumn term boys will study Rugby, Table Tennis and Dance. In these sports students will learn the skills required to apply in game situations and use un extra-curricular clubs and school fixtures. In the Autumn term girls will study Netball, Rugby and Dance. 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: Making a Name Plate Why are we learning this? In the introductory stage of Art students need to understand the 'formative element' This relates to line, colour, pattern, tone, form, shape, texture and colour. Students study how artists have used these elements effectively in their own work whilst they engage in a focused drawing task which is personalised to them.
DT	Unit of Work: Either Food Module: Healthy eating; Design Technology: Making a torch and making a mechanical toy Why are we studying 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: Micro Bit Why are we learning this? Students will begin to start developing their programming skills using the Micro Bit allowing them to develop code that can be used in a device that is independent of a computer. This unit will revisit programming that they may have completed in primary school using Scratch, before developing those skills further by introducing loops, inputs and branching based on user choice.
Drama	Unit of Work: Year 7 Greek Theatre Why are we learning this? This unit delves into the roots of theatre by exploring the foundations laid by the ancient Greeks. Through engaging with Greek myths and traditional performance techniques such as chorus and masks, students will gain insight into the origins of storytelling on stage. This will help them appreciate the historical context of drama while also equipping them with essential theatrical skills. By the end of this unit, students will have a deeper understanding of Greek theatre techniques and be able to apply these creatively to their own performances.
Music	Unit of Work: Medieval Music; Foundation performance skills Why are we learning this? By studying medieval music, students develop an appreciation for the origins and evolution of Western music. Students will learn what the finger system for piano is and how to apply it to performance, basic stave notation and how to read it, how to rehearse successfully and how to identify key features of a piece of music. Students will enhance their listening and analytical skills, and gain insights into the cultural and social influences that shaped music during this period.
EPR	Unit of Work: Who is God? Why are we learning this? The study of this unit helps students explore one of the biggest questions people have asked throughout history. It's important to understand how different religions and worldviews see God, or the meaning of life, so we can better understand the world around us. By learning about beliefs from Christianity, Hinduism, Buddhism, Humanism, and others, students will develop respect for different ways of thinking and reflect on their own beliefs too.



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

PSHE Lessons	Assemblies	Events	Careers
Democracy	- The science behind learning: how our brains work, the value of retrieval, the role of practice, growth mindset and resilience. - Celebrating peace and acceptance: Armistice, elimination of prejudice	- Christmas carol concert - Winter gala concert – Exeter Cathedral - E Sports Year group Tournament - Rugby South Devon Cup - English Schools' Football Association Cup	Green Careers' Week – Guest Speakers.

	Subject	Unit of Work
Year 8 Autumn 2	English	Unit of Work: London through Time Why are we learning this? Students study a variety of extracts (both poetry and prose) linked by being set in London and continuing the theme of overcoming a monster. In year 8 the 'monster' is not the fictional characters from mythology studied in year 7, but 'monsters' that loom over society, such as poverty and inequality. Students study poems such as <i>January 1795</i> by Mary Robinson and <i>London</i> by William Blake, and extracts from <i>Bleak House</i> by Charles Dickens. This unit introduces students to the idea that words can be powerful and can be used to bring about changes in society.
	Maths	Unit of Work: Solving equations, Term-to-term rules, Position-to-term rules, Ratio, Scale diagrams Why are we learning this? Solving one step equations was covered in the Autumn term of year 7 and now students solve equations involving additional skills such as brackets, the variable on both sides and in the denominator. Algebraic knowledge is now at a point whereby sequences can be adequately described. The concept of ratio add to students current understanding of fractions, decimals and percentages.
	Science	Unit of Work: Waves Why are we learning this? Students will learn about the structure and properties of waves and how they interact with boundaries, such as reflection and refraction. This will allow the students to understand how cameras and the human eye work and why we have rainbows.
	History	Unit of Work: Why did the civil war happen, and what were the consequences? Why are we learning this? This unit enables students to continue with their chronological journey through time, providing opportunities to embed the skills learnt in year 7. Underpinned by causation and consequence, students apply this to the English Civil War and examine to role of Cromwell and his leadership. This unit provides the foundations to access the rest of year through understanding the changing role of society and increased calls for democracy.
	Geography	Unit of Work: What is development? Why are we learning this? This unit provides an opportunity for students to develop a good understanding of development. Underpinned by the book 'Factfulness' this unit provides the opportunity to explore how and why development differs globally, enabling students to gain an understanding of how development is measured, critically evaluating the strengths and limitations of each indicator. Students will then go on to explore the dangers of 'a single story', applying this to place. This unit provides the foundations to access the rest of year 8 where we exploring the development of global cities and apply our knowledge to the study of Brazil.

Curriculum Update





MFL	Unit of Work: Free time (Free time and frequency; Activities last weekend) Why are we learning this? In this unit, students will learn how to discuss their free time activities. As well as expanding their vocabulary on a topic which is relevant to them, they are being introduced to a different time frame - The Past Tense. The addition of this new skill enables them to add complexity to their grammar structures and allows them to narrate past activities, which is an essential skill they will continue to build on in the next units.
Art	Unit of Work: Pop Art Food project Why are we learning this? Students are working on their observational drawing and 3 dimensional skills. They will be looking at a range of 'Super Realistic Artists' and 'Pop Artists' analysing how colour and pattern are used. Students will revisit colour and develop their colour theory knowledge. A food-based project captures students' interest as they can relate to the theme. We have found Pop Art is relatable to students as style of art is used extensively in comics.
IT	Unit of Work: Representation from clay to silicone Why are we learning this? This unit develops students' awareness of how data is represented, Students will have an understanding that computers work by processing binary signals (0's and 1's) that as humans we would have difficulty in processing ourselves. Students will be able to calculate binary number to denary and hexadecimal, in addition to having an appreciation for how computers store images and audio as data.
Drama	Year 8 Drama – Status In Year 8 Drama, students explore the concept of status — how power, hierarchy, and social roles influence character interactions on stage. Through practical activities, improvisation, and scripted scenes, students learn to physically and vocally portray high and low status. This unit helps develop performance skills, deepen character understanding, and enhance confidence in making bold acting choices.
Music	Unit of Work: Hooks and Riffs; Developing performance skills through popular music Why are we learning this? By studying hooks and riffs, students will explore key components that make popular music memorable and engaging. Students will learn advanced techniques for playing these catchy musical phrases on various instruments, focusing on improving their timing, coordination, and expression. They will further develop their understanding of musical structure and how hooks and riffs contribute to a song's identity. Through this unit, students will enhance their performance skills, gain confidence in playing popular music, and appreciate the cultural significance and impact of these elements in contemporary music.
Design and Tech	Unit of Work: Food Module: Computer Aided Design and Programming module: Windmills with an engineering and sustainable energy focus. Why are they studying this? In the food rotation, students are developing more complex skills by making bread doughs and pasta from scratch. They also learn about macro and micro-nutrients needed for a healthy diet. In the other rotations students build on their computer aided design skills and then 3D print their own phone stand. Students will also develop their knowledge of micro controllers resulting in a group design for a charitable product. More complex skills in engineering are also taught looking at using bearings, understanding material properties and creating screw threads for a windmill project. These skills all form a foundation of knowledge for KS4 as well as life skills.
EPR	Unit of Work: How can the Sikh way of life help us to become more selfless? Why are we learning this? This unit of learning provides students with the opportunity to explore one of the major world religions. Through exploring the importance of key beliefs through interpreting the Mool Mantra, and examining the origins of Sikhism, students will have the opportunity to discuss religious freedom and what is really means to be 'selfless'.
PE	Unit of Work: Performing in competitive situations and developing strategies (Table Tennis; Rugby; Netball, Fitness) Why are we learning this? In the Autumn term boys will study Rugby, Table Tennis and Fitness. In these sports students will develop the skills and strategies required to effectively apply in game situations and use un extra-curricular clubs and school fixtures. In the Autumn term girls will study Netball, Rugby and Fitness. In these sports students will develop the skills and strategies required to effectively apply in game situations and use un extra-curricular clubs and school fixtures. All students will follow a block of fitness and will understand how to effectively use the fitness suite and develop their physical literacy understanding about fitness training for their sport and individual needs.



Unit of Work

Art	Unit of work: African Art Why are we learning this? Students are studying Cultural Art mainly from Africa. We are looking at African masks, their materials and symbolism and then their link to artists like Picasso. The projects involve looking at contemporary African artists; their use of colour and pattern and how they themselves have been influenced by historical masks. This projects gives the students the opportunity to build on the formative line, colour, shape, texture and pattern knowledge for earlier years. After developing their painting skills through mixing colour and working with accuracy students will go onto working in clay.
IT	Unit of Work: Cyber Security Why are we learning this? Students will develop an understanding of the importance of encryption in the digital age in, order to protect personal or sensitive information. Given the rapidly changing computing environment and global political situation, protecting infrastructure and the data belonging to Billions of people from hacking and theft is a key priority for government and business. Students will develop a practical understanding of cryptography though the use of cyphers before exploring more modern methods of encryption using keys
Drama	Year 9 Drama – Naturalistic Acting In Year 9 Drama, students delve into naturalistic acting, focusing on creating believable characters and realistic onstage situations. Inspired by practitioners like Stanislavski, this unit emphasizes truthful emotion, motivation, and everyday behaviour. Through script work, character analysis, and rehearsal techniques, students learn to bring authenticity to their performances and develop a deeper understanding of human behaviour in theatre.
Music	Unit of work: Film and Media; Refining performance and composition skills through film and media music Why are we learning this? By studying film and media music, students will delve into the powerful role music plays in enhancing visual storytelling. Students will refine their performance skills by learning to play iconic themes and motifs from various films and media. They will also develop their composition skills by creating their own music to accompany visual media, considering elements such as mood, atmosphere, and character. This unit will deepen students' understanding of how music can influence emotions and narrative, improve their technical abilities on their chosen instruments, and foster creativity in composing original pieces. Through this unit, students will appreciate the intricate relationship between music and media and its cultural and social impact.
DT	Unit of work: Students rotate around one Technology area per term: Food Module: Engineering Module—manufacturing an over the door hook and casting; Timber module:- creating a wooden bird feeder Why are they studying this? This year forms the foundation of knowledge of KS4: In Food students recap on dietary needs and food hygiene whilst gaining knowledge in sustainable foods and making their own choices based on factors like allergens, availability, food miles and health. Students cook more complex dishes based on the rubbing in and dough methods previously learnt. Engineering students operate the lathe and 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	Unit of Work: What big questions can I ask in Philosophy? Why are we learning this? The study of this unit helps students explore deep questions about life, belief, and morality. It develops critical thinking, reasoning, and debate skills, encouraging students to reflect on topics like the existence of God, right and wrong, and the meaning of life. Philosophy complements religious studies by examining how different worldviews approach big questions. This unit encourages curiosity, respectful discussion, and open-mindedness—important skills for both academic growth and everyday life.
PE	Unit of Work: Developing as sports performers and leaders (Fitness; Rugby; Netball / Basketball, Table tennis) Why are we learning this? In the Autumn term boys will study Rugby, Table Tennis and Fitness. In the Autumn term girls will study Netball, Rugby, Dance and Fitness. In these sports students will develop advanced skills and strategies required to be effectively performers in competitive situations and develop leadership skills. All students will follow a block of fitness and will understand how to effectively train and develop their physical literacy understanding about fitness training for their sport and individual needs. Students will get opportunities to be sports leaders and be coaches and officials with primary school students in their festivals and tournaments.

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.

At school we want every student to understand that their learning opens doors to many different futures. Career pathways are no longer always straightforward – many people change jobs, retrain, or combine several different roles throughout their lives. This is why it's so important that students develop strong skills, resilience, and a wide knowledge base, as these will prepare them for a fast-changing world of work.

How Parents Can Help at Home

- **Encourage curiosity:** If your child shows an interest in a particular job, help them research what qualifications, skills, and experiences are needed.
- **Model lifelong learning:** Share your own career journey with your child, including any changes or challenges you've faced and how you overcame them.
- **Highlight transferable skills:** Remind your child that skills like teamwork, communication, creativity, and problem-solving are highly valued in every career.
- **Support experiences outside the classroom:** Volunteering, part-time jobs, clubs, and hobbies all build confidence and employability skills.
- **Use everyday opportunities:** Something as simple as discussing a news story, looking at the technology behind an app, or thinking about who works in different places you visit can spark career conversations.

If your child is consistently having difficulties with certain subjects, it might be time to reach out to their teachers. Early intervention can lead to additional support and resources, helping your child overcome them before they become overwhelming.

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/>

Remember you can always see how your child is doing on a daily basis by logging into Class Charts and checking their merits and behaviour points.