

Curriculum Update Summer 1

As we move into the final term of the academic year, there is a great deal happening across the school curriculum. Our Year 11 students are now approaching their examination season. To support them in achieving their very best outcomes, we will be moving away from the normal timetable and introducing a bespoke programme. This allows students to attend carefully planned “impact sessions” immediately before each exam. These focused sessions are designed to revisit key knowledge, build confidence, and ensure students feel fully prepared as they enter the exam hall.

We are also delighted to welcome the next cohort of Year 7 students and their families. It was a pleasure to meet so many of you at the Welcome Evening to begin building relationships ahead of September. We look forward to seeing students again at our taster day and welcome picnic in July.



Work Hard



Be Kind



Join In

Our curriculum extends well beyond the classroom, and we are proud of the wide range of enrichment opportunities available to students. A particularly exciting recent addition is the TCS Music Academy. This initiative offers students the chance to learn a musical instrument in small groups, as well as to collaborate with others through ensemble and sectional rehearsals. We are especially pleased that this opportunity is open to students from Year 4 upwards, allowing us to work in partnership with our local community and inspire younger learners. We look forward to seeing this develop and to celebrating students' achievements.

Our Modern Foreign Languages team recently hosted a “Boost Your Grade” workshop for Year 10 and Year 11 students and their parents. This hands-on session provided practical strategies that can be used at home to support revision, particularly in developing vocabulary, speaking confidence, and effective recall techniques.

It was fantastic to see families engaging with the activities and working alongside one another. Events like this highlight just how impactful parental support can be. When students, families, and teachers work together, it significantly enhances students' confidence and their ability to succeed in exams.

We continue to benefit from the support of a strong and committed governing body. School governors are volunteers who work closely with school leaders to both support and challenge, ensuring that the school continues to improve and provide the best possible education for our students. They regularly visit the school to meet with staff and students and gain a first-hand understanding of school life. Last half term, two of our governors carried out student voice activities focused on the curriculum. They met with students from Years 7–10 and the Sixth Form to explore what they have been learning, how teachers support them, and what helps them to succeed. They also discussed how the school fosters a sense of belonging within our community, which remains a key priority for us.

Our staff continue to develop their practice through high-quality professional development. Recently, teachers have been focusing on strategies such as the use of mini whiteboards to check for understanding and “turn and talk” to increase student participation and engagement. In addition, all teaching staff are supported by an instructional coaching programme, where they receive regular lesson visits and personalised feedback. This ensures that our teachers continue to refine their practice and provide high-quality learning experiences for all students.

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/>

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

PSHE Lessons	Assemblies	Events
- Menstrual Wellbeing - Healthy and Unhealthy Relationships - 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	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 <i>Macbeth</i> 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 tackling other areas of maths; namely Handling Data and Proportion. Notably 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? This unit offers 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.

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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.
EPR	Who is God? What are we learning this unit? In this unit, we will explore one of life's biggest questions: Who is God? By learning about how different cultures and traditions understand God and the world around them, students gain a deeper awareness of the variety of beliefs held by people today. They will reflect on their own ideas, learn about ancient beliefs, explore what the Bible teaches in Genesis, consider whether Hindus are monotheistic or polytheistic, and discover what Buddhists and Humanists believe about life and meaning.



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

PSHE Lessons	Assemblies	Events
• Introduction to Consent • Avoiding Assumptions • Freedom and Capacity to Consent	• 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.
Geograp hy	What is Brazil like? Why are we learning this unit? This unit provides the opportunity to explore a particular area of the world in more detail. It will examine the human and physical geography of Brazil investigating such areas as climate and population with a particular focus on the importance of Brazil now, and in the future 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.



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	Macbeth Why are we learning this unit? This term, Year 8 Drama students explore <i>Macbeth</i> as a continuation of Shakespearean study in Year 7, where they looked at <i>A Midsummer Night's Dream</i>. We will focus on themes, characterisation, and atmosphere. Through key scenes, students examine major themes such as ambition, power, guilt, and the supernatural, considering how these ideas drive the story and influence the characters' choices. Students bring characters like Macbeth and Lady Macbeth to life by analysing their motivations, relationships, and emotional journeys, using voice, movement, and expression to show change over time. We look at how atmosphere is developed, helping students understand how tension and mood are created on stage.
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
EPR	What is Christianity? Why are we learning this unit? Christianity because it is the world's largest religion and has had a significant influence on history, culture, and beliefs around the world. So far, students have learned about Judaism and how Jesus, as a Jewish man, followed the commandments found in the Old Testament. In this unit, they will explore how Jesus began to challenge and reshape some of the ideas within his own tradition. Understanding these developments helps students see the roots of Christianity and prepares them for future topics, as many of the themes they will encounter later build on these key ideas.



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 - Gangs: Spotting the Signs - Gangs: Risks and Consequences		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	<i>An Inspector Calls</i> 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 pictorial 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 thematic 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.		

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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	Devising Theatre Why are we learning this unit? In Year 9 Drama, students explore the creative process of devising theatre, developing original performances inspired by current affairs, historical events, and their own experiences and interests. They begin by researching and discussing a range of ideas, learning how to turn real-world issues and personal viewpoints into engaging dramatic material. Through collaboration, improvisation, and experimentation, students shape their ideas into meaningful performances, considering structure, style, and purpose. They also develop skills in characterisation, staging, and the use of dramatic techniques to communicate their message clearly to an audience. This unit encourages creativity, critical thinking, and confidence, empowering students to create theatre that is both personal and socially relevant.			
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			
EPR	What big questions can I ask in Philosophy? Why are we learning this unit? In this unit, students will be exploring some of the big questions that humans have asked for thousands of years—questions about life, knowledge, reality, and what it means to be a good person. By studying philosophy, students will become better thinkers and communicators. They will do this by engaging with meaningful questions and practising their ability to explain their reasoning clearly so they can understand and appreciate different perspectives.			
 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.

Top Tips for Supporting Revision

1. Help them plan their time

Support your child to create a simple revision timetable that spreads subjects across the week. Short, regular sessions (30–45 minutes) are far more effective than last-minute cramming.

2. Create the right environment

A quiet, well-lit space free from distractions can make a big difference. Encourage phones to be put aside during revision time where possible.

3. Focus on active revision

Encourage techniques that involve thinking, not just reading. This might include: Self-quizzing, Flashcards, Practice questions, Teaching you what they have learned

4. Use school resources

Remind your child to use the materials provided by their teachers, including revision guides, online platforms, and past paper questions.

5. Encourage regular breaks

Breaks help students to stay focused and avoid burnout. A short break after each revision session can improve concentration.

6. Talk about what they're learning

Ask your child to explain a topic to you—this is a powerful way to strengthen understanding and identify gaps.

7. Support wellbeing

Ensure your child is getting enough sleep, eating well, and taking time to relax. Wellbeing has a direct impact on performance.

Talking About Reports and Next Steps

Your child has recently received their report, it is important to take time to review it together in a calm and positive way.

- ✓ Look beyond individual grades and discuss effort, progress, and areas of strength.
- ✓ Recognising what has gone well helps to build confidence and motivation.
- ✓ Help your child understand what they need to do to improve. Setting small, achievable goals can make this feel manageable.
- ✓ Ask questions such as: What are you most proud of? What did you find challenging? What will you do differently next term?
- ✓ Help your child see how their current effort connects to their future pathways, whether that be sixth form, college, or careers.

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/>