

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

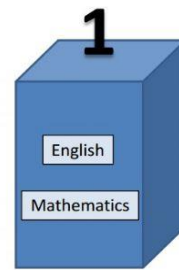


Join In

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.

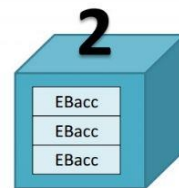
Home learning also plays an important role. Work is set centrally by our heads of department, meaning that tasks are directly linked to our curriculum. This helps students to rehearse and consolidate new knowledge, moving it from their short-term to long-term memory. If parents have any questions about 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.



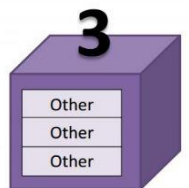
Bucket 1

- 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/>



	Subject (Core)	Unit of Work
	History	Unit of Work: Thematic: Crime and Punishment in Britain, C1000-Present 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	Unit of Work: Urban Issues and Challenges Why are we learning this? As population increases this creates particular challenges for urban spaces such as Nigeria and the UK. Through exploring the reasons for these challenges, students will begin to examine sustainable and alternative futures within these two locations. This unit is not only essential in providing students with the knowledge and skills to access their GCSE but also in giving an opportunity for them to consider how they can live more sustainably.
	EPR	Unit of Work: Can war ever be justified? Why are we learning this? Religion can be a power for peace but why does war happen? Does everyone want to fight? This unit explores the different reasons around calls to fight and why some people have followed this need to fight, whilst others have not. This unit links the idea of war to forgiveness and reconciliation, examining themes of peace, tolerance and understanding. This also forms part of the mandatory religious education required in schools by the Government.
	PE	Unit of Work: Promoting a lifelong enjoyment in sport and develop the understanding of careers and opportunities in sport Why are we learning this? Why are we learning this? Each class will choose at least 2 sports each term from the categories of Games, Aesthetics, Fitness, Leadership or Alternative Sports. Autumn Sports such as Rugby, Football, Basketball, Netball, Table Tennis, Fitness and Dance are some of the options they can choose. The reason the students choose their sports is to allow them to experience the sports they enjoy and develop their skills in these sports so they can participate in these sports beyond their time at TCS.

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



PSHE Lessons	Assemblies	Events	Careers
- Fertility and Routes to Parenthood - Pregnancy Outcomes (Miscarriage and Loss) - Pregnancy Options	- 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	- Post 16 Options Evening - Marjon University taster sessions: - Faculty of Sport - Health Sciences - Christmas carol concert - Winter gala concert – Exeter Cathedral - English Schools' Football Association Cup - Ten Tors Training and Event	

	Core	Unit of Work
Year 11 Autumn 2	English	Unit of Work: <i>Macbeth</i> by William Shakespeare Why are we learning this? This play is the part of the English Literature GCSE where students study a play by Shakespeare. We look at how Shakespeare uses the play to explore ideas about ambition and, in a wider sense, what makes the play a tragedy. Continuing our theme of <i>overcoming the monster</i>, the monster here is Macbeth's own fatal flaw in his character. As with all of our GCSE units, there is an emphasis on essay writing skills.
	Maths (F)	Unit of Work: Surface area and volume of 3D shapes, angles in polygons, statistical diagrams Why are we learning this? Surface area and volume now extends upon shapes covered in year 10. These shapes students work with contain curved faces. Finding angles in shapes is something that is built upon from year 7 and the topmost skill is finding angles in higher sided shapes. Student's also look at how to represent data visually with pie charts and scatter diagrams.
	Maths (H)	Unit of Work: Pythagoras and trigonometry in 3D, non-right angled trigonometry, Circle Theorems and Histograms Why are we learning this? Previous years have developed students understanding of right-angled trigonometry. A large part of this term is dedicated to extending this to the highest level needed for the Higher GCSE. Angle knowledge is further extended to cover Circle Theorems which takes advantage of student's understanding of a wide range of angle facts. Student's studying Histograms adds another way they are able to represent data, namely continuous data
	Science	Unit of Work: Ecology Why are we learning this? Students will learn how ecosystems function, including food chains, energy transfer, and the interactions between organisms and their environment. They will also develop key practical science skills, such as using quadrats and transects to sample organisms and analyse data, which helps build critical thinking and scientific investigation abilities. These foundations are essential for future careers in Biology.

	Subject (Core)	Unit of Work
	History	Unit of Work: Weimar and Nazi Germany 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.
	Geography	Unit of Work: Challenge of Resource Management Why are we learning this? As our global population increases and there is greater global affluence, the demand for resources is increasing putting greater strain on the availability of food, water and energy. Through exploring the reasons for increasing pressures and solutions, students begin to examine themes such as sustainability and alterative futures. This unit is not only essential in providing students with the knowledge and skills to access their GCSE but also in providing an opportunity for them to consider how they can live more sustainably.
	EPR	Unit of Work: Are we messing up nature? Why are we learning this? Religious teachings place an emphasis on stewardship of the earth and its resources, viewing the natural world as a sacred gift. But what is stewardship? Why should we care for the environment? Drawing upon the knowledge that has been acquired from other disciplines such as geography and science, this unit will explore how ethical it is to intervene in the natural order of things. This also forms part of the mandatory religious education required in schools by the Government.
	PE	Unit of Work: Promoting a lifelong enjoyment in sport and develop the understanding of careers and opportunities in sport Why are we learning this? Each class will choose at least 2 sports each term from the categories of Games, Aesthetics, Fitness, Leadership or Alternative Sports. Autum Sports such as Rugby, Football, Basketball, Netball, Table Tennis, Fitness and Dance are some of the options they can choose. The reason the students choose their sports is to allow them to experience the sports they enjoy and develop their skills in these sports so they can participate in these sports beyond their time at TCS.

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

	PSHE Lessons	Assemblies	Events	Futures
Year 12	• Love Languages • Media and pornography on sexual expectations • Taking responsibility for your sexual health	• * EPQ • Duke of Edinburgh • Ten tors • Unifrog futures • Oddballs – testicular cancer charity	- Enrichment block 2 - Pride Gym Fitness - Driver Safety - Learn to Live Road Safety conference Torquay trip (November) - Christmas Meal social event - Paris trip (April 2026)	Careers Fair – 5th November Exeter University – trip Careers week – many guest speakers

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

Have a look at what is coming up for **Year 13** in the next few months for Personal Development.

	PSHE Lessons	Assemblies	Events	Futures
Year 13	• Living independently	• UCAS Personal Statements • Exeter University – Student finance talk • Plymouth Uni student life talk • 1 on 1 academic interventions • Christmas End of term Awards	• Exeter University – Student finance talk • Plymouth Uni student life talk - Christmas Meal social event - Paris trip (April 2026)	• Plymouth University – Student ambassador personal support during study sessions • SF teachers write references for UCAS applications • Unifrog programme • 1 on 1 careers interviews

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

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.