



Holderness Academy Curriculum Vision

Holderness Academy's curriculum vision is to inspire and empower young people to make a positive difference today, ready for tomorrow.

We will achieve this by:

- Creating a **curriculum accessible to all**: *Regardless of ability or socioeconomic background.*
- Developing the **Holderness Learner**: *Fostering respect, aspiration, resilience, and kindness.*
- Providing **real-world experiences**: *Linking learning to practical applications.*
- **Enriching the curriculum**: *Offering extra-curricular activities and community engagement.*

The design of our curriculum seeks to equip our learners with the knowledge, skills, and values needed to succeed in life, both personally and professionally.

Curriculum Time Breakdown

Our curriculum covers the requirements of the national curriculum, a link to this document can be found below:
[Secondary national curriculum \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

| Curriculum Area | Subject | GCSEs Awarded | Hours per Fortnight |
|--|--|----------------|---------------------|
| Core | English (GCSE English Language and GCSE English Literature) | 2 | 10 |
| | Maths GCSE | 1 | 9 |
| | Combined Science | 2 | 10 |
| Humanities | Geography or History | 1 | 6 |
| GCSE Option 2 | Option choice subjects <ul style="list-style-type: none"> • Art • ASDAN • Business • Food Technology • BTEC First Award ICT • Food Technology • 3D Product Design • GCSE Physical Education • GCSE Philosophy and Ethics • Health and Social Care • Sociology • Spanish | 1 | 6 |
| GCSE Option 3 | | 1 | 6 |
| ARRK | ARRK Lessons (British Values and RSE Framework) | - | 1 |
| Performance | Core Physical Education | - | 2 |
| Total timetabled lessons over a fortnight (Week A and Week B) | | 8 GCSEs | 50 |





Curriculum Overview

Core Subjects – All learners

English

Language: Paper 1

Comprehension and Interpretation: Understand and interpret a variety of texts, including fiction and literary non-fiction. Demonstrate an ability to read and comprehend texts critically and analytically. Identify and interpret explicit and implicit meanings and attitudes.

Analysis: Analyse how writers use language and structure to create effects and influence readers. Understand the significance of a writer’s choice of vocabulary, form, and structure. Evaluate the effectiveness of a writer’s methods and techniques.

Comparison: Compare and contrast texts, considering themes, ideas, perspectives, and contexts. Identify similarities and differences in how different writers convey their messages.

Literature Paper 1: An Inspector Calls by J.B Priestley

- Recall the plot, characters and narrative structure of An Inspector Calls.
- Apply key vocabulary to describe how the characters are presented by the writer.
- Explain how the actions of the characters link to the play’s principle themes (including: capitalism, socialism, the gender gap, the class divide, the idea of social responsibility).
- Explain how An Inspector Calls comments on its cultural context (including: Edwardian Britain, the Titanic, the two World Wars, society in 1945, labour strikes, Priestley as a socialist writer).
- Evidence their opinions using quotations from the play, some of which they have learned.
- Analyse meanings of key quotations.
- Write with clarity in formal English (for grade 5+): write well-organised, analytical paragraphs.
- Explore writer’s intentions (for grades 7+): use language of possibility, and abstract ideas, to explore sophisticated interpretations.

Mathematics

Foundation

Number

- Apply systematic listing strategies.
- Use priority of operations with positive and negative numbers.
- Simplifying calculations by cancelling.
- Use inverse operations.
- Round to a given number of decimal places.
- Multiply and divide decimal numbers.
- Use pictures to help you solve problems.
- Convert metric measures.
- Write decimal numbers of millions.
- Round to a given number of significant figures.
- Estimate answers to calculations.
- Use one calculation to find the answer to another.
- Recognise 2-digit prime numbers.
- Find factors and multiples of numbers.
- Find common factors and common multiples of two numbers.
- Find the HCF and LCM of two numbers by listing.
- Find square roots and cube roots.

Higher

Number

- Use pictures or lists to help you to solve problems.
- Work out the total number of ways of performing a series of tasks.
- Estimate an answer.
- Use place value to answer questions.
- Write a number as the product of its prime factors.
- Find the HCF and LCM of two numbers.
- Use powers and roots in calculations.
- Multiply and divide using index laws.
- Work out a power raised to a power.
- Use negative indices.
- Use fractional indices.
- Write a number in standard form.
- Calculate with numbers in standard form.
- Understand the difference between rational and irrational numbers.
- Simplify a surd.
- Rationalise a denominator.

- Recognise powers of 2, 3, 4 and 5.
- Understand surd notation on a calculator.
- Use index notation for powers of 10.
- Use index notation in calculations.
- Use the laws of indices.
- Write a number as the product of its prime factors.
- Use prime factor decomposition and Venn diagrams to find the HCF and LCM.

Algebra

- Use correct algebraic notation.
- Write and simplify expressions.
- Use the index laws.
- Multiply and divide expressions.
- Substitute numbers into expressions.
- Write more complex expressions.
- Recognise the difference between a formula and an expression.
- Write and use formulae.
- Use smaller numbers to help you see a pattern.
- Expand brackets.
- Simplify expressions with brackets.
- Write and use formulae with brackets.
- Factorise algebraic expressions.
- Use the identity symbol \equiv and the not equal to symbol \neq .
- Write expressions and simple formulae.
- Use maths and science formulae.

Algebra

- Use the rules of indices to simplify algebraic expressions.
- Expand brackets.
- Factorise algebraic expressions.
- Solve equations involving brackets and numerical fractions.
- Use equations to solve problems.
- Substitute numbers into formulae.
- Rearrange formulae.
- Distinguish between expressions, equations, formulae and identities.
- Find the general term or n th term of an arithmetic sequence.
- Determine whether a particular number is a term of a given arithmetic sequence.
- Solve problems using geometric sequences.
- Work out terms in Fibonacci sequences.
- Find the n th term of a quadratic sequence.
- Expand the product of two brackets.
- Use the difference of two squares.
- Factorise quadratic expressions of the form $x^2 + bx + c$.

Combined Science

Biology

B3 Digestion (Organisms)

- Name the main compounds found in foods and explain the purpose of their digestion.
- Explain enzyme action using the lock and key theory.
- Explain factors that affect enzyme action.
- Use Benedict's, Biuret and Iodine solutions to test for sugar, protein and starch in foods.
- Investigate the effect of pH of the rate of a reaction catalysed by amylase.

Skill Required practical

- Effect of pH on the rate of an enzyme catalysed reaction

B4 Transport in plants and animals (Organisms)

- Describe the composition of blood.
- Describe the structure of the heart and blood vessels.
- Explain how the blood vessels are adapted to their functions.
- Explain how plants are adapted to transport substances.
- Explain the process of transpiration and factors that affect its rate.

Chemistry

C3 Bonding and structures (Reactions)

- Describe and explain the properties of materials in terms of the arrangement of particles in the 3 states of matter.
- Describe the chemical bonding involved in ionic, covalent and metallic substances.
- Explain how the type of bonding in a substance affects the physical properties of that substance.
- Explain how the size of a structure affects the physical properties of a substance.
- Explain how intermolecular forces affect the properties of substances simple and giant molecular substances.

Physics

P2 Energy transfers (Energy)

- Identify energy stores and the mechanisms used to transfer from one store to another.
- Apply the law of conservation of energy.
- Use calculations to measure gravitational, kinetic and elastic energy stores.
- Explain how energy is dissipated during energy transfers.
- Compare the efficiency of devices in terms of energy transfers.

Core Physical Education

Employability

Students will understand the term employability and demonstrate skills related to this term.

Commitment to Development

Students will understand how they can take steps to improve and develop their employability skills.

Analysing & Investigating

Students will understand the skills most desired by employers and reflect on their own skills.

Managing Time

Students will understand the skills most desired by employers and reflect on their own skills.

ARRK Lessons

Core Values
Aspirational
Resilient
Respectful
Kind

Health and Wellbeing

- Child Sexual Abuse.
- Screen Time.
- Mental Health Illnesses.
- Self-Harm.
- Suicide (Thoughts and Feelings).
- Promoting Emotional Wellbeing.

Life Beyond School

- Screen Addiction and studying.
- Post 16 Options – Exam stress and anxiety.
- Social Media vs Real Life.
- CV writing.
- Writing a personal statement.

Staying Safe, Online and Offline

- Virtual reality and live streaming.
- Online reputation and digital footprints.
- Group chats and antibullying.
- Cosmetic and aesthetic procedures.

Option Subjects Overview

Humanities

Geography

The challenges of Natural Hazards: Tectonic and Weather.

- The risks posed by natural hazards.
- The physical processes involved in creating natural hazards.
- The effects of and responses to natural hazards, comparisons between LIC, NEE and HIC.
- Global atmospheric circulation.
- Tropical storms, their impact, and effects on people.
- Case study – Typhoon Haiyan.
- Case study – Nepal Earthquake 2015.
- Extreme weather in the UK.
- The risks of Climate Change and its impacts.

Students will know:

- How natural hazards are created.
- How we can manage the risks of living with natural hazards.

History

Anglo-Saxon England and the Norman Conquest 1000-1090

Saxon England, The Succession Crisis, Battle of Hastings, Rebellions against William, Harrying of the North, Normanisation of England, Changes to the Church, Bishop Odo, William's legacy.

- Identify what Anglo-Saxon England was like including- monarch, society, economy, and government.
- Describe the causes and events of the Norman Conquest including- Gate Fulford, Stamford Bridge, Battle of Hastings, submission of the Earls.
- Explain the impact of the conquest on England including- changes in land holding, castles, Feudal System, changes to the church.

Philosophy and Ethics

Paper 1 Section 1: Christian Beliefs

- The Trinity – God is the Father, Son, Holy Spirit; all are equal but have different roles. Evidence in the Bible & Nicene Creed.
- Creation – different interpretations of the Genesis creation story, whether it can be taken literally or is it a metaphor?
- The Incarnation – God became human in the form of Jesus to save people from sin.
- Jesus' Last Days – what happened to Jesus in the lead up to his Crucifixion?
- Salvation – Jesus died for our sins.
- Eschatology – is there an afterlife? The evidence for this, how we will be judged.
- Evil & Suffering – the problem of evil, different ways of solving the problem (including Theological explanations, Biblical explanations, and Practical solutions).

MFL

Spanish

10.1 Grammar Recovery Unit

- Retrieval of advance negative structures (*no/nunca/ni/tampoco/ya no*).
- Present tense with high frequency regular and irregular verbs.
- Perfect and Imperfect Tense.
- Near and Simple future.

Healthy living and Lifestyle

- Present, past and future time phrases reinforced.
- Discussion on a healthy lifestyle discussing nutrition, exercise and harmful substances.
- Use of the comparative and superlative to compare lifestyles.
- retrieval of the past tense with irregular past participles.
- Use of '**para**' to express 'in order to'.

Sociology

This term the students will complete the Families and Households unit in which they will explore the following topics:

- What is a family and what is a household?
- Modern UK family forms and family diversity.
- Factors influencing family diversity.
- Family lifecycle.
- Sociological perspectives and their view of the family (Functionalist, Marxist and Feminist).
- Changing family relationships.
- Changing patterns of marriage and divorce.
- Conjugal roles.
- Symmetrical families.
- Criticisms of the families.

3D Product Design

Major Project:

Term 1: Research, observational work and initial ideas.

Project Mapping

- Considering themes (decision making)
- Mind mapping (planning skills)
- Project intentions (planning skills)
- Visit and read (research skills)
- Book design (presentation techniques)

Initial Research

- Topic Research
- Artist/designer research

Initial Photography

- Secondary source photography
- Primary source photography

Accurate Drawings

- Accurate pencil drawings
- Accurate pen drawings

The GCSE 3D course starts with a focus on research to build up a solid foundation for the extended project.

Students will learn about their topic in greater depth through reading, researching, and exploring the history and facts around their theme.

Students will also be encouraged to gather experiences linked to their topic by visiting places, galleries, and exhibitions if possible.

Observational drawings will be centred around accuracy and confident control of tools, and it is also encouraged that students will take their own primary source photographs.

Throughout Y10 students will learn about new artists/designers and develop their knowledge of the meaning behind many works of art and design.

| | |
|-------------------------------|--|
| <p>Engineering</p> | <p>R039: Communicating designs This is assessed by a set assignment. In this unit you will learn how to use sketching and engineering drawings to communicate your ideas.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Manual production of freehand sketches. • Manual production of engineering drawings. • Use of computer aided design (CAD). |
| <p>Textiles</p> | <p>Experimentation Experimentation in the following specialisms:</p> <ul style="list-style-type: none"> • Mark Making. • Fabric Construction. • Dyeing and Printing. • Embellishment. • Fabric Manipulation. • Pattern Making. • Presentation. <p>Students build on their accurate and controlled skills by exploring more expressive and experimental ways of working with textile media. They will develop new practical skills by emulating the style of their chosen artist/designer.</p> <p>Students start to explore techniques that provide opportunities to extend the personal, emotional, and meaningful impact of their ideas linking to their chosen theme where appropriate. An example of this could be basing developmental samples on their own photographs and drawings.</p> <p>Throughout Y10 students will learn about new textile artists and designers and develop their knowledge of the meaning behind many works of textile art and design.</p> |
| <p>Food Technology</p> | <p>Food Science This unit will enable learners to develop an understanding of the different scientific processes that are involved in food production and preparation. Topics and Skills covered:</p> <p>Why food is cooked and the different methods of heat transfer.</p> <ul style="list-style-type: none"> • Learners will learn a range of preparation and cooking methods, alongside the importance of time, to achieve the desired characteristics in practicals. • Learners will study the functional and chemical properties of food, including denaturation, coagulation, gluten formation, foam formation, gelatinisation, dextrinization, caramelisation. • Learners will understand the use and importance of chemical and mechanical raising agents. |
| <p>Art</p> | <p>Major Project: Term 1: Research, observational work and initial ideas.</p> <p>Project Mapping</p> <ul style="list-style-type: none"> • Considering themes (decision making). • Mind mapping (planning skills). • Project intentions (planning skills). • Visit and read (research skills). • Book design (presentation techniques). |

Initial Research

- Topic Research.
- Artist research.

Initial Photography

- Secondary source photography.
- Primary source photography.

Accurate Drawings

- Accurate pencil drawings.
- Accurate pen drawings.

The GCSE Art course starts with a focus on research to build up a solid foundation for the extended project.

Students will learn about their topic in greater depth through reading, researching, and exploring the history and facts around their theme.

Students will also be encouraged to gather experiences linked to their topic by visiting places, galleries, and exhibitions if possible.

Observational drawings will be centred around accuracy and confident control of tools, and it is also encouraged that students will take their own primary source photographs.

Throughout Y10 students will learn about new artists and develop their knowledge of the meaning behind many works of art.

Physical Education GCSE

Introduction Unit

1.1a The structure and function of the skeletal system

- Bones/Functions/synovial joints/Components of joints

1.1b The structure and function of the muscular system

-muscles/roles in movement

1.1c Movement Analysis

-Lever Systems

-Planes and axes of movement

Health and Social Care

Health conditions

Learners will look at common lifelong factors that affect our health and care needs

| | | | |
|---------------------------|-------------------|---------------------------------------|------------------------|
| Arthritis | Diabetes (type 2) | Asthma | Sensory impairments |
| Cardiovascular conditions | Dementia | Chronic obstructive pulmonary disease | Physical impairments |
| Coronary heart disease | Obesity | COPD | Learning disabilities. |
| Cerebral vascular | | | |
| Accidents | | | |

Learners will look at common lifelong health Diseases Health services available:

| Primary Care | Secondary Care | Tertiary Care | Multidisciplinary team working |
|--|---|--|--|
| GP surgeries Dental care Out-of-hours services Telephone services Accident and Emergency Departments | Specialist medical care that includes: Rheumatology Respiratory Medicine Cardiology Endocrinology | Specialist medical care that includes: Oncology Transplant services Physiotherapy Speech and Language Therapy Occupational Therapy Dietetics | How services work together, including referrals between services |

Unit 1 - Entrepreneurship

This content area focuses on entrepreneurship, business organisations and stakeholders. Pupils will learn about:

Entrepreneurship

What does it take to be an entrepreneur? What skills and attributes are needed to be a successful entrepreneur?

Business aims and Objectives

What are the various aims & objectives that will be set when starting a business?

Structures

What are the different types of legal structure that can be formed when starting a business enterprise?

Stakeholders

What are the various individuals or groups that have an interest in the business? What are the benefits of the interaction between the different stakeholders? Does their involvement have any conflicts with the business?

Business

How can we create a user interface to meet a given audience's needs?

Learning Aim A:

Types of user interfaces, basic user interfaces, complex user interfaces, choosing a user interface, hardware and software influences, user accessibility needs, user skill, demographics, design principles.

Learning Aim B:

Basic planning project tools, project methodologies, creating a project plan.

Information Technology