



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	Hours per fortnight
Core	English	8
	Maths	8
	Science (Biology, Chemistry and Physics)	6
The World	Geography	4
	History	4
	Philosophy and Ethics	2
	Spanish	4
	ARRK Lessons (British Values and RSE Framework)	2
Technical	Design Technology (Food, Resistant Materials and Textiles)	3 (Double and Single Lesson)
	Computer Science	2
Performance	Art	2
	Physical Education	4
	Music	1
Total timetabled lessons over a fortnight (Week A and Week B)		50



English

Shakespeare: Romeo & Juliet

Texts are constructs:

Sustained analysis of plot, setting and characterisation in Romeo & Juliet considering the effect or influence on the audience using skills of interpretation and evaluation. What/How/Why?

Texts make use of patterns, all of which conveyed through language and structure:

Provide a range of interpretations, closely supported by close textual analysis. To be able to identify linguistic/literary devices and use the linguistic/literacy devices to imply meaning.: idiom, paradox, litotes, polyptoton.

Texts are informed through contexts in which they are written:

Make a sustained comment on the tragic genre, patriarchy and misogyny in Shakespeare's world with analytical and interpretative comments exploring the relationship between text and context.

Every text is an argument- texts can influence us :

- Sentence 1: Construct personal viewpoints in the form of thesis statements.
- Sentence 2: Focus on the effects of the whole text and controlling ideas.

Readers construct meaning as they read (Reciprocal Reading):

Summarise, question, clarify and predict how Romeo and Juliet reflects ideas about love, conflict, and the consequences of feuding families.

Mathematics

Dealing with Data

- Identify sources of primary and secondary data
- Choose a suitable sample size and what data to collect
- Identify factors that might affect data collection and plan to reduce bias
- Design and use data collection sheets and tables
- Design a good questionnaire
- Find the median from a frequency table
- Estimate the mean from a large set of grouped data
- Calculate a mean using an assumed mean
- Construct and use a line of best fit to estimate missing values
- Identify and suggest reasons for outliers in data
- Identify further lines of enquiry
- Draw line graphs to represent grouped data
- Draw back-to-back stem and leaf diagrams
- Write a report to show survey results

Multiplicative Reasoning

- Enlarge 2D shapes using a positive whole number scale factor and centre of enlargement
- Find the centre of enlargement by drawing lines on a grid
- Understand that the scale factor is the ratio of corresponding lengths
- Enlarge 2D shapes using a negative whole number scale factor
- Enlarge 2D shapes using a fractional scale factor

	<ul style="list-style-type: none"> • Describe enlargements that involve negative and fractional scale factors (by finding the centre of enlargement) • Find an original value using inverse operations • Calculate percentage change • Solve problems using compound measures • Solve problems using constant rates and related formulae • Solve best-buy problems • Solve problems involving inverse proportion
<p>Science Biology Chemistry Physics</p>	<p>9P1 Energy stores</p> <ul style="list-style-type: none"> • Name and identify stores of energy • Use equations to calculate the kinetic, gravitational potential and elastic potential energy stores in systems <p>9P2 Energy changes</p> <ul style="list-style-type: none"> • Describe how energy stores can be transferred from one form to another • Explain how wasted energy is dissipated during energy transfers. • Compare the efficiency of devices in terms of energy transfers. <p>9C2 Atomic structure</p> <ul style="list-style-type: none"> • Describe and explain how the models for the atom have changed. • Explain the terms ions and isotopes. • Represent the electronic structure of the first 20 elements in the periodic table. <p>9B2 Cell division & transport in cells</p> <ul style="list-style-type: none"> • Describe the process of mitosis. • Describe the functions of embryonic stem cells, adult stem cells and plant meristems. • Evaluate the use of stem cells • Compare and contrast the processes of diffusion, osmosis and active transport. • Investigate the effect of concentration on osmosis. <p>Skill Required practical:</p> <ul style="list-style-type: none"> • Measuring the rate of osmosis in vegetable tissue

<p>Geography</p>	<p>How is the Earth's climate changing?</p> <ul style="list-style-type: none"> • That climate change is a controversial issue affecting the future of the planet. • About the evidence of climate change. • The causes and consequences of climate change. • About the options for the planet's future. <p>Students will know:</p> <ul style="list-style-type: none"> • What climate change is. • How humans are causing climate change. • How we sustainably manage the risks of climate change in the future.
<p>History</p>	<p>What were the experiences and impact of the First World War?</p> <p>Europe in 1914, Recruitment, Life in the trenches, technology of warfare, Battle of the Somme, How has the war been remembered? impact of the war, medical advancements during the war, the role of women, the Russian Revolution.</p>

	<p>What were the challenges of the Inter-War Period? The Treaty of Versailles, the League of Nations in the 1930s, Adolf Hitler and the Rise of the Nazi Party, Life in Nazi Germany.</p> <ul style="list-style-type: none"> • Describe the effects of the First World War. • Explain the rise of fascism between the two world wars.
<p>French</p>	<p>9.3 Unhealthy Lifestyles</p> <ul style="list-style-type: none"> • Retrieval of negative structures to discuss unhealthy lifestyles. • Use of irregular verbs '<i>aller/ avoir/ faire/ être</i>) to discuss what activities we do to keep healthy. • Use of '<i>pour</i>' to express 'in order to' • Retrieval of modal verbs (<i>devoir</i> and <i>falloir</i>) to express what we should do to stay healthy. • Use of the idiomatic phrase: '<i>il faut</i>' to express what we must do to stay healthy <p>9.4 Technology</p> <ul style="list-style-type: none"> • Present tense verb conjugation of the verbs 'partager, prendre, télécharger) • Use of time phrases and negative structures to discuss what we do online. • Discussions of the advantages and disadvantages of the internet • Discussion of Christmas in the French speaking world
<p>Spanish</p>	<p>9.3 Unhealthy Lifestyles</p> <ul style="list-style-type: none"> • Retrieval of negative structures to discuss unhealthy lifestyles. • Use of irregular verbs '<i>ir/ tener/ hacer/ ser</i>) to discuss what activities we do to keep healthy. • Use of '<i>para</i>' to express 'in order to' • Retrieval of modal verbs (<i>deber</i> and <i>tener que</i>) to express what we should do to stay healthy. <p>9.4 Technology</p> <ul style="list-style-type: none"> • Present tense verb conjugation of the verbs 'compartir, tomar, descargar) • Use of time phrases and negative structures to discuss what we do online. • Discussions of the advantages and disadvantages of the internet • Discussion of Christmas in the Spanish speaking world
<p>Philosophy and Ethics</p>	<p>Can People Be Good Without God?</p> <ul style="list-style-type: none"> • What people base moral decisions on – family, friends, law, media, society. • How people make decisions – by using their conscience, doing the most loving thing, how having extra information can sometimes make the decision harder. • The reasons why have laws (to keep society ordered, to ensure people are protected) and why some people may argue we do not need laws. • How religious people make decisions – moral codes in Christianity and Islam. • How religious people are portrayed in the media, whether this portrayal is fair and, based on the moral codes, are these people good examples of their religion? • Nature of worship.

ARRK Lessons

Core Values
Aspirational
Resilient
Respectful
Kind

Health and Wellbeing

- To identify parts of the male and female reproductive system
- What are Sexually Transmitted infections (STIs)?
- How can we reduce the risk of Sexually Transmitted infections (STIs)
- Contraceptives and fertility controls
- The role of sexual health clinics

Celebrating Differences and Relationships

- Sexual consent and the law
- FGM
- Relationships and partners
- Domestic violence
- Sexual Harassment and stalking

Life Beyond School

- Understanding success and failure
- Assertiveness
- Financial management and planning
- Employability

Staying safe online and offline

- Defining what a drug is
- Drug classification
- Understanding what addiction is
- Understanding substance misuse

Technical

Design
Technology
Food
Textiles
Resistant
Materials

During this period Year 9 learners will cover a wide range of topics in Design technology, including:

- Types of drawing – Orthographic Projection, Isometric, and Oblique
- Use of cutting and shaping tools and equipment – Disc sander, bobbin sander, and fret saw
- Evaluation of design ideas using a design specification
- Further techniques using tools and equipment within the workshop, including coping saw, tenon saw, bench hook, pillar drill, abrasive paper and try square.
- Wood joining techniques, focussing on sliding dowel joints.
- Identification of different sources of bacterial contamination and the main types of bacteria that cause food poisoning and its symptoms.
- Healthy eating – The importance of following the current recommendations for following a healthy diet and the factors that affect food choice.
- International cuisines and the different characteristics of different countries distinctive ingredients and cooking methods.
- The traditional Japanese resist dyeing method of shibori, using “mechanical” stitch resist techniques and natural indigo dye.
- Silk painting using the “Serti” technique. This is a “chemical” resist process using gutta to create a barrier between different coloured areas of a design.
- The “Fabric manipulation” technique of Fabric Slashing or “Faux Chenille”.

Computer Science

During this term Year 9 will learn new skills and concepts in a vector graphic unit as well as an introduction to a GCSE option, Business.

The units will be:

- Vector Graphics - Creating images by using shapes and mathematical lines.
- Business - Introduction to a new subject that will be as option for their GCSE. They will learn about how businesses run and how they gain customers attention.

Art

Identity:

Portraits. Exploring how portraiture can be used to express different ideas about identity.

Tasks include;

- Fragmented portrait (experimental collage)
- Experimental portrait (mixing media)
- 3D bust (sculpture skills)

The second half term focuses on experimentation and expression as a means of exploring different meanings around the theme of identity.

Music

Keyboard Skills

Learners will develop their keyboard skills and knowledge of harmony through the performance of a variety of pieces.

Physical Education

Self-Determination Theory – Part 1

Students will have an understanding of the self-determination theory (SDT) and begin to reflect on their own personal motivations.

Winning & Losing

Students will understand good sportsmanship and the importance of demonstrating good behaviours after competition.

Competing Against Yourself

Students will understand the meaning of term persistence and to improve individual persistence

Self-Determination Theory – Part 2

Students will understand and experience the power of autonomy, competence and flow to individual motivations in line with the self-determination theory.

Rising to the Challenge

Students will understand the term self-motivation and focus on improving individual self-motivation through a range of challenging activities.

Co-operation & Competition

Students will understand the positive impact of balancing competition with cooperation.