



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

Imaginative Writing

- Write imaginatively, creatively, and effectively for different purposes and audiences.
- Develop and sustain ideas, describing settings, characters, and atmosphere in narratives.
- Organize writing logically and coherently, using a range of structural features effectively.

Technical Accuracy:

- Use a wide range of vocabulary and sentence structures for clarity, purpose, and effect.
- Apply accurate spelling, punctuation, and grammar.
- Use linguistic and literary devices appropriately to enhance writing.

Writing for Different Purposes:

- Write in various forms, including descriptive and narrative writing.
- Tailor writing to suit different audiences and purposes, demonstrating an understanding of tone and style.
- Use techniques such as rhetorical devices, varied sentence structures, and appropriate paragraphing to engage readers

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 and explore writer’s intentions
 (for grades 7+): use language of possibility, and abstract ideas, to explore sophisticated interpretations.

Mathematics

Foundation

Fractions, Ratio and Percentages

- Compare fractions.
- Add and subtract fractions.
- Use fractions to solve problems.
- Find a fraction of a quantity or measurement.
- Use fractions to solve problems.
- Use bar models to help you solve problems.
- Multiply whole numbers, fractions and mixed numbers.
- Simplify calculations by cancelling.
- Divide a whole number by a fraction.
- Divide a fraction by a whole number or a fraction.

Higher

Fractions, Ratio and Percentages

- Add, subtract, multiply and divide fractions and mixed numbers.
- Find the reciprocal of an integer, decimal or fraction.
- Write ratios in the form 1 : n or n : 1.
- Compare ratios.
- Find quantities using ratios.
- Solve problems involving ratios.
- Use bar models to help solve problems.
- Convert between currencies and measures.
- Recognise and use direct proportion.
- Solve problems involving ratios and proportion.

- Convert fractions to decimals and vice versa.
- Use decimals to find quantities.
- Work out divisions with decimal answers.
- Write one number as a fraction of another.
- Convert percentages to fractions and vice versa.
- Write one number as a percentage of another.

Equations, Inequalities, and Sequences

- Understand and use inverse operations.
- Solve simple linear equations.
- Solve two-step equations.
- Solve linear equations with brackets.
- Solve equations with unknowns on both sides.
- Use correct notation to show inclusive and exclusive inequalities.
- Show inequalities on a number line.
- Write down whole numbers which satisfy an inequality.
- Solve simple linear inequalities.
- Solve two-sided inequalities.
- Substitute values into formulae and solve equations.
- Change the subject of a formula.
- Know the difference between an expression, an equation and a formula.
- Recognise and extend sequences.
- Use the n th term to generate terms of a sequence.
- Find the n th term of an arithmetic sequence.

- Calculate using percentages and ratios.
- Work out percentage increases and decreases.
- Solve real-life problems involving percentages.
- Calculate using fractions, decimals and percentages.
- Convert a recurring decimal to a fraction.

Angles and Trigonometry

- Derive and use the sum of angles in a triangle and in a quadrilateral.
- Derive and use the fact that the exterior angle of a triangle is equal to the sum of the two opposite interior angles.
- Calculate the sum of the interior angles of a polygon.
- Use the interior angles of polygons to solve problems.
- Use x for the unknown to help you solve problems.
- Know the sum of the exterior angles of a polygon.
- Use the angles of polygons to solve problems.
- Calculate the length of the hypotenuse in a right-angled triangle.
- Solve problems using Pythagoras' theorem.
- Calculate the length of a shorter side in a right-angled triangle.
- Solve problems using Pythagoras' theorem.
- Use trigonometric ratios to find lengths in a right-angled triangle.
- Use trigonometric ratios to solve problems.
- Find angles of elevation and angles of depression.
- Use trigonometric ratios to calculate an angle in a right-angled triangle.
- Use trigonometric ratios to solve problems.
- Know the exact values of the sine, cosine and tangent of some angles.

Combined Science

Biology

10B3 – Treating disease

- How vaccines are used to fight disease
- How antibiotics are used to fight infection
- How drug trials are used in testing of medication

10B4 – Photosynthesis

- To describe and explain the process of photosynthesis
- To investigate the factors which affect the rate of photosynthesis

Required practical – Factors affecting the rate of photosynthesis

Chemistry

10C2 – Chemical changes

- To use the reactivity series to predict reactions including displacement reactions
- To describe methods to make salts using metals, soluble bases and metal carbonates
- To use the pH scale and indicators
- HT – to explain the difference between strong and weak acids

Required practical – Making soluble salts

10C3 – Extracting metals

- To describe different techniques to obtain metals from their ores according to the reactivity of the metal.
- To describe and explain the process of electrolysis for molten and aqueous samples of metal ores.

Required practical – Electrolysis of solutions

Physics

10P2 – Electricity in the home

- To describe the difference between ac and dc electrical supplies.
- To describe and explain how a 3 pin plug allows us to use the mains supply safely.
- Complete calculations on power and efficiency in electrical devices and the cost of using these devices

Required practical – Density

10P3 – Molecules and matter

- To describe how the structure of a material will affect its physical state and density
- To describe and calculate the internal energy of a material
- To describe the factors affecting the pressure of gases.

Core Physical Education

Roles

Students will understand roles within teams/groups of people. They will understand the importance of everyone fulfilling their purpose and effectively contributing.

Problem Solving

Students will understand what problem solving is and to explore a range of problem solving techniques within a team context.



Explorer
Aspirational



Scholar
Resilient



Leader
Respectful



Collaborator
Kind

Shared Goal

Students will understand the importance of a vision or goal and how to achieve that alongside others.

Communication

Students will understand a range of communication techniques and to develop the ability to communicate effectively within a team.

Embracing Collaboration

Students will understand the importance of cooperation and being a good team player.

Conflict Resolution

Students will understand a range of conflict management skills and to develop strategies to solve conflicts and disagreements.

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

ARRK Lessons

Core Values
Aspirational
Resilient
Respectful
Kind

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.

	<p>Students will know:</p> <ul style="list-style-type: none"> • How natural hazards are created. • How we can manage the risks of living with natural hazards.
History	<p>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.</p> <ul style="list-style-type: none"> • Identify what Anglo-Saxon England 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 if 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	<p>Paper 1 Section 1: Christian Beliefs</p> <ul style="list-style-type: none"> • 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).
Spanish	<p>10.1 Grammar Recovery Unit</p> <ul style="list-style-type: none"> • Retrieval of advance negative structures (<i>no/nunca/ni/tampoco/ya no</i>) • Present tense with high frequency regular and irregular verbs • Perfect and Imperfect Tense • Near and Simple future <p>Healthy living and Lifestyle</p> <ul style="list-style-type: none"> • 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	<p>This term the students will complete the Families and Households unit in which they will explore the following topics:</p> <ul style="list-style-type: none"> • 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.

Design

Engineering

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.

Topics include:

- Manual production of freehand sketches
- Manual production of engineering drawings
- Use of computer aided design (CAD)

Textiles

Experimentation

Experimentation in the following specialisms:

- Mark Making
- Fabric Construction
- Dyeing and Printing
- Embellishment
- Fabric Manipulation
- Pattern Making
- Presentation

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

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.

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.

Food Technology

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:

Why food is cooked and the different methods of heat transfer.

- 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.

Art

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 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

1.1d The cardiovascular and respiratory Systems

- Cardiovascular system
- Respiratory system
- Aerobic and anaerobic exercise

End of topic test. Both units assessed interleaving all units. - Pop/vocal tests on key AO1 content - Book check - Work scrutiny - Home learning tasks - Exam questions in class - Test end of December for the Interim A report in January (AO1, 2 and 3). - OCR GCSE PE Summary exam questions

1.2a Components of fitness

- Components of fitness
- Fitness Testing booklets
- (Scores for coursework)

Health and Social Care

Health conditions

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

Arthritis Cardiovascular conditions Coronary heart disease Cerebral vascular accident	Diabetes (type 2) Dementia Obesity	Asthma Chronic obstructive pulmonary disease COPD	Sensory impairments Physical impairments Learning disability.
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Learners will look at common lifelong health Diseases Health services available:

Primary Care GP surgeries Dental care	Secondary Care Specialist medical care that includes:	Tertiary Care Specialist medical care that includes:	Multidisciplinary team working
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Out-of-hours services Telephone services Accident and emergency departments	Rheumatology Respiratory medicine Cardiology Endocrinology	Oncology Transplant services Physiotherapy Speech and language therapy Occupational therapy Dietetics	How services work together, including referrals between services?
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Business and ICT	<p>Unit 1 - Entrepreneurship</p> <p>This content area focuses on entrepreneurship, business organisations and stakeholders. Pupils will learn about:</p> <p>Entrepreneurship What does it take to be an entrepreneur? What skills and attributes are needed to be a successful entrepreneur?</p> <p>Business aims and Objectives What are the various aims & objectives that will be set when starting a business?</p> <p>Structures What are the different types of legal structure that can be formed when starting a business enterprise?</p> <p>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?</p>
	<p>How can we create a user interface to meet a given audience's needs?</p> <p>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.</p> <p>Learning Aim B: Basic planning project tools, project methodologies, creating a project plan.</p>