



Curriculum Overview

To inspire and empower every student to make a positive impact today and be fully prepared for tomorrow.

Our Curriculum Goals:

Our goal is to equip students with the knowledge, skills and values they need to succeed in all aspects of life. We will achieve this by focusing on four key areas:

- **Accessibility for All:** Our curriculum is designed to be accessible to all students, regardless of their ability or background.
- **Developing the Holderness Learner:** We foster essential qualities in our students, including, Aspiration, Resilience, Respect and Kindness.
- **Real-World Experiences:** We connect classroom learning to practical, real-world applications and future careers.
- **Enrichment:** We offer a wide range of extracurricular activities and opportunities for community engagement to enhance learning.

Celebrating Student Success:

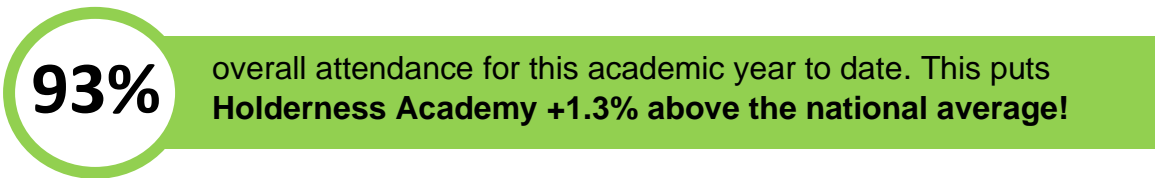
We are incredibly proud of the significant progress our students have made since our last Ofsted inspection in March 2023. Here are some highlights of their achievements in 2023 and 2024, compared to national averages. This data is taken from The Fisher Family Trust National Data Service:

Subjects with Excellent Results (Above National Average):

- **English Literature (2024):** Our students achieved results above the national average at all key grades (4, 5, and 7). We're especially proud of our students' progress at grade 5+, this puts us in the top 25% nationally!
- **Overall English (2024):** This year, our English results have surpassed both national and East Riding averages.
 - Our combined English results (Language and Literature) were **3% higher than the national average at grade 4 or above.**
 - Even more impressively, our students achieved **22% higher than the national average at grade 5 and above!**
 - We also **exceeded national progress measures in English**

Exceptional Attendance

We are thrilled to share that Holderness Academy's overall attendance figures are not only excellent but significantly surpass both East Riding and national averages! This is a testament to the dedication of our students and the unwavering support you provide.



Year Group Attendance September 2024 – March 2025					
	Year 7	Year 8	Year 9	Year 10	Year 11
Holderness Academy	94.8%	93.6%	92.3%	91.5%	92.4%
National Comparison	94.2%	92.2%	91.2%	90.6%	90.3%
Difference	+0.6%	+1.4%	+1.1%	+0.9%	+2.1%

Your commitment to ensuring your child is in school every day makes a real difference. Consistent attendance is crucial for academic success, social development and building a strong foundation for their future.





English

19th Century: The Speckled Band Arthur Conan Doyle

- Understand and explore (What and How) the genre of the gothic novel and characterisation of villains and victims.
- Use relevant subject terminology consistently, accurately and appropriately when responding to the Sherlock Holmes short story.
- Be able to embed short quotations while analysing the characters within SH.
- Explore the writer’s use of language to present a character.
- Identify, explain and explore how the following devices imply meaning: Semantic field (security, danger, fear and protection) Parallelism (through the repeated pattern of questioning and response)
- Explore the features of the Victorian crime novel and link to authorial production and reception.
- Construct personal viewpoints in the form of thesis statements.
- Focus on the effects of the whole text and controlling ideas. How does the novel try to persuade the reader to think a certain way?
- Explore and question how 'A Speckled Band' reflects ideas about greed, cruelty, and obsession and deception Question + Summarise.

Mathematics

Lines and Angles

- Classify quadrilaterals by their geometric properties
- Solve geometric problems using side and angle properties of special quadrilaterals
- Identify alternate angles on a diagram
- Understand proofs of angle facts
- Identify corresponding angles
- Solve problems using properties of angles in parallel and intersecting lines
- Calculate the sum of the interior and exterior angles of a polygon
- Work out the sizes of interior and exterior angles of a polygon
- Solve geometric problems, showing reasoning
- Solve problems involving angles by setting up equations

Science
Biology
Chemistry
Physics

8C Breathing & Respiration (ORG)

- Describe process of pulmonary ventilation
- Describe the process of aerobic respiration
- Describe gas exchange in plants & animals
- Describe effects of smoking on health
- Describe the process of anaerobic respiration.
- Skill -Evaluate a model (bell jar)
- Tier 3 vocabulary Trachea, Bronchi, Bronchioles, Alveoli, Diaphragm, aerobic respiration, Anaerobic respiration

8I Fluids (FOR)

- Describe particle energy & arrangements during state changes
- Describe pressure in gases/ liquids using the particle model
- Explain why objects float
- Describe how drag affects objects
- Skill -Calculate the density of an object.
- Tier 3 vocabulary Mass, Density, Friction, Drag, pascal, Streamlined, Newton, Equilibrium, Pressure
- Upthrust, deformation

	<p>8H Rocks (EAR)</p> <ul style="list-style-type: none"> • Describe how rocks are extracted from the Earth • Describe the formation of igneous rocks • Describe the effects of weathering on rocks • Describe the formation of sedimentary rocks • Describe the formation of metamorphic rocks.
History	<p>How did the Industrial Revolution impact experiences in the British Empire? 1700-1900 The Industrial Revolution, Cholera and Public Health, The French Revolution, Napoleonic Wars, East India Company, American Revolution, Scramble for Africa, Slave Trade, Life on Plantations, American Civil War, Experiences of the British Empire.</p> <ul style="list-style-type: none"> • Identify/ describe changes from agriculture to industrialisation • Describe conditions in textile factories • Explain the impact of Cholera on public health • Describe the experiences of Victorian women • Case study: French Revolution/ Napoleonic • British Empire- reasons, size, location, imperialism. • Compare different interpretations of the British Empire. • Compare different experiences of empire- India, America, Africa
Geography	<p>How rivers shape the land and how are they managed?</p> <ul style="list-style-type: none"> • What rivers are and how water flows into them. • How weathering, erosion and transportation create river landforms. • How to identify river landforms on OS maps. • Why rivers are important to people. • Why river management is important. <p>Students will know:</p> <ul style="list-style-type: none"> • The physical processes that happen in rivers. • The land formations that are caused by rivers. • Different methods that humans use to manage the risks posed by rivers.
French	<p>8.7 Jobs and future plans</p> <ul style="list-style-type: none"> • Use of the conditional tense (<i>je voudrais être</i>) to describe future career plans. • Use of '<i>car</i>' and '<i>parce que</i>' to justify opinions • Retrieval of the near future tense to explain future career plans. <p>8.8 Easter and Ramadan in the French Speaking world</p> <ul style="list-style-type: none"> • Discussions of how Easter and the Muslim celebrations of Ramadan and Eid are celebrated in the French speaking world.

**Philosophy
and
Ethics**

Key Figures – Was Jesus God?

- Explain the reasons Christians believe that Jesus had to die (to bridge the gap of sin, to enable us to have an eternal relationship with God) and how this impacts Christians' lives today.
- Discuss Jesus' resurrection and what this proves to Christians (death is not the end, gives them hope).

Why Do We Suffer?

- What is suffering? Different forms of suffering, moral and natural.
- The purpose of suffering – can it be explained?
- Christians and suffering – why do Christians believe we suffer?
- Muslims and suffering – why do Muslims believe we suffer?
- Hindus and suffering – why do Hindus believe we suffer?
- If suffering is some kind of test for the afterlife, what do different religions believe about the afterlife? We consider this from the viewpoints of Christians, Muslims, Hindus, and non-religious people.

ARRK Lessons

Core Values
Aspirational
Resilient
Respectful
Kind

Celebrating Differences- Equality and Diversity

- To understand the Equality Act 2010
- To understand LGBTQ+ What is it?
- To understand the responsibility of the international community to help combat homophobia
- To understand what gender equality means
- To understand what ableism is and why it's a problem
- To understand what is meant by 'barriers to employment'
- To define the word 'colonisation' and understand what the British Empire was

Technical

Design
Technology
Food
Textiles
Resistant
Materials

During this period Year 8 learners will cover a wide range of topics in Design technology, including:

- Analysis of a design brief using ACCESS FM headings
- Evaluation of design ideas using a design specification
- Safe use of basic tools and equipment within the workshop, including tenon saw, bench hook, pillar drill, abrasive paper and try square.
- Wood joining techniques, focussing on dowel joints.
- Food nutrition – macro and micronutrients
- Healthy eating – Eatwell guide
- Mood boards, storyboards, and comparative product research
- Working properties of woven, knitted, and bonded materials
- Pattern cutting
- Correct stitching of a button

Computer
Science

8.3 Python

- How do we program in python?
- Why is python beneficial?
- Students will learn how to code programs in python. Additionally, they will learn how python is effective in the real world and understand the use of specific programming languages.

Art

Visual Elements of Art: Pattern.

Exploring how patterns can be used to enhance the impact and meaning of an artwork.

Tasks include;

- Chance spontaneity (drawing)
- Repeat pattern (print)
- Sequences (drawing)
- Organic (drawing)
- Tessellation (drawing)

Students will explore a minimum of two tasks from the above list.

Music

Blues music and its influences

Learners will understand the origins of Blues, the key features of Blues music and the influence of Blues music on other styles. Learners will then compose in a Blues style using the skills and knowledge gained.

- Topics/Skills covered in Blues music and its influences include:
- Understanding the history and origins behind Blues Music and how it links in with the slave trade. (HT1)
- Understanding the key features of Blues music and how it influenced a range of different musical genres. (HT1)
- Identify the 12-bar blues chord progression. (HT2)
- Use the blues scale to compose melodies and riffs. (HT2)
- To compose a piece of Blues music and notate it using Sibelius software. (HT2)

Physical Education

Emotional Intelligence

- Students will understand what emotional intelligence is and the importance of it in their lives.

Understand Emotions

- Students will develop their understanding of emotions and how it might impact behaviour.

Express Emotions

- Students will develop their understanding of how to appropriately express how they are feeling.

Recognise Emotions

- Students will understand how to recognise their own and others' emotions and why this is an important part of emotional intelligence.