



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
	French	3
	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
	Performing Arts	2
Total timetabled lessons over a fortnight (Week A and Week B)		50

Curriculum End Points Summary for Autumn Half Term 1



Explorer
Aspirational



Scholar
Resilient



Leader
Respectful



Collaborator
Kind

English

Challenging Chaucer.**Texts are constructs**

- Understand and Explore (What and How) characterisation and satire in the Canterbury Tales.
- Understand and explore the use of a frame narrative.
- Support interpretations in the reading of Chaucer excerpts with a range of relevant and apt textual references which are explored in depth.
- Compare and contrast Patience Agabi and The Canterbury Tales.

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

- Using the prologue, explore language features and their effect on the reader with comments demonstrating skills of interpretation.
- Identify, explain and explore how the following devices imply meaning: semantic field, plosives, oxymoron.

Texts are informed through contexts in which they are written

Explore the importance of the oral tradition and the impact on modern day Literature (Why?).

Every text is an argument- texts can influence us

- Sentence 1: Construct
- personal viewpoints in the form
- of thesis statements.

Readers construct meaning as they read (Reciprocal Reading)

- Explore and question how The Canterbury Tales reflects ideas about morality, individualism and identity.
- Question + Summarise

Grammar for writing:

- Crafting Nouns
- Crafting verbs

Mathematics

Number

- Use written methods to add and subtract more than two numbers (including decimals)
- Use mental calculation for multiplication
- Estimate answers to calculations
- Know and use divisibility rules
- Use a written method to divide decimal numbers by integers
- Add, subtract, multiply and divide positive and negative numbers, including larger numbers and decimals
- Calculate using squares, square roots, cubes and cube roots
- Identify which integers a square root lies between
- Calculate combinations of squares, square roots, cubes, cube roots and brackets
- Use index form
- Write a number as the product of its prime factors
- Use prime factor decomposition to find the highest common factor (HCF) and lowest common multiple (LCM)

Area and Volume

- Derive and use the formula for the area of a triangle
- Calculate the area of compound shapes made from rectangles and triangles
- Derive and use the formula for the area of a parallelogram
- Use the formula for the area of a trapezium
- Generalise understanding that all areas are product of perpendicular lengths
- Calculate the volume of cubes and cuboids
- Calculate the volume of 3D solids made from cuboids

	• Solve volume problems • Sketch nets of 3D solids • Draw 3D solids on isometric paper • Draw plans and elevations of 3D solids • Calculate the surface area of cubes and cuboids • Solve problems in everyday contexts involving measures • Convert between different measures for area, volume and capacity • Use tonnes and hectares • Know rough metric equivalents of imperial measures
Science Biology Chemistry Physics	Teacher 1 – 8A Food & Nutrition • Describe the uses of nutrients • Carry out food tests • Describe what is a balanced diet • Explain digestion and absorption 8J Light • Describe how light travels • Describe reflection and refraction • Explain how a simple camera works • Explain how our eyes work • Explain how we see colours Teacher 2- 8K Energy Transfers • Describe energy and temperature • Identify and describe conduction, convection, radiation and insulation. 8E Combustion • Carry out an investigation into burning fuels • Describe conservation of mass • Describe fire safety • Describe some causes of air pollution and link their effects to Global Warming
Geography	Big Question: How do coastal processes shape the land and how can coastal areas be protected? • How erosion, deposition and transportation create and change coastal landforms over time. • Sequence the formation of both erosional and depositional landforms. • Consider how the coast is used by people. • Understand the need for, and impact of, different coastal management strategies. • How to identify coastal landforms on OS map and photos.
History	How did the English Civil War create a modern Britain? The English Civil War, long and short-term causes, the Battle of Naseby, Oliver Cromwell, the execution of Charles I, Cromwell's England and the Interregnum, the Restoration of Charles II. • Identify long and short-term causes of the ECW. • Describe/Explain causes, events, and outcomes of the English Civil war • Explain changes in religion from the Middle Ages to the Stuart Period.

Spanish	Describing towns and regions Whilst learning Spanish, students will practise listening, reading, speaking and writing through study of the following topics: • The Spanish speaking world; Spain, Mexico and Peru • Describe what is in my town using <i>hay</i> and <i>no hay</i> • Talk about my ideal town, using the conditional tense verb <i>habría</i> • Tell the time • Use the verb <i>voy</i> to say where I am going and who with. • Learn about food, and how to order in a cafe.
Philosophy and Ethics	Key Figures – Was Jesus God? • Looking at who Jesus was from different viewpoints: (Jewish – blasphemer; Christian – Messiah; Muslim – Prophet; Atheist – just a man). • Consider what qualities makes someone admirable (kind, generous, selfless). • Linking these qualities to Jesus – Christians believe that Jesus was like a superhero. • Consider what we can learn from Jesus’ parables and miracles. • 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).
ARRK Lessons Core Values Aspirational Resilient Respectful Kind	The key topics for this half term are: • Health & Well-being • What Is Mental Health • Positive Body Image • Child Abuse • Types of Bullying • Healthy Eating • Stress Management
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	During this term Year 8 will build on their knowledge from year 7 with two units they completed last year. The units will be: • Binary - This will include what Binary is, why computers use Binary and how we convert Binary to Denary and Vice Versa.



	Graphics - This will include pupils learning how to use professional software to edit, create and develop images.
Art	Visual Elements of Art: Shape. Exploring how shape can be used to enhance the impact and meaning of an artwork. Tasks include; - Silhouettes (collage) - Stencilled (collage) - Graphic communication (collage) - Rhythm (drawing) - Playfulness (drawing) Students will explore a minimum of two tasks from the above list.
Performing Arts	Jazz and Blues - Describe the historical origins of Jazz and Blues and their cultural significance. - Identify key features of Blues music, including the 12-bar blues structure, blue notes, call and response - Understand the roles of different instruments in Jazz and Blues ensembles. - Perform a 12-bar blues chord sequence using keyboard or other instruments. - Improvise over a backing track using the blues scale and appropriate rhythmic choices. - Play the 12 bar blues walking bass and chords in the key of C - Maintain a steady rhythm and ensemble awareness when performing in a group. Actors Toolkit - Introduction to Drama. Health and safety rules / space / warmups / trust building and working with others. - Introduction to drama skills / conventions - Physical skills - Gesture, body language, facial expression - Vocal Skills - Projection, tone, emphasis, pause and pace Drama Conventions including - Improvisation, freeze frame, mime, direct address, thought tracking, characterisation (status), collaboration, using space on stage, stage position
Physical Education	Verbal Communication Students will understand a range of verbal communication techniques and to develop the ability to communicate effectively. Active Listening Students will understand what active listening is and how to develop active listening skills. Asking Questions Students will reflect on the advantages of asking questions in the learning process and in developing a deeper understanding for concepts. Non-Verbal Communication Students will understand a range of non-verbal communication techniques and to develop the ability to communicate effectively