Year 10 Autumn Term 1 (September – October 2025)

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)

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** • Art • ASDAN • Food Technology • BTEC First Award ICT • Food Technology • French • 3D Product Design • GCSE Physical Education • GCSE Philosophy and Ethics • Health and Social Care • Psychology • 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**

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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. o 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 both positive and negative numbers.
- Simplify calculations by cancelling
- Use inverse operations.
- Round to a given number of decimal places.
- Multiply and divide decimal numbers.
- Convert metric units.
- Round to a given number of significant figures.
- Estimate answers to calculations.
- Recognise 2 digit prime numbers.
- Find factors and multiples of numbers.
- Find common factors and multiples of two numbers.
- Find square and cube roots.
- Recognise powers of 2, 3, 4 and 5
- Use index notation for powers of 10.
- Use the laws of indices.
- Write a number as the product of it's primes.
- Use prime factor decomposition and Venn diagrams to find HCF and LCM.

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.

Algebra

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 an expression and a formula.
- Write and use formula.
- Expand brackets.
- Simplify expressions with brackets.
- Write and use formula with brackets.
- Factorise algebraic expressions.
- Use the identity symbol.
- Write expressions and simple formulae.
- Use maths and science formulae.

Graphs, Tables and Charts

- Design tables and data collection sheets.
- Reading data from tables.
- Use data from tables.
- Design and use two way tables.
- Draw and interpret comparative and composite bar charts.
- Interpret and compare data shown in bar charts, line graphs and histograms.
- Plot and interpret time series graphs.
- Use trends to predict what might happen in the future.
- Construct and interpret stem and leaf and back to back stem and leaf diagrams.
- Draw and interpret pie charts.
- Plot and interpret scatter diagrams.
- Determine whether or not there is a relationship between sets of data.
- Draw a line of best fit on a scatter diagram.
- Use the line of best fit to predict values.

- 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 nth 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 nth term of a quadratic sequence.
- Expand the product of two brackets.
- Use the difference of two squares.
- Factorise quadratics expressions of the form x^2 + bx + c.

Interpreting and Representing Data

- Construct and use back-to-back stem and leaf diagrams.
- Construct and use frequency polygons and pie charts.
- Plot and interpret time series graphs.
- Use trends to predict what might happen in the future.
- Plot and interpret scatter graphs.
- Determine whether or not there is a linear relationship between two variables.
- Draw a line of best fit on a scatter graph.
- Use the line of best fit to predict values.
- Decide which average is best for a set of data.
- Estimate the mean and range from a grouped frequency table.
- Find the modal class and the class containing the median.
- Construct and use two-way tables.
- Choose appropriate diagrams to display data.
- Recognise misleading graphs.

Combined Science	**Biology – Non communicable and communicable diseases, treating diseases and photosynthesis** • Define the term health. • Explain the ideas of correlation and causation. • Describe the effects of lifestyle choices such as diet, smoking, alcohol and exposure to carcinogens on health. • Explain causes of cancer, coronary heart disease and type 2 diabetes. • Evaluate treatments for coronary heart disease • Describe what a pathogen is and how they are spread. • Explain ways to reduce the spread of communicable diseases • Describe diseases caused bacteria, viruses, fungi and protists. • Describe the natural defences that the body has to protect it from infection. • Explain how vaccinations work. • Describe uses and action of painkillers and antibiotics. • Give examples of drugs derived from natural sources. • Explain the importance of clinical trials and describe the stages of a clinical trial • Recall the word and symbol equation for photosynthesis • Describe photosynthesis as an endothermic reaction. • Explain the effects of light intensity, carbon dioxide concentration, temperature and amount of chlorophyll on the rate of photosynthesis. • Interpret graphs showing how these variables affect the rate of photosynthesis. • Investigate the effect of light intensity on rate of photosynthesis in an aquatic plant. **Chemistry- Calculations and pure substances, chemical changes and extracting metals.** • Calculate the relative formula mass of molecules and compounds. • Use the law of conservation of mass to predict the mass of reactants and products. • Use balanced symbol equations to calculate the mass of reactants and products. • Describe how the concentration of a solution can be changed • Describe how the reactivity of metals can be compared. • Use word and symbol equations to explain how displacement reactions can be used to compare the reactivity of metals. • Describe and explain the steps used in methods to produce pure, dry soluble salt crystals. • Use word and balanced symbol equations to represent chemical reactions from general equations. • Use the pH scale to compare solutions and explain how neutralisation occurs. • Define the terms electrolysis, electrolyte, ion, oxidation and reduction. • Describe the process of electrolysis of molten ionic compounds. • Make predictions about the products of electrolysis. • Explain the products of the electrolysis of aluminium oxide. • Explain the products of the electrolysis of aqueous sodium hydroxide **Physics- Energy transfers by heating, electricity in the home and Molecules and matter.** • Describe how the particle model can be used to explain the transfer of thermal energy and how to reduce thermal energy loss • Describe the difference between a.c and d.c electrical sources. • Explain the components in a 3-pin plug. • Explain how energy is conserved in terms of current and p.d. during energy transfers by an electric current. • Use the equations E=Pt, P=VI and $P=I^2R$ and Q=It. • Calculate and compare the electrical efficiency of an electrical device and the cost of using it. • Use the particle model to describe and explain changes of state when temperature increases or decreases. • Describe methods to investigate the density of regular and irregular shaped objects. • Explain the concept of internal energy of materials. • Define and explain the terms specific latent heat of fusion and evaporation. • Use calculations to measure the latent heat of a material.

Core Physical Education	**Employability** Students will understand the term employability and demonstrate skills related to this term. **Commitment to Development** Students will understand how you 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 – Christchurch Earthquake
- 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 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

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).

Modern Foreign Languages

French

Free Time

Whilst learning French, students will practise listening, reading, speaking and writing through study of the following topics:

- Cultural events in Francophone countries
- Using the internet
- Being Active
- TV, film and streaming
- Making plans to go out
- Describing a past weekend

Additionally, students build on their knowledge of KS3 grammar through study of the following:

- Using opinions with nouns and verbs
- Regular present tense verbs
- Irregular present tense verbs
- Forming questions
- The near future tense
- Regular verbs in the perfect tense

Spanish	**Free Time** Whilst learning Spanish, students will practise listening, reading, speaking and writing through study of the following topics: • An intro to the Spanish speaking world • Technology and the internet • Sports and free-time activities • Making plans to go out • Talking about a past weekend • Talking about a day that went wrong Additionally, students build on their knowledge of KS3 grammar through study of the following: • Regular present tense verbs • Irregular present tense verbs • The near future tense • Stem-changing verbs • The preterite (past) tense • Using negatives • Direct object pronouns
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

Design Technology

	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.
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

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 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.

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?

ICT

Information Technology

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.