



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

English

It's all Greek to me: Greek Mythology and creative writing.

Texts are constructs:

Understand Mythological narratology Understand how identity is created through the key themes of; Heroes & Monsters; Death & The Underworld; Trust and betrayal.

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

Identify and explain how the following devices imply meaning: Personification, simile, metaphor, zoomorphism, onomatopoeia.

Texts are informed through contexts in which they are written

- To know the core features of Greek Tragedy and Greek Comedy.
- To know the names and histories of a selection of mythological characters and creatures.

Every text is an argument:

Texts can influence us

Construct personal viewpoints about mythology in the form of thesis statements.

Readers construct meaning as they read (Reciprocal Reading):

Summarise stories Summarise the importance of mythological texts. Do they teach/advocate/warn/celebrate/expose?

Grammar for writing:

- Understanding Nouns
- Understanding verbs

Maths

Analysing and Displaying Data

- Find the mode, median and range for a set of data
- Find information from tables and diagrams
- Display data using tally charts, tables, bar charts and bar-line charts
- Interpret simple charts for grouped data
- Find the modal class for grouped data
- Calculate the mean of a set of data
- Compare sets of data using their ranges and averages
- Understand and draw line graphs
- Understand and draw dual and compound bar charts

Number Skills

- Use the priority of operations, including brackets (BIDMAS)
- Use multiplication facts up to 10 x 10 and the laws of arithmetic to do mental multiplication and division
- Multiply by multiples of 10, 100 and 1000
- Make an estimate to check an answer
- Use inverse operations to check an answer
- Use a written method to add and subtract whole numbers of any size
- Round whole numbers to the nearest 10,000, 100,000 and 1,000,000
- Use an estimate to check an answer to a multiplication
- Use a written method to multiply whole numbers
- Use a written method to divide whole numbers
- Use inverse operations to check an answer
- Round money to the nearest pound or penny
- Interpret the display on a calculator in different contexts
- Use a calculator to solve problems involving money and time
- Order positive and negative numbers

	• Add and subtract positive and negative numbers • Find all the factor pairs for any whole number • Identify common factors, the highest common factor (HCF) and the lowest common multiple (LCM) • Recognise prime numbers • Recognise square numbers • Use a calculator to find squares and square roots • Use index form for powers • Do mental calculations with squares and square roots
Science Biology Chemistry Physics	Particle model (Matter) • Draw diagrams to represent particles in different states of matter. • Explain Brownian motion • Describe link between concentration & diffusion. • Describe factors which affect gas pressures using particle theory. • Classify common substances as solids, liquids & gases. Science Safety • Identify common laboratory apparatus. • Describe their uses. • Skill • Use apparatus safely. • Plan, select and carry out a fair test investigation using laboratory apparatus. 7K Forces (Forces) • Recall Names of specific forces & their effects on objects and springs. • Describe the effect of friction on objects. • Use forces and area to calculate pressure. • Describe effects of balanced/Unbalanced forces.

Geography	Big Question: How do map skills make an excellent Geographer? • What is Geography – human and physical elements. • Understanding the 8-point compass. • Using scale on a map to measure distance. • Using a map legend to identify what map symbols mean. • Using contours on a map to find height and describe the relief of an area. • Use 4 and 6 figure grid references.
History	What is History? The Ancient Egyptians and the Ancient Greeks Historical skills, Chronology, Source Analysis, Bias, Importance of historical interpretations. • Make an inference • Place dates in chronological order • Identify bias in a text or source • Describe change and continuity between the Egyptian and Greek period.



French	An introduction to Modern Foreign Languages Whilst learning French, students will practise listening, reading, speaking and writing through study of the following topics: • Discover the languages and traditions of other European countries and cultures. • Learn and use French greetings. • Learn numbers and birthdays • Talk about brothers and sisters using the verb <i>j'ai</i> • Say what is in my classroom using the phrase <i>il y a</i> • Describe and compare two photos
Philosophy and Ethics	What Does It Mean to Be Religious? • Be able to recognise the four British Values of Individual Liberty, Rule of Law, Democracy, and Mutual Respect & Tolerance for Different Faiths, and be able to explain what each looks like. • How Britain has become a multi-ethnic society & multi-faith society, the benefits, and the potential problems. • A study of the six main world religions, where students will learn some of the key beliefs for each including what each religion believes about God, some practices, and their beliefs about the afterlife: Judaism, Christianity, Islam, Hinduism, Buddhism, Sikhism. • Non-religious worldviews – Humanism. • Can Community Cohesion be achieved?
ARRK Lessons Core Values Aspirational Resilient Respectful Kind	Health and Wellbeing Introduction to Puberty • To understand the challenges that puberty brings • Girls Puberty & Periods To know the various menstrual products available, and how they work • Boys Puberty To know the physical and emotional changes that happen to boys during puberty • Personal Hygiene To be able to explain how personal hygiene links to a healthy body • Growing Up • To understand the 'my body rules' philosophy • Self-Esteem • Can define elements of high and low esteem • Tooth Decay and Dental Health
Design Technology Food Resistant Materials Textiles	During this period Year 7 learners will cover the following topics in Design technology: • Analysis of a design brief • Understand the benefits of a design specification • Safe use of basic tools and equipment within the workshop, including coping saw, abrasive paper, and heat press. • Food Hygiene and safety • Bacteria growth • How design technology impact on the environment and the responsibilities of designers • Safe use of basic textiles tools and equipment • Setting up and safe use of a sewing machine.



Computer Science	During this term year 7 will be completing two units to provide them with the skills for the upcoming years. The units will be: - Using Media - This will include the learning the school's system and software's. How to use Microsoft software correctly. - Online safety - We will discuss how to stay safe online, what to do and what not to do, how to deal with specific scenarios.
Art	Visual Elements of Art: Line. Exploring how lines can be used to enhance the impact and meaning of an artwork. Activities include: - Contours (drawing) - Emphasis (drawing) - Scribble (drawing) - Hatching (print) - Cross-hatching (print) - Gestural (painting) Students will explore a minimum of two tasks from the above list.
Performing Arts	Music - I've Got Rhythm - Develop a secure understanding of pulse (beat) and rhythm as fundamental elements of music (rhythm grids). - Distinguish between pulse, rhythmic patterns, and tempo, using correct terminology confidently - Identify and replicate rhythms by ear and from notation (ostinato performances / compositions) - Develop internal pulse control and improve timing through active listening and ensemble work - Perform increasingly complex rhythmic patterns accurately as part of an ensemble - Understand and apply simple time signatures and note values - Rehearse effectively and respond constructively to feedback, refining performance accuracy (all task)
Physical Education	Movement competence: - Competence: Students will develop their confidence across a variety of physical activities - Practice: Students will have the opportunity to explore the concept practice and how it can support learning and development in PE - Act on feedback: Students will receive feedback and will be tasked with acting on that feedback to achieve progress - Skills and techniques: Students will understand the difference between skills and techniques and how they apply to PE