



## 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<br>(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                                                    | <b>Option choice subjects</b> <ul style="list-style-type: none"> <li>• Art</li> <li>• ASDAN</li> <li>• Business</li> <li>• Food Technology</li> <li>• BTEC First Award ICT</li> <li>• Food Technology</li> <li>• 3D Product Design</li> <li>• GCSE Physical Education</li> <li>• GCSE Philosophy and Ethics</li> <li>• Health and Social Care</li> <li>• Sociology</li> <li>• Spanish</li> </ul> | 1             | 6                   |
| GCSE Option 3                                                    |                                                                                                                                                                                                                                                                                                                                                                                                  | 1             | 6                   |
| ARRK                                                             | ARRK Lessons<br>(British Values and RSE Framework)                                                                                                                                                                                                                                                                                                                                               | -             | 1                   |
| Performance                                                      | Core Physical Education                                                                                                                                                                                                                                                                                                                                                                          | -             | 2                   |
| Total timetabled lessons over a fortnight<br>(Week A and Week B) |                                                                                                                                                                                                                                                                                                                                                                                                  | 8 GCSEs       | 50                  |



## English

**GCSE Language:****Paper 2**

The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:

- in section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader
- in section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.

**GCSE Literature****Shakespeare: Macbeth (Paper 1)**

Maintain a critical style and develop an informed personal response.

Use textual references, including quotations, to support and illustrate interpretations.

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

Show understanding of the relationships between texts and the contexts in which they were written (Jacobean era/Divine right of kings & the great chain of being/James I/Gunpowder plot/Tragic hero & Aristotle/Supernatural and Daemonologie)

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

## Mathematics

**Foundation****Multiplicative reasoning**

- Calculate a percentage profit and loss.
- Express a given number as a percentage of another.
- Find the original amount given the final amount after a percentage increase or decrease.
- Find the amount after repeated percentage changes.
- Solve growth and decay problems.
- Convert between metric measures of speed.
- Calculate average speed, distance and time.
- Use formulae to calculate speed and acceleration.
- Use ratio and proportion in measures and conversions.
- Use inverse proportion.

**Constructions, Loci and Bearings**

- Recognise 3D shapes and their properties.
- Describe 3D shapes using the correct mathematical terms.
- Understand the 2D shapes that make up a 3D shape.
- Identify and sketch planes of symmetry in a 3D shape.

**Higher****Further Statistics**

- Use random numbers to generate a random sample.
- Understand the assumptions made when using a sample to predict results for a population.
- Use the Petersen capture-recapture method.
- Draw and interpret cumulative frequency tables and graphs.
- Work out the median, quartiles and interquartile range from a cumulative frequency graph.
- Find the quartiles and interquartile range from a box plot.
- Draw and interpret box plots.
- Understand frequency density.
- Draw histograms.
- Interpret histograms.
- Solve problems by comparing distributions.

**Equations and Graphs**

- Solve simultaneous equations graphically.
- Represent inequalities on graphs.
- Interpret graphs of inequalities.
- Find roots of equation.
- Sketch quadratic graphs.
- Expand triple brackets.
- Find the roots of cubic equations.



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|  | <ul style="list-style-type: none"> <li>• Draw and interpret plans and elevations of 3D shapes.</li> <li>• Make accurate drawings of triangles using a ruler, protractor and compasses.</li> <li>• Draw diagrams to scale.</li> <li>• Use scales on maps and diagrams to work out lengths and distances.</li> <li>• Solve problems using scale.</li> <li>• Accurately draw angles and 2D shapes using rulers and compasses.</li> <li>• Construct a polygon inside a circle.</li> <li>• Draw accurate nets.</li> <li>• Bisect lines and angles using ruler and compasses.</li> <li>• Find the shortest distance from a point to a line.</li> <li>• Draw loci for the path of points that follow a given rule.</li> <li>• Identify regions bounded by loci to solve practical problems.</li> <li>• Find and use three figure bearings.</li> <li>• Use angles on parallel lines to work out bearings.</li> <li>• Solve problems involving bearings and scale drawings.</li> </ul> | <ul style="list-style-type: none"> <li>• Sketch graphs of cubic equations.</li> <li>• Solve quadratic and cubic equations using an iterative process.</li> </ul> |
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| Combined<br>Science<br>And<br>Separate<br>Science | <p><b>Biology- Reproduction, Variation and Evolution.</b></p> <ul style="list-style-type: none"> <li>• Compare sexual and asexual reproduction.</li> <li>• Explain what gametes are and how they are formed by meiosis. Describe structure of DNA, chromosome, gene and genome.</li> <li>• Discuss importance of human genome project.</li> <li>• Explain using key terms how characteristics are inherited.</li> <li>• Evaluate the ethics of genetic screening.</li> <li>• Describe variation and its causes and describe the effects of mutations.</li> <li>• Describe the process of evolution and speciation.</li> <li>• Describe the process of selective breeding and identify some characteristics that are selected for and against.</li> <li>• Describe genetic engineering and its uses including GM crops</li> <li>• State how fossils are formed and how they support the theory of evolution.</li> <li>• Describe causes of an extinction</li> <li>• How mutations can bring about antibiotic resistance and how we can reduce the rate of mutations.</li> <li>• Describe how organisms are classified using Linnaeus system and how this system has evolved including the 3-domain system (Carl Woese)</li> </ul> <p><b>Chemistry- calculations for reactions, Earth's atmosphere and resources.</b></p> <ul style="list-style-type: none"> <li>• Describe the difference between pure and impure substances.</li> <li>• Describe chemical tests for hydrogen, oxygen, carbon dioxide and chlorine gas.</li> <li>• Explain the results of chemical tests.</li> <li>• Evaluate analysis techniques.</li> <li>• Describe how the Earth's atmosphere was formed.</li> <li>• Describe the composition of the Earth's atmosphere.</li> <li>• Describe factors which are affecting the composition of the Earth's atmosphere.</li> <li>• Describe the impact of changes to the Earth's atmosphere.</li> <li>• Explain in detail how the greenhouse effect leads to climate change</li> </ul> |
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|                                                                                    | <ul style="list-style-type: none"> <li>• Define the terms finite, renewable and sustainable in terms of the use of resources.</li> <li>• Describe how water can be made potable.</li> <li>• Describe and explain the stages involved in treating wastewater.</li> <li>• Describe the processes in a Life cycle assessment of a product.</li> <li>• Explain the issues arising from reduce, reuse and recycle.</li> </ul> <p>.</p> <p><b>Physics- Waves, Electromagnetic spectrum and Electromagnetism</b></p> <ul style="list-style-type: none"> <li>• Describe waves in terms of energy transfer and oscillation.</li> <li>• Compare transverse and longitudinal waves.</li> <li>• Describe observations of waves at boundaries.</li> <li>• Measure the wavelength, frequency and speed of mechanical waves.</li> <li>• Apply the wave equation <math>c=f\lambda</math></li> <li>• Describe the electromagnetic spectrum in order of increasing wavelength and frequency.</li> <li>• Describe the uses and dangers associated with the electromagnetic spectrum.</li> <li>• Describe and explain how parts of the electromagnetic spectrum can be used for communication.</li> <li>• Describe and explain how the frequency of waves affects the energy transferred</li> <li>• Describe the field pattern around a magnet</li> <li>• Describe the magnetic field around a current carrying wire and solenoid</li> <li>• Describe the generator effect</li> <li>• Describe the use of transformers in electrical supplies</li> </ul> |
| Core Physical Education                                                            | <p><b>Health &amp; Fitness</b><br/>Students will understand the importance of maintaining a good level of physical health and fitness.</p> <p><b>Activity &amp; Social Health</b><br/>Students will develop an understanding of why social health is important to their day to day lives.</p> <p><b>Short-Term Effects of Exercise</b><br/>Students will gain an understanding of the short-term effects of exercise are and how they affect our body (24-36 hours).</p> <p><b>Aerobic &amp; Anaerobic Exercise</b><br/>Students will have an understanding of aerobic and anaerobic exercise.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| ARRK Lessons<br><br>Core Values<br>Aspirational<br>Resilient<br>Respectful<br>Kind | <p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Organ and Blood Donation</li> <li>• Teenage pregnancy and choices</li> <li>• Abortion laws (Morals and ethics)</li> <li>• Parenthood and Teenagers</li> <li>• Testicular and prostate cancer</li> <li>• Cervical cancer and screening</li> <li>• Love and abuse</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## Option Subjects Overview

### Humanities

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Geography</b></p>             | <p><b>Coasts – 2 weeks</b></p> <p>Different management strategies can be used to protect coastlines from the effects of physical processes.</p> <p><b>Prepare for Fieldwork visit to Bridlington;</b></p> <ul style="list-style-type: none"> <li>• How coastal landscapes are formed.</li> <li>• The physical processes occur along the coasts.</li> <li>• How we manage the risks of living near the coast.</li> </ul> <p><b>The challenge of Resource Management – 6 weeks</b></p> <ul style="list-style-type: none"> <li>• Water and energy supplies, resource management in the UK, global demand for water, global energy supplies and management of conflict.</li> <li>• The changing demand and provision of resources in the UK create opportunities and challenges:</li> <li>• Energy</li> <li>• Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase energy supply.</li> </ul> |
| <p><b>History</b></p>               | <p><b>Weimar and Nazi Germany 1918-1939</b></p> <p>Revolution of 1918, Treaty of Versailles, Problems in Weimar Germany, Hyperinflation, Munich Putsch, Wall Street Crash, Gustav Stresemann, Rise of the Nazi Party, Hitler's personality, Himmler and the Police State, Goebbels and propaganda, Berlin 1936 Olympic Games, Policies towards Women, Hitler Youth, Strength Through Joy, Lives of German Jews, Opposition to the Nazi Party.</p> <ul style="list-style-type: none"> <li>• Identify how Germany emerged from the First World War focussing on social, political, and economic factors.</li> <li>• Explain the impact of the Treaty of Versailles</li> <li>• Explain the rise of the Nazi Party</li> <li>• Analyse what life like in Nazi Germany with a focus on key groups such as women, working class, young people, and minority groups</li> <li>• Identify different opposition groups in Nazi Germany</li> </ul>                                                  |
| <p><b>Philosophy and Ethics</b></p> | <p><b>Paper 2 Section 1: Muslim Beliefs</b></p> <p>History of Islam</p> <ul style="list-style-type: none"> <li>• Six Beliefs &amp; Five Roots and their importance for Sunni &amp; Shi'a Muslims.</li> <li>• Allah – His qualities of Tawhid, Immanence, Omnipotence, Beneficence, Mercy &amp; Fairness. Where these are seen in the Qur'an.</li> <li>• Risalah</li> <li>• Holy Books – the authority of the Qur'an, as well as the Tawrat, Injil &amp; Zabur.</li> <li>• Malaikah – their nature, evidence, their importance within Muslims' lives.</li> <li>• Al-Qadr – predestination.</li> <li>• Akhirah – beliefs about Paradise &amp; Hell.</li> </ul>                                                                                                                                                                                                                                                                                                                            |



**Explorer**  
Aspirational



**Scholar**  
Resilient



**Leader**  
Respectful



**Collaborator**  
Kind

## Spanish

### Talking about where you live

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

- Describe where you live
- Learn about towns in Colombia
- Talk about how a town has changed
- Shopping preferences
- Spanish festivals
- Family celebrations

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

- Adjectives and agreements
- Demonstrative adjectives
- The perfect tense
- Using *estar* with prepositions of place
- Direct object pronouns
- Regular and irregular comparatives and superlatives
- The simple future tense
- The conditional tense
- The preterite tense

## 3D Product Design

### Major Project:

Term 4: Developing final ideas and realising intentions in a final piece.

### Refining Work

- Technique samples
- Refined studies
- Analysis of studies

### Final Piece Design

- Mock-up studies
- Process of making
- Final piece plan

### Final Piece

- Final process
- Final evaluation

### Project Organisation

- Portfolio theme
- Presentation methods

Students will be considering ways to develop their ideas in personal and meaningful ways. This can begin with inspiration from contextual studies and learning how other artists/designers have developed similar ideas and concepts.

Students will then combine and refine successful areas of their project into meaningful ideas to develop into potential outcomes.

Throughout Y11 students will learn about new artists/designers and develop their knowledge of the meaning behind many works of art/design.

## Engineering

### R038 – Principles of Engineering Design.

This unit provides the opportunity for students to develop their understanding of the requirements of design briefs and design specifications for the development of new products.

Topics/Skills covered in the R038 unit include:

- Influences on engineering product design, i.e., market pull and technology push, British and international standards, legislation, planned obsolescence, sustainable design, design for the circular economy. Including British standards, health and safety and risk assessment, 6Rs

### R040 – Design, Evaluation and Modelling

This unit will enable students to perform effective product analysis. It requires students to apply practical skills to produce a prototype product or model using craft-based modelling materials alongside computer-controlled or rapid-prototyping processes.

Topics/skills covered in the R040 unit include:

- Carry out a product disassembly using manufacturers manuals and appropriate tools and instruments.
- Analyse the disassembled product including components and their functions, assembly methods, materials, production methods and maintenance considerations

## Textiles

### Major Project:

Term 4: Developing final ideas and realising intentions in a final piece.

### Refining Work

- Technique samples
- Developed designs
- Analysis of designs

### Final Piece Design

- Adapting an existing pattern
- Making a toile
- Final Design
- Process of making
- Final piece plan

### Final Piece

- Final outcome
- Final evaluation

### Project Organisation

- Portfolio theme
- Presentation methods

Students will be considering ways to develop their ideas in personal and meaningful ways. This can begin with inspiration from contextual studies and learning how other artists have developed similar ideas and concepts.

Students will then combine and refine successful areas of their project into meaningful ideas to develop into potential outcomes.

Throughout Y11 students will learn about new textile artists and designers and develop their knowledge of the meaning behind many works of textile art and design.



**Explorer**  
Aspirational



**Scholar**  
Resilient



**Leader**  
Respectful



**Collaborator**  
Kind

## Food Technology

### Non-Examination Assessment 1

The NEA 1 Food Investigation Task allows students to investigate the working characteristics, functions and chemical properties of ingredients. This task is a written report of 1500-2000 words and contributes 15% towards final GCSE grade. They will produce a report which will include research into 'how ingredients work and why'.

- Students will gain an awareness of different types of research. Whilst doing this, they will also develop analytical skills when deciding which pieces of research are 'the most important'.
- Students will use a range of resources to conduct their research, whilst evaluating the usefulness of each.
- Students will analyse their research and then use this to plan their practical investigation.
- There is a focus on students using a range of appropriate testing methods, e.g., annotated photographs, labelled diagrams, tables, charts, sensory testing methods, viscosity tests.
- Students will analyse and interpret the results of the investigative work, developing links to the research and data.
- Students will show how their findings in a classroom setting can be applied to a wider scale kitchen or commercial setting.
- Exam question practise.

## Art

### Major Project:

Term 4: Developing final ideas and realising intentions in a final piece.

### Refining Work

- Technique samples
- Refined studies
- Analysis of studies

### Final Piece Design

- Mock-up studies
- Process of making
- Final piece plan

### Final Piece

- Final process
- Final evaluation

### Project Organisation

- Portfolio theme
- Presentation methods

Students will be considering ways to develop their ideas in personal and meaningful ways. This can begin with inspiration from contextual studies, and learning how other artists have developed similar ideas and concepts.

Students will then combine and refine successful areas of their project into meaningful ideas to develop into potential outcomes.

Throughout Y11 students will learn about new artists and develop their knowledge of the meaning behind many works of art.

|                        |                                                                                                                                                                                                                                  |                                                                                                                                        |                                                                                                                                                                                        |                                                                                                            |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Physical Education     | <b>Coursework</b><br>Overview section e.g. components of fitness and core skills completion<br>Assessment e.g. Strengths and weakness analysis<br>Movement Analysis e.g. different types of joints and open and closed continuum |                                                                                                                                        |                                                                                                                                                                                        |                                                                                                            |
|                        |                                                                                                                                                                                                                                  |                                                                                                                                        |                                                                                                                                                                                        |                                                                                                            |
| Health and Social Care | <b>Health conditions</b><br>Learners will look at common lifelong factors that affect our health and care needs                                                                                                                  |                                                                                                                                        |                                                                                                                                                                                        |                                                                                                            |
|                        | Arthritis<br>Cardiovascular conditions<br>Coronary heart disease<br>Cerebral vascular accident                                                                                                                                   | Diabetes (type 2)<br>Dementia<br>Obesity                                                                                               | Asthma<br>Chronic obstructive pulmonary disease<br>COPD                                                                                                                                | Sensory impairments<br>Physical impairments<br>Learning disability.                                        |
|                        | Learners will look at common lifelong health Diseases Health services available:                                                                                                                                                 |                                                                                                                                        |                                                                                                                                                                                        |                                                                                                            |
|                        | <b>Primary Care</b><br>GP surgeries<br>Dental care<br>Out-of-hours services<br>Telephone services<br>Accident and emergency departments                                                                                          | <b>Secondary Care</b><br>Specialist medical care that includes:<br>Rheumatology<br>Respiratory medicine<br>Cardiology<br>Endocrinology | <b>Tertiary Care</b><br>Specialist medical care that includes:<br>Oncology<br>Transplant services<br>Physiotherapy<br>Speech and language therapy<br>Occupational therapy<br>Dietetics | <b>Multidisciplinary team working</b><br>How services work together, including referrals between services? |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Business               | <p><b>Unit 5 Business Growth</b></p> <p>This content area focuses on business and enterprise growth that an enterprise will need to understand if it wants to continue to grow in the future. Pupils will learn about:</p> <ul style="list-style-type: none"> <li>Internal &amp; External growth</li> <li>Economies and diseconomies of scale</li> <li>The challenge of growth</li> </ul> <p><b>Unit 6 Finance</b></p> <p>This content area focuses on how a business enterprise can gain its funding using a range of different methods.</p> <p>Pupils will learn about:</p> <ul style="list-style-type: none"> <li><b>Business &amp; enterprise funding</b></li> <li><b>Financial terms, documents and tools</b></li> </ul> <p>Interaction between the different stakeholders? Does their involvement have any conflicts with the business?</p> |
| Information Technology | <p><b>How can IT create effective digital working practices?</b></p> <p>Types of ad hoc networks, security and performance issues and availability wit ad hoc networks, features and using of the cloud including synchronisation, availability and scalability, online applications, collaboration tools, choosing cloud platform services, how cloud and traditional services are used together, collaboration tools, communication tools, scheduling and planning, selecting appropriate communication channels</p>                                                                                                                                                                                                                                                                                                                            |

