



## 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
	Spanish	4
	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
	Music	1
Total timetabled lessons over a fortnight (Week A and Week B)		50



Curriculum Overview

Core

English

Shakespeare: Romeo & Juliet

**Texts are constructs**

Sustained analysis of plot, setting and characterisation in Romeo & Juliet considering the effect or influence on the audience using skills of interpretation and evaluation. What/How/Why?

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

Provide a range of interpretations, closely supported by close textual analysis. To be able to identify linguistic/literary devices and use the linguistic/literary devices to imply meaning: idiom, paradox, litotes, polyptoton.

**Texts are informed through contexts in which they are written**

Make a sustained comment on the tragic genre, patriarchy and misogyny in Shakespeare's world with analytical and interpretative comments exploring the relationship between text and context.

**Every text is an argument- texts can influence us**

Construct personal viewpoints in the form of thesis statements.  
Focus on the effects of the whole text and controlling ideas.

**Readers construct meaning as they read (Reciprocal Reading)**

Summarise, question, clarify and predict how Romeo and Juliet reflects ideas about love, conflict, and the consequences of feuding families.

Mathematics

**Indices and standard form**

- Calculate combinations of indices and brackets, including nested brackets.
- Use index laws to simplify expressions.
- Understand how the sign of a power of a negative number changes the sign of the answer (i.e. even number powers of a negative number give a positive answer; odd number powers of a negative number give a negative answer).
- Understand when to insert square brackets and when to insert round brackets in a calculation.
- Calculate combinations of powers, roots, fractions and brackets.
- Estimate answers to calculations.
- Understand that the relationship between squares and square roots, cubes and cube roots extends to powers of 4, and 4th root etc. for integers and fractions (positive and negative).
- Understand numbers written in index form that are raised to a power.
- Understand negative and zero indices.
- Use powers of 10 and their prefixes.
- Understand how the rules of indices can be extended to negative powers of products.
- Write large and small numbers using standard form.
- Enter and read standard form numbers on a calculator.
- Order numbers written in standard form.
- Understand how to calculate numbers in standard form, e.g. add or subtract two numbers in standard form, or multiply or divide two numbers in standard form.

## Expression and formulae

- Write and solve equations with fractions.
- Write and solve equations with the unknown on both sides.
- For solutions to equations that are fractions, understand when to give the solution as a fraction or as a decimal (and when it does not matter).
- For equations with the unknown on more than one side, understand that it does not matter which side you 'move' the unknowns to, but if you subtract the smaller term from each side this may often be easier (fewer negatives).
- Use the priority of operations when substituting into algebraic expressions.
- Substitute values into expressions involving powers and roots.
- In particular  $\sqrt{a+b}$  is not equal to square root of  $a$  and square root of  $b$ .
- Write and use formulae.
- For a real-life (linear) graph, understand the relationship between the formula connecting the variables and the equation of the line, and interpret the gradient in a real-life context.
- Substitute into formulae and then solve equations to find unknown values.
- Change the subject of a formula.
- Understand that changing the subject of a formula may be more efficient for repeated calculations than substituting into a formula and solving an equation.
- Use the rules for indices for multiplying and dividing.
- Simplify expressions involving brackets.
- Factorise an expression by taking out an algebraic common factor.
- $x$  to the power  $-1$  equals  $1$  over  $x$  to the power  $n$ .
- Any number or letter to a negative power can be written as a reciprocal but if the original number is  $-1 < x < 1$  then the final answer is not a fraction.
- When you raise a number in index form to a power, you multiply the powers.
- Multiply out double brackets and collect like terms.
- A quadratic expression has a squared term as its highest power.
- You can show that two expressions are equivalent by expanding and simplifying both sides.
- You can extend the approach of 'multiply everything in the bracket by everything outside the bracket' to multiplying three binomial expressions.

Science  
Biology  
Chemistry  
Physics

## B1 Cell structure (Organisms)

- Draw and label the structures of basic animal, plant and prokaryotic cells.
- Describe the roles of cell organelles.
- Explain how a variety of specialised cells are adapted to their functions.
- Compare the properties of light and electron microscopes.
- Use a light microscope to observe, draw and label a variety of cells.

### Skill Required practical:

- Using a light microscope to draw and label a plant and animal cell and calculate its real size using the image size and magnification.

## C1 Atomic structure (Matter)

- Define the terms atom, element, compound and mixture.
- Describe and explain methods of separating mixtures.
- Describe and explain how the models for the atom have changed.
- Explain the terms ions and isotopes.
- Represent the electronic structure of the first 20 elements in the periodic table.

## Geography

**Can we live safely with earthquakes and volcanoes?**

- Tectonic Landscapes, earthquakes, volcanoes, and tsunamis.
- Understanding patterns of earthquake and volcanic activity.
- Using the Richter and Mercalli scales.
- Reading and using a range of data sources, textbooks, video and websites. Analysing data to show relationships.

**Students will know:**

- Where the world's earthquakes and volcanoes are.
- The formation of the layers of the Earth.
- How people manage the risks of living near earthquakes and volcanoes.

## History

**What were the experiences and impact of the First World War? 1914-1918**

Europe in 1914, Recruitment, Life in the trenches, technology of warfare, Battle of the Somme, How has the war been remembered? impact of the war, medical advancements during the war, the role of women, the Russian Revolution.

- Identify causes of World War One- Alliance's systems, Imperialism, nationalism, militarism.
- Describe different groups experiences of war- soldiers, women, children, animals.
- Explain the impact of World War One.

## French

**9.1 Grammar Recovery Unit**

- Retrieval of present tense opinion phrases and use of '*car*' and '*parce que*' to justify opinions.
- Retrieval of negative structures with three different tenses.
- Retrieval of the past tense with both '*avoir*' and '*être*'.
- Retrieval of the near future tense.

**9.2 Jobs and Ambitions**

- Retrieval of the conditional tense to describe jobs we would like to do in the future.
- Use of conditional opinion phrases such as '*ce serait*'.
- Introduction to the simple future tense, using the verb '*travailler*'.

## Spanish

**9.1 Grammar Recovery Unit**

- Retrieval of present tense opinion phrases and Use of '*porque*' to justify our opinions
- Retrieval of negative structures with three different tenses.
- Retrieval of the past tense with both '*tener*' and '*ser*'.
- Retrieval of the near future tense.

**9.2 Jobs and Ambitions**

- Retrieval of the conditional tense to describe jobs we would like to do in the future.
- Use of conditional opinion phrases such as '*sería*'.
- Introduction to the simple future tense, using the verb '*trabajar*'.

Philosophy  
and  
Ethics

**Can People Be Good Without God?**

- What people base moral decisions on – family, friends, law, media, society.
- How people make decisions – by using their conscience, doing the most loving thing, how having extra information can sometimes make the decision harder.
- The reasons why have laws (to keep society ordered, to ensure people are protected) and why some people may argue we do not need laws.
- How religious people make decisions – moral codes in Christianity and Islam.
- How religious people are portrayed in the media, whether this portrayal is fair and, based on the moral codes, are these people good examples of their religion?
- Nature of worship.

ARRK Lessons

Core Values  
Aspirational  
Resilient  
Respectful  
Kind

**Health and Wellbeing**

- To identify parts of the male and female reproductive system.
- What are Sexually Transmitted infections (STIs)?
- How can we reduce the risk of Sexually Transmitted infections (STIs)?
- Contraceptives and fertility controls.
- The role of sexual health clinics.

**Celebrating Differences and Relationships**

- Sexual consent and the law.
- FGM.
- Relationships and partners.
- Domestic violence.
- Sexual Harassment and stalking.

**Life Beyond School**

- Understanding success and failure.
- Assertiveness.
- Financial management and planning.
- Employability.

**Staying safe online and offline**

- Defining what a drug is.
- Drug classification.
- Understanding what addiction is.
- Understanding substance misuse.

Technical

Design  
Technology  
Food  
Textiles  
Resistant  
Materials

**During this period Year 9 learners will cover a wide range of topics in Design Technology, including:**

- Types of drawing – Orthographic Projection, Isometric, and Oblique.
- Use of cutting and shaping tools and equipment – Disc sander, bobbin sander, and fret saw.
- Evaluation of design ideas using a design specification.
- Further techniques using tools and equipment within the workshop, including coping saw, tenon saw, bench hook, pillar drill, abrasive paper and try square.
- Wood joining techniques, focussing on sliding dowel joints.
- Identification of different sources of bacterial contamination and the main types of bacteria that cause food poisoning and its symptoms.

	<ul style="list-style-type: none"> <li>• Healthy eating – The importance of following the current recommendations for following a healthy diet and the factors that affect food choice.</li> <li>• International cuisines and the different characteristics of different countries distinctive ingredients and cooking methods.</li> <li>• The traditional Japanese resist dyeing method of shibori, using “mechanical” stitch resist techniques and natural indigo dye.</li> <li>• Silk painting using the “Serti” technique. This is a “chemical” resist process using gutta to create a barrier between different coloured areas of a design.</li> <li>• The “Fabric manipulation” technique of Fabric Slashing or “Faux Chenille”.</li> </ul>
<p>Computer Science</p>	<p><b>During this term Year 9 will learn new skills and concepts in a vector graphic unit as well as an introduction to a GCSE option, Business.</b></p> <p><b>The units will be:</b></p> <ul style="list-style-type: none"> <li>• Vector Graphics - Creating images by using shapes and mathematical lines.</li> <li>• Business - Introduction to a new subject that will be as option for their GCSE. They will learn about how businesses run and how they gain customers’ attention.</li> </ul>
<p>Art</p>	<p><b>Identity. Portraits.</b> Exploring how portraiture can be used to express different ideas about identity.</p> <p><b>Tasks include:</b></p> <ul style="list-style-type: none"> <li>• Structured self-portrait (accurate pencil portraiture).</li> <li>• Squashed portrait (expressive photography and drawing).</li> </ul> <p>In Y9 students look closely at the work of artists in order to develop and refine their skills to a higher level.</p>
<p>Music</p>	<p><b>Keyboard Skills</b> Learners will develop their keyboard skills and knowledge of harmony through the performance of a variety of pieces.</p>
<p>Physical Education</p>	<p><b>Respect</b> Students will learn respect through sports and sporting etiquette. They will learn what the term means, and how to demonstrate respect.</p> <p><b>Fair Play</b> Students will learn the value and importance of rules and their role in ensuring fairness.</p> <p><b>Equality</b> Students will have the chance to reflect on the importance of Equality in different settings.</p> <p><b>Etiquette</b> Students will follow on from the lesson on respect and continue to reflect on the importance of and how to show good etiquette.</p>