



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 End Points Summary for Autumn Half Term 1

Core

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

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

Year 8 Number

- Use written methods to add and subtract more than two numbers (including decimals).
- Use mental calculation for multiplication.
- Estimate answers to calculations.
- Understand, choose and use a range of strategies for mental calculations by developing an understanding of relationships between numbers.
- Know and use divisibility rules.
- Use a written method to divide decimal numbers by integers.
- Understand why divisibility rules work.
- Understand the relationships between divisibility rules and relate to factors and multiples.
- Add, subtract, multiply and divide positive and negative numbers, including larger numbers and decimals.
- Extend the rules for calculations with negative numbers to very large numbers and decimal numbers.
- Understand what happens to the sign in an answer when multiplying more than two positive/negative numbers.
- Calculate using squares, square roots, cubes and cube roots.
- Say which integers a square root lies between.
- Know when the negative square root is an appropriate solution to a problem.
- Calculate combinations of squares, square roots, cubes, cube roots and brackets.
- Understand how to write complex calculations with a given answer.
- 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).

- Understand that prime numbers are the building blocks for the natural numbers – i.e. that all numbers can be written as a product of prime factors.
- Understand when to use HCF and LCM to find the answer to a word problem.

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.
- When calculating the area of triangle, it doesn't matter which measurements you choose for the base and height, as long as they are perpendicular to each other.
- Every triangle's area is half of the area of a rectangle of the same base and height.
- Understand that there are many triangles with the same area (but only one square with a given area).
- Derive and use the formula for the area of a parallelogram.
- Use the formula for the area of a trapezium.
- Calculate the volume of 3D solids made from cuboids.
- Solve volume problems.
- Understand why volume is measured in cube units.
- Understand that composite volumes can be calculated by 'subtracting' a shape, as well as by splitting into two different shapes.
- Sketch nets of 3D solids.
- Draw 3D solids on isometric paper.
- Draw plans and elevations of 3D solids.
- Understand that different representations of a 3D shape convey different information about the faces and edges of the shape, and move between different representations.
- Calculate the surface area of cubes and cuboids.
- Know that two cuboids can have the same volume but different surface area, but all cubes with the same volume have the same surface area.
- 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.
- Know the relationship between km, metres (cm) and mm, litres and ml, kg and g, and understand how all units in the metric system are multiples/divisors of a 'base' unit (metres, grams, litres, etc) - extend to tonnes, hectares etc.

Science
Biology
Chemistry
Physics

7H Atoms, elements & Compounds (Matter)

- Identify element symbols using a periodic table.
- Identify metals & non-metals using the periodic table.
- Recall observations which indicate chemical reactions.
- Describe reactions using word equations.
- Identify thermal decompositions & their products.

8F The Periodic Table (Matter)

- Identify common chemical symbols for elements.
- Describe simple chemical reactions using word equations.
- Identify names groups in the periodic table.
- Use properties to predict if substances are metals/ non-metals.

Skill

- Identify reactivity patterns for alkali metals in water.

Geography	<p>Why are rivers important?</p> <ul style="list-style-type: none"> • What rivers are and how water flows into them. • How weathering, erosion and transportation create river landforms. • How to identify river landforms on OS maps. • Why rivers are important to people. <p>Students will know:</p> <ul style="list-style-type: none"> • The physical processes that happen in rivers. • The land formations that are caused by rivers. • Different methods that humans use to manage the risks posed by rivers.
History	<p>How did the English Civil War create a modern Britain?</p> <p>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.</p> <ul style="list-style-type: none"> • 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.
French	<p>8.1 Grammar Recovery Unit</p> <ul style="list-style-type: none"> • Present tense conjugations of high frequency regular and irregular verbs (aller, avoir, faire and être). • Present tense opinion phrases. • Negative structures with the present tense. • Forming the near future tense. <p>8.2 Celebrating Birthdays</p> <ul style="list-style-type: none"> • Present tense conjugation of '<i>venir</i>'. • Use of the conditional tense to describe what you would like for your birthday and what you would like to do.
Philosophy and Ethics	<p>Key Figures – Was Jesus God?</p> <ul style="list-style-type: none"> • 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	<p>The key topics for this half term are:</p> <ul style="list-style-type: none"> • Health & Well-being. • What Is Mental Health. • Positive Body Image. • Child Abuse. • Types of Bullying. • Healthy Eating. • Stress Management.

Technical

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 – Eat well 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 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.

Music

Blues Music and its influences

Learners will understand the origins of Blues, the key features of Blues music and the influence of Blues music on other styles.

Learners will then compose in a Blues style using the skills and knowledge gained.

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.