Year 10 Spring Term 2 (February – April 2025)

Curriculum Overview

To inspire and empower every student to make a positive impact today and be fully prepared for tomorrow.

Our Curriculum Goals:
Our goal is to equip students with the knowledge, skills and values they need to succeed in all aspects of life. We will achieve this by focusing on four key areas:

- **Accessibility for All**: Our curriculum is designed to be accessible to all students, regardless of their ability or background.
- **Developing the Holderness Learner:** We foster essential qualities in our students, including, Aspiration, Resilience, Respect and Kindness.
- **Real-World Experiences:** We connect classroom learning to practical, real-world applications and future careers.
- **Enrichment:** We offer a wide range of extracurricular activities and opportunities for community engagement to enhance learning.

Celebrating Student Success:
We are incredibly proud of the significant progress our students have made since our last Ofsted inspection in March 2023. Here are some highlights of their achievements in 2023 and 2024, compared to national averages. This data is taken from The Fisher Family Trust National Data Service:

Subjects with Excellent Results (Above National Average):

- **English Literature (2024):** Our students achieved results above the national average at all key grades (4, 5, and 7). We're especially proud of our students' progress at grade 5+, this puts us in the top 25% nationally!

- **Overall English (2024):** This year, our English results have surpassed both national and East Riding averages.
  - Our combined English results (Language and Literature) were **3% higher than the national average** at **grade 4 or above.**
  - Even more impressively, our students achieved **22% higher than the national average at grade 5 and above!**
  - We also **exceeded national progress measures in English**

Exceptional Attendance
We are thrilled to share that Holderness Academy's overall attendance figures are not only excellent but significantly surpass both East Riding and national averages! This is a testament to the dedication of our students and the unwavering support you provide.

93% overall attendance for this academic year to date. This puts **Holderness Academy +1.3% above the national average!**

	Year Group Attendance September 2024 – March 2025				
	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Holderness Academy	**94.8%**	**93.6%**	**92.3%**	**91.5%**	**92.4%**
National Comparison	94.2%	92.2%	91.2%	90.6%	90.3%
Difference	**+0.6%**	**+1.4%**	**+1.1%**	**+0.9%**	**+2.1%**

Your commitment to ensuring your child is in school every day makes a real difference. Consistent attendance is crucial for academic success, social development and building a strong foundation for their future.

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Core Subjects – All learners

English

Literature

Conflict Poetry: Ozymandias, London, Prelude, My Last Duchess, Storm on the Island, Tissue, Checking Out Me History

- Literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events
- Critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text
- Evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation
- Comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context, style and literary quality; comparing two texts critically with respect to the above.

Literature

The strange case of Dr Jekyll & Mr Hyde: R.L Stevenson

- Understanding Themes: Explore major themes such as duality of human nature, the conflict between good and evil, and the impact of scientific experimentation.
- Character Analysis: Analyse the complex characters, particularly Dr Jekyll and Mr Hyde, their motivations, and their development throughout the story.
- Contextual Knowledge: Understand the historical, social, and cultural context of the novella, including the Victorian era and its views on science, morality and identity.
- Plot and Structure: Examine the plot development, narrative structure, and key events that shape the story.
- Language and Style: Analyse Stevenson's use of language, literary techniques, and narrative style to create mood, build tension, and convey themes.
- Critical Interpretation: Develop skills in interpreting and evaluating different critical perspectives on the novella.
- Textual Evidence: Practise selecting and integrating appropriate textual evidence to support analysis and interpretations.
- Personal Response: Encourage students to form and articulate their personal responses to the text, supported by detailed analysis.
- Examination Preparation: Prepare for exam-style questions, including close reading of passages.

Mathematics

Foundation Mathematics Curriculum

Perimeter, Area and Volume 1

- Calculate the perimeter and area of rectangles, parallelograms and triangles.
- Calculate a missing length, given the area.
- Calculate the area and perimeter of trapezia.
- Find the height of a trapezium given its area.
- Convert between area measures.
- Calculate the perimeter and area of shapes made from triangles and rectangles.
- Calculate areas in hectares and convert between ha and 'm^ (2)'.
- Calculate the surface area of a cuboid.
- Calculate the surface area of a prism.
- Calculate the volume of a cuboid.

Higher Mathematics Curriculum

Transformations and Constructions

- Draw plans and elevations of 3D solids.
- Reflect a 2D shape in a mirror line.
- Rotate a 2D shape around a centre of rotation.
- Describe reflections and rotations.
- Carry out and describe combinations of reflections.
- Enlarge shapes by fractional and negative scale factors about a centre of enlargement.
- Translate a shape using a vector.
- Carry out and describe combinations of different transformations.
- Draw and use scales on maps and scale drawings.
- Solve problems involving bearings.
- Construct triangles using a ruler and compasses.
- Construct the perpendicular bisector of a line.

Mathematics

- Calculate the volume of a prism.
- Use a flow diagram to help solve problems.
- Convert between measures of volume.
- Solve problems involving surface area and volume.

Graphs

- Compare sets of data using the mean and range
- Find the midpoint of a line segment.
- Recognise, name and plot straight-line graphs parallel to the axes.
- Recognise, name and plot the graphs of $y = x$ and $y = -x$.
- Generate and plot coordinates from a rule.
- Plot straight-line graphs from tables of values.
- Draw graphs to represent relationships.
- Find the gradient of a line.
- Identify and interpret the gradient from an equation.
- Understand that parallel lines have the same gradient.
- Understand what m and c represent in $y = mx + c$.
- Find the equations of straight-line graphs.
- Sketch graphs given the values of m and c.
- Draw and interpret graphs from real data.
- Use distance–time graphs to solve problems.
- Draw distance–time graphs.
- Interpret rate of change graphs.
- Draw and interpret a range of graphs.
- Understand when predictions are reliable.

Transformations

- Translate a shape on a coordinate grid.
- Use a column vector to describe a translation.
- Draw a reflection of a shape in a mirror line.
- Draw reflections on a coordinate grid.
- Describe reflections on a coordinate grid.
- Rotate a shape on a coordinate grid.
- Describe a rotation.
- Enlarge a shape by a scale factor.
- Enlarge a shape using a centre of enlargement.
- Identify the scale factor of an enlargement.
- Find the centre of enlargement.
- Describe an enlargement.
- Transform shapes using more than one transformation.
- Describe combined transformations of shapes on a grid.

- Construct the shortest distance from a point to a line using a ruler and compasses.
- Bisect an angle using a ruler and compasses.
- Construct angles using a ruler and compasses.
- Construct shapes made from triangles using a ruler and compasses.
- Draw a locus.
- Use loci to solve problems.

Equations and Inequalities

- Solve inequalities and show the solution on a number line and using set notation.
- Rearrange and solve quadratic equations.
- Find the roots of quadratic equations.
- Solve more complex quadratic equations.
- Use the quadratic formula to solve a quadratic equation.
- Complete the square for a quadratic expression.
- Solve quadratic equations by completing the square.
- Solve simple simultaneous equations.
- Solve simultaneous equations for real-life situations.
- Use simultaneous equations to find the equation of a straight line.
- Solve linear simultaneous equations where both equations are multiplied.
- Write equations involving two unknowns to describe real-life situations and then solve them.
- Solve simultaneous equations with one quadratic equation.

Probability

- Use the product rule for finding the number of outcomes for two or more events.
- Use two-way tables and sample space diagrams to solve probability problems.
- Find the probabilities of mutually exclusive outcomes and events.
- Solve probability problems.
- Estimate the expected results for experimental and theoretical probabilities.
- Compare real results with theoretical expected values to decide if a game is fair.
- Draw and use frequency trees.
- Calculate probabilities of independent events.
- Use probability tree diagrams to solve problems.
- Decide if two events are independent.
- Draw and use tree diagrams to solve conditional probability problems.
- Use two-way tables to calculate conditional probability.
- Use set notation.
- Use Venn diagrams to solve conditional probability problems.

Core Subjects All

Combined and Separate Science	**10B6 Nervous coordination** • State the role of the nervous system. • Explain how the nervous system is adapted to its functions • Sequence the series of events which leads to a reaction to a change in your surroundings (normal and reflex). • Explain the importance of reflexes. • Carry out an investigation into factors that affect human reaction times. • Skill Required practical: • Investigate a factor that affects reaction times using the drop ruler test.
	10C5 Rates of reactions • Use the particle model to describe how the rate of a reaction can be altered. • Describe and explain how surface area, temperature, concentration, gas pressure and catalysts can affect the rate of a reaction. • Describe reversible reactions in terms of reactants and products. • Define the term equilibrium in terms of rates of reaction. • Explain factors that can affect the position of equilibrium • Skill Required practical – Investigate the factors affecting rate of chemical reaction.
	10P6 Motion • Calculate velocity and acceleration • Describe journeys using a distance-time graph • Use gradients to describe and calculate velocities. • Describe journeys using a velocity-time graph • Use velocity-time graphs to calculate acceleration and total distance travelled, use tangents and gradients to calculate acceleration
Core Physical Education	**Self-Reflection** • For students to understand what is meant by the term 'self-reflection and to be able to apply this knowledge to PA, Sport and further aspects of life. **Self-Care** • Students will understand what is meant by the term 'self-care' and to be able to apply this knowledge to PA, Sport and further aspects of life. **Self-Appraisal** • Students will gain an understanding of the term 'self-appraisal and will to be able to apply this knowledge to PA, Sport and further aspects of life. **Self-Improvement** • Students will understand what is meant by the term 'self-improvement' and to be able to apply this knowledge to PA, Sport and further aspects of life.
ARRK Lessons Core Values **Aspirational** **Resilient** **Respectful** **Kind**	**Celebrating Differences - Exploring World Issues** • To understand the role international organisations play in the world • To understand different symbols for peace used across the world • To know the principles behind human rights & international humanitarian law • To describe a variety of ways the countries can help support each other • To understand what a trade union is and can explain why they exist • To understand the key events that led up to women gaining equal rights with men • To define fair trade and free trade

Humanities

History	**Crime and Punishment Through Time 1000-Present** • Saxon England, The Norman Conquest, Trial by Ordeal, Gunpowder Plot, Witchcraft, Transportation, Robert Peel, Pentonville Prison, Conscientious Objectors, Abolition of Capital Punishment, Jack the Ripper, Whitechapel in the 1880s. • Describe the changes in punishments over time • Explain how authorities deal with crime and punishments over time • Analyse how attitudes towards crime and punishment have changed over time
Geography	**Changing Economic World** • Global variations in economic development and quality of life. • Various strategies exist for reducing the global development gap. • An example of how the growth in tourism in an LIC or NEE helps to reduce the development gap. • Major changes in the economy of the UK have affected and will continue to affect, employment patterns and regional growth **Students will know:** • How global economies are different. • What factors affect global economies. • The methods to effectively manage global economies.
Philosophy and Ethics	**Paper 1 Section 2: Marriage & the Family** • How important is marriage to Christians and non-religious people? • Divorce – reasons why some marriages (religious & non-religious) end in divorce & Christian views. • Family Life – types of family in the UK, how some Christians raise their children. • Attitudes towards sex – Christian views on sex before marriage, how this view is interpreted by more liberal Christians, non-religious views. • Contraception – types of contraception (including artificial and natural, who may use them), their effectivity, and Christian views. • Homosexuality – laws in the UK, how attitudes have changed over time, Christian views. • How the Parish supports families, the reasons for doing so. • Equality – the difference between prejudice & discrimination, the different Christian views about gender equality. • Christian Attitudes to Gender Roles – how roles & views have changed over time.
Sociology	**Unit 2 Education:** **Class:** • material deprivation; • cultural deprivation; • school factors; • labelling; • anti-school subcultures; **Ethnicity:** • school factors; • home factors; **Gender:** • girl's achievement; • boy's underachievement; • Hidden curriculum;

Spanish	**Theme 3: Topic 3:** **10.9 Protecting the environment** • Discussions of local environmentally problems. • Use of ***'si'*** clauses with the present and future tense. • Retrieval of modal verbs and conditional to discuss what we should do to protect the environment. • Retrieval of the future and conditional tense to give future solutions • Use of direct and indirect object pronouns. **Theme 1: Topic 1** **10.10 Parent and Sibling Relationships** • Revisiting direct and indirect object pronouns. • Use of ***'cuyo'*** to express 'whose'. • Revision of the comparative and superlative to compare family members. • Use of the imperfect tense to describe past relationships.

Design Technology

3D Product Design	**Experimentation** Experimentation in the following specialisms: • Drawing • Modelling • Resilient materials • Resistant materials • Sculpture • Digital • Photography Students will be exploring ways to exploit the potential of materials through a variety of relevant techniques and processes including print, sculpture, digital, collage and painting and drawing. Students will be consolidating their knowledge by analysing their work through verbal and written means. Throughout Y10 students will learn about new artists/designers and develop their knowledge of the meaning behind many works of art
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: • The reasons for the use of modelling, virtual and physical modelling of design ideas. Manufacture or modification of models and prototypes. Including the comparison of the model and prototype against the requirements of the design brief and specification • Types of criteria in and engineering design specification. Including the difference between needs and wants, the difference between quantitative data and qualitative data and the reasons for the product criteria (ACCESS FM). **R039 – Communicating Designs** • This unit develops techniques in generation, concept development and the communication of design ideas using hand rendering and computer-based presentation techniques including computer aided design software. • Production of an assembly drawing for a design proposal with an exploded view and a sectional view. Including isometric projection, parts list of up to 4 parts, number referencing, assembly instructions • Production of a 3D CAD model of a design proposal to include compound 3D shapes, rendering and a complex shape which includes dimensions, lines, and angles. • Production of 3D CAD assemblies of components including multiple components, mate tools, constraints, and animation

Textiles	**Major Project:** Term 2: Experimentation with materials and techniques. **Experimentation** • Experimentation in the following specialisms: • Mark Making • Fabric Construction • Dyeing and Printing • Embellishment • Fabric Manipulation • Pattern Making • Presentation Students will be exploring ways to exploit the potential of materials through a variety of relevant textile techniques and processes using a variety of textiles media. Students will be consolidating their knowledge by analysing their work through verbal and written means. 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 students 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. • Students will learn a range of preparation and cooking methods, alongside the importance of time, to achieve the desired characteristics in practicals. • Students will study the functional and chemical properties of food, including denaturation, coagulation, gluten formation, foam formation, gelatinisation, dextrinization, caramelisation. • Students will understand the use and importance of chemical and mechanical raising agents. • Students will gain exam question practise
Art	**Experimentation with materials and techniques** • Experimentation in the following specialisms: • Drawing • Painting • Printing • Collage • Sculpture • Digital • Photography Students will be exploring ways to exploit the potential of materials through a variety of relevant techniques and processes including print, sculpture, digital, collage and painting and drawing. Students will be consolidating their knowledge by analysing their work through verbal and written means. Throughout Y10 students will learn about new artists and develop their knowledge of the meaning behind many works of art

Performance

Physical Education	**GCSE PE** • Health fitness and well being • Balanced diet • Types of feedback **Practical Assessment** • Handball • Netball • Table tennis End of topic test (/60). Both units assessed interleaving all units. - Pop/vocal tests on key AO1 content OCR GCSE PE Summary exam questions and revision activities
Health and Social Care	**Learning outcome A: Understand human growth and development across life stages and the factors that affect it** **Coursework** Pearson sets the assignments for the assessment of this component. The assignment for this component consists of four tasks. • In response to Task 1, learners will demonstrate their knowledge and understanding of the PIES growth and development through the life stages. • In response to Task 2, learners will demonstrate their knowledge and understanding of the impact of different factors on PIES growth and development through the life stages. • In response to Task 3a, learners will demonstrate their knowledge and understanding of the impact of life events on PIES growth and development. In response to Task 3b, learners will demonstrate their knowledge and understanding of how individuals adapt to life events.
Health and Social Care	**Learning outcome A: Understand human growth and development across life stages and the factors that affect it** **Coursework** Pearson sets the assignments for the assessment of this component. The assignment for this component consists of four tasks. • In response to Task 1, learners will demonstrate their knowledge and understanding of the PIES growth and development through the life stages. • In response to Task 2, learners will demonstrate their knowledge and understanding of the impact of different factors on PIES growth and development through the life stages. • In response to Task 3a, learners will demonstrate their knowledge and understanding of the impact of life events on PIES growth and development. • In response to Task 3b, learners will demonstrate their knowledge and understanding of how individuals adapt to life events.
Business	**Unit 4** **Operations Management** This content area focuses on the various factors that influence the operations management decisions a business makes. Pupils will learn about: • **Outsourcing tasks to another business** • **Lean production methods** **Unit 5** **Business Growth** 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: • **Internal & External growth** • **Economies and diseconomies of scale** • **The challenge of growth**

Information Technology	**How can we analyse data using a spreadsheet?** **Learning Aim A:** Data v Information, data formats, preparing data for processing, data collection methods, data quality, data privacy. **Learning Aim B:** Importing data, formatting of data, using formulas, using functions, absolute cell referencing, sorting information, decision making functions