



## 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.





# Year 11 Spring Term 2 (February – April 2025)

## Curriculum Topic Overview



<b>English</b>	24/02	<b>CAE: Language Paper 2</b>	<b>CAE: Literature Paper 2</b>
	03/03	English Language Paper 1 (Q3 Analyse Lang/Structure)	Macbeth Plot summary Quotation Pairings Motifs
	10/3	Selecting appropriate quotations Exploring big ideas	Macbeth Key Themes Key Characters Key Context
	17/03	Imaginative Writing Planning and structure Freytag/flashbacks	Refugee Boy Plot summary Quotation pairings Key themes Key Context
	24/03	Imaginative writing Expanding nouns/Extended metaphors/Upgraded sentences	Essay Writing Planning Introductions PEER 1b & Refugee Boy
	31/03	CAE feedback/exam wrappers	CAE feedback/exam wrappers
<b>Mathematics</b>	<b>CAE Feedback</b> <ul style="list-style-type: none"> <li>Personalised learning based on a QLA from exam practise papers</li> <li>Exam skills – practising past exam papers and how to gain marks</li> </ul>		
<b>Combined Science and Separate Science</b>	<b>Biology</b> <b>B18 Human Impacts</b> <ul style="list-style-type: none"> <li>How are humans impacting other organisms? Students learn about global warming and effects of air, and land water pollution.</li> </ul>		
	<b>Chemistry</b> <b>Using Resources (Chemistry GCSE only)</b> <ul style="list-style-type: none"> <li>What materials can Chemistry help us to make? Students learn about industrial processes which are used provide a sustainable future for the world.</li> </ul>		
	<b>Physics</b> <b>Electromagnetism</b> <ul style="list-style-type: none"> <li>How can we make a magnet? Students learn about the production of magnetic fields and how these can be used to produce motors and electrical generators.</li> </ul> <b>Space (Physics GCSE only)</b> <ul style="list-style-type: none"> <li>Where did it all come from? Students learn about the formation, life and future of everything in the universe.</li> </ul>		
<b>Core Physical Education</b>	<b>The students will be working on the following concepts in their PE lessons</b> <ul style="list-style-type: none"> <li>Self-identity</li> <li>Habits</li> <li>Attitudes and motivators</li> <li>Physical literacy</li> <li>Positive approaches to physical activity</li> <li>What motivates you to engage in physical activity</li> </ul>		

**ARRK Lessons**

Core Values  
Aspirational  
Resilient  
Respectful  
Kind

**Staying Safe, Online and Offline**

- To explore the benefits and risks associated with virtual reality
- To define the terms digital footprints and online reputation
- To identify other terms surrounding cyberbullying
- To understand the differences between aesthetic and cosmetic procedures
- To explore why NPS drugs are so dangerous to society
- To understand the risks associated with parties and festivals and experimenting with drugs
- To understand the different levels of drug use and realise the consequences of drug use on wider society

**Humanities**

**History**

**Superpower Relations and the Cold War: 1941-1991**

**Key topics include:**

- Cold War alliances, Soviet control of the USSR, Truman and Marshall plans, Berlin Airlift, Arms and Space Race, Hungarian Uprising, Berlin Wall crisis, Cuba and the Missile Crisis, Invasion of Czechoslovakia, and the Prague Spring, the SALT treaties, Gorbachev and Glasnost, Afghanistan, Reagan, Fall of Berlin Wall.

**Students will be able to:**

- Identify the Origins of the Cold War.
- Describe how crises strained tensions During the Cold War.
- Explain the reasons for the End of the Cold War.
- Analyse the impact of the fall of the Berlin Wall and the collapse of the Warsaw Pact.

**Geography**

**The Living World**

- Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.
- Tropical rainforest ecosystems have a range of distinctive characteristics.
- Deforestation has economic and environmental impacts.
- Case study – Amazon rainforest
- Tropical rainforests need to be managed to be sustainable.
- Hot desert ecosystems have a range of distinctive characteristics
- Development of hot desert environments creates opportunities and challenges.
- Areas on the fringe of hot deserts are at risk of desertification

**Students will know:**

- Why are there are different environments around the world.
- How these environments have changed.
- How people have interacted with these environments.

**Rivers**

- The shapes of river valleys change as rivers flow downstream.
- Distinctive fluvial landforms result from different physical processes.
- Different management strategies can be used to protect river landscapes from the effects of flooding.
- An example of flood management scheme in the UK – River Tees.

**Students will know**

- 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.

**Philosophy and Ethics**

**Revision Programme has started in Philosophy & Ethics.**

This is a combination of structured revision sessions, key knowledge tests and practice exam questions.  
All students have a copy of their revision programme.

# Languages

French	<p><b>CAE Feedback</b>            Students will receive feedback on their recent CAE exams.            They will complete revision tasks focusing on all four skills (reading, listening, writing and speaking)            Students will be preparing for their upcoming speaking GCSE exam.</p>
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Spanish	<p><b>CAE Feedback</b>            Students will receive feedback on their recent CAE exams.            They will complete revision tasks focusing on all four skills (reading, listening, writing and speaking)            Students will be preparing for their upcoming speaking GCSE exam.</p>
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# Design Technology

3D Product Design	<p><b>Externally Set Assignment:</b>            Term 5: Student's research, record, experiment and develop ideas before sitting a 10-hour exam in which they create their final piece.</p> <p><b>Development</b></p> <ul style="list-style-type: none"> <li>• Artist studies</li> <li>• Sketching designs</li> <li>• Digital designs</li> <li>• Compare designs</li> <li>• Refined studies</li> </ul> <p>Throughout Y11 students will learn about new artists/designers and develop their knowledge of the meaning behind many works of art/design</p>
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Engineering	<p><b>R038 – Principles of Engineering Design.</b>            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:            Methods of evaluating a design outcome i.e., measurement and functionality of a product, quantitative comparison with the brief and specification, testing, identifying potential modifications and improvements to the design. Including advantages and limitations of each method.</p> <p><b>R040 – Design, Evaluation and Modelling</b>            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:            Produce a physical model of a design by selecting an appropriate modelling method, selecting appropriate materials, processes, and tools. Apply safe working procedures, record key stages of the manufacture.            Compare the prototype against the design specification and identify potential improvements in the design</p>
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Textiles	<p><b>Externally Set Assignment:</b>            Term 5: Student's research, record, experiment and develop ideas before sitting a 10-hour exam in which they create their final piece.</p> <p><b>Development</b></p> <ul style="list-style-type: none"> <li>• Thumbnail sketches</li> <li>• Developed designs</li> <li>• Fashion Flats</li> <li>• Digital designs (Photoshop/PIXLR)</li> <li>• Modelling on the mannequin</li> <li>• Adapting an existing pattern</li> <li>• Making a toile</li> <li>• Analysis of ideas</li> <li>• Compare designs</li> </ul> <p>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</p>
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Food  
Technology

**Non-Examination Assessment 2**

The NEA 2 Food Preparation Assessment task gives students the opportunity to demonstrate their knowledge and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the task. This task is a written and practical task and contributes 35% of final GCSE grade.

- Students will build upon general practical knowledge and skills, both during preparation and practical sessions.
- Students will develop their knife skills and expand their knowledge and ability to use a range of kitchen equipment.
- Students will gain awareness of different cooking methods, and the science behind these.
- There will be a focus on high-level skills used in the kitchen. These include sauce making, tenderising, and marinating.
- Students will understand the importance and use of raising agents in the kitchen, and the science behind how this works.
- Students will understand the pressures of working in a kitchen environment when challenged to deliver three products in a specified time frame.
- This component allows students to develop an understanding of how kitchens run in a commercial setting, giving them expectations and experience of potential work placements.
- Exam question practise

Art

**Externally Set Assignment:**

Term 5: Student's research, record, experiment and develop ideas before sitting a 10 hour exam in which they create their final piece.

**Development**

- Artist studies
- Sketching designs
- Digital designs (Photoshop/PIXLR)
- Compare designs
- Refined studies

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

Physical  
Education

**GCSE PE**

- Injury prevention
- Structure of the heart
- Components of fitness
- Health fitness and well being
- Balanced diet
- Types of feedback

Performance

Health and  
Social Care

**Component 3: Health and Wellbeing**

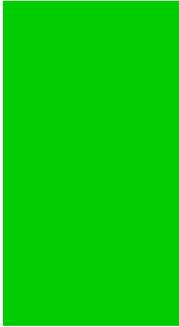
**A1 - Factors affecting health and wellbeing**

Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to and extends knowledge and understanding of human lifespan development including life events, covered in Component 1. Here, however, the focus is on the current health and wellbeing of individuals.

**B1 Physiological indicators**

Learners will explore how physiological indicators are used to measure health

**B2 Lifestyle indicators** Learners will explore how lifestyle choices determine physical health



**C1 Person-centred approach**  
 Learners will explore the use of the person-centred approach in health and social care settings. This links to, and consolidates, knowledge and understanding from Component 2 on the skills, attributes and values that contribute to care.

**C2 Recommendations and actions to improve health and wellbeing**  
 Learners will explore recommendations and actions that are aimed at improving health and wellbeing, alongside support available for achieving this. This links to, and consolidates, knowledge and understanding from Component 1 on sources and types of support, and Component 2 on health and social care services, and also skills, attributes and values that contribute to care

**Business  
and IT**

**Business**

Non-Examine Assessment

**Information  
Technology**

Finished course or preparing for resit