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** (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	**Option choice subjects** • Art • ASDAN • Business • Food Technology	1	6
GCSE Option 3	• BTEC First Award ICT • Food Technology • 3D Product Design • GCSE Physical Education • GCSE Philosophy and Ethics • Health and Social Care • Sociology • **Spanish**	1	6
ARRK	**ARRK Lessons** (British Values and RSE Framework)	-	1
Performance	**Core Physical Education**	-	2
Total timetabled lessons over a fortnight (Week A and Week B)		**8 GCSEs**	**50**

Explorer Aspirational   **Scholar** Resilient   **Leader** Respectful   **Collaborator** Kind

Year 11 Autumn Term 2 (November – December 2024)
Curriculum Overview

Core Subjects – All learners

English

GCSE Language:
Exam Skills Mastery: Course is now complete
Paper 1: Language and structure
Paper1: Evaluating texts
Paper 1: Imaginative writing
Paper 2: Language and structure
Paper 2: Evaluating texts
Paper 2: Comparing Texts
Paper 2: Transactional writing

GCSE Literature
A Christmas Carol – Charles Dickens (Paper 2)
Read, understand and respond to ACC. Students should be able to:
- 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.

Mathematics

Foundation
Fractions, Indices and Standard Form
- Multiply and divide mixed numbers and fractions.
- To know and use the laws of indices.
- Write large numbers in standard form.
- Convert numbers from standard form into ordinary numbers.
- Write small numbers in standard form.
- Convert numbers from standard form with negative powers into ordinary numbers.
- To multiply and divide numbers in standard form.
- To add and subtract numbers in standard form.

Congruence, Similarity and Vectors
- Understand similarity.
- Use similarity to solve angle problems.
- Find the scale factor of an enlargement.
- Use similarity to solve problems.
- Determine when two shapes are definitely not (or may not be) similar.
- Understand the similarity of regular polygons.
- Calculate perimeters of similar shapes.
- Recognise congruent shapes.

Higher
Vectors and Geometric Proof
- Understand and use vector notation.
- Work out the magnitude of a vector.
- Calculate using vectors and represent the solutions graphically.
- Identify when vectors are parallel.
- Calculate the resultant of two vectors.
- Solve problems using vectors.
- Use the resultant of two vectors to solve vector problems.
- Express points as position vectors.
- Prove lines are parallel.
- Prove points are collinear.
- Solve geometric problems in two dimensions using vector methods, including where vectors are divided in a given ratio.
- Apply vector methods for simple geometric proofs.

Proportion and Graphs
- Write and use equations to solve problems involving direct proportion.
- Write and use equations to solve problems involving direct proportion.
- Solve problems involving square and cubic proportionality.

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- Use congruence to work out unknown angles.
- Use congruence to work out unknown sides and angles in triangles and shapes made of triangles.
- Add vectors.
- Find the resultant of two vectors.
- Subtract vectors.
- Find multiples of a vector.
- Identify two column vectors that are parallel.
- Solve problems using vectors.

More Algebra
- Draw and interpret graphs of cubic functions.
- Draw and interpret graphs of $y=1/x$
- Draw and interpret non-linear graphs to solve problems.
- Solve simultaneous equations by drawing a graph.
- Write and solve simultaneous equations.
- Solve simultaneous equations algebraically.
- Change the subject of a formula.
- Identify expressions, equations, formulae and identities.
- Prove results using algebra

- Write and use equations to solve problems involving inverse proportion.
- Use and recognise graphs showing inverse proportion.
- Recognise graphs of exponential functions.
- Sketch graphs of exponential functions.
- Match equations to graphs.
- Calculate the gradient of a tangent at a point.
- Estimate the area under a non-linear graph.
- Understand the relationship between translating a graph and the change in its function notation.
- Understand the effect reflecting a curve in one of the axes has on its function form.

Core Subjects – All learners

Combined Science And Separate Science

Biology
11B2 Variation (Inheritance)
- Describe variation and its causes and describe the effects of mutations.
- Describe the process of evolution and speciation.
- Describe the process of selective breeding and identify some characteristics that are selected for and against.
- Describe genetic engineering and its uses including GM crops

11B3 – Evolution
- describe how fossils provide evidence for evolution
- State the causes for mass extinctions
- Describe the causes of antibiotic resistance.
- Use the five kingdoms classification system and evolutionary trees

11B4 – Ecology
- Describe biotic and abiotic factors that affect populations
- Describe the effect of competition and adaptations in plants and animals

Required practical – Measuring distribution of organisms using sampling techniques

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Physics

11P1 – Waves

- describe how energy is transferred by waves and apply the wave equation to complete a required practical to investigate factors affecting waves speed in solids and liquids.

Required practical – Wave properties

11P2 – Electromagnetic spectrum

- Pupils build on their knowledge from the waves topic to discover how transverse waves can be used due to their range in wavelength and frequency.
- Pupils learn about the link between frequency and the hazard associated with uses and how electromagnetic waves interact with different media.

11P3 – Electromagnetism

- Pupils learn and permanent and temporary magnets and how electricity can be used to produce electromagnets.
- Pupils investigate factors affecting the strength of an electromagnet.
- HT - Pupils use Fleming's left-hand rule to explain the motor effect and make calculations about factors affecting field strength.

Core Physical Education

Competition
Students will consider the role of competition in physical activity engagement.

Socially Active
Students will understand the benefits of regular physical activity on social health and social activity.

Enjoyment
Students will understand the importance of enjoyment in physical activity uptake and exercise adherence.

Personal Fitness
Students will gain an understanding of their own personal fitness and the importance of good fitness in their lives.

Training for Purpose
Students will understand how to train for a goal, target or purpose. They will reflect on the importance of challenge in increasing motivation and exercise adherence.

Maintaining Health
Students will understand the benefits of regular physical activity participation.

ARRK Lessons

Core Values
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Health and Wellbeing

- Organ and Blood Donation
- Teenage pregnancy and choices
- Abortion laws (Morals and ethics)
- Parenthood and Teenagers
- Testicular and prostate cancer
- Cervical cancer and screening
- Love and abuse

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Option Subjects Overview

Humanities

Geography

Physical Landscapes of the UK: Rivers – 8 weeks
- 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.
- 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

Weimar and Nazi Germany 1918-1939
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.
- Identify how Germany emerged from the First World War focussing on social, political, and economic factors.
- Explain the impact of the Treaty of Versailles
- Explain the rise of the Nazi Party
- Analyse what life like in Nazi Germany with a focus on key groups such as women, working class, young people, and minority groups
- Identify different opposition groups in Nazi Germany

Philosophy and Ethics

Paper 2 Section 1: Muslim Beliefs
History of Islam
- Six Beliefs & Five Roots and their importance for Sunni & Shi'a Muslims.
- Allah – His qualities of Tawhid, Immanence, Omnipotence, Beneficence, Mercy & Fairness. Where these are seen in the Qur'an.
- Risalah
- Holy Books – the authority of the Qur'an, as well as the Tawrat, Injil & Zabur.
- Malaikah – their nature, evidence, their importance within Muslims' lives.
- Al-Qadr – predestination.
- Akhirah – beliefs about Paradise & Hell.

Spanish

10.1 Grammar Recovery Unit
- Retrieval of advance negative structures (*no/nunca/ni/tampoco/ya no)*
- Present tense with high frequency regular and irregular verbs
- Perfect and Imperfect Tense

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- Near and Simple future
- Direct and indirect object pronouns

11.1 Jobs and Ambitions
- Consolidation of the future and conditional tense to discuss future career plans.
- Consolidation of the perfect tense to discuss previous work experience.
- Use of '**si**' with the future tense to discuss future job preferences.

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

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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.

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'.

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- 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

Coursework
- Overview section e.g. components of fitness and core skills completion
- Assessment e.g. Strengths and weakness analysis
- Movement Analysis e.g. different types of joints and open and closed continuum
- Evaluation
- Analysis

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Business and IT

Health and Social Care

Health conditions
Learners will look at common lifelong factors that affect our health and care needs

Arthritis Cardiovascular conditions Coronary heart disease Cerebral vascular accident	Diabetes (type 2) Dementia Obesity	Asthma Chronic obstructive pulmonary disease COPD	Sensory impairments Physical impairments Learning disability.

Learners will look at common lifelong health Diseases Health services available:

Primary Care	Secondary Care	Tertiary Care	Multidisciplinary team working
GP surgeries Dental care Out-of-hours services Telephone services Accident and emergency departments	Specialist medical care that includes: Rheumatology Respiratory medicine Cardiology Endocrinology	Specialist medical care that includes: Oncology Transplant services Physiotherapy Speech and language therapy Occupational therapy Dietetics	How services work together, including referrals between services?

Business

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

Unit 8 Finance
Learners will complete there NEA which is worth 60% of the final grade

Information Technology

How can IT create effective digital working practices?
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

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Computer Science	**This term students will revisit topics from Paper 1 in order to prepare for the exam.** Key topics include: • Von Neumann Architecture • The CPU • Fetch-decode-execute cycle • Factors affecting the performance of the CPU • Main memory • Secondary storage devices

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