



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

English

It's all Greek to me: Greek Mythology and creative writing.

Texts are constructs:

Understand Mythological narratology. Understand how identity is created through the key themes of; Heroes & Monsters; Death & The Underworld; Trust and Betrayal.

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

Identify and explain how the following devices imply meaning: Personification, simile, metaphor, zoomorphism, onomatopoeia.

Texts are informed through contexts in which they are written:

- To know the core features of Greek Tragedy and Greek Comedy.
- To know the names and histories of a selection of mythological characters and creatures.

Every text is an argument - texts can influence us

Construct personal viewpoints about mythology in the form of thesis statements.

Readers construct meaning as they read (Reciprocal Reading):

Summarise stories. Summarise the importance of mythological texts. Do they teach/advocate/warn/celebrate/expose?

Grammar for writing:

- Understanding nouns.
- Understanding verbs.

Maths

Analysing and displaying Data:

- Find the mode, median and range for a set of data.
- Understand what an average is a measure of, and what it does and doesn't represent.
- Find information from tables and diagrams.
- Display data using tally charts, tables, bar charts and bar-line charts.
- Understand how to choose the best representation for different sets of data.
- Interpret simple charts for grouped data.
- Find the modal class for grouped data.
- Understand different averages and what they represent.
- Calculate the mean of a set of data.
- Compare sets of data using their ranges and averages.
- Understand averages and what they represent.
- Understand how to use the range to compare data and which average is the most appropriate.
- Understand and draw line graphs.
- Understand and draw dual and compound bar charts.
- Understand how to choose the best representation for different sets of data.

Number Skills:

- Use the priority of operations, including brackets (BIDMAS).
- Use multiplication facts up to 10 x 10 and the laws of arithmetic to do mental multiplication and division.
- Multiply by multiples of 10, 100 and 1000.
- Understand how multiplying by 10, 100, 1000, etc. relates to our place value system and why this means we have a decimal system.
- Make an estimate to check an answer.
- Use inverse operations to check an answer.
- Use a written method to add and subtract whole numbers of any size.
- Round whole numbers to the nearest 10,000, 100,000 and 1,000,000.
- Use an estimate to check an answer to a multiplication.

Science
Biology
Chemistry
Physics

7 Science Safety

- Identify common laboratory apparatus.
- Describe their uses.

Skill

- Use apparatus safely.
- Plan, select and carry out a fair test investigation using laboratory apparatus.

7A Cells - (Organisms)

- Recall the 7 life processes.
- Name organelles in plant & animal cells and describe their functions.
- Name parts of a microscope.
- Recall cell to organism organisation.

Skill

- Use a light microscope to observe cells.

7C systems and movement - (Organisms)

- Describe aerobic respiration using a word equation.
- Explain adaptations of red blood cells.
- Describe how muscle action is controlled by nerve impulses.
- Describe action of antagonistic pairs.
- Recall the effects of commonly misused substances.

The World

Geography

What is a Geographer?

- How to be a geographer.
- How to ask geographical questions.
- How to conduct geographical enquiries.
- Key aspects of studying people and places.
- How to use geographical data including maps.

Students will know:

- That Geography is studied using scientific methods.
- That the Ordnance Survey maps the country.
- How to establish questions for a Geographical enquiry.

History

What is History? The Ancient Egyptians and the Ancient Greeks

Historical skills, Chronology, Source Analysis, Bias, Importance of Historical Interpretations.

- Make an inference.
- Place dates in chronological order.
- Identify bias in a text or source.
- Describe change and continuity between the Egyptian and Greek period.

Spanish

7.0 Phonics Foundation Unit

- An introduction to Spanish phonics.
- Introduction of Spanish: greetings, colours and numbers. Introduction to the Spanish speaking world.

7.1 An Introduction to Me

- Present tense conjugations of irregular verbs **tener** and **ser** in the first and third person in singular and plural forms, to discuss personality and appearance.
- Introduction of personal pronouns, as well as the comparative and superlative to discuss personality and appearance.

Philosophy and Ethics	<p>What does it Mean to be Religious?</p> <ul style="list-style-type: none"> • Be able to recognise the four British Values of Individual Liberty, Rule of Law, Democracy, and Mutual Respect & Tolerance for Different Faiths, and be able to explain what each looks like. • How Britain has become a multi-ethnic society & multi-faith society; the benefits and the potential problems. • A study of the six main world religions, where students will learn some of the key beliefs for each including what each religion believes about God, some practices, and their beliefs about the afterlife: Judaism, Christianity, Islam, Hinduism, Buddhism, Sikhism. • Non-religious worldviews; Humanism. • Can Community Cohesion be achieved?
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ARRK Lessons Core Values Aspirational Resilient Respectful Kind	<p>Health and Wellbeing</p> <p>Introduction to Puberty</p> <ul style="list-style-type: none"> • To understand the challenges that puberty brings. <p>Girls' Puberty & Periods</p> <ul style="list-style-type: none"> • To know the various menstrual products available, and how they work. <p>Boys' Puberty</p> <ul style="list-style-type: none"> • To know the physical and emotional changes that happen to boys during puberty. <p>Personal Hygiene</p> <ul style="list-style-type: none"> • To be able to explain how personal hygiene links to a healthy body. <p>Growing Up</p> <ul style="list-style-type: none"> • To understand the 'my body rules' philosophy. <p>Self-Esteem</p> <ul style="list-style-type: none"> • Can define elements of high and low esteem. <p>Tooth Decay and Dental Health</p>
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Technical

Design Technology Food Resistant Materials Textiles	<p>During this period Year 7 learners will cover the following topics in Design Technology:</p> <ul style="list-style-type: none"> • Analysis of a design brief. • Understand the benefits of a design specification. • Safe use of basic tools and equipment within the workshop, including coping saw, abrasive paper, and heat press. • Food Hygiene and safety. • Bacteria growth. • How design technology impacts on the environment and the responsibilities of designers. • Safe use of basic textiles tools and equipment. • Setting up and safe use of a sewing machine.
Computer Science	<p>During this term year 7 will be completing two units to provide them with the skills for the upcoming years. The units will be:</p> <ul style="list-style-type: none"> • Using Media - This will include the learning the school's system and softwares. How to use Microsoft software correctly. • Online safety - We will discuss how to stay safe online, what to do and what not to do and how to deal with specific scenarios.

Art

Visual Elements of Art: Line.

Exploring how lines can be used to enhance the impact and meaning of artwork.

Activities include;

- Contours (drawing).
- Emphasis (drawing).
- Scribble (drawing).
- Hatching (print).
- Cross-hatching (print).
- Gestural (painting).

Students will explore a minimum of two tasks from the above list.

Music

Musical elements and singing.

Learners sing a variety of pieces and learn about the elements of music through performance and listening tasks.

Topics/Skills covered in musical elements and singing include:

- To understand the main musical elements.
- Understand how to demonstrate good posture when performing.
- To sing well in unison and in parts.
- To learn a variety of songs in parts.
- To be able to follow music notation.

Physical Education

Movement competence.

Competence

- Students will develop their confidence across a variety of physical activities.

Practice

- Students will have the opportunity to explore the concept practice and how it can support learning and development in PE.

Act on feedback

- Students will receive feedback and will be tasked with acting on that feedback to achieve progress.

Skills and techniques

- Students will understand the difference between skills and techniques and how they apply to PE.

