



COLLABORATE
Working together to
make a difference to
children's lives.



INSPIRE
Sharing great ideas
to move learning
forward.



GROW
CPD, pedagogy and
all things linked to
development.

At Robin Hood Multi Academy Trust, we care deeply about the education of children and, in particular, in creating a learning experience that nurtures and develops independent thinking. We want children to leave our schools with views and opinions of the world. We want them to leave with a level of resilience. We want them to leave with their own strong moral compass. We want them to be ready to create positive change in the world.

We aim to:

- Create **resilient, confident children** who are well equipped to deal with an ever changing future.
- Engage children in an **innovative and inspiring curriculum** that enables children to be inspired and believe that they can become anything.
- Help children **understand that all success starts with failure**. Everything comes back to mindset.

The curriculum at Robin Hood Multi Academy Trust is a bespoke curriculum, designed for our children and relevant to our local area, reflecting local history, cultures and communities. The curriculum is broad, balanced and culturally rich and is designed to provide children with engaging contexts through which to develop their knowledge and understanding of the world. The curriculum is based on the 2014 National Curriculum throughout.

Trust Curriculum teams, drawn from across all our schools, lead the design and development of our unified curriculum for the Trust. Their work is driven by our vision of education and our desire to reduce the workload of teachers by providing schools with curriculum programmes and opportunities to engage in subject-specific conversations about curriculum and pedagogy. The work of Curriculum teams in designing and developing the Trust's curriculum is based upon six key principles of curriculum design. Our curriculum principles are:

Inclusive

Experiential

Resilience

Progressive

Ethical

Adaptive

Our Curriculum Principles

1. Inclusive

Our curriculum has been designed to be inclusive in every way possible for every child. Every child will see themselves represented throughout our curriculum. We value the whole child - celebrating and nurturing all talents and achievements. We provide the necessary challenge and support to enable all children to reach their full potential.

2. Experiential

Our curriculum has been designed to provide experiential learning opportunities, giving children first-hand experience that makes learning memorable. These purposeful experiences take place both inside and outside the classroom and build children's cultural capital.

3. Resilience

Our curriculum is designed to build and develop resilience in our children so they develop confidence in their own abilities. Our aim is to promote a growth mindset in all our children so that they can overcome obstacles and reach their goals. Our curriculum provides relevant challenges and problem solving activities and ongoing mentoring and support.

4. Progressive

Our curriculum is cumulative and progressive. The spiral design builds children's declarative and procedural knowledge through increasing complexity and depth. Learning journeys are carefully sequenced in order for children to build knowledge into their long-term memory making connections and building schema.

5. Ethical

Our curriculum is underpinned by our values. Mutual respect and the rights of the child are promoted and woven through all of our provision. Our aim is to develop children's opinions based on knowledge, understanding and British values alongside respecting views of others. We strongly believe in developing our children as global citizens which will enable them to extend their energy and compassion outwards towards others.

6. Adaptive

Our curriculum is flexible and responsive. Our aim is to be forward thinking, at the cutting edge of society, providing our children with learning experiences so they have the knowledge and the skills to adapt to an ever changing world.

Delivery of the Curriculum

The curriculum is arranged into topics designed for our children and relevant to our local area, reflecting local history, cultures and communities. It has been designed around four overarching themes which we call our 'EPIC Pillars' to give each objective a meaningful context in which to learn.



We strive to ensure that the children receive a broad and balanced curriculum, whilst still focussing upon the key components of reading, writing and maths, meeting age related expectations, as well as mastering knowledge, skills and understanding at a deeper level.

Throughout the curriculum we also seek to instill our basic, core values, which align with the fundamental British Values of: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of differing Beliefs and Faiths.

The curriculum is also used to help children explore their world and how to stay safe within it. This includes Personal, Social and Health Education, personal safety and E-Safety.

The delivery of our curriculum has a focus on developing pupils' schema by building on both declarative knowledge (facts) and procedural knowledge (skills) using a variety of evidence-informed strategies - See below.

The Learning Model - Key considerations

STORING IN LONG-TERM MEMORY

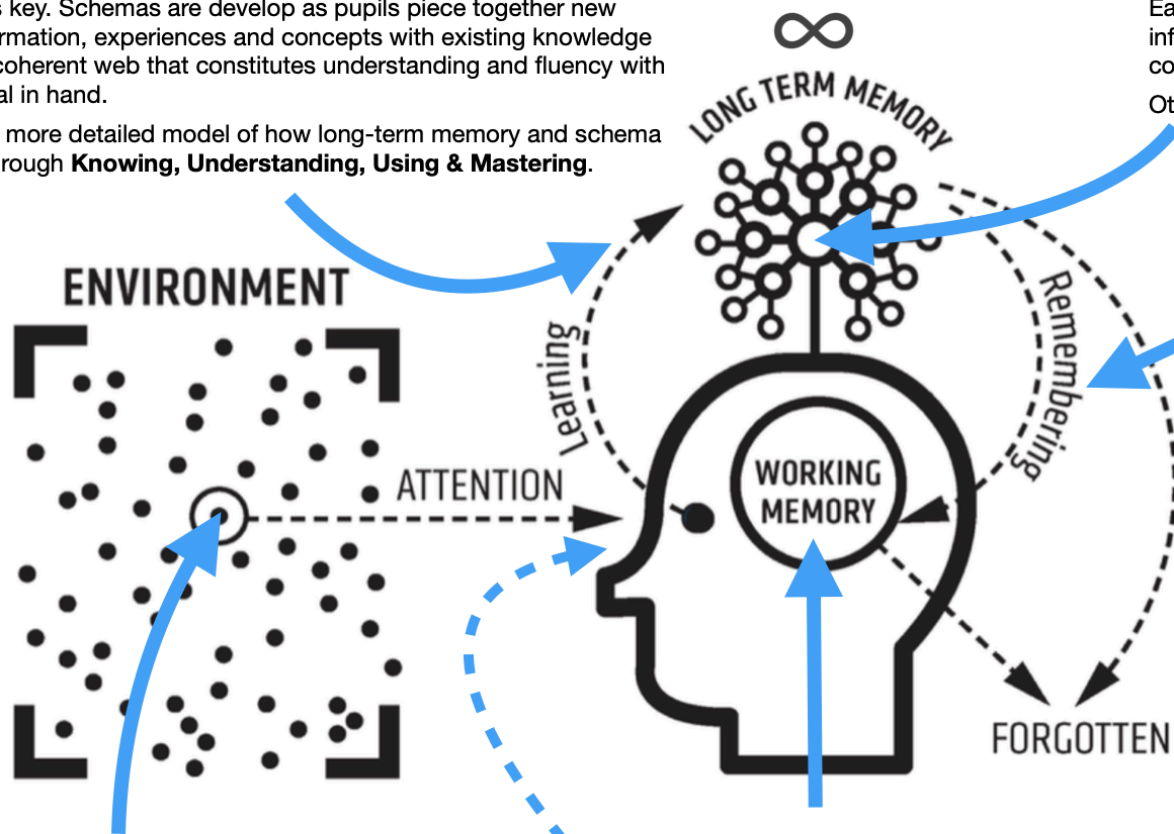
Thinking is key. Schemas are developed as pupils piece together new ideas, information, experiences and concepts with existing knowledge to form a coherent web that constitutes understanding and fluency with the material in hand.

See * for a more detailed model of how long-term memory and schema are built through **Knowing, Understanding, Using & Mastering**.

BUILDING KNOWLEDGE AND EXPERIENCE

Each child has a unique set of knowledge and experiences influenced by: life and school experiences; home/social context; curriculum; reading.

Other factors: motivation, sense of self, habits



GENERATIVE PROCESSES

Knowledge builds on knowledge, so teachers need to involve pupils in retrieving their existing knowledge and making as many connections as they can to new information.

This requires variety and increasing depth, range and intensity of retrieval activities.

Teaching should include desirable difficulties: Removing recency by allowing time to pass increases the challenge of retrieval; Removing cues and knowledge prompts promotes more challenge that leads to deepening of schema connections; Space and interleave practice.

Include big picture and detailed level recall.

Practice at higher frequency for fluency and automaticity

SECURING ATTENTION

A **Positive and Effective Classroom Climate** that is structured, safe and built on positive relationships is a pre-requisite in providing the optimal conditions for learning.

Design activities to foster focused thinking. Ensure clarity of communication. Develop study habits and routines to build concentration.

PROCESSING IN WORKING MEMORY

Attend to the *bottleneck* problem of finite memory; present material in small steps. Use dual coding to increase capacity.

Ensure pupils activate prior knowledge, linking retrieved information with new information.

Factual Knowledge and **Procedural Knowledge** (Skills) are inextricably linked - both are required for mastery of a subject.

Factual knowledge = Knowing *that* something is the case = Facts

Procedural knowledge = Knowing *how* to do something = The steps that can be performed (Skills)

* [More detailed model of schema-building](#)

EYFS Curriculum

Characteristics of Effective Learning

Playing and exploring – engagement

Active learning – motivation

Creating and thinking critically – thinking

Area of Learning and Development

Personal, Social and Emotional Development

Physical Development

Communication and Language

Literacy Mathematics

Expressive Arts and Design

Understanding the World

Enrichment - Forest Schools/Clubs

KS 1+2 Curriculum

Core

English Mathematics Science

Topic

History Geography
Art & Design
Design Technology

Other Subjects

PE RE MFL PSHE
Music Computing

Enrichment

Clubs Music
Forest Schools
Residential