

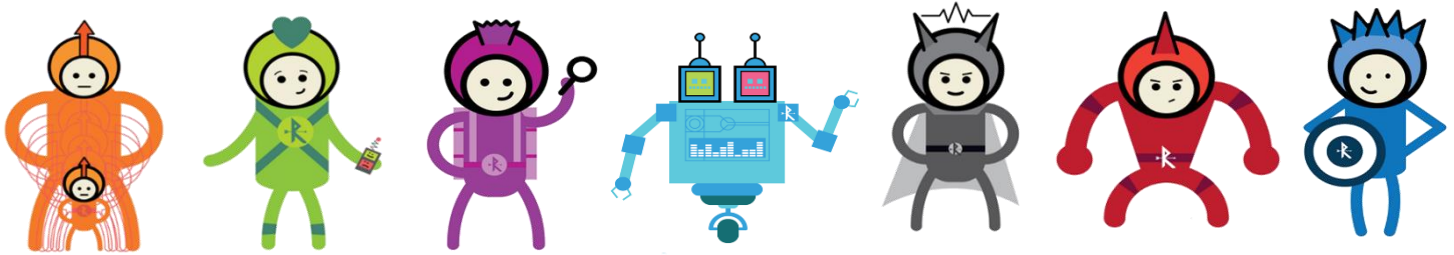


Curriculum Policy

Review frequency: Annually (2022-23)



"An inspiring and enriching curriculum which broadens horizons!"



Curriculum Intent

Our curriculum is broad, balanced and meets the requirements of the **National Curriculum**. It has a project-based, thematic approach and provides all children with a range of rich and memorable learning experiences. Our curriculum develops the key skills exemplified in our Learning Charter; Challenge Yourself, Collaborate with Others, Be Proud, Reflect on your Learning, Be Resilient, Show Respect and have a Thirst for Knowledge; in flexible (and often immersive) learning environments and the outdoors as often as possible.

We aim to:

- Engage children through interesting projects and hands-on activities, offering a range of engaging experiences that inspire awe and wonder.
- Promote positive attitudes towards learning that encourage children to learn and enjoy learning, harnessing and growing children's interests and passions.
- Make meaningful links between subjects and the real world to make learning relevant.
- Develop children's skills, knowledge and understanding of a range of themes and concepts.
- Develop children's understanding and acceptance of culture and heritage, including British values, so that children are confident to contribute positively within a culturally diverse society.
- Broaden horizons through the progressive acquisition of knowledge and skills.
- Develop children's capacities to work independently and collaboratively.
- Enable children to make choices about their learning.
- Prepare children for the next phase of their education; developing skills, knowledge and aspirations to be successful in the future.

Aims of the National Curriculum:

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Coverage

Root, Branch, Leaf Documents

Our subject Root, Branch, Leaf documents and subject policies, ensure full coverage of the Early Years Foundation Stage Framework and the National Curriculum.

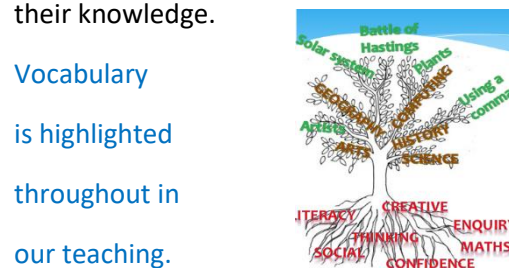
Relationship and Health Education (RHE) including RSE is supported by the SCARF and Christopher Winter Schemes of work.

Some subjects have progression maps which detail the sequence of acquisition of skills in each subject.

Leaves – specific areas of knowledge.

Branches – reflecting major areas of human endeavour and ways of thinking.

Roots – the key skills children need to be able to access and develop to then improve their knowledge.



Vocabulary
is highlighted
throughout in
our teaching.

Coverage

Curriculum Overview

Across each phase, subjects are planned so they are delivered systematically and effectively building on the thinking of retention of key learning points.

Each subject has been carefully sequenced to build on prior learning.

Each subject unit of work has clearly sequenced lesson objectives which detail the substantive knowledge to be taught. These are shared with children.

A 'Project Organiser' is provided for parents each term (half term in EYFS) so that they are able to support their child in their learning journey.

Curriculum Overview Robin Hood Primary School – Projects 2021-22				Science	History	Geography																												
Y1	We are all different!	Traditional Tales	Friendships																															
Y2	People who help us!	What toys are from the past and the present?	Minibeasts and the Seaside!																															
Y3	What makes people amazing?	Where in the World are we?	Should animals be kept in enclosures?																															
Y4	What lies in the rainforest?	How can lessons from History keep us safe today?	How/Has the Climate we live in changed habitats today?																															
Y5	Which invention had the most impact? <i>(Stone Age to Present)</i>	Which intervention had the most impact?	Which intervention had the most impact?																															
Y6	How do we use Science to make sense of the world?	What happens when water changes?	How have missions changed Britain?																															
Y7	Why did the Suez Canal close for so long?	Is embolus out there?	How far is the UK in Africa?																															
Y8																																		
Y9																																		
Y10																																		
Year 2 Summer Term Project: What was Florence Nightingale's biggest achievement? <table><tr><th>Timeline (Significant Events)</th><th>Important People</th><th>War</th><th>Language Dozen</th></tr><tr><td>1810 Florence Nightingale was born on the 12th of May, 1810 in Florence, Italy.</td><td>Florence Nightingale – A nurse who is famous for changing the way hospitals are run. She trained soldiers in the Crimean War.</td><td>War Crimean War</td><td>Fights between groups of people or countries. 1853-1856 it was between Russia on one side and Britain, France, Turkey and Sardinia on the other.</td></tr><tr><td>1831 The Crimean War breaks out. Nightingale was made superintendent at a medical school in Geneva in London.</td><td></td><td>Crimea</td><td> Crimea is part of the country Russia. The Russian Empire wanted to use in Scotland.</td></tr><tr><td>1854 Nightingale went to Turkey to care for wounded soldiers. Nightingale made sure the hospitals were clean and used nurses to help.</td><td>Mary Seacole – A nurse who set up a hospital in port called for during the Crimean War.</td><td>Scutari</td><td></td></tr><tr><td>1855 Nightingale gave lots of money to the hospital to fund the training of nurses.</td><td></td><td>Infection Disease Lancet</td><td>A germ or bacteria that causes something to become infected. A condition that causes harm to the health of a person, animal or plant. A case that is made of a natural though which a light can show and be prevented.</td></tr><tr><td>1858 The Crimean War ended.</td><td>A Few Facts Florence is named after the city of Florence in Italy where she was born. She didn't get married until she was 33. She was expected that girls from wealthy families would get married and not work after their husbands. The hospital Florence worked at was in Scutari in Turkey. Florence was known for her nickname 'The Lady with the Lamp' by the soldiers who looked after her when she walked across the wards at night with her lantern.</td><td>Medicine Hygiene Soldier wounded</td><td>A drug or other substance used to treat a disease, not just pain. The practice of keeping clean to avoid health and prevent disease. A person who serves in the army.</td></tr><tr><td>1859 Nightingale returned to England as a heroine. The Nightingale Training School was named. Queen Victoria awarded Florence the Royal Red Cross. Nightingale was knighted on the 1st of August.</td><td></td><td>Victims</td><td>A person who is injured by the body. People who were hurt/died during the siege of...</td></tr></table>							Timeline (Significant Events)	Important People	War	Language Dozen	1810 Florence Nightingale was born on the 12 th of May, 1810 in Florence, Italy.	Florence Nightingale – A nurse who is famous for changing the way hospitals are run. She trained soldiers in the Crimean War.	War Crimean War	Fights between groups of people or countries. 1853-1856 it was between Russia on one side and Britain, France, Turkey and Sardinia on the other.	1831 The Crimean War breaks out. Nightingale was made superintendent at a medical school in Geneva in London.		Crimea	 Crimea is part of the country Russia. The Russian Empire wanted to use in Scotland.	1854 Nightingale went to Turkey to care for wounded soldiers. Nightingale made sure the hospitals were clean and used nurses to help.	Mary Seacole – A nurse who set up a hospital in port called for during the Crimean War.	Scutari		1855 Nightingale gave lots of money to the hospital to fund the training of nurses.		Infection Disease Lancet	A germ or bacteria that causes something to become infected. A condition that causes harm to the health of a person, animal or plant. A case that is made of a natural though which a light can show and be prevented.	1858 The Crimean War ended.	A Few Facts Florence is named after the city of Florence in Italy where she was born. She didn't get married until she was 33. She was expected that girls from wealthy families would get married and not work after their husbands. The hospital Florence worked at was in Scutari in Turkey. Florence was known for her nickname 'The Lady with the Lamp' by the soldiers who looked after her when she walked across the wards at night with her lantern.	Medicine Hygiene Soldier wounded	A drug or other substance used to treat a disease, not just pain. The practice of keeping clean to avoid health and prevent disease. A person who serves in the army.	1859 Nightingale returned to England as a heroine. The Nightingale Training School was named. Queen Victoria awarded Florence the Royal Red Cross. Nightingale was knighted on the 1 st of August.		Victims	A person who is injured by the body. People who were hurt/died during the siege of...
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Chronology

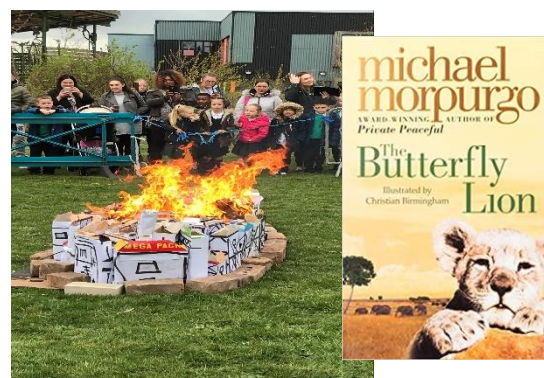
Long Term Plans

Each year group have created a Long Term Plan (LTP), which interweaves learning through a project.

The LTP includes the subjects and essential question that will be taught in each term. In addition, 'project launch days' to ignite children's interest, together with exciting and purposeful enrichment activities (trips / visitors into school) are included. We aim to celebrate each termly project with a 'project outcome' which we hope will be a memorable experience that supports retention of learning throughout our primary curriculum.

Our 'Reading Spine' books and the texts used in English have also been carefully selected to promote a love of reading and enhance the learning within a project. These are documented too on the Long Term Plan.

		Robin Hood Primary School Curriculum Overview – Year 2022-23				
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Project Essential Question						
Project Launch						
Project Duration						
Addressed Curriculum Opportunities (MFL, PSHE, etc.) SCIENCE: 						
GEOGRAPHY: 						
HISTORY: 						
COMPUTING: 						
P.E.: 						
MUSIC: 						
Pink Project:						
Mis & My Relationships Valuing Difference Keeping Myself Safe Rights & Responsibilities Being My Best Growing & Changing						



Content

Medium Term Plans

For English and Maths, there are additional weekly plans. Maths follows the White Rose Scheme. English is planned over two and three week blocks so that children can be immersed in different text types and learn the skills needed to be proficient writers.

RSHE lessons and assemblies provide opportunities to promote 'British Values', the school values and global citizenship. We reference inspirational people explicitly to encourage our children to be aspirational. We also aim to promote the careers certain subjects may lead to.

 Robin Hood Primary School Foundation Subject Medium Term Plan			
Subject: Knowledge and Understanding of the World		Year Group: Nursery	Date: Autumn 1
Week /Date	Objectives (sequence of learning) knowledge/skills	Activities/Resources/ <i>Vocabulary</i>	Differentiation
1			
2			
3			
4			
5			
6			
7			
8	Going Beyond -		

 Robb Hood Primary School Foundation Subject Medium Term Plan			
Subject: Science – Animals including Humans		Year Group: 4	Date: Autumn 1
Week/ Date	Objectives (sequence of learning) Knowledge/Skills	Activities/Resources/ <u>Vocabulary</u>	Differentiation
1	To identify and name bones To research using secondary sources	Show the learning sequence with the children – stick into Project books. Who do we learn about humans and animals? What do we already know about living things – Mrs Wright from V3. Look at how living things are grouped, and focus on the animal kingdom. Explore vertebrates and invertebrates – use Adapted animal for Vertebrates. What would it be like if bones were bumpy? What do we know about the skeleton already – give the children a blank box outline in groups, children to add the bones they know. Use the iPad to explore the skeleton: https://thehumanbodygame.com.au/#home Q1: To make a model skeleton and label the bones. Use https://www.youtube.com/watch?v=humanbody/skeletonandbones&list=PL for support	Children to work in teams with a captain.
2	To identify and explain the three main functions of the skeleton	Playway – Watch Twig Reporter and complete the Raftcard. Can we make any connections between what the children have learned previously? What would you like to find out next? Who are Incredibles? We are proud to learn! https://www.youtube.com/watch?v=708L23181Z0&list=PL https://www.youtube.com/watch?v=708L23181Z0&list=PL	

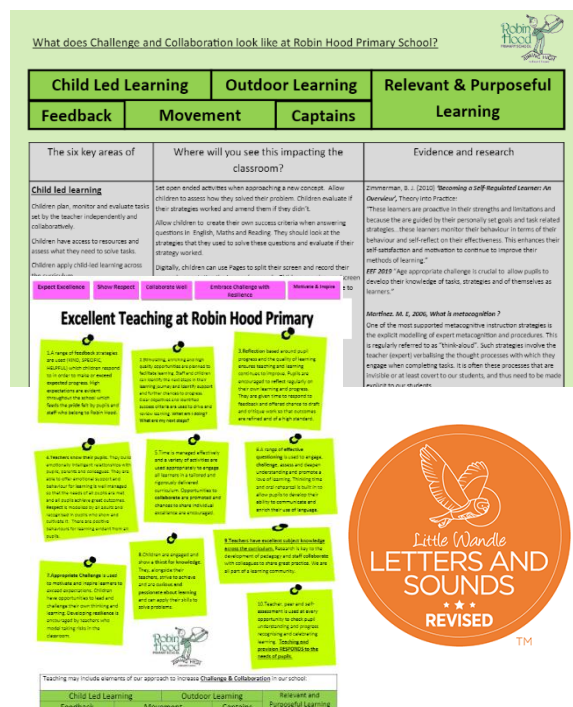
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Pedagogical Approach

Staff CPD is centred around pedagogy and retention. Prior learning is revisited (termly Curriculum Quizzes / Curriculum Quiz Book) and children's learning builds in every lesson.

We have a shared understanding of what great T & L looks like and promote a shared approach to challenge & collaboration in the classroom. Research informed practice is championed.

In Maths, we incorporate a ‘mastery’ approach. In English, we follow the systematic synthetic phonics programme of ‘Little Wandle Letters & Sounds Revised’ with reading books provided for children, which closely match the phonemes they have learned. We develop VIPERS skills in our Shared Reading approach across the school.



Evaluating Learning

Assessment & Outcomes

Children receive feedback on their learning. Formative and summative assessment is used to inform teachers and subject leaders of any 'gaps' in learning so that they can address these in future lessons or through interventions.

Working walls and displays are used to support learning in class. In KS2, children use a 'Curriculum Project Book' to support the acquisition and retention of knowledge.

To give children authentic outcomes, their work is celebrated in different ways at the end of a project: for example, a multimedia presentation, assembly or performance.

