

## HEARTS Curriculum

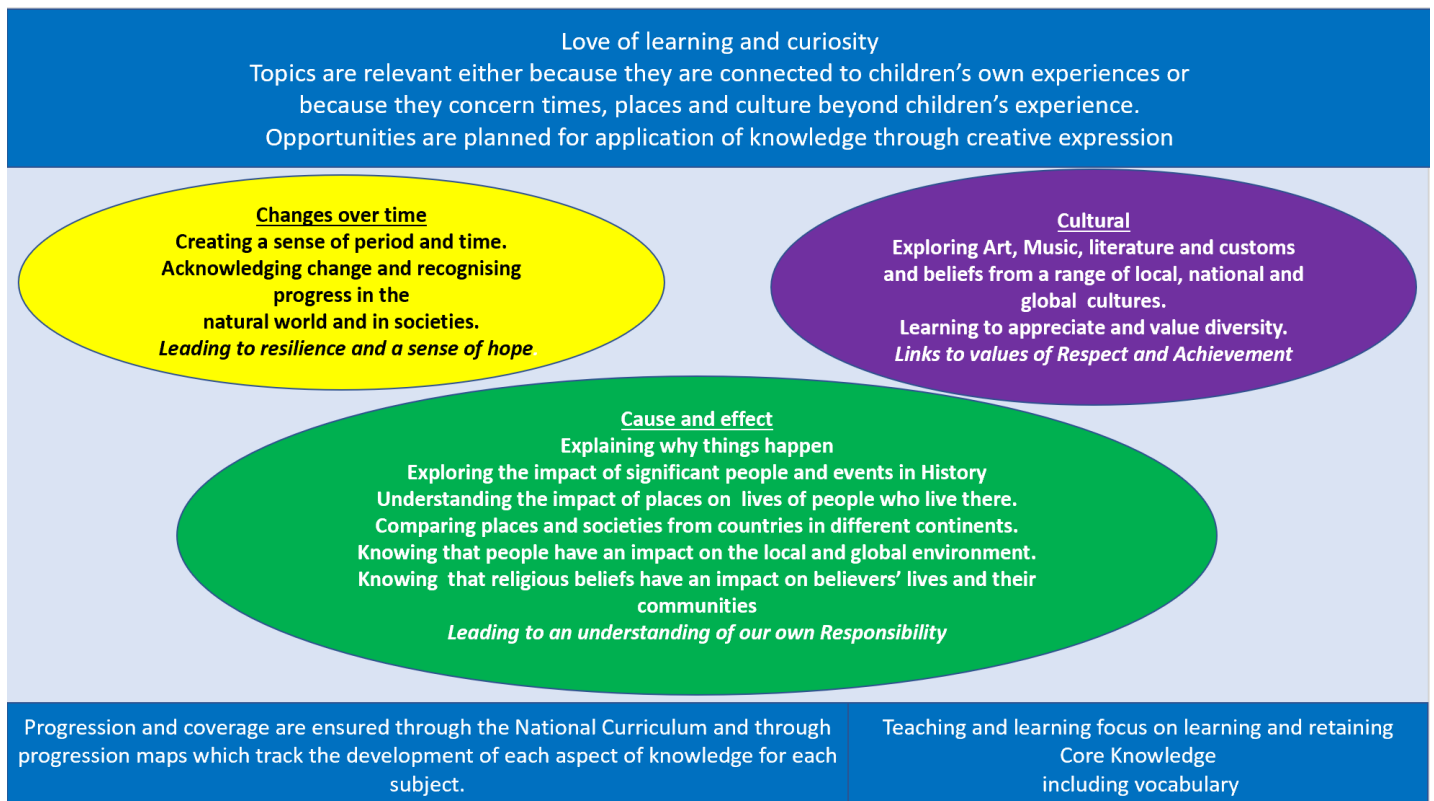
The HEARTS Academy Trust has developed a broad and balanced curriculum based on the values in our [mission statement](#). We have very high aspirations for all our children in HEARTS schools and the curriculum is specifically designed to overcome significant barriers to learning within our school communities. We employ the mastery approach to help children to become fluent and confident in the skills and knowledge they need. Our values-led curriculum is fundamentally concerned with the kind of adults we want our children to become and how we want them to contribute to society.

We have a knowledge-based curriculum with clear links and progression between phases, year groups and themes. Knowledge is sequenced and mapped specifically and coherently. This allows our children to build upon and review prior knowledge and concepts to support their understanding and make relevant connections. Our teaching effectively reviews, rehearses and revises core knowledge to ensure that it is successfully retained. Knowledge is taught to be remembered and not just encountered.

### Curriculum intent: What do we teach and why?

**'The curriculum exists to change the pupil, to give the pupil new power.'** - *Christine Counsell*

The HEARTS Foundation curriculum is designed based on these considerations:



We choose curriculum content which enables children to gain important knowledge, explore HEARTS values in different contexts, with an emphasis on providing positive role models and broadening their experience of the world. The curriculum reflects diversity within the world and this allows us to promote respect and tolerance of others. We arrange knowledge into themes to allow children to make links between different subjects and build their schema of knowledge.

There are three cross curricular themes which provide a structure for connecting knowledge across subjects and across phases. These themes are **Cause and Effect**, **Changes over Time** and **Appreciation of Culture**.

**Cause and Effect** explores the ways in which events, actions, places, people and beliefs have a significant impact on pupils' lives, the lives of others and the environment.

**Changes over Time** explores how aspects of society change and progress and the impact that this has on people's lives.

**Appreciation of Culture** gives children understanding of our national culture and broadens their experience of global culture. Pupils are helped to develop a regard for the height of human achievement in all cultures and societies.

### **Implementation and Pedagogy– How knowledge is taught**

***“All of our children ought to be able to tell us what they are learning about and why it is important.”***

*-Mary Myatt*

We have specific pedagogy for each subject which incorporates direct teaching and enquiry-based approaches in some areas. The profile of all individual subjects is prioritised in our curriculum. We believe this encourages lifelong and ambitious learners.

We expect that the large majority of pupils progress through the curriculum content at the same pace. Depth of understanding is prioritised, alongside high expectations of every child, including those with additional needs.

Teachers make use of an assessment system that enables them to track the knowledge and skills which children have learnt and retained. They can identify when children require different strategies to support their learning and provide additional support to meet the needs of individual children.

We ensure that all of our pupils encounter the same core experiences to provide a quality of opportunity and build cultural capital for everyone. To support this aim, alongside our curriculum, we offer all children the HEARTS Promise. [LINK TO PROMISE PAGE](#)

### **Individual school context**

Whilst we celebrate the depth of expertise across our Trust and the advantages our shared curriculum provides, we acknowledge individual schools have specific barriers to learning and unique contexts. As a result, our curriculum is adapted where necessary by each school to enable children to overcome these barriers.