



High aspirations - Valuing learning – Achievement for all

Curriculum Vision – Part 4: 'The Cognition Curriculum'

The Cognition Curriculum recognises that the design of the school's curriculum will be highly considerate to the mental actions or processes of acquiring knowledge and understanding through thought, experience, and the senses. It will also be highly considerate to the Cogs of our Curriculum (Part 3): The many facets that we believe are essential to realising our vision.

4a) Curriculum Design Questions:

When designing a curriculum for each cohort, the teaching team will be expected to reflect upon several questions. It is the responses to these questions that will form the basis of planning ahead for children's learning.

Cognition:

What do our children need to learn in terms of knowledge and skills?

How are we making children think and learn?

Which experiences will enable our children to acquire knowledge and understanding?

Community:

Who, from our community, can we involve to enhance children's learning?

Values:

How will we reinforce the school values within the curriculum?

States of being:

How will children be given the chances to be enthusiastic and skilful artists, sportspersons, mathematicians, writers, readers, linguists, scientists, musicians, historians, geographers and designers?

Local & Global Contributors:

How will the children, through the curriculum, contribute to the local or global community?

Health & Wellbeing:

What are we proactively planning to ensure children develop their healthy lifestyles and personal wellbeing?

Learning to talk; talking to learn:

When and how will children communicate their learning in an environment where everyone talks?

Personalised

Are the interests of different children within the cohort reflected in the curriculum?

Cognitive Science

Is the evidence-based research on cognitive science supporting the planning?

Safety & Happiness

Will all children enjoy their learning?

Are the activities safe and carefully thought through?

Characteristics of Great Learners

Where are the opportunities for learning to develop the essential characteristics in great learners: curiosity, perseverance, motivation, resilience, courage and reflectiveness?

Self-Agency & Igniting a love of learning

What is the use and purpose for newly acquired knowledge and understanding?

How will the curriculum ignite and further fuel a child's love for learning?

Within the curriculum, will a child be able to recognise their own excitement and motivation in their own learning?

Have opportunities been planned in to make links with prior learning, the challenges and issues that currently exist in the world around them and at distance?

Can the children make links between what they already know, will learn and could learn?

Are sport and art significant within the curriculum?

Limitless

Have we pitched the expectations for each child's potential high enough?

Is there awe and wonder?

Will children develop their inquisitiveness and enquiry?

Have considered where our children can learn and then where they can broadcast this?

Skills

Where in the curriculum have opportunities been given for: problem solving, analysing and synthesising information; creativity and showing personal expression; research skills; aural, oral and written communication; leadership, teamwork and collaboration?

A child's unique achievement

With consideration to children's needs, how will every child succeed in this curriculum?

Celebrating & develop pride

Throughout and in the closing of any curriculum context, theme or piece of work, how will the children's work be celebrated? Are the teaching team ambitious and realistic in what they will share with others? Who will they share the learning outcomes with?

4b) Contextualising the Cognition Curriculum.

Pupils in the Early Years Foundation Stage will be taught the Early Years Foundation Stage curriculum. Pre-school and Reception cohorts will contextualise their curriculum drawing upon stories, traditional themes taught in this age range, as well considering the opportunities where themes can be drawn from the curriculum design questions (as above).

Pupils in Year 1 to Year 6 will be taught from The Cabot Learning Federation curriculum. This framework details the progression of *key concepts, knowledge, vocabulary and skills* and provides context the subject disciplines set out within the Department for Education's (DfE) National Curriculum. Designing pupils learning experience will be led by the needs of pupils. However the context of the curriculum design will be led by the content of the curriculum as children are taught within states of being. The content is significantly more detailed than the DfE's National Curriculum and will empower teachers to consider how they teach and not what they need to teach.

There will be **multiple themes of enquiry** during each term as pupils have suitable and significant time to engage in curriculum content within **different states of being**. Where possible, links across subject disciplines will be made but will not be the created tenuously at the expense of quality teaching and learning of the curriculum's key concepts, knowledge, vocabulary and skills. The detail within the curriculum framework will support an appropriate time frame to investigate and learn about themes over a series of weeks as well as revisit later in the year. Deliberate attention will be given to the **order and sequence** of content across subject disciplines to ensure learning builds upon prior learning, for example, teaching the Mediterranean region as a geographer prior to studying the Roman Empire as a historian.