

The underpinning Intent of our Cabot Learning Federation 3-19 Curriculum:

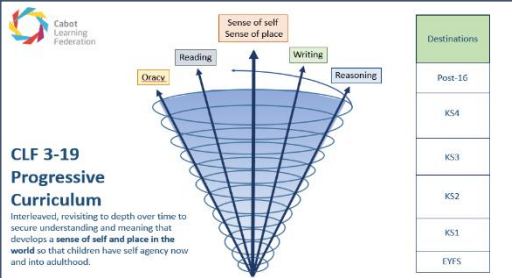
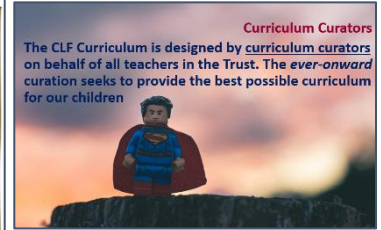
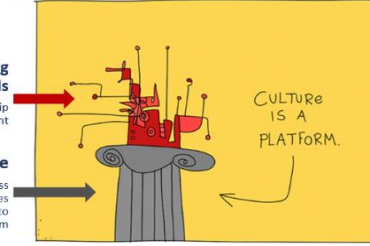
To enable children to have **self-agency**, now and in adulthood, because of a developed **sense of self** and an awareness of their **place in the world**. This is the result of children **seeking meaning** and making connections as they build **understanding** from a foundation of **knowledge** and **skills**. *We aim to create equity of opportunity for all Children (Heart Values)*

Curriculum Curators (cross-phase) are empowered as experts to curate our shared CLF curriculum underpinned by our intent, to be **knowledge rich, progressive and well-sequenced**. The shared curriculum is the platform (column) on which colleagues intelligently and effectively enact our curriculum (red dance).

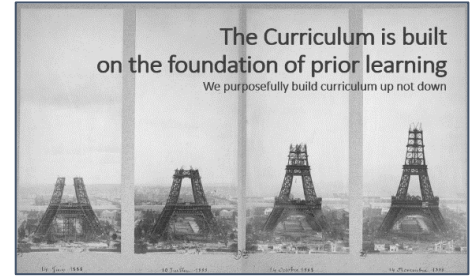
Empowering Experts

Red Dance: Empowering Teams and individuals
Collective responsibility and ownership for improvement

How we do things here
The areas that are standardised across the Trust and in the Academy that gives the platform for professionals to perform



We purposefully build our curriculum up from 3 to 19; recognising the importance of **strong foundations, building blocks** and cumulatively sufficient subject knowledge and understanding. The substantive knowledge is reinforced by **vertical strands; oracy, reading, writing and reasoning**, allowing children to articulate and express their learning.



The concept of **states of being** underpin the subject disciplines. Children are **active agents** of their learning; developing understanding of what it means to be a... **historian, geographer, artist...** children are supported to develop a strong sense of the **interdisciplinary concepts**. These links are planned, progressively to support a growing **sense of self, place and self-agency**.

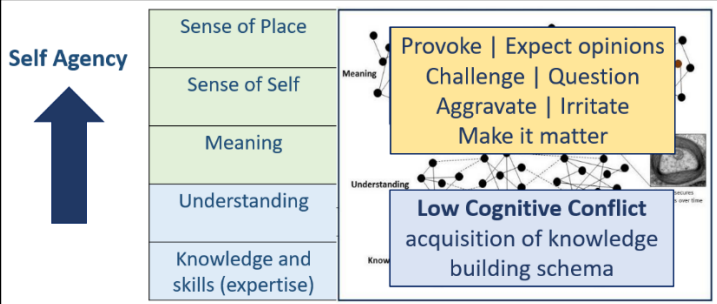


- Establish **High expectations** for all that we seek to achieve
- Create **Equity** of opportunity, removing disadvantage
- Champion the success and life chances of **All children**
- Furnish pupils and staff with the **Resilience** to succeed as lifelong learners
- Promote **Tolerance** and respect for ourselves, our communities and our environment

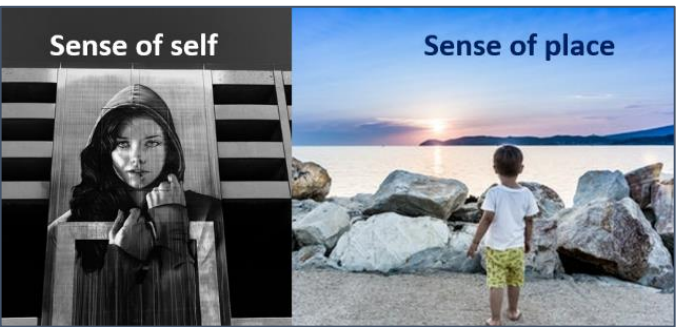


I am an artist...

I am an artist. I believe everything is possible when I'm being an artist. I feel empowered and inspired through my own art and stories. I am able to consider and appreciate the art of others. I take risks, challenge myself and learn new skills along my artistic journey. I have the freedom to express my thoughts, uniqueness and individuality. Art can take me anywhere, it brings me complete escapism and happiness. Explains the world I live in by following my creative ideas and imagination. I understand art can reflect myself, my community and the wider world!

The promise of the curriculum: All children across the Trust should learn **key areas of knowledge and skills and build expertise** in these areas to provide the foundation for **deeper understanding**. The **formative use of assessment** enables children to secure knowledge over time. As a consequence of this foundation all children are supported to **seek inter and intra-disciplinary connections to broaden their understanding so that they seek and build meaning** for themselves so that they explore the loftier goals of the curriculum.



The loftier goals of the curriculum: All children will be supported to use their strong foundation of knowledge, skills, understanding and meaning to develop an **ever-greater sense of self** and a **stronger understanding of their place in the world** so that all children to **build and strengthen self-agency** (their ability to influence and make decisions about their own lives) now and in the future.




Self Agency

Self Agency: the ability to understand, shape, make decisions, control, develop and make things happen in your world that has a positive influence on those you choose to share your life with, personally and professionally.