

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

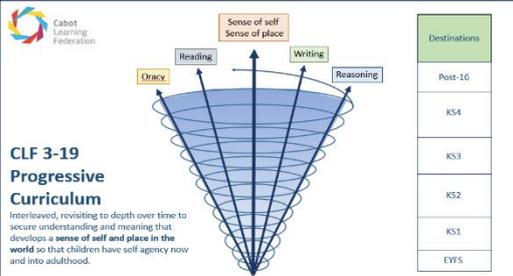
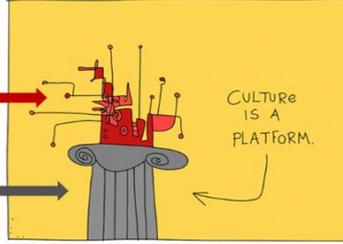
To enable children to have **self-agency**, now and in adulthood, because of a developed **sense of self** and an awareness of their **place in the world**. This is the result of children **seeking meaning** and making connections as they build **understanding** from a foundation of **knowledge** and **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).

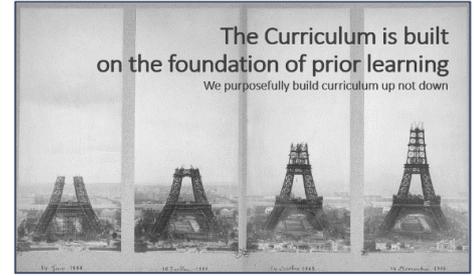
## Empowering Experts

**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**.

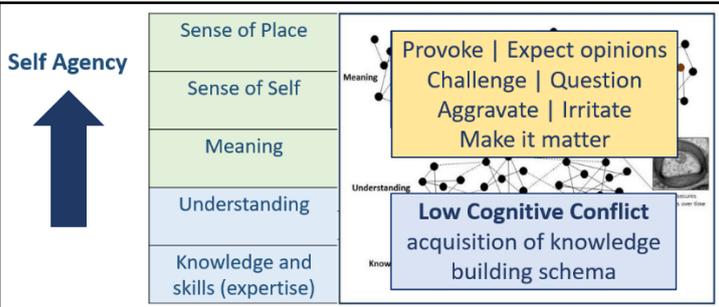


- Establish **High expectations** for all that we seek to achieve
- Create **Equity** of opportunity, removing disadvantage
- Champion the success and life chances of **All children**
- Furnish pupils and staff with the **Resilience** to succeed as lifelong learners
- Promote **Tolerance** and respect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