



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 engineers?

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?

Personalised

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

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?

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?

Has the enquiry led approach exploring key age related and researchable questions, within a DfE National Curriculum framework, alongside the United Nations' 2030 Sustainable Development Goals underpinned the context and opportunities?

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.

An enquiry led approach exploring key age related and researchable questions, within a DfE National Curriculum framework, alongside the United Nations' 2030 Sustainable Development Goals underpins the context and opportunities for the Cognition Curriculum.

Within each year group, the 2030 UN Sustainable Development Goals will form a context for developing themes of enquiry for learning. As states, of being the children will develop knowledge, understanding and skills within these lines of enquiry, as set out within by the DfE's National Curriculum and using additional skills documents.

The length of enquires and themes are not governed by timeframes but up to 8 of the specified development goals should be incorporated within each cohort's curriculum (see table 1).

Table 1: 2030 UN Sustainable Development Goals mapped by year group

Year 1	Industry, Infrastructure & Innovation	Zero Hunger	Sustainable Cities & Communities	Quality Education	Climate Action	Life on Land and below Water		Decent Work & Economic Growth
Year 2	Zero Poverty	Reduced Inequalities	Good Health and Wellbeing	Responsible Consumption & Production	Gender Equality	Life below Water	Life On Land	Peace, Justice and Strong Institutions
Year 3	Industry, Infrastructure & Innovation	Zero Hunger	Sustainable Cities & Communities	Quality Education		Clean water	Affordable & Clean Energy	
Year 4	Zero Poverty		Good Health and Wellbeing	Responsible Consumption & Production	Climate Action	Life below Water	Life On Land	Decent Work & Economic Growth
Year 5	Industry, Infrastructure & Innovation	Reduced Inequalities	Sustainable Cities & Communities	Quality Education	Gender Equality	Clean water	Affordable & Clean Energy	Peace, Justice and Strong Institutions
Year 6	Zero Poverty	Zero Hunger	Good Health and Well-being	Quality Education	Climate Action	Life below Water	Life On Land	Decent Work & Economic Growth

4c) Year 1, 3 & 6 Exemplar enquiry questions

The DfE's National Curriculum and additional skills documents are mapped to specific year groups. It is within this context, relevant and purposeful themes of enquiry for learning are matched with the 2030 UN Sustainable Development Goals (SDG). This is set out in Part 5: The NC & 2030 SDG. Table 2 below provides examples to the nature of possible lines of enquiry and themes for learning for Year groups 1, 3 and 6 but does not refer to coverage required by the DfE National Curriculum.

Table 2: 2030 SDG themes of enquiry for learning for Year groups 1,3 & 6

Year 1	<u>Industry, Infrastructure & Innovation</u> What does our town look like?	<u>Zero Hunger</u> Where does food come from in the world?	<u>Sustainable Cities & Communities</u> What makes a home?	<u>Quality Education</u> What is school? How can we be great learners?	<u>Climate Action</u> Can we find out what the weather will be?	<u>Life on Land and Water</u> What animals live on our planet?		<u>Decent Work & Economic Growth</u> What jobs do my family or people in my community do?
Year 3	<u>Industry, Infrastructure & Innovation</u> Can we design the sustainable settlements of the future?	<u>Zero Hunger</u> Which foods are important for our bodies?	<u>Sustainable Cities & Communities</u> Can we design sustainable homes/cities?	<u>Quality Education</u> Exploring journeys to school and how people value education		<u>Clean water</u> Where does clean water come from?	<u>Affordable & Clean Energy</u> How can we use the earth to create energy? What can we do to create less energy?	
Year 6	<u>Zero Poverty</u> How can poverty be adverted?	<u>Zero Hunger</u> If food is short in the local area, what can we do? How can we be sustainable?	<u>Good Health and Well-being</u> How can we promote healthy lifestyles?	<u>Quality Education</u> What will education help us to achieve? Who are the greatest most influential minds?	<u>Climate Action</u> How can countries develop resilience and capacity to climate related hazards and natural disasters?	<u>Life below Water</u> Why are oceans and coasts important?	<u>Life On Land</u> How have animals adapted to their environment?	<u>Decent Work & Economic Growth</u> What is the history of child labour and does this happen today?