



The curriculum should whisper to the children that they matter now, that they can do something now...

## A Curriculum of Hope

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...that they are not powerless or passive but that they are active agents of learning.



- COHERENCE:** Connecting curriculum in sensible and logical ways
- CREDIBILITY:** Clarity about what children should know and be able to do
- CREATIVITY:** Opportunities to experience, develop and practise creativity
- COMPASSION:** Develop empathy and act positively upon it
- COMMUNITY:** Be of service and work to shape the future of life beyond school

A curriculum that better shapes their school **experience**, their **relationships** with others and the **future** world they will habit is humanity-rich.

It requires professionalism and imagination to find and develop the kinds of contexts for learning that make children feel **invested in the here and now** of their learning experience, while also **attending to their possible future needs**.

Marc Smith in *The Emotional Learner* outlines three domains of learning - **the emotional, the social and the cognitive**. He warns against the oversimplification of regarding learning as merely a shift in long-term memory.

We want children to **experience and practise the complexity of life**.

Children should **take action** themselves and **become a force for change**, both locally and globally, to **genuinely make a difference**.

When done well, cross-curricular learning offers great potential for children to **reach across subjects**, connecting learning within and across domains of knowledge.

Curriculum coherence can be thought of as a **plait** which starts as a context into which we **weave the knowledge** we need as we go along.

Consider where the **touchpoints** are in our curriculum, within and across subjects.

How does our learning link and connect around concepts? How do we ensure that our students develop the knowledge and skills they need in order to be **competent**, and the **character** to have a positive impact on the world around them?

Aim to connect the **them to us** and the **then to now**.

At the heart of the pedagogical process is **story and dilemma-led learning**. Story is the beating heart of the curriculum. Fiction creates a purpose for curriculum learning.

The idea that a responsible team is solving a problem for a **person in a place with a problem** is a powerful vehicle for learning.