

Curriculum Intent

<p>Summit</p> <p>At Summit our overarching curriculum aims to:</p> <ul style="list-style-type: none"> • Promote social justice through the provision of a rich and relevant cultural capital curriculum that supports students' learning in a wide range of subjects • Provoke ambition in our students by challenging them to engage with hard concepts • Inspire students to enjoy reflective and dynamic learning • Support our students to overcome disadvantage by equipping them with the deep knowledge and complex skills they will need to succeed in future education, work and life • Spark curiosity and excitement in students about the world, themselves and each other • Deliver coherence within and across subject areas so that students understand, learn how to remember, and make connections between the composite parts of the knowledge they are taught • Engender tolerance, optimism and hope in our students, to empower them to create a better world <p>Our academies will have additional, individual curriculum intent according to their ethos and context. Our academies will map their curricula within and across subject areas, mindful of the foundations of the primary curriculum, and the future demands of further and higher education. Careful and intelligent consideration will be given to the selection of interleaved knowledge and skills across fourteen years of learning, from early years to 6th form. Our 'Excellence in Teaching' model of pedagogy, rooted in direct instruction, will support profound learning across a coherent curriculum experience for students. Our academies will collaborate and share practice, planning and resources to reduce workload, and will be free to adapt their own curricula with respect to their particular context and needs.</p>	<p>Cockshut</p> <p>Provide our students with a varied curriculum offer that promotes ambition and accounts for the social contexts of our students.</p> <p>Develop students' Cultural Capital through varied curriculum experiences that inspire students and help them gain an appreciation of achievement, creativity and nature.</p> <p>Foster a culture where reading and learning is important to students both in school and throughout their lives.</p> <p>Enable students to coherently understand, remember and make connections between the knowledge they are taught within and across subject areas.</p> <p>Deliver powerful and challenging knowledge to students to drive their learning experiences and their emotional intelligence.</p> <p>Encourage students to embrace and have opinions on the social, moral, spiritual and cultural issues they may encounter throughout their lives.</p> <p>Instil resilience and ambition in our students by promoting challenging ideas and concepts in lessons.</p> <p>Our curriculum will be delivered in accordance with the 5 principles of T&L from "Making Every Lesson Count" by S. Allison and A. Tharby.</p>	<p>Subject: Design Technology</p> <p>The aim of the curriculum is to give a stimulating learning environment where students learn about materials, processes of designing and making including those related to industrial automation. Our design technology curriculum is closely aligned to the study of engineering design and hospitality but we have carefully selected topics that develop our learners as employable citizens in the Manufacturing and Service sectors, both significant post 16 functions in our local setting of Birmingham and surrounding areas of Solihull and the wider West Midlands.</p> <p>Our range of topics includes topics which look back in history of design – important links are made here to the development of a range of iconic products viewed through the lens of the designer and end user.</p> <p>Our learners develop core technical and designing and making principles including a broad range of designers. We consciously decided on group names this year to reflect a wide range of influential engineers and designers; past and present and these include women and black representatives; for example; Mary Quant and Sir Oswald Boateng.</p> <p>Our units of work that look at different cultural influences on design, varied making techniques. In food lessons for example learners will see a wide range of foods from around the world often reflecting dishes from Asian, European, African and American cultures. This has benefit for our learners as many will not have seen, or experienced the taste of the foods from other cultures as well as seeing new ingredients not used in the meals they have at home.</p> <p>To promote decolonisation community cultural references are used as scenarios to allow further research before developing new products; for example, when working with decorative textiles we will ask our learners to position their design work using cultural influences found in Asian fabrics. The teaching helps learners appreciate that engineering contributes to the development of our culture, and how to show cultural awareness of their audience when communicating their work.</p> <p>The work in KS4 heighten learners' awareness of their environment including sustainable developments like Fairtrade, health and safety considerations and European development and international agreements for example the use of Trademark, patents and copyrighting. Our teaching provides the opportunity to learn about how changes in working practices due to developments in engineered products, in China for example, have impacted upon the environment. This includes an element of wider reading and research to understand how reduction in carbon emissions due to improved production methods affect the globalisation of manufacturing or</p>
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