

Curriculum Intent

| Summit | Cockshut | Cockshut English |
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| <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>Provide our students with a varied curriculum offer that promotes ambition and accounts for the social contexts of our students. Develop students' Cultural Capital through varied curriculum experiences that inspire students and help them gain an appreciation of achievement, creativity and nature. Foster a culture where reading and learning is important to students both in school and throughout their lives. Enable students to coherently understand, remember and make connections between the knowledge they are taught within and across subject areas. Deliver powerful and challenging knowledge to students to drive their learning experiences and their emotional intelligence. Encourage students to embrace and have opinions on the social, moral, spiritual and cultural issues they may encounter throughout their lives. 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>Teaching staff follow an excellence in teaching model that enables them to bring the curriculum to life by using the 5 principles to embed deep learning.</p> <p>Our Curriculum Leaders review their subject curricula regularly to ensure they reflect different viewpoints, for example (but not exclusively) those of women and people of colour. We also attempt to de-colonise our curricula at every opportunity to ensure we reflect the progressive and modern society we live in today.</p> <p>Our subject curriculums are also reflective of changes in society and our blended learning model enables us to work efficiently and coherently in school and remotely.</p> | <p>• To provide breadth and balance across two disciplines, Language and Literature</p> <p>• To make links between the disciplines</p> <p>• To establish a level of 'cultural capital' which allows students to develop transferable skills and knowledge</p> <p>• To teach the skills of analysis and interpretation which allow for success at all levels</p> <p>• To ensure students can write accurately and with growing sophistication. To offer support as necessary to ensure students have the skills for the 'mechanics' of reading and writing through the teaching of basic literacy Curriculum Progression & Strategies</p> <p>• In Year 7 students are taught about literary allusion which forms a bedrock for understanding of texts as their career as students of English develops.</p> <p>• Texts (fiction and non-fiction) become increasingly challenging and <i>students are expected to be exposed to a range of texts including those across the literary canon, giving opportunities to study Shakespeare, Orwell, Stevenson and Dickens. The role of Black, Asian and Minority Ethnic writers is recognised and we explore topics such as colonialism and racism. Texts are selected to represent the diversity of our school's cultures, and to acknowledge also the importance of women writers and female figures.</i></p> <p>• The approach taken at KS3 is similar to the approach taken at KS4, but the examination skills are taught in sequence with the most challenging questions not being addressed until Year 9</p> <p>• We do not have a 3 year KS4 in terms of texts as this limits the breadth of the curriculum. However, skills are taught from Year 7 which support success at KS4.</p> <p>• <i>Homework is set via Seneca learning and Teams to support spaced practice and retrieval.</i></p> <p>• <i>Retrieval Practice is used each lesson embed prior learning.</i></p> <p>• An interleaved approach is taken to embed language skills through the delivery of literature. E.g.: Lang P2 non-fiction taught as context for Literature texts.</p> <p>• Modelling and Direct Instruction are used across the KS3 and KS4 curriculum so students understand the thought process behind written responses.</p> <p><u>Curriculum Enrichment</u></p> <ul style="list-style-type: none"> • Year 10 theatre trip – <i>physical or virtual</i> – A Christmas Carol • <i>Visiting theatre groups – An Inspector Calls</i> • <i>Virtual RSC</i> |