

Curriculum Intent

| Summit | Cockshut | Cockshut History |
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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.</p> <p>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.</p> <p>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.</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>The aim of the curriculum is to expose students to core concepts that are important for GCSE but also life in general. We do this through three key questions How did Britain change from a total monarchy to a modern democracy? How does the life of the average person change over time? What impact has Britain had on the wider world? We have picked a broad range of topics, both national and international, that covers social, military, religious and governmental areas. Our range of topics also reflects the demographic for our students, with 30% of our students being British Pakistani it is important they study topics that interest them but also educates them about their heritage and links to this country, such as the British Empire in India, Indian soldiers contributions to this country and how India/Pakistan gained independence. Whilst ensuring that the curriculum we deliver is broad, balance and challenging for all. The curriculum fully supports diversity through showing the role women played in significant events e.g. WW1/WW2 and Women's suffrage. As well as this, within the units we have ensure that we show a range of life experiences e.g. Indian contingent of women's suffrage movement and the contribution of the British Empire in WW1 and WW2. We also teach local history through the topic of the industrial revolution, to give all students, who have either lived here for generations or are new, knowledge that allows them to feel a sense of belonging and pride about Birmingham. We hope this range and the nature of topics engages students and sparks curiosity. The order is largely chronological in each year of study to allow for students to build on their knowledge after each new topic and understand the importance of chronology to historians.</p> <p>Throughout KS3 students develop their writing skills from using description and facts, up to explaining points of view and finally analysing arguments and coming to judgements by year 9. This then allows them to access the GCSE. We also allocate a percentage of lessons to source skills, which in the 21st century of fake news and internet, provides students with valuable skills of interrogating evidence, again needed for life but also needed to access the GCSE curriculum. Reading is the 'beating heart of our curriculum' (Christine Counsell). Through our curriculum we want to pass on a love and passion for history 'It [history] tells the story of who we are, how we came to inhabit this small island, the evidence of the past that we can see all around us and the impact of the British people on the world' (Katherine Mortimer).</p> |

Cultural capital visits to the Black Country Museum link to the industrial revolution topic in year 7. Cultural capital visits to Birmingham Museum link to the year 7 topic of the Vikings by visiting the Staffordshire Hoard. Visits to London link to the Elizabethan topic at GCSE where students can visit the Globe and the Golden Hind.