Cross-curricular learning

Donaldson (2015) believes that cross- curricular learning aids a learner and that opportunities should be provided throughout the curriculum to develop their skills. The 'areas of learning' allows the new curriculum to be more holistic. Donaldson has also created three cross curricular responsibilities:

(Donaldson, 2015, p40) (Donaldson, 2015, p40) (Donaldson, 2015, p41)

LITERACY Cross-curriculum | NUMERACY Cross-curriculum | DIGITAL COMPETENCE Cross-curriculum

Recommendation

8. The expectations for the three Cross-curriculum Responsibilities and wider skills should be embedded within the Areas of Learning and Experience.

(Donaldson, 2015, p43)



(Donaldson, 2015)

The inter-disciplinary model (Barnes, 2015)



The inter-disciplinary approach
. a model that involves progression in two or more subjects in a cross- curricular way.
. Promotes creative thinking and allows learners to make connections with the subjects involved.
. Often ends with a collaborative response.

Powerful, shared experience
. The year 5 children will go on an educational visit to the a news studio where they will have a workshop on 'a day in the life of a news reporter'.
. They will learn how to film a news report from a professional and how to analyze tv ratings.
. This will also develop their drama skills within the English curriculum.

Digital Competence
As learners will be analyzing, creating and filming their own news document this will develop digital competence in the following:
. adjust keywords and search techniques to find relevant information; begin to reference sources used in their work; consider if the content is reliable, *e.g. find information using accurate terms, use a range of sources to check validity and understand the impact of incorrect information*.
. create, collect and combine a range of text, image, sound, animation and video for selected purposes.
.create, explore and analyse data sets, highlighting relationships within them, *e.g. using spreadsheets, databases, tables and charts. (WG, 2008)*

Literacy
This task requires learners to develop skills in literacy as they will be working in groups and becoming news readers themselves, the following skills are going to developed:
. contribute to group discussion, taking some responsibility for completing the task well, *e.g. introducing relevant ideas, summing up*
. build on and develop the ideas of others in group discussions, *e.g. by asking questions to explore further, offering more ideas*.
. identify and explore ideas and information that interest them.
. gather and organise information and ideas from different sources (WG, 2008)

Numeracy
The task will require analysing numerical data from reports and also they will be interpreting data from their ratings that they get once they have filmed and when briefly discussing how much a studio might cost to run in a day. The skills they will be developing include:
. draw conclusions from data and recognise that some conclusions may be misleading or uncertain.
. realise that budgeting is important. (WG, 2008)

Benefits:
. Develops creativity and critical thinking.
. Expands student understanding and achievement across the disciplines.
. Develops Communication skills.
. Creates 'ambitious, capable learners, ready to learn throughout their lives' (Donaldson, 2015, p29)

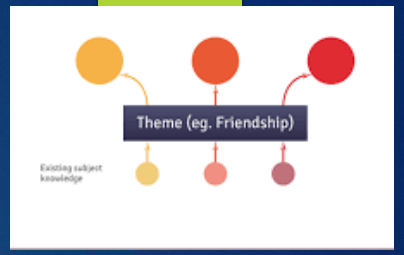
Limitations:
. Time- consuming.
. Requires a lot of teacher confidence to carry off.
. Teachers need to have clear learning intentions.
. A lot of careful planning is required to develop creativity and teachers may not understand properly how to do that.

Theme based approach
. Uses a theme to develop and explore a variety of different subjects.
. Relevant themes should be used to develop learning.
. More than three subjects should be included.
. Do not include a subject unless it is going to deepen understanding through the theme.

Benefits:
. Provides lots of learning opportunities across the curriculum, developing skills in more than three subjects.
. Can have positive effects on pupil well-being. (Estyn, 2016)
. Creates 'ethically, informed citizens of Wales and the world' (Donaldson, 2015, p29)

Limitations:
. Themes must be considered carefully in order to achieve the best learning outcome.
. Subjects could be introduced that are not essential and therefore will have no impact on the learning.
. Time- consuming

The theme based model (Barnes, 2015)



Theme:
My Town
. This theme will be aimed at year 5 learners and will have elements of Geography, History and Religious Education in it which all come under the 'Humanities' in the areas of learning by Donaldson (2015). It also develops Y Curriculum Cymreig.

Digital Competence:
Digital Competence will be developed as the learners will be collecting pictures and information that they might find valuable in a presentation that they will be giving at the end. The skills being developed are:
. create, collect and combine a range of text, image, sound, animation and video for selected purposes.
. search for a specific file
. explain reasons for layout and content of own work, *e.g. evaluate the presentation for audience and appropriateness*

Literacy:
Literacy will be used as the learners are going to be creating and presenting a presentation in front of the class, this will develop skills like:
. use techniques in planning writing, *e.g. mind-mapping, sequencing, placemat activities.*
. use features which show the structure of the writing, *e.g. sub-headings, captions.*
. use images, graphs and illustrations which are clear, relevant and appropriate.
. explain information and ideas, exploring and using ways to be convincing, *e.g. use of vocabulary, gesture, visual aids*

Numeracy:
They will taught about times in history where events might have happened in their town and they will also learn about the weather in their town. These will develop skills like:
represent data using:
– lists, tally charts, tables, diagrams and frequency tables
– bar charts, grouped data charts, line graphs and conversion graphs
. measure and record temperatures involving positive and negative readings
. calculate temperature differences, including those involving temperature rise and fall across 0°C.

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