

Cross-curricular Responsibilities

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Method 1: Opportunistic Swansea Earthquake/ Year 5/ Afternoon session/ 1 week

utilising Barnes 'opportunistic' approach (2015) and focussing on the **humanities** and **expressive arts** AOLE's, following the **Swansea earthquake** the class would be brought in and asked to find their name on a reporter's card at an assigned table, they then would be shown a video of the classroom during the earthquake and asked what do they think had happened. As this happened in Swansea, the topic also has links with the YCC. It is suggested that learners are more engaged with a topic if a stimulus is used to grab their attention (Craft, Gardener and Claxton, 2008). Following the earthquake that happened during the weekend prior learners should have a clear idea. A letter from Swansea Bay news is then read out informing pupils that they want to run a news story about the earthquake but lack the information to do so. They will then be tasked as part of their reporting team to look at the 4 areas of a news report and find the information to present it (In studio reporter, interviewer, geography expert and interviewee). Groups are made up of ability and will be pushed/supported as required (lower ability will present their findings as a table working on one collaborative document with the support of a TA, the rest of the groups will write their findings individually, the MAT pupils will be pushed further during the activity in relation to what they discover). Once this has been explained all learners will gather around a large floor map and plot using small red maps where in the world they **predict the most earthquakes occur and why**. Learners will then **work collaboratively in groups** to use the age appropriate resources such as **QR codes linking to websites and videos** and national Geographic Magazines, to answer the key questions (**what, where, who, why and how earthquake happen/occur**). Learners will then decide on a role (from the list above) and **begin creating a script for their news report using the information they have found**. They will then go onto film this using **green screen apps and edit the footage appropriately**. This activity could be further extended by asking learners to create a musical jingle to accompany their news report.

Benefits and limitations

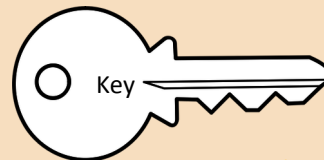
- B** - The topic of work is relatable to all learners as they all experienced it at the same time and therefore doesn't need differentiation.
- B** - Literacy, numeracy and digital competence links are relevant to the topic of work and don't appear forced or tokenistic
- B** - As groupings are chosen by the teacher materials and support can be differentiated in advance to support learners
- L** - As a specific success criteria has been given many of the reports may look the same and takes away the freedom of creativity.
- L** - Not a piece of work that can be done again as the next year group may not remember it incident, you cannot always rely on an incident such as this to happen.
- L** - The children may lack the language specific to news reports, explicit time needs to be given to children to develop this.

Summary

It is evident that well-planned cross-curricular activities not only encompass the three cross-curricular responsibilities but allow for meaningful connections to be made between other AOLE's; by embedding the three responsibilities across the curriculum ensures that children are being taught today in preparation for tomorrow (Dewy, 1902). However it is vital that independent subject knowledge is secure on behalf of the teacher in order to effectively deliver across the curriculum (Steiner, 1919). Collaboration between teachers is vital to ensuring timely preparation of resources; along with a sharing of subject expertise. In order to ensure that when cross-curricular approaches are used that it is not done so tokenistically; successful use of this approach requires well planned lessons incorporating explicit skills from the three cross-curricular responsibilities as well as from AOLE's. This explicit link to the curriculum allows for easier assessment against it. It is clear that the use of cross-curricular learning will be a popular method of teaching and learning as part of the new curriculum as it is underpinned by so many of the founding principles that are also held by 'Successful Futures' (Donaldson, 2015) and the new proposed curriculum.

Introduction

This purpose of this poster is to provide two ways in which the three cross-curricular responsibilities (Literacy, Numeracy and Digital Competence) can be practically applied in a primary school setting; although other methods for cross-curricular learning are used, such as Jacobs four methods (Jacobs, 1989) Barnes' methods has been chosen for the purpose of this presentation due to the greater range of methods. Using Barnes models of cross-curricular learning (Barnes, 2015) the activities created aim to provide meaningful experiences which is vital for the retention of information for children (Jacobs, 1989 and Savage, 2011). Using a cross-curricular approach to deliver these AOLE's allows pupils to make connections in various elements of their learning, a process of learning that, according to Vygotsky, is vital to children's learning (Miller, 2011). Both methods encourage creativity in thought and problem solving skills across the curriculum (Wilson, 2015) and link to experiences that the children have had which provides purpose and reason to the learning, engaging learners and ensuring active learning and participation (Claxton, 2005). With the implementation of the new curriculum on the horizon which seeks to develop "ambitious, capable" and "creative" learners (Donaldson, 2015, p.29) opportunities to problem solve and use skills in practical activities are vital to achieving this.



Orange - **LN/DCF skills**
Green - **AOLE specific skills**

Method 2; Interdisciplinary Digital Citizenship/ Year 5 / 1 Day or 2 Afternoons

Combining the **health and wellbeing** and **expressive arts** AOLE's the children will look into the impact of **social media on young people's lives** and begin to understand and share ways to ensure they look after their mental health and from their findings create a piece of expressive art (freedom of choice to choose how they present their work, either working alone or in a group creating as a song, piece of art or drama performance). Using the expressive arts as an avenue to express personal feelings relating to mental health has been proven to improve confidence, the feeling of self-worth as well as challenging the stigma that surrounds the issue of mental health (Jarret, 2013). This piece of work will be initiated following the class viewing the documentary by Jesse from Little Mix discussing the impact social media has on her mental health; using a topical and relatable hook can allow the children to address global issues in a child appropriate way (Global Dimension, 2019). The discussion following this will harness the children's **empathy skills** and **demonstrate to children the effects that online abuse has** even on celebrities, using Jesse's documentary, who is someone many of the children will know and be familiar with can promote a connection with the work. Pupils will then begin gathering information from their peers to understand the types of social media and apps they use regularly and why they have chosen to use these apps and why, it will then be down the pupils to **decide how they present this information**. This piece of work will look at the **impact digital created content** can have along with understanding that **online images can be edited and altered**, issues will be explored through a real life vs. online **role play**, various viewpoints will be shared and a group debate will occur requiring pupils to **listen to opposed viewpoints and respond appropriately** as well as providing evidence from the data they collected from their peers. This scheme of work is designed to be pupil lead and incorporate pupil voice and due to this, the course of the work will alter depending on what ideas are presented during it and what the children want to look at further. The final product of this piece of work of work could be shared among the school to raise awareness of social identity and activity.

Benefits and limitations

- B** - Children are making relevant genuine connections between different areas of the curriculum which support the understanding of one another.
- B** - They are also using the literacy, numeracy and digital competence skills in ways they complement the piece of work.
- B** - Children are getting the opportunity to make decisions about how they present their work and who they choose to do so with.
- L** - As the activities are child lead the teacher will need to plan for a range of outcomes and have supporting resources available.
- L** - Numeracy opportunities are limited and if pushed further may appear forced and not genuine to the piece of work.
- L** - Even weighting needs to be given to both AOLE's and subject knowledge needs to be secure in both.

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