

Cross Curricular Responsibilities

Cross curricular practice occurs when the skills, knowledge and attitudes of two or more subjects are applied to a problem (Barnes, 2015)

Developing the three cross-curricular Responsibilities of literacy, numeracy and digital competence through the specific Humanities Area of Learning and Experience (Donaldson, 2015)

Successful Futures

Independent Review of Curriculum and Assessment Arrangements in Wales
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Children will demonstrate growing skill in analysing evidence and in understanding and explaining issues. They will broaden and deepen their understanding of different beliefs and their impact on believers (Donaldson, 2015)
The challenge for teaching posed by the Cross-curriculum Responsibilities, will be to maintain the focus on these responsibilities within teaching and learning, so that their application becomes natural and authentic rather than add-on (Donaldson, 2015)

A relevant and authentic theme can generate learning in a wide variety of subjects, but no subject should be included unless it is essential to deepening understanding of the theme and unless itself can be better understood through application to the theme (Barnes, 2015)
Meaningful or powerful experiences are possible in and out of the classroom and are significant starting points for learning, as are opportunities to put learning into practice. (Perkins, 2010). They contribute to a curriculum built around the concept of 'flow' (Csikszentmihalyi, 2002)

Multidisciplinary

This approach gives parity of importance to two subjects. The aim of multidisciplinary cross-curricular learning, is to use a single stimulus (Diwali) for two distinct purposes. The teacher plans progression, vocabulary, specific skill acquisition in two subject disciplines that are most relevant to the experience. (Barnes, 2015)

To deliver the Area of Humanities to Year 2 pupils, two models from Barnes (2015) taxonomy are suggested, exemplified and analysed showing benefits and limitations.
'Multidisciplinary' and 'Opportunistic' cross-curricular models (Barnes, 2015)

Opportunistic

The teacher exploits unpredictable and child-led learning opportunities from a powerful and shared experience. Planning addresses and develops children's responses to the shared experience and requires careful listening to children's reactions and observations of behaviour. (Barnes, 2015)

Benefits

- Links between curriculum subjects have been associated with engendering creative thinking (Ofsted, 2010)
- Motivating, enjoyable and capable of building relevance (NFER, 2011, Robinson and Aronica, 2010 and Wrigley et al, 2012)
- Revisiting a concept or skill from different perspectives deepens understanding and can make the curriculum more coherent and meaningful from the learner's point of view (Scottish Government, 2008)
- Authentic learning experiences involve adult and child learners together in real world learning (Lucas et al., 2013)

Limitations

- Critics point to the need for a pure 'knowledge curriculum' of continued subject separation (Hirsch,E. 2006)
- Subject progression can be difficult to achieve (Barnes, 2015).

Theme – Diwali

Diwali is the five-day festival of lights, celebrated by millions of Hindus, Sikhs and Jains across the world. *Diwali*, which for some also coincides with harvest and new year celebrations, is a festival of new beginnings and the triumph of good over evil, and light over darkness.

DIGITAL COMPETENCE Cross-curriculum

Both of these initial activities will be further developed through the use of classroom technology (ipads and Macbooks). This will see the children a) create and edit their digital footage of the story as an iMovie and b) produce a digital poster to describe and present their individual Rangoli patterns.

Digital Competency Framework (DCF, 2019a) - *Diwali*

a) iMovie

With increasing confidence learners will produce digital content including audio and video. They will:

- plan how to create a digital task (to retell the story of Rama and the Demon King) in relation to identified success criteria (groups will work collaboratively to each plan to re-enact a scene from the story)
- create and edit multimedia components in order to develop sound and video for the completed story
- identify what worked and what didn't, giving some of the reasons for their thoughts

b) Digital poster (app PiCollage)

- collaborate with a partner on a piece of digital work
- use an online collaborative platform to create or edit a file, e.g. word processing, presenting tools, spreadsheets
- plan how to complete a digital task in relation to identified success criteria

From these initial interactions and experiences children will lead their own learning to present a digital account of their visit with a personal focus e.g. exotic plants, trees, woodland species, leaves and rocks. The teacher acts as both a facilitator and a provider of knowledge utilising a dialogic style that (Alexander, 2018).

Digital Competence Framework (DCF,2019a) – *My local area*

- Learners will have the opportunity to produce digital content from their visit to Bishops Wood. This potentially creative activity will include text, graphics, audio and video. Learners could:
- select appropriate software to complete given tasks in order to use text, image, sound, animation and video
 - use identified success criteria as a plan for completion of a digital task
 - use digital devices within a controlled environment, time and context, e.g use for a given time limit and specified outcome

Benefits

- The world beyond the classroom is cross-curricular (Barnes, 2015)
- Many of the most meaningful experiences for children happen outside the classroom (Barnes, 2015)
- Expert teachers possess knowledge that is more integrated, and they possess the ability to combine the introduction of new subject knowledge with pupils' prior knowledge (Hattie, 2012)
- Endorses the importance of the child voice in line with the UN Convention on the Rights of the Child (UNICEF, 1999)
- The brain learns best and retains most when the organism is actively involved in exploring physical sites and materials and asking questions in which it actually craves the answers (Gardner, 1999)

Limitations

- Empowering children in this way might encounter resistance from school leaders who feel that such an approach could potentially affect certain learning outcomes
- Progress towards particular subject objectives, with respect to progression steps, is more difficult to manage when using this approach
- Critics state that some teacher training courses provide inadequate preparation for the teaching of all subjects (Rogers,R. 2003)

Theme - My Local Area - There will be an initial shared experience to Bishops Wood which is a classified ancient limestone woodland considered rare in Britain. The teacher will act as both a facilitator and a provider of knowledge utilising a dialogic style (Alexander, 2018).

MATHEMATICS AND NUMERACY

It is anticipated that some tallying would take place with respect to numbers of trees, plants etc. However, actual measuring could be a part of the circle time activity where non-standard measures could be considered for comparative purposes, e.g height of plants, size of rocks or leaves.

From Progression step 2 (Welsh Government, 2019) , learners could:

- use knowledge and practical experience to inform estimations
- gather and record data from: – pictograms where the symbol represents one unit (e.g, plants, trees).
- use non-standard units to measure: – length, height and distance

LITERACY Cross-curriculum

Circle time would be an enabling activity to allow the children to share their immediate findings and thoughts and questions which the teacher can scaffold (Bruner,1966) to facilitate further learning within the woodland environment and in follow up activities within a classroom setting.

From Progression step 2 (Welsh Government, 2019), learners could:

- listen carefully and make connections between what they are learning and what they already know
- contribute to group discussion, sharing ideas or making relevant comments
- contribute to discussion, keeping a focus on the topic and taking turns to speak

LITERACY Cross-curriculum

The first activity will introduce the children to a cultural story (Rama and the Demon King, Souhami, J. 1998), that they will be able to recreate as an iMovie through focus group activities led by members of the teaching staff. From progression step 2 (Welsh Government, 2019), learners will:

- develop reading strategies to: locate, select and use information from the text in order to be able to retell important events from the story in the right order and with some detail
- develop oracy to: express opinions, listen to others with concentration, making connections between what they are learning and what they already know
- develop their writing across the curriculum: using talk to plan writing, including relevant detail to produce text which makes sense to another reader

MATHEMATICS AND NUMERACY

The second activity will reinforce and extend the learners prior knowledge of shape and geometry designing creative traditional Rangoli patterns. From Progression step 2 (Welsh Government 2019), Learners will :

- develop their numerical reasoning to: identify steps to complete the task of producing Rangoli shapes and patterns
- select appropriate mathematics and techniques to use e.g. repeating patterns
- Present work pictorially

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