

Approaches to Cross Curricular teaching

RECOMMENDATION 6 -

“Children and young people should have their learning developed across the curriculum through three Cross-curriculum Responsibilities that should be the responsibility of all teachers: literacy; numeracy; and digital competence”



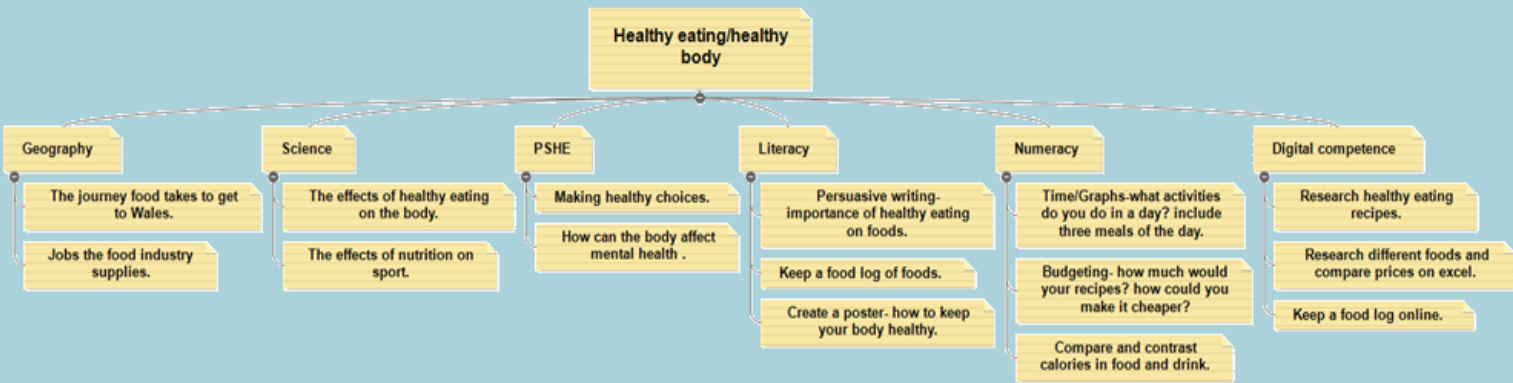
Professor Donaldson in 2015 published the report ‘successful futures’, mixing up the education system and flipping it on its head. Donaldson wants to have six areas of learning along side three cross curricular competencies: Literacy, Numeracy and Digital Competence. He likes the idea of having as many lessons as possible being cross-curricular to help the children to be able to apply their skills to a variety of subjects and also to their future lives. Barnes outlined seven models to help teachers deliver cross curricular learning.

Thematic approach

“Theme– based approaches uses a theme to generate exploration though the eyes of several different subjects” (Barnes, 2015)

- This approach to learning works well when the teachers are confident and knowledgeable, Barnes states that the children are well informed and also really motivated when leaning.
- In order for the approach to work the teachers need to ensure that they consider their themes carefully as an authentic and relevant theme can be used to ensure learning can be generated in a wide variety of subjects.
- Using a theme will ensure continuity between all the subjects so the children can recall information used in other subject areas and then apply them to a variety of other subjects.

- This approach to learning may be less effective if the teachers lack confidence. This could result in the links and the aims of the learning becoming unclear which may then hinder the childrens learning.
- This approach may also be affected if the teachers are used to teaching in the more traditional way, it may take some yime for them to adjust to the concepts of the new curriculum.
- The approach also invoves more planning time to ensure that the links are clear.



This model can easily be applied to a unit of work, as you can see by the mind-map above, the theme surrounding healthy eating can be applied to multiple subject areas as well as the three competencies. This unit of work is designed for a year 5/6 class, To help stretch individuals further or a progression lesson teachers could use the next skill up in the curriculum.

This model is fantastic for allowing the children to take control of their own learning. The mind-map shown above is an example of what the children could generate for the topic frozen Kingdom. As well as the three competencies the children will also generate lesson ideas to cover all the areas of learning.

Many of the Numeracy curriculum skills have been covered for example:

- “transfer mathematical skills to a variety of contexts and everyday situations”
- “use and interpret timetables and schedules to plan events and activities and make calculations as part of the planning process”
 - “estimate how long a journey takes”
- “time events in minutes and seconds to the nearest tenth of a second”
- “make comparisons between prices and understand which is best value for money”
- “measure and record temperatures involving positive and negative readings “
- “represent data using: – lists, tally charts, tables, diagrams and frequency tables – bar charts, grouped data charts, line graphs and conversion graphs “

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Opportunistic Cross –Curricular teaching

“Opportunistic cross-curricular teaching allows children to dictate the depth and direction of learning in subject categories arising from a shared theme or experience”. (Barnes, 2015)

- This approach allows the children to take more control over their teaching allowing the children to have their own voice. Being in control of their own learning has proven to engage the children further.
- Teachers are able to plan focus activities to help the children to generate lesson ideas. This small input will ensure the lessons are developing the needed skills.
- Confident teachers will be able to capture the good ideas constructed by the children and build them into more opportunities to deepen the children’s knowledge.

- This approach however is not easy to plan, as the planning is completed by the children it is ahrd for the teacher to start planning an lesson prior to the start of the topic.
- Teachers are required to have good subject knowledge to be able to answer any questions the children may have during the planning statge the teaher needs to be able to do their best to answer the questions.
- Another limitation is that due to th children planning the lessons, it may be harder for the teacher to ensure all the childrens ideas get listened to and all the skills get covered.



Many of the Digital curriculum skills have been covered for example:

- “find information from a variety of sources for a defined purpose”
- “produce and use databases to ask and answer questions, e.g. search, sort and graph”
- “create and communicate information in the form of text, images and sound, using a range of ICT hardware and software”
- “create a range of presentations combining a variety of information and media, e.g. a poster combining text and graphics, a multimedia presentation”
- “produce and use models and/or simulations to ask and answer questions, e.g. use a spreadsheet to calculate and graph sales in a shop”

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Many of the literacy curriculum skills have been covered for example:

- “use internet searches carefully, deciding which sources to read and believe”
- “show understanding of main ideas and significant details in different texts on the same topic”
- “identify ideas and information that interest them to develop further understanding”
- “explore different ways to present work and use them appropriately, e.g. moving image, slides, voice-over”
- “use language appropriate to writing, including standard forms of English”

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