

Cross-curricular Responsibilities

Literacy, Numeracy and Digital Competence

Key:

- Subject specific skills and wider skills.
- Literacy, numeracy and digital competence skills.

What is cross-curricular?

"Denoting or relating to an approach to a topic that includes contributions several different disciplines and viewpoints" (Collins, 2014).

Barnes (2015) has described cross-curricular as a collection of different disciplines, skills and attitudes are all applied to a single experience.

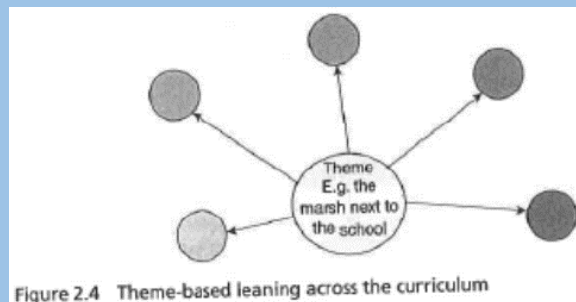
Benefits and limitations

- Theme based model
 - This model of learning can create an authentic and engaging experience for the learners (Barnes, 2015). It can also help to foster a creative experience.
 - Barnes (2015) explains that, theme based learning can be limited if aims are unclear. Teachers need to have sound subject knowledge to plan effectively.
- Multidisciplinary model
 - A multidisciplinary approach is seen to be the most appropriate for new teachers as it is easier to manage but is also thought to be more enjoyable for the children (Barnes, 2015).
 - Contrary to the last point it has also been said that it can be difficult to achieve progression using this approach (Barnes, 2015).

References

- Barnes, J (2015) Cross-curricular Learning 3-14. 3rd ed. London: SAGE.
- Donaldson, G (2015) Successful Futures. Cardiff: Crown.
- Welsh Government (2019b) A Guide To The Curriculum for Wales 2022. Cardiff: Crown Copyright 2019.

Theme based model

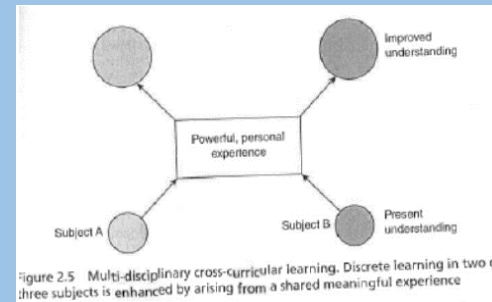


Barnes (2015)

- The aim of the chosen approach is to engage children's learning by using several different subjects across one theme (Fairtrade), through authentic and relatable learning (Barnes, 2015).
- Theme based cross-curricular teaching brings together the teaching of many different scholarly disciplines which helps enhance learners understanding of our several worlds (Gardner, 2004; Hirsch, 1999, 2007).
- These three activities are aimed at a Year 4 class and will be carried out over a term, with the theme of fair trade along with the professional help of Fairtrade to help children gain a better understanding of the wider world (Donaldson, 2015). The children will have previously been taught about fair trade, so that they have a foundation of knowledge to start with (Kalenze, 2014).
- Children will create a poster, using descriptive and persuasive language (WAG, 2008c), on why people should buy fair trade products instead of supermarket brands after learning about banana farmers in Costa Rica. This was the chosen country because it has a similar population and life expectancy to Wales (WAG, 2008a).
- For the children to get an understanding of how fair trade can relate to their everyday lives (WAG, 2003), they will be taught about how much it would cost for them to make a cake out of fair trade products. The activity will need the children to check prices of fair trade ingredients and the price of branded products and then work out which cake would be cheaper to make by adding and subtracting amounts and coming to a total using the correct notation. From the children's prior knowledge of fair trade, they should understand that it buying fair trade products is more ethical than buying branded products (Donaldson, 2015).
- To reinforce the children's understanding of fair trade they will then work in groups to create a PowerPoint presentation, using multimedia (WAG, 2008b), on the importance of it and then present to the rest of the class. The children will need to understand that some websites are more reliable than others (WAG, 2019a)



Multidisciplinary model



Barnes (2015)

- The aim of the multidisciplinary approach is for the learner to be able to develop a further understanding in two or more subjects through a single experience (Barnes, 2015).
- It has been found that the most effective projects and pieces of work come from a powerful experience that is shared by both the children and the teacher (Barnes and Hancox, 2004; Barnes and Shirley, 2005, 2007).
- The Year 4 children will have been on an educational visit to a local World War 2 museum to start off a unit of work on the war. As the museum is local the children can see what affects it has had on their community. (Donaldson, 2015) This is the powerful experience that will engage the children and create interest for them.
- The children will have a lesson on the different types of propaganda that was used during World War 2. This will allow the children the opportunity to decide as to what is fact and what is fiction whilst researching different types of posters (WAG, 2008c). They will also get the opportunity to create their own poster where they will create a propaganda story of their local community (WAG, 2003). They learners will be expected to use illustrations which link to the text they create (WAG, 2008).
- For this activity, the learners will have information of different docks around Britain that stored ships and planes during the war. The activity will need the children to plot different distances between the locations that will be given on the map (WAG 2008a, 2008d). They will then have to work out the time it would take to get from one location to the next which also adds in a time element to the activity. (WAG, 2008d)
- This activity will use virtual reality to put the children in the shoes of an evacuee. (WAG, 2019a). Virtual reality will be used because more powerful memories are generated from this. Once the children have had a turn, they will then need to describe how they felt when in the experience in an expressive writing activity. The learners will be encouraged to use powerful adjectives to describe what they have seen. (WAG, 2008d).

Reference List

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