

Promoting Cross-Curricular Responsibilities in Key Stage 2

Chloe Taylor – 1501392 – ECAD6012

Introduction

The aims of the research:

- To share practical examples of cross-curricular models to enhance literacy, numeracy and digital competence skills of Year 6 learners.
- To demonstrate the benefits and limitations of implementing cross-curricular models of teaching and learning into schools across Wales.

Why Cross-Curricular?

- Enhance learner engagement and deepen the level of learning (Education Scotland, 2012).
- Literacy and Numeracy Framework and Digital Competence Framework promotes the skills being used across the curriculum (WG, 2013; 2016).
- Donaldson’s (2015) vision for the new curriculum and Draft Curriculum for Wales suggest cross-curricular learning should be key in the education of all learners (Education Wales, 2019).

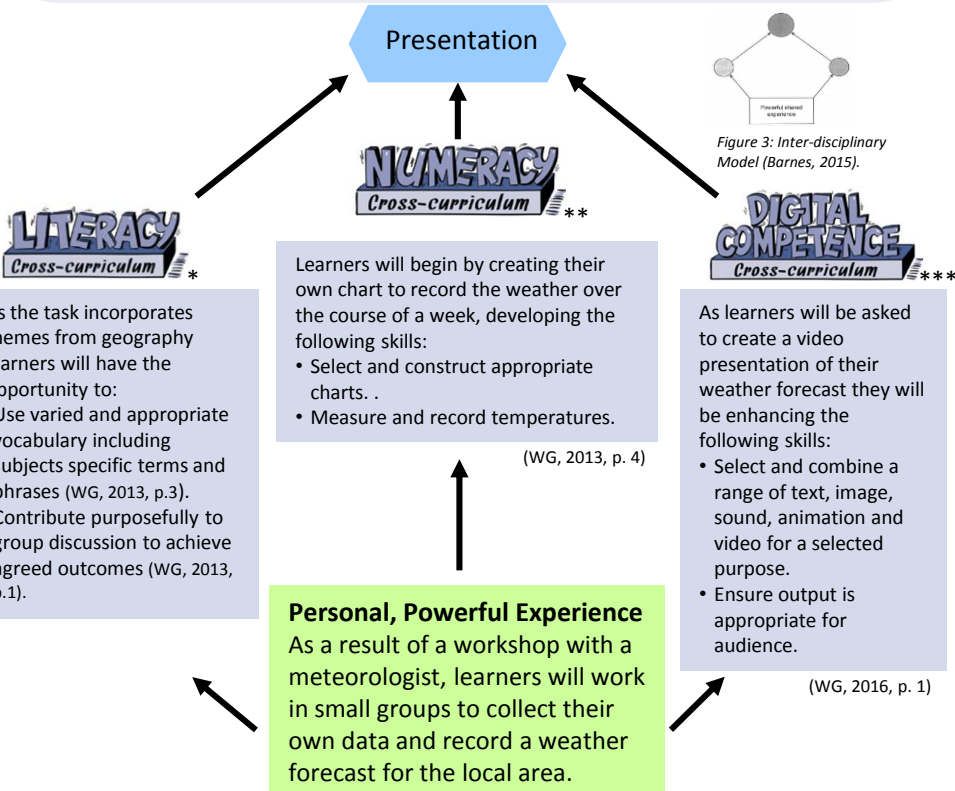
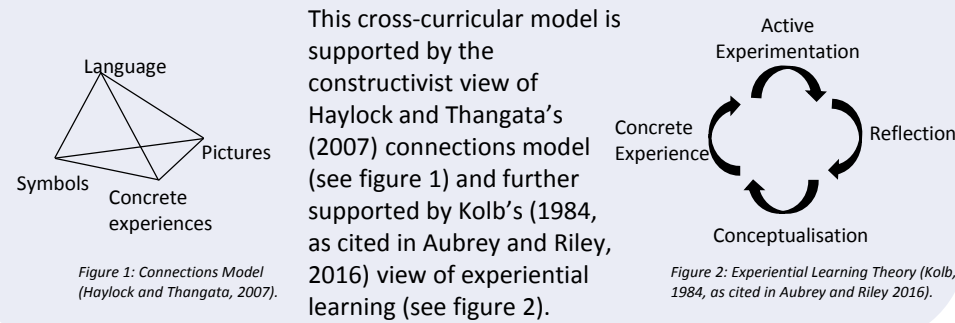
Cross-Curricular Good Practice

- Dedicated day at the end of each term to incorporate pupil voice into future planning (Estyn, 2019).
 - Collaborative planning to ensure authentic links between subject areas (Estyn, 2017).
 - Working with the local community to support and celebrate cross-curricular projects (Estyn, unknown).
- The models below aim to develop **geographical** skills alongside the cross-curricular responsibilities.

Inter-disciplinary Model (Barnes, 2015)

Barnes (2015) argues that the Inter-disciplinary Model aims to:

- Combine learning and engagement through a relevant and purposeful context.
- Promote creative thinking of both learners and practitioners.
- Promote connection making.



* Donaldson (2015, p.40)
** Donaldson (2015, p.40)
*** Donaldson (2015, p.41)

Adopting the Approach

Benefits

- Practitioners can provide learners with a purposeful and relevant experience than allows them to apply and practise a wide range of skills. An ideology supported by Kerry (2015), Barnes (2015) and Dewey (1913, as cited in Aubrey and Riley, 2016)
- Enhanced learner engagement and interest in conducting their own learning resulting in an increased level of learner independence (Education Scotland, 2012).

Limitations

- Barnes (2015) and Robson (2019) highlight how the model requires confident practitioners to be successful as the demands of planning and delivery are more complex than other models.
- Assessment may be difficult as there can be multiple concepts to measure at one time which indicates the importance of ensuring practitioners have the confidence and support to implement the approach as Barnes (2015) suggests it should be limited to two disciplines.

Double Focus Model (Barnes, 2015)

According to Barnes (2015) the Double Focus model aims to:

- Consolidate learning by applying knowledge, understanding and skills to real life contexts.
- Promote a balance between subject focused teaching and cross-curricular learning.
- Promote regular cross-curricular experiences.

The model is supported by Harden and Stamper (1999) who notes Jerome Bruner’s Spiral of Learning (see figure 4) which suggests that learners benefit from revisiting concepts to enhance their knowledge, understanding and skills.

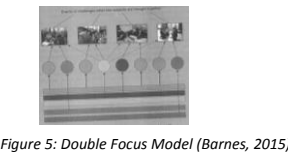
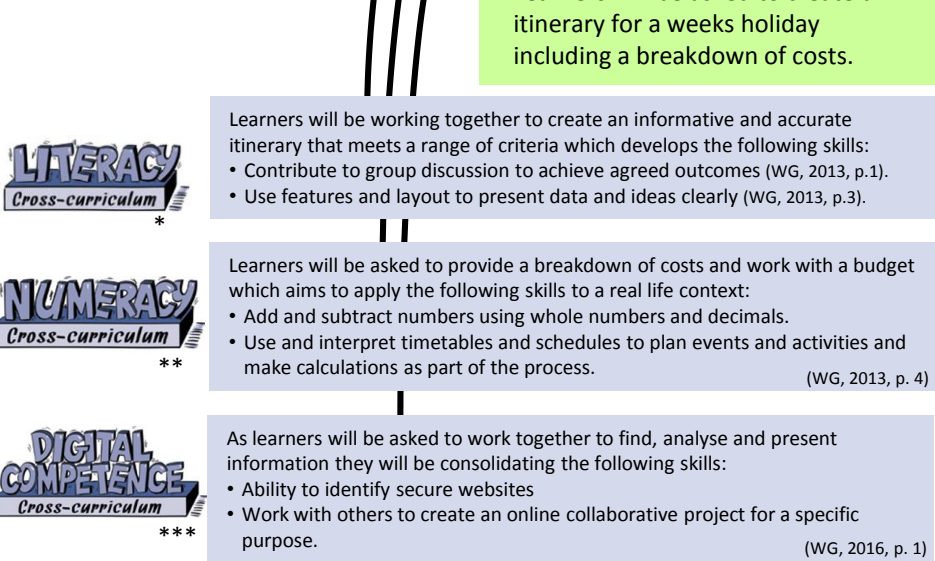


Figure 5: Double Focus Model (Barnes, 2015)



Adopting the Approach

Benefits

- A balance of focused subject teaching before allowing learners the opportunity to use their new learning an idea supported by Rose (2009).
- Although, Jeya Harish, Kumar and Raja (2012) argue that assessment typically limits the use of cross-curricular learning in schools, the idea of using a cross-curricular model as an assessment tool may indicate that the double focus model is more practical for schools in Wales.
- Differentiation can be a difficult element when planning for an inclusive cross-curricular approach. However, Gumpert and McConnell (2019) suggest creating differentiated problems is one strategy for making cross-curricular learning inclusive which has been incorporated into the example.

Limitations

- Requires practitioners to plan creatively to ensure all areas are given an equal weighting through an engaging and relevant context as Cooper and Rowley (2009) suggest creating links between subject areas remains a challenge for practitioners.

Conclusion

The benefits of implementing a cross-curricular approach to teaching and learning have been showcased through two contrasting models. It could be argued that the two models should be combined as the double focus model relieves pressure on practitioners to teach skills as they arise whereas the interdisciplinary model is arguably the most authentic way of learning. To achieve an effective whole school approach to cross-curricular learning it is crucial that pupil voice, staff collaboration and continual professional development are embedded in the future.

References

Barnes, J. (2015) *Cross-Curricular Learning 3-14*. 3rd Ed. Los Angeles: Sage Publications.
Donaldson, G. (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*. OGL: Crown Copyright.
Kerry, T. (2015) *Cross-curricular teaching in the primary school: Planning and facilitating imaginative lessons*. 2nd ed. Abingdon: Routledge.

Reference List

- Aubrey, K and Riley, A. (2016) *Understanding and Using Educational Theories*. London: SAGE.
- Barnes, J. (2015) *Cross-Curricular Learning 3-14*. 3rd Ed. Los Angeles: Sage Publications.
- Cooper, H. and Rowley, C. (2009) *Cross-curricular approaches to teaching and learning*. London: SAGE.
- Donaldson, G. (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*. OGL: Crown Copyright.
- Education Scotland. (2012) *Curriculum for Excellence briefing: Interdisciplinary learning*. Glasgow: Crown Copyright.
- Education Wales. (2019) *A guide to the draft curriculum for Wales 2022: April 2019*. Available at: <https://hwb.gov.wales/storage/f8f9760c-64a1-48ea-80fd-db130ad9050b/a-guide-to-curriculum-for-wales-2022.pdf> (Accessed on 22nd November 2019).
- Estyn. (2015) *Innovative approach to supporting more able and talented pupils*. Available at: <https://www.estyn.gov.wales/effective-practice/innovative-approach-supporting-more-able-and-talented-pupils> (Accessed 6th December 2019).
- Estyn. (2019) *Using pupil voice to shape learning*. Available at: <https://www.estyn.gov.wales/effective-practice/using-pupil-voice-shape-learning> (Accessed on 5th December 2019).
- Estyn. (unknown) *Innovation through teamwork*. Available at: <https://www.estyn.gov.wales/effective-practice/innovation-through-teamwork> (Accessed on 14th December 2019).
- Gumpert, M. and McConnell, W. (2019) 'Different Strokes for Different Folks: Cross-curricular differentiation strategies for inclusion classrooms', *Science & Children*, 57(2), pp. 62–70.
- Harden, R.M. and Stamper, N. (1999) 'What is a spiral curriculum?', *Medical Teacher*, 21:2, 141-143.
- Haylock, D. & Thangata, F. (2007) *Key concepts in teaching primary mathematics*. Los Angeles, California; London: SAGE.
- Jeya Harish, H.G., Kumar, R.K. and Raja, B.W.D. (2012) 'Cross Curricular Connections: An Innovative Model for Curriculum Transaction', *Journal on School Educational Technology*, 7(3), pp.1–9.
- Kerry, T. (2015) *Cross-curricular teaching in the primary school: Planning and facilitating imaginative lessons*. 2nd ed. Abingdon: Routledge.
- Robson, D. (2019) Skype interview with University of Wales Trinity Saint David, 12th November.
- Rose, J. (2009) *Independent review of the Primary Curriculum: Final report*. <http://www.educationengland.org.uk/documents/pdfs/2009-IRPC-final-report.pdf> (Accessed on 20th November 2019).
- Welsh Government. (2013) *Literacy and Numeracy Framework*. Available at: <https://hwb.gov.wales/curriculum-for-wales-2008/national-literacy-and-numeracy-framework-curriculum-for-wales-2008-version/framework/?lang=en> (Accessed on 12th December 2019).
- Welsh Government. (2016) *Digital Competence Framework*. Available at: <https://hwb.gov.wales/curriculum-for-wales-2008/digital-competence-framework-curriculum-for-wales-2008-version/framework/> (Accessed on 12th December 2019).