Cross-curriculum learning

Joined Up! Bringing it all together
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Getting the learning right @KS3

- Active Learning
- Creativity
- Cross-curriculum links
- Age-appropriate content
- Culture
- Focus on skills
- Meaningful topics
- Learning beyond the classroom

Rachel Hawkes
Aims of this session

• To explore links between subject PoS
• To adopt a broad definition of cross-curriculum learning
• To share ideas of successful cross-curriculum learning
What do we want our learners to look like? What skills do we want them to have?

Successful learners

Confident individuals

Responsible citizens
What do we want our learners to look like? What skills do we want them to have?

Successful learners
- Confident individuals
- Responsible citizens
- Tolerant
- Collaborative group workers

Effective memorisers
- Link makers
- Analytical
- Structure organise ideas
- Capable communicators
- Enquiring

Independent
- Risk takers
- Able to self-assess

Confident individuals
- Confident performers
- Able to cope with unpredictable
- Creative thinkers
Learning 2 Learn: Language of Learning (CREATE)

We aim for all learners to be:

<table>
<thead>
<tr>
<th>Creative</th>
<th>Reasoning</th>
<th>Empathic</th>
<th>Active</th>
<th>Tenacious</th>
<th>Everlasting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative thinking (lateral thinking)</td>
<td>Analysing</td>
<td>Communicating</td>
<td>Showing Independence</td>
<td>Persevering</td>
<td>Effectively using memory skills</td>
</tr>
<tr>
<td>Generating ideas</td>
<td>Drafting</td>
<td>Cooperating</td>
<td>Being attentive</td>
<td>Thinking through ideas</td>
<td>Developing ICT skills</td>
</tr>
<tr>
<td>Problem solving</td>
<td>Self – assessing</td>
<td>Speaking and listening (well)</td>
<td>Noticing</td>
<td>Being able to cope with mistakes and setbacks</td>
<td>Developing Learning styles</td>
</tr>
<tr>
<td>Enquiring – asking questions</td>
<td>Evaluating work</td>
<td>Group working</td>
<td>Managing time</td>
<td>Being positive</td>
<td>Revising (well)</td>
</tr>
<tr>
<td>Taking calculated risks</td>
<td>Summarising</td>
<td>Team building / leading</td>
<td>Responding with confidence</td>
<td>Coping strategies when the going gets tough</td>
<td>Self-Evaluating</td>
</tr>
<tr>
<td>Creative thinking (lateral thinking)</td>
<td>Problem solving</td>
<td>Group decision making</td>
<td>Researching</td>
<td>Having a growth mindset</td>
<td>Transferring skills</td>
</tr>
<tr>
<td>Enquiring – asking questions</td>
<td>Decision making – Justifying</td>
<td>Group creative thinking</td>
<td>Identifying key points</td>
<td>Sustaining momentum</td>
<td>Having personal study skills</td>
</tr>
<tr>
<td>Taking calculated risks</td>
<td>Using logic</td>
<td>Empathising</td>
<td>Concluding</td>
<td>Having goals</td>
<td>Being aware of meta cognition</td>
</tr>
<tr>
<td>Creative thinking (lateral thinking)</td>
<td>Categorising</td>
<td>Collaborating</td>
<td>Note taking</td>
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</table>
PoS links in the NSC

1.3 Creativity
- a. Using familiar language for new purposes and in new contexts.

2.2 Developing language skills
- j. Adapt language they already know in new contexts for different purposes.

4. Curriculum Opportunities
- g. Use the target language in connection with topics and issues that are engaging and may be related to other areas of the curriculum.

Every subject has a stated aim to explore links with other subjects.

Curriculum Opportunities

- “Make links between science and other subjects and areas of the curriculum.”
- “Make links between geography and other subjects, including citizenship and ICT, and areas of the curriculum, including sustainability and global dimension.”
- “Make links between art and design and other subjects and areas of the curriculum.”
- “Make links between history and other subjects and areas of the curriculum, including citizenship.”
PoS links in the NSC

Engaging with a range of images and artefacts from different contexts, recognising the varied characteristics of different cultures and using them to inform their creating and making.

Understanding musical traditions and the part music plays in national and global culture and in personal identity.

Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies.

Appreciating that individuals and cultures express their beliefs and values through many different forms.

Every subject has a strand related to Identity and/or Cultural Diversity

Exploring the ways that ICT can be used to communicate, collaborate and share ideas on a global scale, allowing people to work together in new ways and changing the way in which knowledge is created.

Appreciating the richness and diversity of other cultures.

Understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world.

Recognising that there are different ways of seeing the world, and developing an international outlook.
Independent enquirers

**Focus:**
Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

**Young people:**
- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

Creative thinkers

**Focus:**
Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

**Young people:**
- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others’ ideas and experiences in inventive ways
- question their own and others’ assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

Reflective learners

**Focus:**
Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

**Young people:**
- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

Team workers

**Focus:**
Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

**Young people:**
- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership roles
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

Self-managers

**Focus:**
Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

**Young people:**
- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships.

Effective participators

**Focus:**
Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

**Young people:**
- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.
## The 4Cs curriculum

**CLIL (Content and Language Integrated Learning)**

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>integrating content from across the curriculum through high quality language interaction</td>
</tr>
<tr>
<td><strong>Cognition</strong></td>
<td>engaging learners through higher order thinking and knowledge processing</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>using language to learn and mediate ideas, thoughts and values</td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td>interpreting and understanding the significance of content and language and their contribution to identity and citizenship</td>
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</tbody>
</table>

**CLIL National Statement and Guidelines**
La révolution française
http://clil4teachers.pbworks.com/History

l’histoire

l’histoire

La géographie humaine et physique

http://clil4teachers.pbworks.com/History

http://clil4teachers.pbworks.com/History

Geography
http://pedagogie2.ac-reunion.fr/cotamarp/

World cup in Africa

Compering/lifestyles
And daily routine
Sports/hobbies
Fitness
Healthy lifestyles
Life in TL-countries
Travel and tourism
Climate and geography
Inspirational figures
Eg Nelson Mandela
Africa - wildlife
Songs and chants
Advertising
The language of football
Identity/nationalities
Flags and countries
Role plays and functional language
Likes and dislikes
Adjectives
Sentence building
Verb tenses: past, present and future

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Independent research
Presentation
Skills development
Intercultural understanding

Material on CD thanks to Liz Fotheringham (RSA)

le sport

Logic puzzles – Year 7 Spanish

1. El tren sale a las dos. Pero hoy lleva diez minutos de retraso. El viaje dura treinta y cinco minutos. ¿Cuándo llega el tren?

2. Daniel llega a su escuela con diez minutos de retraso. El viaje de su casa a la escuela tarda veintitrés minutos. La escuela empieza a las ocho y veinticinco. ¿A qué hora salió de su casa?

3. Humphrey va a casa en autobús. Su casa está a unos ciento noventa kilómetros de la casa de su tía. Si conduce a tres kilómetros por hora, ¿cuánto tiempo dura el viaje?

les maths

le dessin
<table>
<thead>
<tr>
<th>Spanish and History Scheme of Work Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction to the Spanish Civil War (Spanish)</td>
</tr>
<tr>
<td>2. Exploration of the Spanish Civil War through image and song (Spanish)</td>
</tr>
<tr>
<td>3. The international brigades (Spanish)</td>
</tr>
<tr>
<td>4. Why did people volunteer to fight in the Spanish Civil War? (History)</td>
</tr>
<tr>
<td>5. Guernica (Spanish)</td>
</tr>
<tr>
<td>6. Why was Guernica important? (History)</td>
</tr>
<tr>
<td>7. The language of war (Spanish)</td>
</tr>
<tr>
<td>8. Why was Guernica important? (History – continued)</td>
</tr>
<tr>
<td>9. The colour of war – creative response to the Spanish Civil War (Spanish)</td>
</tr>
<tr>
<td>10. Links to the present – how is the Spanish Civil War remembered? (History)</td>
</tr>
<tr>
<td>11. Links to the present (Spanish)</td>
</tr>
<tr>
<td>12. Lorca (Spanish)</td>
</tr>
<tr>
<td>13 &amp; 14. Should British people remember the Spanish Civil War? (History and Spanish)</td>
</tr>
</tbody>
</table>
British Airways closes in on Iberia merger

British Airways e Iberia alcanzan un acuerdo de fusión

British Airways-Iberia merger to bring world closer for their customers

Rachel Hawkes
El rap español

un proyecto de música y español
Material on CD thanks to Sara Vaughan (RSA)

http://www.sciafyouth.org.uk/youth/fun_stuff/la_vie_en_rdc/new_video_wall
SONDAGE
Yannick Noah reste la personnalité préférée des Français

http://tempsreel.nouvelobs.com/index.html

http://www.radiofrance.fr/

http://www.montquotidien.com/

http://www.linternaute.com/

http://www.actustar.com/

http://www.rfi.fr/lffr/statiques/accueil_apprendre.asp

http://www.actustar.com/

les actualités
Pour faire le portrait d'un oiseau
Peindre d'abord une cage
avec une porte ouverte
peindre ensuite quelque chose de joli
quelque chose de simple
quelque chose de beau
quelque chose d'utile
pour l'oiseau

©Jacques Prévert

Pour fêter un anniversaire
par Abibe

http://zwook.ecolevs.ch/martigny/zwook/enfants/ecritsetfantaisies/jacquesprevertfaitecole/jp101

Haiku - 5,7,5 syllables

¡Me gusta Cuba!
Descanso en la playa
Y bailo salsa

Tan simpático como mi mejor amigo
Tan cruel como un dinosaurio feroz

Tan rápido como ...
Tan lento como ...

Tan bajo como ...
Tan alto como ...

Tan dulce como ...
Tan amargo como ...

Tan tonto como ...
Tan inteligente como ...

Tan rico como ...
Tan pobre como ...

<table>
<thead>
<tr>
<th>Sustantivo</th>
<th>Adjetivo</th>
</tr>
</thead>
<tbody>
<tr>
<td>El libro es</td>
<td>un perro</td>
</tr>
<tr>
<td>El colegio es</td>
<td>un buho</td>
</tr>
<tr>
<td>La televisión es</td>
<td>un profesor</td>
</tr>
<tr>
<td>El patio de recreo es</td>
<td>una aventura</td>
</tr>
<tr>
<td>La ventana es</td>
<td>una televisión</td>
</tr>
<tr>
<td>Three sons, eleven cats and Yvonne, (Michael Govan)</td>
<td></td>
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<tr>
<td>---------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Unravelled career reknitted as baby blankets (Clare Hobba)</td>
<td></td>
</tr>
<tr>
<td>Beginning gurgly. Middle sombre. End gurgly. (Roger Noble)</td>
<td></td>
</tr>
<tr>
<td>Started slowly, then dash to line (Richard Draper)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drei Jahre DDR; drei Jahrzehnte Erinnerungen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collège, fac, Belgique, supermarché, Paris, collège</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tenis, cine, ciclismo, natación, paseos, idiomas</th>
</tr>
</thead>
<tbody>
<tr>
<td>J’ai toujours voulu visiter le mali</td>
</tr>
</tbody>
</table>

Gracias @ Pete Spain
Ton Christ est Juif

Ton Christ est juif
Ta voiture est japonaise
Ta pizza est italienne
Ton couscous est algérien
Ta démocratie est grecque
Ton café est brésilien

Et tu reproches à ton voisin d'être un étranger

Ta montre est suisse
Ta chemise est indienne
Ta radio est coréenne
Tes vacances sont tunisiennes
Tes chiffres sont arabes
Ton écriture est latine

Et tu reproches à ton voisin d'être étranger
Cross-Curricular links with History

The First World War

Year 9 have been studying the First World War as part of their History lessons. I decided that it would be a very good idea to bring this topic into the Modern Foreign Language lesson.

One of the latest French film which depicts well the life of the soldiers during this war is "Douze Heures".

This is how we worked:

1. In groups, using your knowledge of the First World War, make a list in English of the words you may hear in a film/documentary about soldier's life.
2. Translate these words in French. Work on their pronunciation.
3. Whole class contributes to the list:
   - soldat
   - tranchée
   - guerre
   - rats
   - poux
   - combats
   - fusil
   - allemand
   - maladie
   - poire

http://perso.univ-lyon2.fr/~edbreuil/litterature/Apollinaire/La-pluie/ilpleut3.html

Qu’est-qu’ils vont faire?

Qu’est-qu’ils pensent ?

Gracias @ Pete Spain
Le Vietnam

- Il fait chaud
- L’homme est tailleur
- L’enfant est exploité par l’homme à gauche
- C’est une famille heureuse
Steps to success

• Keep the ‘broad’ definition in mind
• Make small links but ‘big’ them up (e.g. reading images tasks)
• Get to know the curricula of other subjects
• Use the NSC flexibility to + and – content from the languages curriculum
• For bigger projects, make the link based on ‘who’ not ‘what’
• Celebrate and publicise your successes!
Action planning

• Write down one way you will make a link with a different subject area in a lesson next week

• Think about one teacher of another subject in your school that a) you get on well with and b) you think might be open to collaborating on an idea

• Commit to researching the KS3 curriculum of one subject area that you can see the potential for making links with