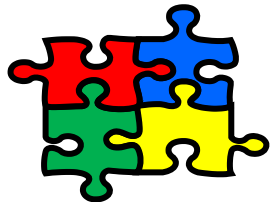




# Cross-curriculum learning



**Joined Up! Bringing it all together**

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# Getting the learning right @KS3

*Active Learning*

*Focus on skills*

*Creativity*

*Cross-curriculum links*

*Age-appropriate content*

*Meaningful topics*

*Culture*

*Learning beyond the classroom*

# 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**

***analytical***  
***link makers***

***effective memorisers***

Successful learners  
***structure/organise ideas***  
***capable communicators***  
***enquiring***

***good listeners***

***interested in other cultures***

Responsible citizens  
***tolerant***

***collaborative group workers***

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

***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:

| <b>C</b> reative                     | <b>R</b> easoning   | <b>E</b> mpathic              | <b>A</b> ctive             | <b>T</b> enacious                             | <b>E</b> verlasting             |
|--------------------------------------|---------------------|-------------------------------|----------------------------|---|---------------------------------|
| Creative thinking (lateral thinking) | Analysing           | Communicating                 | Showing Independence       | Persevering                                   | Effectively using memory skills |
| Generating ideas                     | Drafting            | Cooperating                   | Being attentive            | Thinking through ideas                        | Developing ICT skills           |
| Problem solving                      | Self – assessing    | Speaking and listening (well) | Noticing                   | Being able to cope with mistakes and setbacks | Developing Learning styles      |
| Enquiring – asking questions         | Evaluating work     | Group working                 | Managing time              | Being positive                                | Revising (well)                 |
| Taking calculated risks              | Summarising         | Team building / leading       | Responding with confidence | Coping strategies when the going gets tough   | Self-Evaluating                 |
|                                      | Problem solving     | Group decision making         | Researching                | Having a growth mindset                       | Transferring skills             |
|                                      | Decision making –   | Group creative thinking       | Identifying key points     | Sustaining momentum                           | Having personal study skills    |
|                                      | Justifying          | Empathising                   | Concluding                 | Having goals                                  | Being aware of meta cognition   |
|                                      | Using logic         | Collaborating                 | Note taking                |   |                                 |
|                                      | Categorising        |                               | Prioritising               |   |                                 |
|                                      | Organising thinking |                               | Organising of self         |   |                                 |
|                                      | Making connections  |                               | Taking calculated risks    |   |                                 |

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

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

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

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

## 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.

## 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.

## 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.

## 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.

## 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.

## Effective participants

### 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.

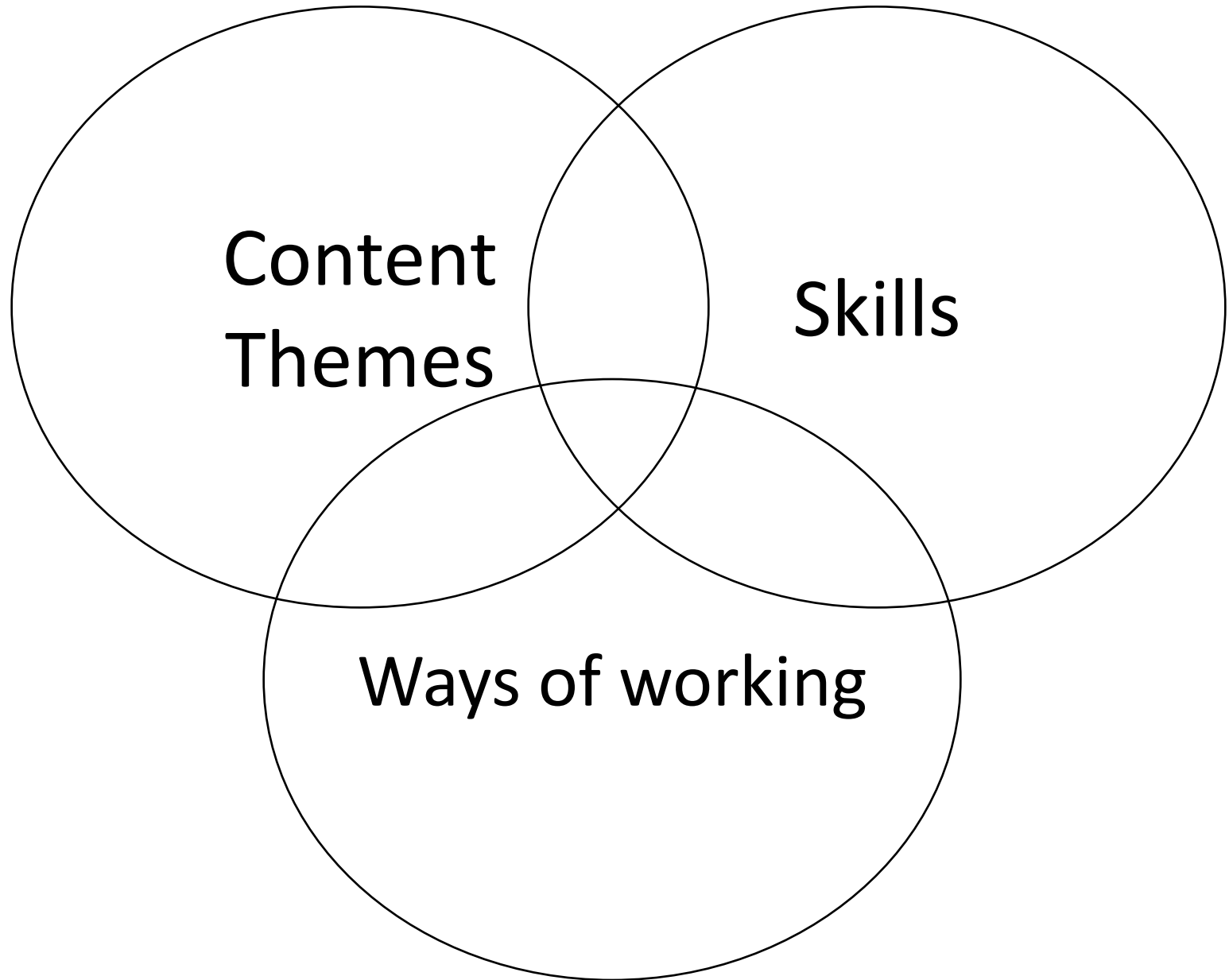
### Young people:

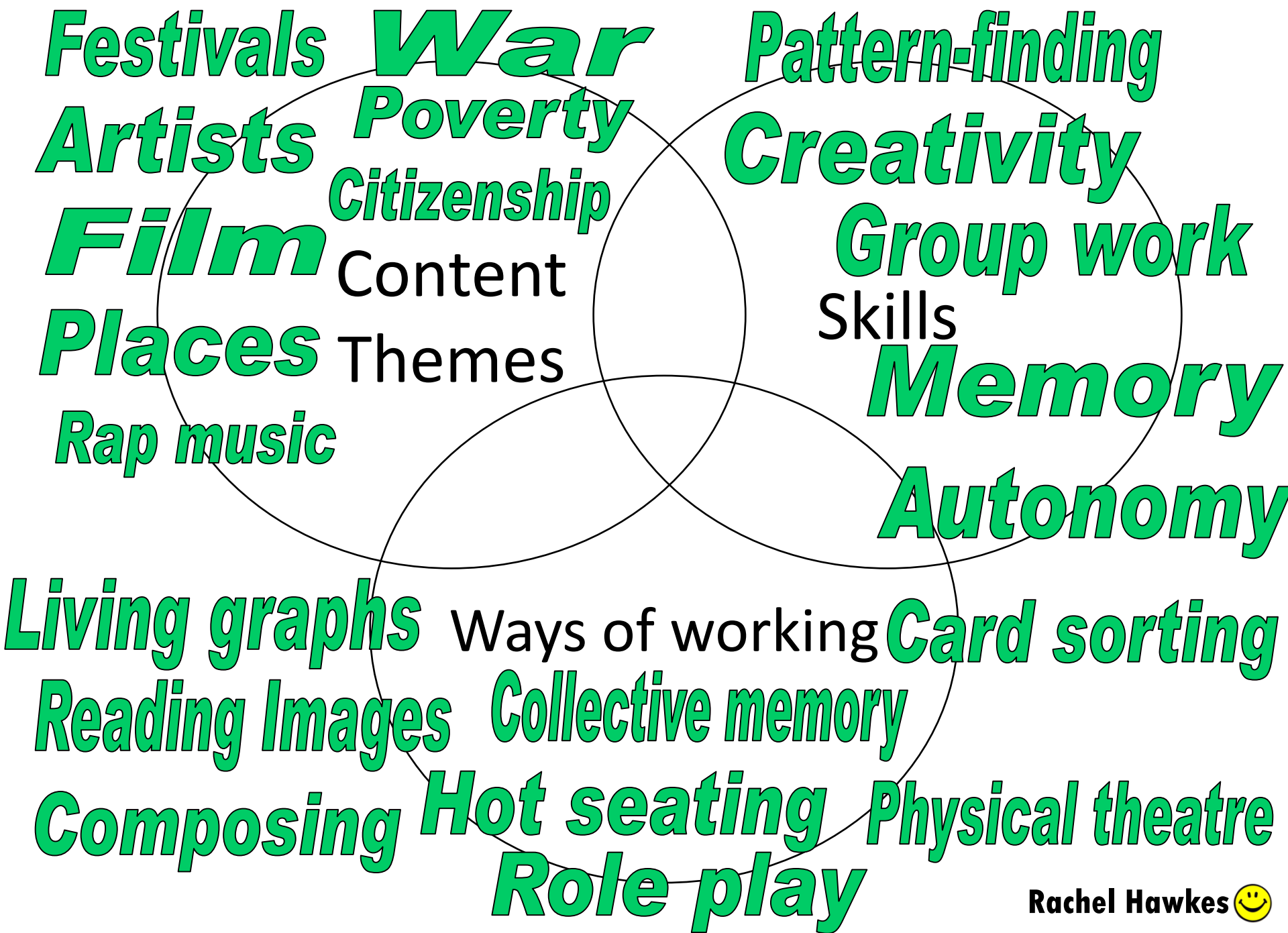
- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing 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)

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





# Exemples

## l'histoire



### La révolution française

<http://clil4teachers.pbworks.com/History>

**La géographie humaine et physique**

**Section 2**  
Quelle(s) est (sont) en France ?

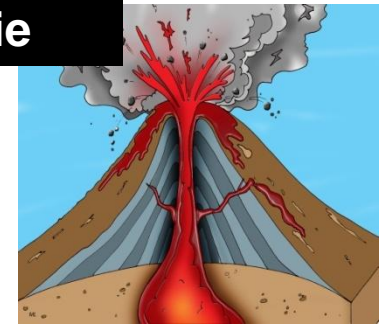
- (1) le lion
- (2) le mer
- (3) le merle (M)
- (4) le saumon
- (5) l'agriculture
- (6) l'aviation

<http://clil4teachers.pbworks.com/Geography>



## la géographie

<http://pedagogie2.ac-reunion.fr/cotamarp/>



## World cup in Africa



|   |   |                                |
|---|---|--------------------------------|
| Comparing lifestyles<br>And daily routine     | Songs and<br>chants                             |                                |
| Sports/hobbies Fitness<br>/healthy lifestyles | Advertising                                     | Independent research           |
| Life in TL countries                          | The language of football                        | Presentation                   |
| Travel and tourism                            | Identity/ nationalities,<br>Flags and countries | Skills development             |
| Climate and<br>geography                      | Role plays and<br>functional language           | Intercultural<br>understanding |
| Inspirational figures<br>Eg Nelson Mandela    | Likes and dislikes<br>and opinions              | Sentence building              |
| Africa - wildlife                             | Verb tenses: past,<br>present and future        | Imperatives                    |

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?

Answer: a las tres menos cuarto (Ruby Dickinson)

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?

Answer: 8:12 (Daniel Jarvis)

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?

Answer = 63 horas y 20 minutos (Roman Jezek)

## les maths

**MAX ERNST**

**Der Vogel Elefant**

Annotations:

- Es ist sehr Wirrend.
- Es ist sehr schön.
- Es ist sehr bunt.
- Es hat einen Kreis.
- Es gibt einen blauen Kreis.
- Es hat einen kleinen Kreis.
- Es gibt viele rote Spirale.
- Es hat einen Elefant.
- Es ist ziemlich normal ungewöhnlich.

## le dessin

# Spanish & History – Year 9

## Spanish and History Scheme of Work Overview

1. Introduction to the Spanish Civil War (Spanish)
2. Exploration of the Spanish Civil War through image and song (Spanish)
3. The international brigades (Spanish)
4. Why did people volunteer to fight in the Spanish Civil War? (History)
5. Guernica (Spanish)
6. Why was Guernica important? (History)
7. The language of war (Spanish)
8. Why was Guernica important? (History – continued)
9. The colour of war – creative response to the Spanish Civil War (Spanish)
10. Links to the present – how is the Spanish Civil War remembered? (History)
11. Links to the present (Spanish)
12. Lorca (Spanish)
- 13 & 14. Should British people remember the Spanish Civil War? (History and Spanish)

Is the Spanish Civil War significant?  
Should British people learn about the Spanish Civil War?



# Spanish & Business Enterprise – Year 9

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

**British Airways e Iberia alcanzan un acuerdo de fusión**



**British Airways closes in on Iberia merger**

# Spanish & Music – Year 7



## El rap español

un proyecto de música y español

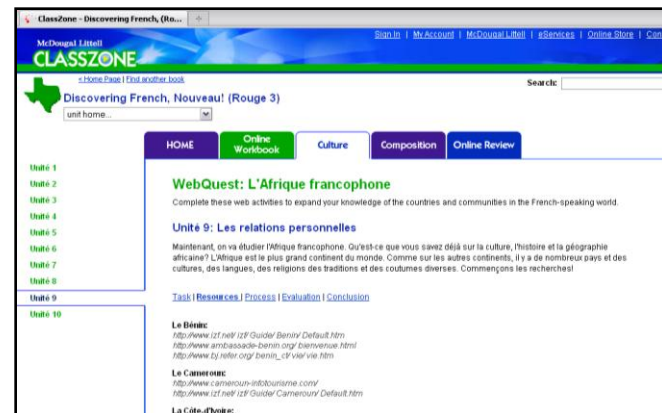




<http://www.in-terre-actif.com/fr/index.php>



<http://www.oup.com/uk/i-cafe/main/index/fr/francelive/>



<http://www.classzone.com>



Material on CD thanks to Sara Vaughan (RSA)

[http://www.sciafyouth.org.uk/youth/fun\\_stuff/la\\_vie\\_en\\_rdc/new\\_video\\_wall](http://www.sciafyouth.org.uk/youth/fun_stuff/la_vie_en_rdc/new_video_wall)



<http://www.partage.org/index.php>



Material on CD thanks to Neil Jones (SSAT LP)

la culture



# la poésie

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

En imitant Jacques Prévert

**Pour fêter un anniversaire**  
 par Abibe



Tout d'abord  
 choisir la date qui convient  
 puis dessiner  
 de jolies cartes d'invitation  
 Ensuite  
 faire quelques achats  
 des boissons  
 des biscuits  
 et surtout  
 un gâteau  
 et des bougies  
 Ne pas oublier  
 les décorations  
 des guirlandes  
 des ballons  
 et une petite pancarte  
 de bienvenue  
 Tous les invités  
 se cachent alors dans la maison  
 et au moment décidé  
 chacun crie  
 "Bon anniversaire !"

<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  
*mí 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 ...

similes

metaphors

|                       | Sustantivo     | Adjetivo    |
|-----------------------|----------------|-------------|
| El libro es           | un perro       | simpático   |
| El colegio es         | un buho        | inteligente |
| La televisión es      | un profesor    | constante   |
| El patio de recreo es | una aventura   | diaria      |
| La ventana es         | una televisión | viva        |

# life in 6 words

**Three sons, eleven cats  
and Yvonne,**  
(Michael Govan)

**Beginning gurgly. Middle  
sombre. End gurgly.**  
(Roger Noble)

**Unravelled career reknitted  
as baby blankets**  
(Clare Hobba)

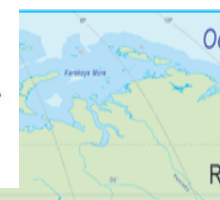
**Started slowly,  
then dash to line**  
(Richard Draper)

**Drei Jahre DDR; drei Jahrzehnte  
Erinnerungen**

**Collège, fac, Belgique,  
supermarché, Paris, collège**

**Tenis, cine, ciclismo, natación,  
paseos, idiomas**

**J'ai toujours voulu visiter le  
mali**



**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**

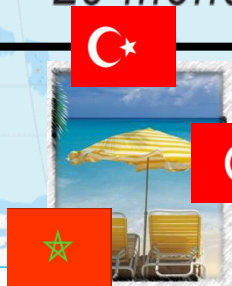
**Ton écriture est latine**

**Et tu reproches à ton voisin d'être étranger**

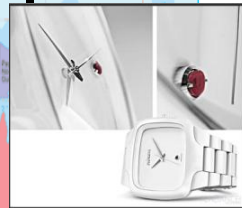
Le monde

ABCDEFGHIJKLMNO  
PQRSTUVWXYZÀÁÊÏ  
ËÜåæçfghijklmno  
pqrstuvwxyzàáêïöü&  
1234567890(\$£€.,!?)

0 ٠ 5 ٥  
1 ١ 6 ٦  
2 ٢ 7 ٧  
3 ٣ 8 ٨  
4 ٤ 9 ٩



ctique



[http://mmeperkins.typepad.com/  
my\\_weblog/cross-curricular/](http://mmeperkins.typepad.com/my_weblog/cross-curricular/)

Sans problèmes: Film

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 "Joyeux Noël".

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 soldiers' life.
2. Translate these words in French. Work on their pronunciation.
3. Whole class contributes to the list:

- soldat
- tranchée
- guerre
- rats
- poux
- combats
- fusils
- allemand
- maladie
- mort

Live Traffic Feed

- Northampton, Northamptonshire arrived from google.co.uk on "Sans problèmes!"
- Bucharest, Bucuresti arrived on "Sans problèmes!: Les traditions de Noël"
- Bucharest, Bucuresti arrived on "Sans problèmes!: Les traditions de Noël"
- Tauranga arrived from isabellejones.blogspot.com on "Sans problèmes!"
- Winnipeg, Manitoba



|       |      |       |       |       |
|-------|------|-------|-------|-------|
| puis  | sol  | des   | con   | la    |
| é     | dats | Flan  | fon   | pluie |
| cou   | a    | dres  | dez-  | si    |
| tez   | veu  | à     | vous  | ten   |
| tom   | gles | l'    | a     | dre   |
| ber   | per  | a     | vec   | la    |
| la    | dus  | go    | l'    | pluie |
| pluie | par  | nie   | ho    | si    |
| si    | mi   | sous  | ri    | dou   |
| ten   | les  | la    | zon   | ce    |
| dre   | che  | pluie | beaux |       |
| et    | vaux | fi    | ê     |       |
| si    | de   | ne    | tres  |       |
| dou   | fri  | la    | in    |       |
| ce    | se   | pluie | vi    |       |
|       | sous | si    | si    |       |
|       | la   | ten   | bles  |       |
|       | lu   | dre   | sous  |       |
|       | ne   | et    | la    |       |
|       | li   | si    | pluie |       |
|       | qui  | dou   | fi    |       |
|       | de   | ce    | ne    |       |

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

# Reading images



Qu'est-qu'ils  
vont faire?

Qu'est-  
qu'ils  
pensent  
?



Qu'est-que  
on voit?

# Realité ou opinion?



## Le Vietnam

- Il fait chaud
- L'homme est tailleur
- L'enfant est exploité par l'homme à gauche
- L'image remonte à 1995.
- 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