

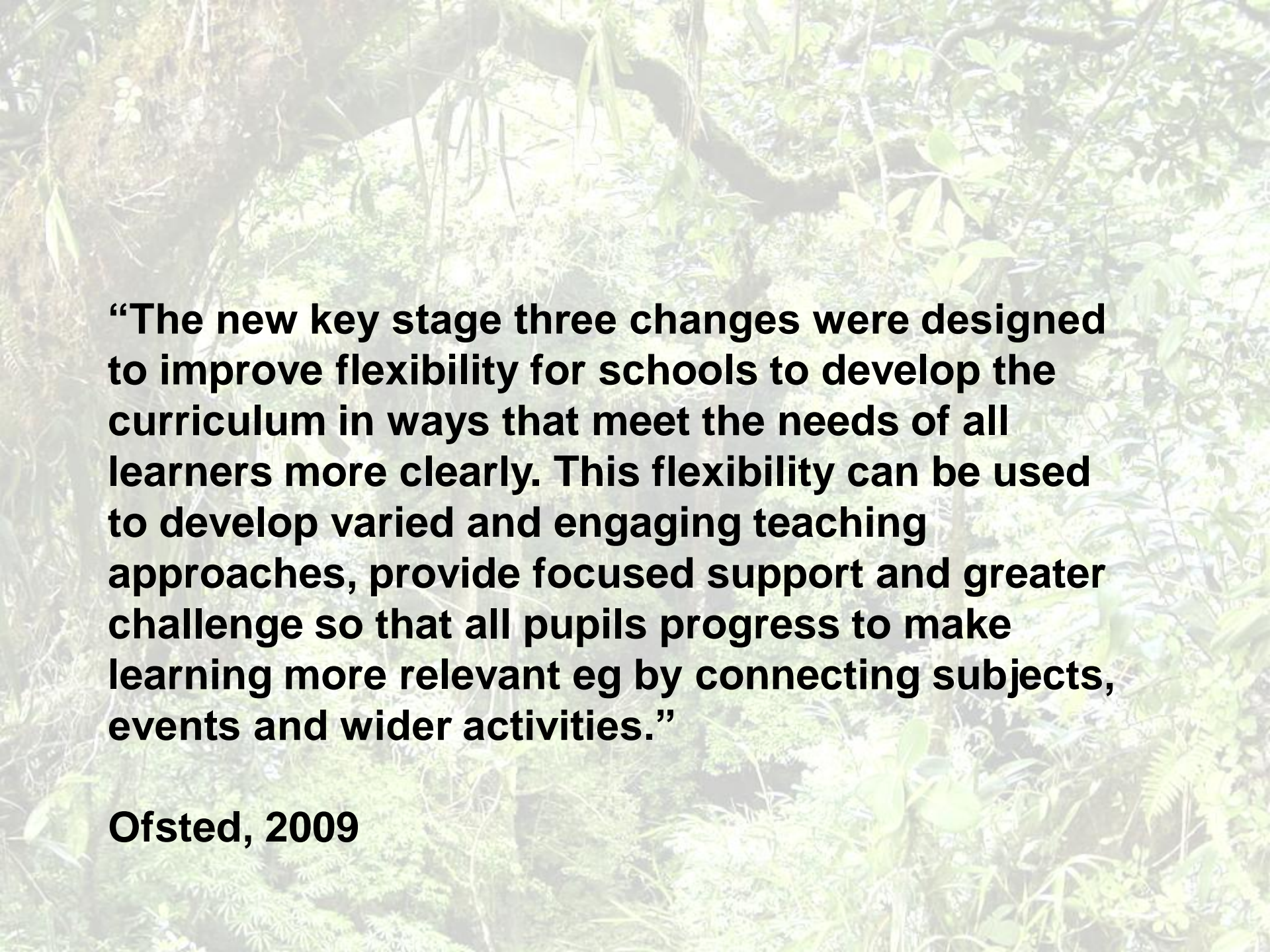
I'm a subject specialist - get me out of here!



Aims:

Share approach to cross-curricular planning

Share resources and activities



“The new key stage three changes were designed to improve flexibility for schools to develop the curriculum in ways that meet the needs of all learners more clearly. This flexibility can be used to develop varied and engaging teaching approaches, provide focused support and greater challenge so that all pupils progress to make learning more relevant eg by connecting subjects, events and wider activities.”

Ofsted, 2009

World Café approach:

- **fosters dialogue**
- **leads to shared understanding**
- **is interactive**
- **promotes collegiality**
- **allows thinking space**
- **focuses on transformation**

A background image of a dense, lush green forest. Sunlight filters through the canopy, creating a dappled light effect. The foliage is thick and vibrant green, with various types of leaves and branches visible. The overall atmosphere is serene and natural.

“raise subject standards and ensure curriculum coverage and progression”

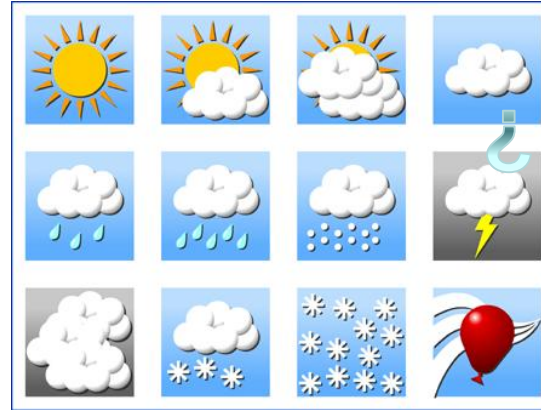
Barnes, J (2007:71)

“I found it useful to see that French and other languages in general are able to mix well with lots of other subjects as language is limitless. I especially liked the way the science and geography tutors handed over to Anna Lise in French which allowed all students to view the use of French as fully accessible and ‘normal’. It was good to see how the learning of the subjects blended and this reflected general life learning.”

¡Vamos al norte polo!



¿Dónde es?

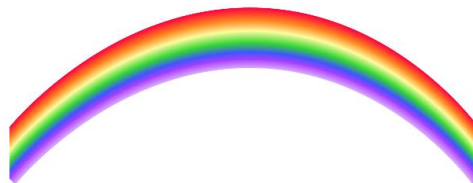


¿Y qué tiempo hace?



¿Hay animales?

¿Y qué colores hay?



¿Cómo voy a viajar?



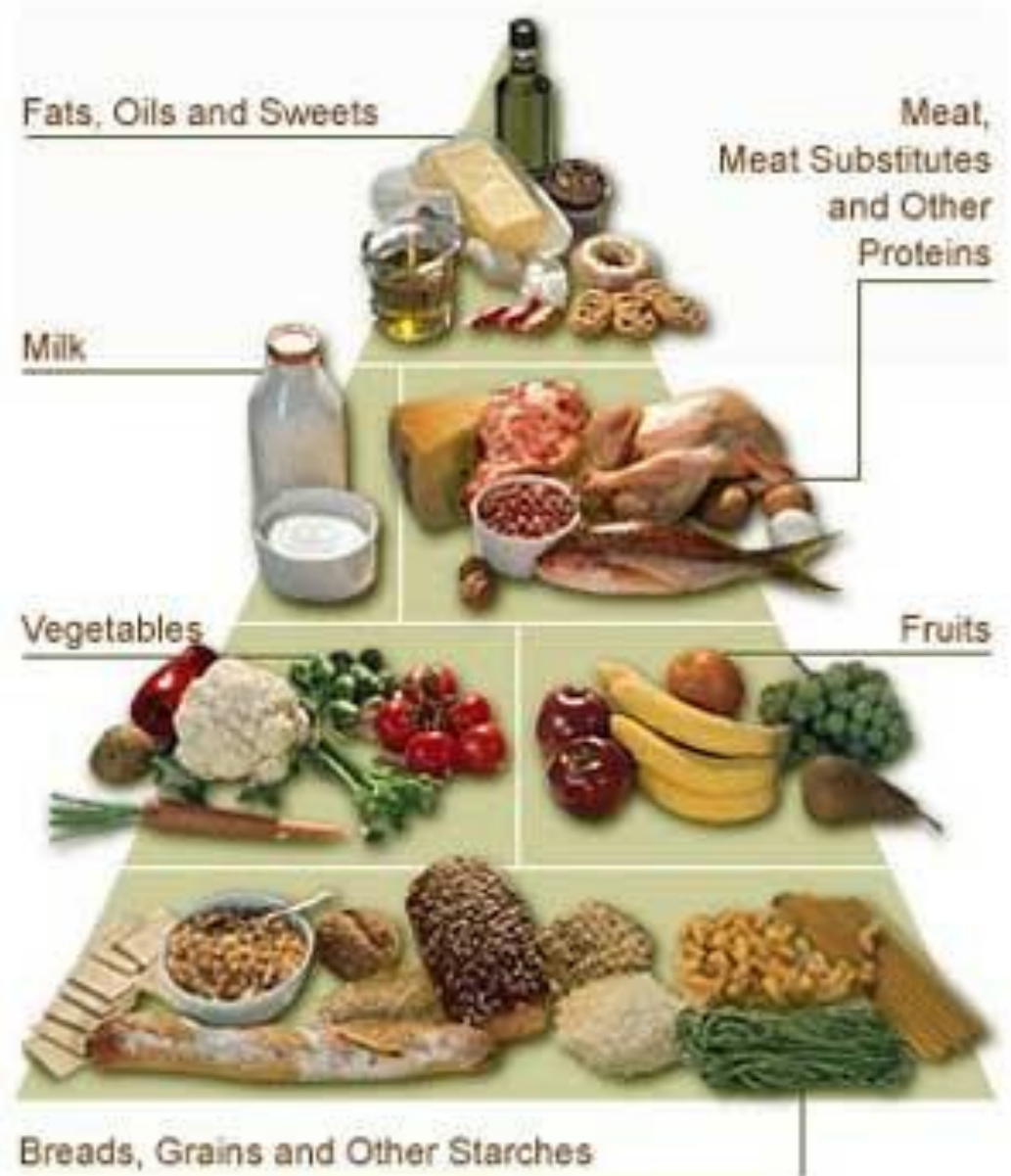
A Cross Curricular Journey to the North Pole – Scheme of Work

| Lesson Number and title | Lesson objectives | Activity | Differentiation | Assessment |
|--|--|---|-----------------|------------|
| 1 – Where is the North Pole? (subjects: Sci, Geog, MFL) | Discover and explain the geography of the North Pole. Learn key words to help with the task in Spanish. | Research the geography of the North Pole and produce a summary of key words in Spanish. | | |
| 2 – Can we get there? (subjects: Sci, Geog) | Identify key difficulties in getting to the North Pole, taking into account factors such as <ul style="list-style-type: none"> - Navigation - Terrain - Climate | Pupils told they cannot fly or use any mode of transport already in use without significant modification. Pupils must consider key difficulties and how they will overcome these. | | |
| 3 – How will we get there? (subjects: Sci, Geog, MFL) | Research and decide on the transport method to get to the North Pole. Identify and assign Spanish words for the different modes of transport. | Research possible modes of transport and how they can be modified to get to the North Pole. Produce an A3 poster with different methods of transportation labelled in Spanish. Pupils may want to consider environmental factors. | | |
| 4 – Design Your mode of transport! (subjects: Sci, Geog, MFL) | Design a mode of transport to get you to the North Pole, taking into account the factors researched in previous lessons | Pupils to design and draw their desired mode of transport. The diagram should be A3 size and in colour with key features annotated in English with a Spanish colour key. | | |
| 5- What do you need to build your machine? (subjects: Sci) | If you were to build this machine, what materials would you need? | Pupils decide on the materials and discuss why they have selected them – properties etc... Discuss the environmental implications of the materials they have chosen and the type of | | |

Classifiez les aliments

Les 5 groupes :

- Carbohydrates
- Protéines
- Fruits et légumes
- Matières grasses
- Produits laitiers



Do the benefits of this cross-curricular activity outweigh the disadvantages?

We believe that it does...

We suggest a timeline of one session to introduce the topic of healthy eating for training for the Olympic Games which would be the theme for the week for Year 8. This would be achieved in a one or two hour lesson with two or three Year 8 classes together in the main hall organised by the Modern Language and Science teachers for the groups. The other subjects such as those listed below could also simultaneously be developed by the teacher according to their subject in their own class time. This would eliminate the challenges of timetabling many sessions but the common theme would deepen the students' grasp of the Olympic Games. ICT can be integrated in all the subjects according to their specific objectives.

| French | Science | History | Geography | Citizenship |
|--|--|--|---|---|
| Review of names of different foods. Introduction to food groups, flags of French speaking countries, naming different Olympic sports. | Healthy diet: categorise foods in the 5 food groups. Analyse dietary needs of particular athletes and compare to their own diet. | Study the origins of the Olympics (where and when). | Study the one of the French speaking countries. | Define Olympic spirit. Who started the Olympic Games in the 20 th century and why? |
| | Digestive process: how food is broken down | Impacts of war on the Olympics: Israeli massacre and Munich Olympics, etc. | Its ecosystems | How does a city develop its bid to win the Olympic Games? How does a sport become an Olympic sport? |
| | Energy uses in the body | Why do these countries speak French? Colonialism | Its cities | Ethical debate on alcohol, tobacco, drugs, health, addictions, supportive institutions. |
| | Ethical debate on performance enhancing drugs | Immigrants, emigrants | Its natural resources | Haiti earthquake – role of humanitarian aid and United Nations |
| | Health benefits and diseases/conditions due to deficiencies or excessive eating. | Evolution of a language | Way of life in the particular country | Impacts of war on the Olympics: Israeli massacre and Munich Olympics, etc. |

La destination secrète



Indice 4



C'est en forme de
papillon



la Guadeloupe

Population:

452 776 000

Drapeau:



Capitale:

Basse-Terre

Langue officielle:

français
99%

Argent:

Euro
(£1 = 1.15)



Cuisine:

On produit beaucoup de
bananes et de la canne à
sucre



Religion

Catholique



Célébrités:



Salut! Je m'appelle
Thierry Henry, je joue au
foot. Mon père vient de la
Guadeloupe et je vais à
la Guadeloupe pendant
les vacances.

Intéressant:

Il y a 5 îles. La Guadeloupe
s'appelle aussi le papillon









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