

Aims:

- To promote more in-depth exploration of topics, issues and problems within and across subject areas and disciplines.
- To enable the understanding of different perspectives across subject areas and disciplines.
- To allow learners to understand the different curriculum areas in greater depth
- To promote critical thinking
- To support the development of skills for life, learning and work

Rationale: Interdisciplinary learning enables teachers and learners to make connections across learning through exploring clear and relevant links across the curriculum. It supports the use and application of what has been taught and learned in new and different ways. It provides opportunities for deepening learning, for example through answering big questions, exploring an issue, solving problems or completing a final project.

Audience:

All staff

Quality Indicators:

2.2, 2.3, 2.5, 2.7, 3.3

Principles for Curriculum Design

Challenge and enjoyment

- Set learners challenging goals
- Make learners think hard about their learning
- Ensure that learning is active and engaging to motivate all learners

Breadth

- Use a variety of contexts through which to develop and demonstrate learning
- Give all pupils the opportunity to be involved in all aspects of school life

Progression

- Ensure that all learners have the opportunity to achieve appropriate success
- Ensure that all learners have the opportunity to share and celebrate their achievements
- Share expectations and standards with learners
- Review and evaluate learners' progress
- Provide timely, accurate verbal and written feedback on their learning

Depth

- Give learners the opportunity to develop and apply greater intellectual rigour
- Give pupils the opportunity to develop secure understanding

Personalisation and choice

- Take account of their prior learning
- Ensure that all learners have ownership of their learning
- Take account of different learning styles

Coherence

- Help learners see the link between different aspects of learning
- Provide opportunities for learners to transfer and apply learning in different contexts

Relevance

- Ensure learners understand the purpose of the activity
- Make links with learners experiences, learning and interests within and beyond the school

Learning Experiences

The planning of cross curricular learning should provide a clear focus for learning and explore relevant connections across learning. **(See Appendix 1)** Through the knowledge harvest process, clear 'big' questions should be formulated. These should be a combination of knowledge, understanding and skills. Big questions should be displayed in the classroom and be the focus for assessment and subsequent evaluation. Pupils should also be informed as to the subject areas which are packaged to create the theme so that they can make connections in their learning. All themes should begin with a 'WOW Entry Point' to capture and stimulate the pupils' imagination. All themes should have an Interdisciplinary Learning component incorporated into the planning.

Interdisciplinary learning often requires collaborative planning, which may involve:

- classes, year groups or departments
- capitalising on the contexts and connections which enhance learning within curriculum areas and subjects
- the input and ideas of children and young people
- working with partners

All staff will require to continually review and adjust their plans as activities progress and as they respond to the needs of learners. Planning should:

- reflect the principles of Curriculum for Excellence
- build on prior learning, experiences and contexts to take into account progression and coherence
- clearly relate the planned learning to the experiences and outcomes
- clearly identify learning intentions, learning experiences, success criteria and the evidence of learning required as part of the assessment process
- make the connections across different subject areas and disciplines explicitly and frequently
- ensure that tasks are suitably challenging
- ensure that a suitable range of learning and teaching approaches is identified
- leave space and opportunity to respond to children and young people's learning and their proposals for further learning.

Experiences and Outcomes Overview

In designing our curriculum framework, it has been ensured that each E and O across almost all subject areas has been visited at least twice. Revisiting a concept or skill from different perspectives deepens understanding, and can also make the curriculum more coherent and meaningful from the learner's point of view.

Contexts for Learning

With the Es and Os mapped, Hazelehead has identified and agreed whole world themes across the school to ensure continuity and progression whilst allowing for flexibility to respond spontaneously to the world around us. Themes across all year groups consists of packaged Es and Os from four subject areas to ensure focus and allow for depth. In each year group, there will be a different subject area 'driver' to ensure breadth of learning across the curriculum. All agreed themes are planned on a six or eight week basis. All themes are planned to take place at the most appropriate time of the school year to link with other calendar events.

Example themes

- Our Business World
- Our Expressive World
- Our Global World
- Our Healthy World
- Our Historical World
- Our Literacy World
- Our Mathematical World
- Our Religious World
- Our Science World
- Our Technological World

Within each theme, there should be an IDL component planned. Effective interdisciplinary learning:

- can take the form of individual one-off projects or longer courses of study
- is planned around clear purposes
- is based upon experiences and outcomes drawn from different curriculum areas or subjects within them
- ensures progression in skills and in knowledge and understanding
- can provide opportunities for mixed-stage learning which is interest-based.

Assessment

Assessment is an integral part of the planning process. Through planning the learning, teaching and assessment together and ensuring that there are opportunities to gather a wide range of evidence of learning, staff and learners can reflect on what has been achieved and agree next steps in learning and progression.

Assessment of the learning should be based on the 'big' questions. This evidence can include examples of what the learners say, write, make or do. Judgements should be supported by criteria for success which have been agreed with the learners, so that they can actively contribute to the assessment process through self and peer assessment, and are clear about what they are learning and what they need to do to be successful.

Recording of achievements should be manageable and include how much and how well the learner has met the identified experiences and outcomes, as well as next steps in learning.

Further information on IDL can be found in Aberdeenshire's Interdisciplinary Learning Guidelines.

Engaging with the Wider Community

Cross curricular studies can also take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society. Staff should continue to engage with one another to discuss most valuable resources to access outwith the school to really enhance and enrich both the delivery of the cross curricular theme and the IDL component.

Resources

- All staff and their previous planning and evaluations
- CRIS and kit boxes
- Range of resources in school
- Education Scotland website