**Aberdeenshire Progression Framework**

**Interdisciplinary Learning**

**Guidance**

**INTERIM December 2015**

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**RATIONALE**

In Aberdeenshire schools the curriculum is delivered in a number of ways across the four contexts for learning:

* Ethos and life of the school as a community
* Opportunities for personal achievement
* Curriculum areas and subjects
* Interdisciplinary learning

Schools will have their individual vision and rationale for the delivery of the curriculum. Experiences and outcomes are delivered in a combination of ways:

* **Discrete learning**: This is where knowledge, understanding and skills are taught in separate subject areas. e.g. A discrete Science lesson focusing only on experiences and outcomes from Sciences. Discrete teaching of essential subject content is vital, but not sufficient.
* **Cross-curricular learning**: This is where a number of experiences and outcomes from across different subject areas, with related knowledge, understanding and skills, are developed through relevant contexts over a period of time e.g. Delivering a series of lessons using the context of The Rainforest.
* **Interdisciplinary learning:** This is a planned approach which focuses on;
* the development of transferable skills across disciplines (two or three at the most)
* learning that develops the ability to apply knowledge, understanding and skills and see the relevance of skills from one discipline to another.

An interdisciplinary experience must be **focused** on a very specific, small number of experiences and outcomes, two or three at the most. There must be a real **depth** of learning where the **planning** must concentrate on the **application** of knowledge, understanding and skills in a **meaningful context**.

Effective IDL can be delivered through an ‘Issue’ or ‘Big Question’. In simple terms asking a question that requires investigation i.e. where pupils cannot immediately answer the question. Both of these IDL opportunities can be identified within a cross curricular theme or respond to a current or significant event. These may, or may not be, open-ended with no end product.

IDL can also be planned and delivered to take the form of a ‘Challenge’ or ‘Problem’ that may lead to an end product.

**Transferrable Skills**

The skills listed and described in the Aberdeenshire IDL framework incorporate transferable skills for learning, life and work. (Appendix 2)

 *“Skills for learning, life and work provide the means by which learners can learn in a variety of contexts and transfer and apply that learning elsewhere.”*

Aberdeenshire Progression Framework - Skills for Learning, Life and Work

Skills for learning are embedded within the experiences and outcomes for each curricular area and are the same whether taught discretely or through cross-curricular learning. Through IDL pupils will revisit skills within familiar or unfamiliar contexts to deepen learning.

Staff should reflect on the skills in this document (Appendix 2), as appropriate to individual settings, and identify planned opportunities for skills to be developed, applied and transferred.

**What drives IDL?**

**CURRICULUM AREA**

The subject area that will drive the IDL e.g. ICT, Dance, Literacy must be identified. There must be clarity on the experiences and outcomes that need to be explored in depth.

Trying to make links across too many subject areas does not support coherence.

**RELEVANCE**

Children should understand the purposes of their learning. They should see the value of what they are learning and its relevance to their lives, present and future.

Consider the context for the IDL e.g.

* Local context, culture and heritage
* National context, culture and heritage
* Current Affairs
* Topical opportunities
* Pupil interest and experience, including prior learning

**DEPTH**

An IDL approach allows for learning to be developed by applying skills and previous knowledge in a rich context.

As they progress there should be opportunities for children to:

* Develop and apply skills for learning, life and work
* Draw different strands of learning together
* Explore and achieve more advanced levels of understanding.

**COHERENCE**

There should be a balance of IDL, cross curricular learning and discrete learning. Individual schools and establishments are best placed to decide what the right balance is for them as they respond to their unique context and to the needs of their learners.

**APPLICATION**

Planning and assessment should provide opportunities for children to apply existing knowledge and understanding in familiar/unfamiliar contexts. In addition, children will be able to make connections between different curriculum areas and apply and develop skills for learning, life and work.

**Early Learning and Childcare Settings**

*Care must still be taken in interpreting the term Interdisciplinary learning (IDL) for use in early learning and childcare settings. There should continue to be a shared understanding of IDL in each setting in order to provide continuity, progression, relevance and depth to all children’s learning. This is supported through well-considered opportunities that help children to progress, make links in their learning or apply their learning and skills in new, motivating, challenging contexts.*

Building the Ambition accompanying information 2015-16

**PLANNING INTERDISCIPLINARY LEARNING**

The following diagram illustrates the key principles outlined in this guidance:

**IMPLEMENTING INTERDISCIPLINARY LEARNING**

Schools will be at different stages in implementing the principles of interdisciplinary learning. The table below will support schools to identify their current position and provide pointers for ‘stepping-up’ to the next level.

|  |  |  |  |
| --- | --- | --- | --- |
| **Staff are aware of and understand IDL.** | **Staff are developing a shared understanding of what IDL looks like and some are beginning to implement with their own classes.** | **Staff have a shared** **understanding of IDL and the school is developing a planned approach to IDL with most staff implementing this with their own class.** | **The school has a planned, progressive and coherent** **approach across the whole school which is moderated and all staff are implementing within their own class.** |
| **ESSENTIAL FEATURES** | **ESSENTIAL FEATURES** | **ESSENTIAL FEATURES** | **ESSENTIAL FEATURES** |
| * Sessions to establish an understanding of IDL, using Aberdeenshire’s IDL Guidelines and referenced documents.
* Staff increase understanding through further reading of the relevant documentation (Local and national guidance)
* Collegiate sessions to focus on transferable skills (Skills for Creativity, Life, Learning and Work ) (Appendix 2)
 | * Most staff have an understanding of the principles of IDL.
* Using Aberdeenshire’s IDL Guidelines staff agree and plan one IDL experience to develop understanding (class based/whole-school)
* Staff involve pupils in the planning process
* Some staff may work in small groups, building in peer observation and feedback discussions to deepen understanding
 | * From your own school curriculum, identify and plan a coherent school approach for IDL
* Collegiate session to share experiences and support planning processes
* Most staff are implementing IDL in their class, building in peer observation and feedback discussion at school and/or cluster level
* Increased pupil participation in IDL process
* IDL process clearly identifies the application of transferable skills
 | * All staff are implementing IDL in their class, building in peer observation and feedback discussion at school and/or cluster level
* School has a planned and progressive approach to IDL
* Pupil participation is key and fully embedded to the IDL process
* Moderation of IDL across the school/cluster to ensure shared standards of IDL
 |

**SELF-EVALUATION TOOL**

The suggested list of questions below is adapted from [How good is our school? (4th edition)](http://www.educationscotland.gov.uk/resources/h/hgios4/introduction.asp?strReferringChannel=educationscotland&strReferringPageID=tcm:4-713590-64), quality indicators *1.2 Leadership of Learning,* *2.2 Curriculum*, *2.3 Learning, teaching and assessment, 2.7 Partnerships and 3.3 Creativity and employability.* They may be useful in the process of reviewing IDL in your school as part of your school self-evaluation process. It can also be helpful to adapt and add to the lists below using the quality indicators mentioned above or drawing on other quality indicators appropriate to your context. This document can be used in conjunction with the *Features of highly-effective practice from HGIOS4.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions for Your School** | **Features of Highly Effective Practice** | **Evidence** | **Next steps / points for further consideration** |
| 2.2 To what extent does our school team/early years team have a shared understanding of interdisciplinary learning and how to develop it as an important context for learning? | All stakeholders contribute to the shared understanding and ongoing development of IDL. |  |  |
| 2.2 How effective is our setting’s overview in ensuring children’s knowledge and skills are built appropriately over time? | Planning for progression in children and young people’s learning is in place for the four contexts and shows how knowledge, understanding and skills are built overtime. |  |  |
| 2.3 How confident are we that all learners experience activities which are varied, differentiated, active and provide effective support and challenge? | Learners experiences are appropriately challenging and enjoyable and well matched to their needs and interests.  |  |  |
| 2.3 How well do we deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies? | Learning is enriched and supported by our effective use of digital technologies. We used skilled questioning and engagement to promote curiosity. |  |  |
| 2.3 How effectively do we involve learners and parents/carers in planning and evaluating learning? | Learners are able to play an active role in the planning and give effective feedback to peers on their learning. |  |  |
| **Questions for Your School** | **Features of Highly Effective Practice** | **Evidence** | **Next steps / points for further consideration** |
| 2.7 How well do we seek out and respond positively to potential partnerships which will lead to better outcomes for the children and young people we work with? | Partnerships have clear agreements where the purpose, aims, roles and responsibilities are clear and understood by all involved. |  |  |
| 3.3 Do learners and practitioners engage in dialogue about the development of creativity skills? | Creativity skills are recognised, articulated and valued by practitioners and learners. |  |  |
| 3.3 Are learners transferring their creativity skills to new contexts through IDL? | Learners are able to demonstrate their ability to confidently and independently transfer creativity skills to new contexts. |  |  |
| 3.3 Do learners and practitioners engage in dialogue about the development of skills for learning, life and work? | Skills for learning, life and work are articulated and valued by practitioners and learners.  |  |  |
| 3.3 Are learners transferring their skills for learning, life and work to new contexts through IDL? | Learners are confidently and independently transferring their skills for learning, life and work to new contexts through IDL. |  |  |
| 2.7 Are partnerships being used to deliver IDL? | The setting consistently involves partnerships in the delivery of their IDL. |  |  |
| 1.2 How effective is pupil participation in driving forward IDL? | There is evidence of a range of strategies in use to support and enable children to have greater skills in leading and planning learning pathways which meet their needs and aspirations.  |  |  |

**APPENDIX 1**

**Key Documents/Resources:**

* **Education Scotland Website – Building the Curriculum 4: Skills for learning, life and work**

[**http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/buildingyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/btc4.asp**](http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/buildingyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/btc4.asp)

* **Education Scotland Website – Interdisciplinary Learning**

[**http://www.educationscotland.gov.uk/learningandteaching/learningacrossthecurriculum/interdisciplinarylearning/index.asp**](http://www.educationscotland.gov.uk/learningandteaching/learningacrossthecurriculum/interdisciplinarylearning/index.asp)

* **Education Scotland Website – Evaluating and improving our curriculum – Primary – Interdisciplinary Learning**

**http://www.educationscotland.gov.uk/resources/e/evaluatingandimprovingourcurriculumprimary/interdisciplinarylearning.asp?strReferringChannel=learningandteaching&strReferringPageID=tcm:4-852085-64**

* **Education Scotland Website – Early learning and childcare – Building the Ambition**

[*http://www.educationscotland.gov.uk/learningandteaching/earlylearningandchildcare/buildingtheambition/index.asp*](http://www.educationscotland.gov.uk/learningandteaching/earlylearningandchildcare/buildingtheambition/index.asp)

* **Education Scotland - Accompanying information for staff working in early learning and childcare settings and the early stages of primary schools**

<http://www.educationscotland.gov.uk/Images/AccompanyingAdviceForStaffWithReflectiveQuestions_tcm4-843610.pdf>

* **How Good is Our School? 4th Edition**

[**http://www.educationscotland.gov.uk/Images/HGIOS4.pdf**](http://www.educationscotland.gov.uk/Images/HGIOS4.pdf)

* **Child at the Centre 2**
* **Aberdeenshire Progression Frameworks**
* **Outstanding Formative Assessment – Shirley Clarke – Hodder Education (2014)**

**APPENDIX 2 – Transferable Skills – Skills for Learning, Life and Work**

**Skills for Learning**

|  |  |
| --- | --- |
| **Skill for learning** | **What the skill might look like…..** |
| **Applying**(Using strategies, concepts, principles and theories in new situations) | * Implementing
* Carrying out
* Using
* Executing
* Generalising
 |  |
| **Analysing**(Breaking information down into its component elements) | * Comparing
* Organising
* Deconstructing
* Attributing
* Outlining
* Structuring
* Integrating
 |  |
| **Evaluating**(Judging the value of ideas, materials, methods by developing and applying standards and criteria) | * Checking
* Hypothesising
* Critiquing
* Experimenting
* Judging
* Testing
* Detecting
* Monitoring
 |  |
| **Synthesising**(Combining separate ideas to create something new) | * Comparing
* Collating
* Contrasting
* Adapting
* Generating
* Rearrange
* Incorporating
 | * Modifying
* Reconstructing
* Reinforcing
* Substituting
* Organising
* Designing
 |
| **Creating**(Putting together ideas or elements to develop an original idea or engage in creative thinking). | * Designing
* Constructing
* Planning
* Producing
* Inventing
* Devising
* Making
 |  |
| **Systems Thinking**(Interprets the world as an interconnected network. Seeing how parts of a system work together) | * Relating
* Analysing
* Generalising
* Incorporating
* Arranging
* Connecting
* Co-ordinating
 | * Ordering
* Predicting
* Association
* Correlation
* Forseeing
* Integrating
 |

**Skills for Life**

|  |  |
| --- | --- |
| **Skill for life** | **What the skill might look like…..** |
| **Creativity**Open-mindedness | * Having a growth mind-set
* Learning from mistakes
* Being excited to try new things Being flexible
* Being adaptable
* Functioning well with uncertainty
* Hypothesising
 | * Exploring multiple view points
* Knowing you can do it if you have input and practice
* Thinking inside and outside the box
 |
| **Creativity**Curiosity | * Asking open questions
* Noticing things
* Looking for patterns, connections and exceptions
* Thinking of possible reasons
 | * Researching
* Asking “What if…”
* Making use of previous knowledge
 |
| **Creativity**Imagination | * Creative thinking
* Letting your imagination go
* Think up new ideas and questions
* Use your intuition
 | * Generating and refining ideas
* Exploring options
* Inventing
 |
| **Creativity**Solving Problems | * Working hard
* Keep practising
* Keep going
* Trying new strategies
* Asking for help
* Starting again
* Taking a brain break
* Asking questions
* Knowing what to do when you don’t know what to do
 | * Identifying problems
* Finding resources to help
* Using results to inform next steps
* Distilling/refining ideas
* Crafting, delivering and presenting solutions
* Evaluating impact and success of solutions
 |
| **Creativity**Transferability | * Using what you have learned in real life context
* Linking to previous learning
* Modelling success
* Using what works for others
* Linking and applying different kinds of learning in new situations
 |  |

**Skills for Life (continued)**

|  |  |
| --- | --- |
| **Skill for life** | **What the skill might look like…..** |
| **Literacy** | * Communication – verbal and non-verbal
* Active listening
* Expressing feelings
* Giving and receiving feedback
 | * Identifying main ideas in texts
* Comparing and contrasting language in their culture and others
* Creating texts
 |
| **Numeracy** | * Using numbers
* Having confidence in using numeracy
* Applying skills in other areas
* Understanding and using numeracy in real life contexts e.g. financial management
 | * Explaining my thinking
* Interpreting data
 |
| **Health and wellbeing** | * Respecting self
* Setting challenges
* Recognising strengths
* Motivation
* Perseverance
* Having confidence
* Having a positive attitude
* Being resilient to change
* Recognising others strengths
* Respecting others
* Having awareness of how to deal with conflict
 | * Building relationships
* Contributing to teamwork
* Supporting other people
* Inspiring others
* Understanding what eat, how active we are impacts on our wellbeing
* Making informed choices
* Managing risk
 |
| **Enterprise** | * Showing initiative
* Being creative
* Contributing ideas
* Identifying problems
* Having a positive attitude to change
* Leadership
* Persuading others/ Exerting influence
* Delegate to others
* Take different roles
 | * Having clear goals/planning
* Set high standards
* Managing money
* Applying skill in real life context
* Using different strategies
* Finding resources to help
* Use results to form next steps
 |
| **Learning for Sustainability** | * Taking responsibility
* Demonstrating empathy and tolerance
* Knowing place in family, community and wider world
* Being aware of consequences of our actions
* Awareness of Global and Environmental issues
* Taking action locally and globally
 | * Respecting the natural environment
* Using evidence to form opinions
* Understanding and respecting UNCRC rights
* Understanding right and wrong and explaining reasoning
* Compare similarities/differences
 |

**Skills for Life (continued)**

|  |  |
| --- | --- |
| **Skill for life** | **What the skill might look like…..** |
| **Digital literacy** | * Demonstrating responsible and safe use
* Creating digital and non-digital solutions
* Being creative and innovative
* Using technology to problem solve
* Having knowledge and understanding of big ideas/concepts of technology and new technologies
 | * Making informed choices about the use of digital technology
* Searching and retrieving information to inform thinking
* Evaluating products, systems and services
* Presentation skills
* Leading and interacting with others
 |

**Skills for Work**

|  |  |  |
| --- | --- | --- |
| **Skill for work** | **What the skill might look like…..** |  |
| **Managing Time** | * Prioritising
* Delegating
* Being aware of time passing
* Accepting the deadline
* Sharing roles/ responsibilities
* Manage distractions
 | * Do one thing at a time
* Break things down
* Using self-regulation strategies
 |
| **Planning and Organising** | * Focusing on the task
* Planning and thinking it through
* Drawing diagrams, jot down thoughts or things that help you think
 | * Setting goals and challenges
* Recognising your own and others’ strengths
 |
| **Communicating** | * Talking about what they are learning and why
* Can ask for help
* Asking questions
* Can share strategies for learning
* Presenting in different ways
 | * Recognising and using verbal and non-verbal
* Active listening
* Expressing feelings
* Giving and receiving feedback
 |
| **Undertaking tasks at short notice** | * Flexibility
* Keeping to timescales/deadlines
* Reprioritising
 | * Re-planning
* Having a positive attitude to change
 |
| **Working with others** | * Make a positive contribution
* Listening to others
* Saying when you don’t understand
* Being kind when you disagree
* Explaining things to help others
* Being tolerant
* Using positive language
* Can use self-regulation strategies
* Understanding others have expectations of me
 | * Recognising and using others strengths
* Valuing everyone’s contribution
* Inspiring and motivate others
* Peer assessment
* Treating others equally
* Appreciating diversity
 |
| **Thinking critically/ creatively** | * Asking questions
* Crafting, delivering and presenting solutions
* Thinking inside and outside the box
* Considering alternatives
* Big picture thinking
 | * Wondering ‘What if…?’
* Being curious
* Playing with ideas
* Developing ethical views
 |
| **Managing and being managed by others** | * Can use self-regulation strategies
* Exerting influence
* Taking a lead
* Persuading others
* Having empathy
 | * Taking turns
* Delegating to others
* Contributing ideas
* Accepting other ideas
* Accepting roles and responsibilities
 |

**Skills for Work (continued)**

|  |  |
| --- | --- |
| **Skill for work** | **What the skill might look like** |

|  |  |  |
| --- | --- | --- |
| **Learning and continuing to learn** | * Being resilient
* Perseverance
* Reviewing your work
* Improving one thing first
* Trying to be better than last time
* Taking small steps
* Actively seeking feedback
* Seeing errors as opportunities
* Asking questions
* Identifying areas of strength and development
 | * Recognising how a skill can be transferred
* Relating skills to work
* Having a positive attitude
* Making informed choices
* Managing risk
* Being ambitious
* Evaluating
 |
| **Taking responsibility for our own development** | * Don’t compare yourself to others
* Feeling proud of all your achievements
* Actively seeking feedback
* Recognising when you need help
* Seeking challenge
* Showing initiative
 | * Motivation
* Perseverance
* Self-belief
* Goal setting skills
* Having clear goals
* Set high standards
* Can self-assess
* Knowing how you learn
* Being independent
 |

References:

Gornall, Chambers and Claxton 2005. *Building Learning Power in Action.* TLO: 2005.

Hattie, Masters and Birch 2016. *Visible Learning into Action.* Routledge: 2016.

Clarke, S 2014. *Outstanding Formative Assessment: Culture and Practice.* Hodder Education: 2014.

Education Scotland 2013. Creativity Across Learning 3-18

Scottish Government 2007. *Skills for Scotland – a lifelong skills strategy*

Education Scotland 2014. *Conversations about Learning for Sustainability*

Education Scotland 2015. *Opening up Great Learning – Learning for Sustainability*

Education Scotland 2015. *Developing the Young Workforce – Career Education Standard (3-18)*

Education Scotland 2015. *Developing the Young Workforce – School Employer Partnerships*

**APPENDIX 3**

**Exemplars of Planning Approaches**

Example 1

The following exemplification indicates how an outcome could be taught discretely, through a cross-curricular approach or through interdisciplinary learning.

Planned Outcome

|  |
| --- |
| I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. **MTH 1-17a** |

This could be taught in any of the following ways:

Discrete Learning

A teacher may plan a series of discrete mathematics lessons to cover the outcome. This may involve practical activities in or outside the classroom where pupils are moving and recording directions.

Cross-Curricular Learning

A teacher may plan to cover this within a cross-curricular theme such as My Community. Pupils may go out and explore the local area, following a simple map or creating their own journeys using appropriate mathematical language. This may involve outcomes from social subjects, maths and technologies.

Interdisciplinary Learning (using a ‘Problem’ or ‘Challenge’ approach)

Pupils will have experienced learning of the above maths outcome through discrete or cross curricular experiences. The class teacher will plan an opportunity for the pupils to demonstrate understanding and skills through a different context and including another curricular area e.g. Through a theme of My Community you may pose a challenge “An important visitor is coming to visit your local community, plan a journey which would identify the unique characteristics of your local community.”

This will include the following outcomes in addition to the mathematical outcome above:

I can describe and recreate the characteristics of my local environment by exploring the features of the landscape.  **SOC 1-07a**

Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. **SOC 1-14a**

This approach is exemplified in the plan on the following page.

|  |
| --- |
| Example 2 **-** Planning for Interdisciplinary Learning using a ‘Problem’ or ‘Challenge’ approach |
|  Interdisciplinary Learning Class/stage: P4 Date: December 2015 |
| **Rationale/ Drivers:****Social Studies – People, place and environment** | **Experiences and Outcomes:**MTH 1-17aSOC 1-07aSOC 1-14a | **Relevance:**Local area contextWorking in partnership with local community association | **Context:**Theme of ‘My Community’ |
| **Big question/ issue/challenge/problem:** Challenge: An important visitor is coming to visit our local community. Plan a journey which would identify the unique characteristics of our local community. |
| **Pupils’ key questions/ contributions:*** Who is the visitor?
* We need some information about the visitor to know what they might be interested in seeing/doing.
* How wide an area should we include?
* Could we ask some of the local community to help us?
* Is there something like this already available?
* What we do might be useful to make available to other people.
* Maybe the library would be interested in what we’re doing.
* We could make an app.
* We could make a short film for youtube about our community.

**Learners’ experiences**:* Pupils work in groups alongside a member of the community/community association.
* Research and evidence gathering in order to decide ‘unique characteristics’ of the community.
* Groups decide, plan and prepare an appropriate method of presenting information to the visitor.
* Work is presented to the local community during an open afternoon.
 | **Skills developed and/ or extended (see appendix 2):*** Applying maths skills in other areas
* Creating – planning and constructing
* Solving problems – evaluating impact and success of solutions
 |
| **End Product (if applicable):**Each group to choose an appropriate method of presenting information to the visitor. |
| **Assessment:*** Application of maths skills
* Self and peer evaluation of impact and success of solutions.
 |
| **Evaluation/ review/ next steps (learning and teaching):*** Groups needed to be reminded that one of the success criteria was to ‘describe the journey using signs, words and angles associated with direction and turning’, but with prompting were able to demonstrate application of this outcome.
* The involvement of members of the community/community council was extremely successful. Pupils’ understanding of their local community has deepened and their skills in ‘working with others’ have improved as a result of working alongside these adults. A ‘spin-off’ is the setting up of a community café.
 |
| Example 3 **-** Planning for Interdisciplinary Learning using a ‘Problem’ or ‘Challenge’ approach |
|  Burnhaven School- Interdisciplinary Learning Class/stage: P7 Prefects Date: November 2015 |
| **Rationale/ Drivers:**To determine the skills needed for work in the local community (Peterhead). | **Experiences and Outcomes:**LIT 2-09aLIT 2-02aSOC 2-15a | **Relevance:**Links made with local community and skills collated and used to shape curriculum.  | **Context:**Business Brunch |
| **Big question/ issue/challenge/problem:** “What skills or knowledge do we need to succeed in today’s local workforce and how can we ensure that we teach them at Burnhaven?”  |
| **Pupils’ key questions/ contributions:*** Survey pupils and ask what they want to do when they are older
* Write and invite people in to school
* Try and get a local celebrity
* Give them their breakfast- bacon sandwiches
* Ask them questions
* Invite the media- try and get on TV
* Make a poster with the details of each type of job
* Make a list of the skills and come up with ideas for learning or practicing them
* Share them with the teachers.

**Learners’ experiences**:Survey pupils, research businesses in the local area, write invites, organise logistics of day, power point presentation, meet and greet, present professional persona, conduct interview, analyse data, make job profile, evaluate process, help decide how to shape curriculum with findings. | **Skills developed and/ or extended (see appendix 2):*** Synthesising
* Communication – verbal and non-verbal
* Active listening
* Interpreting data
* Respecting others
 |
| **End Product (if applicable):**Bank of skills which will shape the curriculum and influence future IDL opportunities. |
| **Assessment:*** Organisation skills
* Compromising and active listening
* Analysing and using data creatively
* Conducting oneself appropriately
 |
| **Evaluation/ review/ next steps (learning and teaching):*** Trip for P7 pupils to score and Quantum Data Solutions.
* Members of local community invited to talk with younger children to identify people who may help us e.g local nurse, policeman, fire brigade, bus driver
* Morrisons to come to school to extend P2/3/4 project on farming e.g once crops are formed how they turn into the product on the shelf and help ECO committee with information on recycling and taking care of the environment.
* Pupils have realised that they now need to find out what skills are required for learning and life- letters to go home asking for parents views on life skills. Research conducted into skills for learning (taxonomy) Next question: “How could we ensure we are a taxonomy school?”
* Follow up day organised to show participants what we have done with the data- this will help to continue relationships with business community.
 |

Example 4

Interdisciplinary Learning (using a ‘Big Question’ approach):

A ‘Big Question’ can be used as an effective stimulus for interdisciplinary learning. This may be identified within a cross-curricular theme, or be a response to a current or significant event. The ‘Big Question’ would ideally be posed by a learner, or may be agreed through pupil participation.

Regardless of whether, or not, pupils were involved in the setting of the ‘Big Question’ it is essential that they agree that it is a meaningful context for learning and are encouraged to identify appropriate key questions to aid addressing the ‘Big Question’.

e.g.

|  |  |
| --- | --- |
| **Big Question** | What really happened ‘Once Upon a Time’? |
| **Key Questions** (to help answer the Big Question)***Established through dialogue with learners*** | * What is a fairytale?
* Why do people enjoy listening to fairytales?
* What can fairytales teach us?
* Why do fairytales have goodies and baddies?
* How do you write a fairytale?
 |

|  |  |
| --- | --- |
| **Big Question** | How are humans and plants alike? |
| **Key Questions** (to help answer the Big Question)***Established through dialogue with learners*** | * How do we know if something is alive?
* What are the life processes of animals?
* How can we group living things?
* How do plants and animals become rare or extinct?
* How do animals communicate?
* Do plants have parents?
 |

Examples of ‘Big Questions’ (with possible cross-curricular theme in brackets):

* Is there room on the broom for the Gruffalo? (Author Study – Julia Donaldson)
* What would (*local historical building)* have seen 100 years ago? (Our Local Area)
* What would a journey through your body look like? (My Healthy Body)
* What materials should the 3 Little Pigs have used? (Materials and Structures)
* Where have all the invaders gone? (Ancient Scotland)
* Are rainforests important to us in Scotland? (Rainforests)
* Could meerkats live in the North Pole? (Ecosystems)
* Are the Ancient Egyptians worth remembering? (Ancient Egypt)
* What would happen if there was no farming or fishing in North-East Scotland? (Farming)
* What is faith and what difference does it make? (Passport to World Religions)
* Should adverts be banned? (Advertising)
* Can art help us answer life’s ultimate questions? (Ultimate Questions)
* Do natural disasters bring communities closer together? (Natural Disasters)
* William Wallace, hero or villain?(Medieval Scotland)
* Why do people still remember the Titanic? (The Titanic)
* Does every conflict have a winner? (Conflict)

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| Example 5 – Planning for interdisciplinary learning using a ‘Big Question’ |
| Interdisciplinary Learning Class/stage:\_P3/4\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_ Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Rationale/ Drivers:**Sustainability | **Experiences and Outcomes:**SOC 1-13bTCH 1-04bLIT 1-10a | **Relevance:**The pupils have participated in a cross curricular theme around rainforests. | **Context:**Rainforests  |
| **Big question/ issue/challenge/problem:**“Are rainforests important to us in Scotland?” |
| **Pupils’ key questions/ contributions:*** “Do we have forests in Scotland, if so what type are they?”
* “Why don’t we have rainforest in Scotland?”
* “What will happen if all the rainforests disappear?”
* “Where would all the animals go?”
* “We could make a film.”
* “We need to tell people why they shouldn’t cut down rainforests”.
* “How can we stop people cutting down the rainforests?”
* “Why do they cut down the rainforests?”

**Learners’ experiences**:* Research Scotland’s forests- Forestry commission to work with children to help compare Scottish forests with rainforests.
* Sign up for Sky’s Rainforest Rescue Schools Challenge- undertake suggested activities/investigations to discover importance of rainforests to Scotland
* Apply skills from animation unit of work to create an animation/advertisement to communicate their response to others
 | **Skills developed and/ or extended (see appendix 2):*** Digital literacy – creating digital solutions/presentation skills
* Being aware of consequences of our actions
* Taking action locally and globally
 |
| **End Product (if applicable):**Small 30 second animation or advertisement on why rainforests may be important to the people of Scotland. Shared with School Community at open day. |
| **Assessment:*** Relevant research/active listening.
* Persuasive argument.
* Production of animation (not necessarily completed)
 |
| **Evaluation/ review/ next steps (learning and teaching):**Pupils demonstrated very good application of the skills developed during the persuasive writing unit earlier this session.Extend to climate change and its effects.Technical issues. Next time- need more time and preparation for film making |