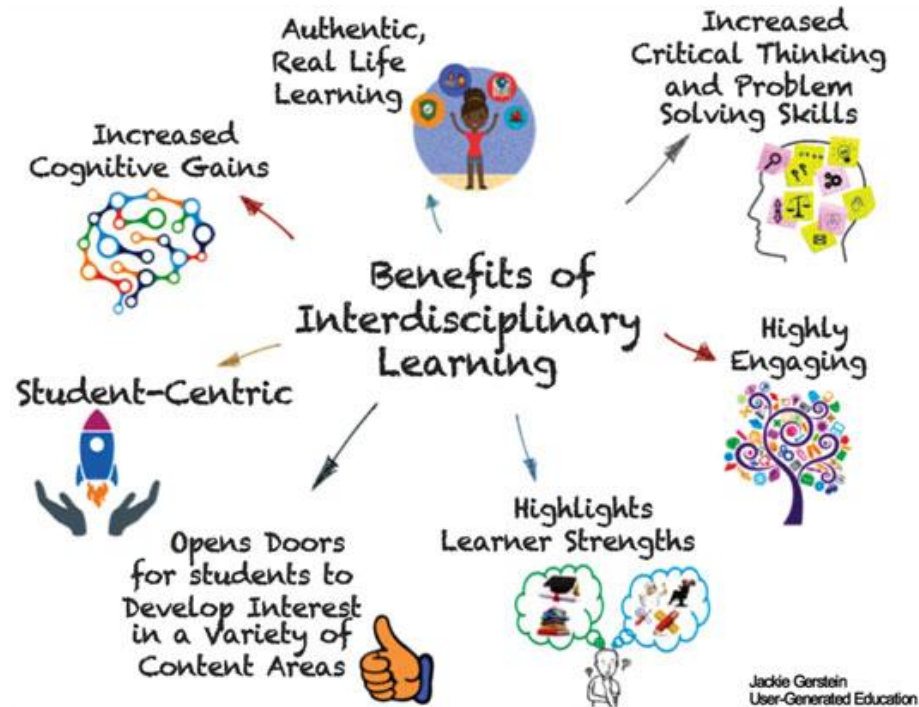


INTERDISCIPLINARY LEARNING (IDL)

Laura Jackson

IN INTERDISCIPLINARY LEARNING, LEARNERS DRAW ON TWO OR MORE DISCIPLINES IN ORDER TO ADVANCE THEIR UNDERSTANDING OF A SUBJECT OR PROBLEM THAT EXTENDS BEYOND THE SCOPE OF ANY SINGLE DISCIPLINE.



LEARNING JOURNEY

The learning journey wall is used to celebrate the children's work throughout the year. There is so much information on it about learning, attainment, pupil voice and skill development. It is also a great way to showcase IDL. The learning journey can be displayed in a variety of ways and can either be in the classroom or right outside the room.

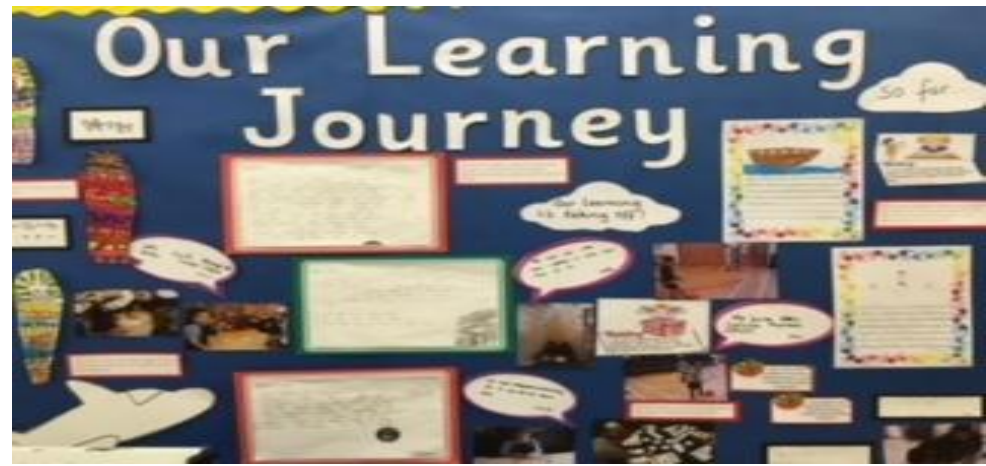


LEARNING JOURNEY



Benefits

- Pupil voice and choice
- Visual of progression, depth and breadth
- The display is constantly changing and evolving
- Pupils can have ownership if it is at their height
- Pupils can find it empowering to talk about their choices and what they have learned.



LEARNING JOURNEY



MASTERCLASSES



Experiences across a stage or level to maximise IDL opportunities, teacher strengths and curriculum coverage. Four teachers across each stage plan together to create 4 lessons linked to a topic/theme for their stage. Each teacher delivers one lesson, four times to a different class of children.

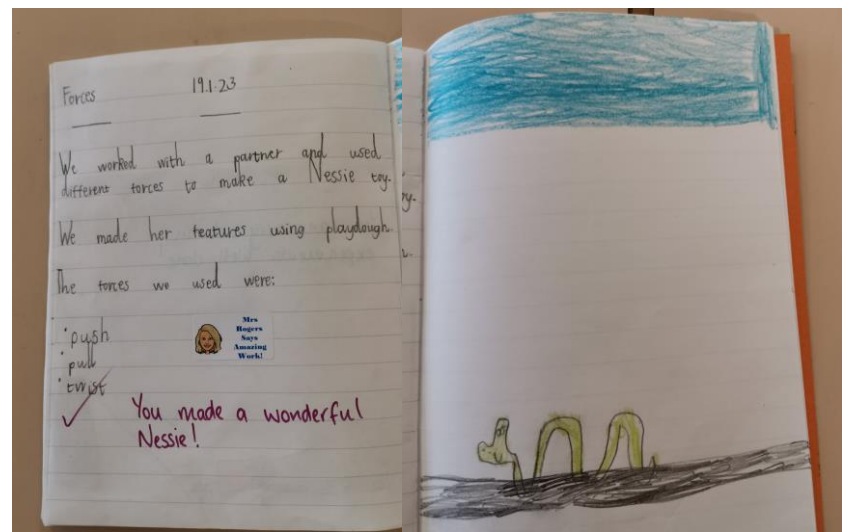
EXAMPLE P5- SCOTTISH WARS OF INDEPENDENCE

	Drama	Technology	Art and Design	Food Technology
Experiences and Outcomes	<p>I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. EXA 2-14a</p> <p>As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a</p>	<p>I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a</p> <p>I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task. TCH 2-10a</p>	<p>Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a</p> <p>I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems. MNU 2-11b</p>	<p>I am developing dexterity, creativity and confidence when preparing and cooking food. TCH 2-04a</p> <p>I can extend and explore problem solving strategies to meet increasingly difficult challenges with a food or textile focus. TCH 2-04c</p>
Success Criteria	<ul style="list-style-type: none"> I can explain the story of the battle of Bannockburn in my own words. I can improvise a freeze frame of a character in the battle scene clearly showing the audience who I am. I can use information from the speech to create a dialogue between William Wallace and King Edward. 	<ul style="list-style-type: none"> Use previous knowledge of Scots Language to create a piece of text. By discussing vocabulary and its meaning, I can use this in the correct context. To base text on a popular Burns theme. 	<ul style="list-style-type: none"> Research the English army armour. Use measurement skills and division to plan out the design and tartan pattern. Design a family 'clan' tartan as a final piece for display using the skills we have been learning. 	<ul style="list-style-type: none"> Listen closely to identify the main ideas of a digital text and record your findings correctly. Use this information correctly to correct a timeline. Contribute to a discussion about a significant historical figure and reflect upon his/her contribution to Scottish culture.
Outline of activities	<p>Introduction Display third verse of poem on ActivBoard and read together. Identify who is in this part of the story and what is happening. Tell pupils this is the</p>	<p>Introduction Look at and listen to a range of Burns poems, discuss the unusual vocabulary used. Think, pair, share any difficult or interesting words. Main Lesson</p>	<p>Introduction Discuss Scottish heritage, culture and national dress. Use online resources and physical textiles to explore a range of tartan. Discuss and identify features and styles.</p>	<p>Pupils will watch a short video about the life of Robert Burns. They will take notes about the main events of his life. The teacher will explain what a timeline is and the pupils will create a timeline for the life of Robert Burns. In the plenary, the pupils</p>

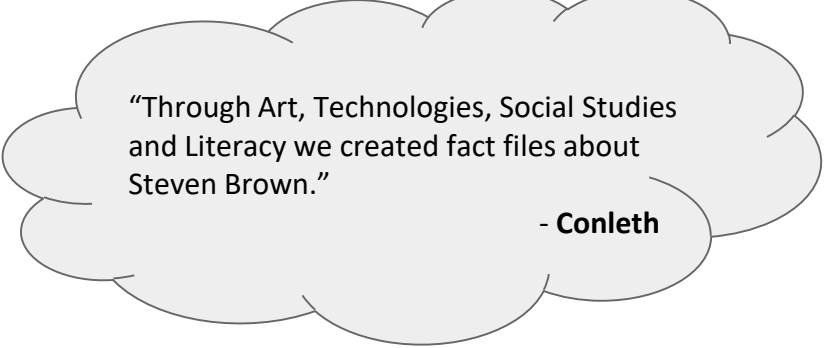
LOCH NESS MONSTER AND SCIENCE

"In pairs we worked together using forces push, pull and twist to create Nessie."

-Rosa



MASTERCLASS PHOTOS



“Through Art, Technologies, Social Studies and Literacy we created fact files about Steven Brown.”

- Conleth

PARENTAL INVOLVEMENT



If you have a skill, interest or experience to offer please fill in the form on the laptop with your details. Especially if this links to IDL topics in school. We would love to hear from you!