

Connecting Classrooms

Project template: shared learning in English literature (7-11, 11+)

Summary	Partner teachers agree on a resource to study together. It could be a poem, a story book, a novel, a Shakespeare play, or even a text describing an event in history. It is curriculum-linked for both or all the schools, and may be done at slightly different times in each school if necessary.
First activity	When you set work for your class (creative writing, essay, story), tell your students that some of these will be exchanged with their partner school. Also ask your students to create questions about the text or the characters for their partner school. They could be factual, interpretive or attitudinal (could be a survey).
Exchange work	Send by post or via email examples of the work you have done in class, and wait to receive theirs.
Share responses	When you know that some classwork from your partner school is ready, ask your students about what are expecting. Will the characters be viewed differently, or will history be interpreted differently? To share the discussion use an online forum, or upload Word documents.
Extension activities	Create a display; hold an assembly or a video conference.
Other ideas	<p>You could do this same project using any shared resources such as the following.</p> <p>Science and technology</p> <ul style="list-style-type: none"> • www.stepin.org/casestudy_index.php?id=1 <p>Fair trade and enterprise</p> <ul style="list-style-type: none"> • www.jusbiz.org <p>Climate change</p> <ul style="list-style-type: none"> • www.climatechoices.org.uk <p>Cross-curricular resource on 'local to global' (under 14)</p> <ul style="list-style-type: none"> • www.subjectassociation.org.uk/index.php?page=31 <p>Human rights (The Red Shoes cartoon strip)</p> <p>www.osdemethodology.org.uk/secondaryschools.html</p>



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Joint Curriculum Project Notes

Project: Shared learning in English Literature- (good for 7-11 or 11+)

Aims and Outcomes: This project invites students to study a piece of literature such as a poem, play, story book, novel or historical text and then compile questions which could be factual, interpretive or attitudinal for their partner school based on the text.

UK Curriculum links:

English key stage 3

The 'Shared learning in English Literature' project fits in well with key concepts of English at Key Stage 3.

1.1 Competence

Reading and understanding a range of texts, and responding appropriately.

1.2 Creativity

Making fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature.

1,3 Critical Understanding

Engaging with ideas and texts, understanding and responding to the main issues.

History key stage 3

The 'Shared learning in English Literature' project could also fit in well with the key concepts of History at Key Stage 3.

1.1 Chronological Understanding

Developing a sense of period through describing and analysing the relationships between the characteristic features of periods and societies.

1.5 Significance

Considering the significance of events, people and developments in their historical context and in the present day.



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Modern Foreign Languages key stage 3

This project also fits in with the key concepts of Modern Foreign Languages at Key Stage 3

1.3 Creativity

Using imagination to express thoughts, ideas, experiences and feelings.

1.4 Intercultural understanding

Appreciating the richness and diversity of other cultures.

Citizenship key stage 3

This project also could tie in with the key concept of Citizenship at Key Stage 3.

1.3 Identities and diversity: living together in the UK

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

Cross-curriculum dimensions:

The 'Shared learning in English Literature' project engages students in the following cross-curricular dimensions:

Identity and diversity

Students are given the opportunity to explore their own identities.

Students understand the multiple and shared identities, beliefs, cultures, traditions and histories of the people in the UK, and recognise that these have shaped and continue to shape life here.

Community participation

Students may examine how sustainable communities evolve, change and diversify over time.

Personal, Learning and Thinking Skills:

The 'Shared learning in English Literature' project helps learners develop the following PLTS areas:

Reflective learners: communicate their learning in relevant ways for different audiences.

Independent enquirers: explore issues, events or problems from different perspectives

analyse and evaluate information, judging its relevance and value.



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Key language:

Vocabulary to talk about stories/characters.

Asking questions about poems, stories, books etc.

The English language used in the 'Shared Literature' project can be supported and extended through the following links from British Council's Learning English website:

Game with vocabulary for telling fairy stories with discussion questions

<http://learnenglishkids.britishcouncil.org/en/short-stories/the-princess-and-the-dragon>

Listening and reading short stories plus discussion questions and vocabulary quizzes

<http://learnenglishkids.britishcouncil.org/en/short-stories>

A page where you can write about stories you have read

<http://learnenglishkids.britishcouncil.org/en/stories>