



Making Cross-Curricular Links with Primary Languages

Introduction

School subjects can be an artificial way of categorising and dividing up what and how children learn. However, a thoughtful and imaginative approach to cross-curricular themes can lead to a more rewarding educational experience for teachers and learners alike, as well as increasing the opportunities to reinforce knowledge and skills without adding extra hours to the school day. The purpose of this guidance is to support primary language teachers to create and plan for opportunities to link language learning to other areas of the curriculum, whatever model is used by the school – class teacher model or language expert model.

The class teacher model of delivering languages

The class teacher is ideally positioned to have an overview of the curriculum. If the class teacher is also the teacher delivering languages then there will be a multitude of opportunities to plan for and make links between languages and other areas of the curriculum and to integrate languages into other topic work. This can also include opportunities to develop children's intercultural understanding. The class teacher who also teaches languages is in an ideal position to make links with languages when teaching other subject areas. They can also reinforce language learning through short activities for example at the beginning or end of the day, when taking the register, before breaks etc.

The language teacher expert model of delivering languages

In some schools languages are taught as a discrete subject by someone other than the class teacher and so opportunities for integrating and making links can be more difficult to establish. Regular communication between class teachers and those delivering language lessons can be very helpful: it can support the class teacher in using the language throughout the week to reinforce and practise it, and also support the language teacher to make links in their lessons to other areas of the curriculum and topics the children are covering. Where time allows, joint planning can support a more integrated approach to language learning so it is not seen by children as something separate from their other learning.

The guidance includes:

- **Questions to support joint planning** for class teachers and language teachers
- **Generic ideas** for how to make links with language learning across all subjects
- **Cross-curricular activities** linked with language learning for each year group based on the revised schemes of work. These activities can be adapted to match existing or developing schemes of work. The examples are French, but could be adapted for any language. For each year there is a brief description of what each unit includes, subject links and activity descriptions to support the development of cross-curricular links. For most activities it is intended that they would be carried out in the language. However, it is recognised that some activities might be through discussions in English and these are marked with ☒

Questions to support joint planning

The following questions and grid can be used by teachers to support planning for cross-curricular links and activities:

Questions for discussion	Planning notes and activities
<p>What topics are being taught this term/year?</p> <p>In language lessons?</p> <p>In other subjects?</p>	
<p>What skills are being taught this term/year?</p> <p>In language lessons?</p> <p>In other subjects?</p>	
<p>How could I/we adapt what we do in language lessons to reinforce what is happening elsewhere in the curriculum?</p> <p><i>For example: when learning numbers in a language lesson, practise them by doing a task the children are currently doing in maths e.g. number bonds; when learning about instructional texts in English, they could follow simple instructions in a languages lesson to make something e.g. a paper hat or origami model.</i></p>	
<p>How could I/we adapt what we do in other subjects to promote language learning?</p> <p><i>For example: when learning about colour mixing in Art, children could say the colours in another language; instructions for exercises or a game in PE could be given in another language.</i></p>	
<p>How can languages be included in whole school events?</p> <p><i>For example: concerts; assemblies; visits.</i></p>	

Generic ideas for making cross-curricular links

The table below provides ideas for class teachers, language teachers and children to make links across the curriculum for all year groups in Key Stage 2. These can be incidental links made in language sessions and other subjects or planned topics and activities across subjects.

Subject	Ideas for linked language activities
English	<ul style="list-style-type: none"> • Comparing grammatical features of the new language with English • Comparing words and word roots of the new language with English • Establishing a common terminology for language concepts, structures, etc. • Comparing sound-spelling links and reading aloud, including reading their own writing in both languages • Looking for simple similarities and differences in language and identifying rules • Using common methods for recording new words, learning spellings, using dictionaries • Providing opportunities for learners to discuss and reflect on their language learning • Reading and writing different kinds of texts - storytelling, instructional texts, messages, notes, letters, poetry • Using reference materials e.g. dictionaries • Using different register for different audience • Drama: Acting, performing, improvising, role play, mime
Maths	<ul style="list-style-type: none"> • Counting ,measuring, sequencing, simple calculations and mental arithmetic • Using money and different currencies • Telling the time • Presenting data in graphs, tables or charts e.g. from simple surveys in the language
Science	<ul style="list-style-type: none"> • Describing features of the natural world including living creatures • Discussing food and link to healthy eating
Design and Technology	<ul style="list-style-type: none"> • Following/giving instructions for making something e.g. origami models
History	<ul style="list-style-type: none"> • Talking about the past/comparing the past and the present • Narrating events • Describing people
Geography	<ul style="list-style-type: none"> • Describing the physical world (landscape, weather, climate etc.) • Describing the manmade world (buildings, towns etc.) • Comparing features of different countries and peoples • Using maps, plans and charts
Art and Design	<ul style="list-style-type: none"> • Drawing and painting as a means of conveying information, ideas and emotions • Describing shapes and colours in paintings • Considering art, photographs, artefacts and famous artists from other cultures
Music	<ul style="list-style-type: none"> • Learning and creating songs to help learn vocabulary and structures • Listening to traditional music/instruments and songs
PE	<ul style="list-style-type: none"> • Non-verbal, physical response to instructions/questions • Traditional/popular sports and sporting events e.g. Tour de France
Computing	<ul style="list-style-type: none"> • Presenting work in a variety of ways • Using digital/audio recording to record activities in the language Creating blog, podcasts etc
PSHE	<ul style="list-style-type: none"> • Expressing personal opinions and listening to those of others
RE	<ul style="list-style-type: none"> • Finding out about how people in other countries live and understanding diversity • Learning about different religious celebrations

Year 3 scheme of work units and activities

Scheme of work unit	Subject link	Cross-curricular activities
1. <i>Moi</i> (All About Me) <ul style="list-style-type: none"> • Greetings • Saying how you are • Name and age • Numbers 1 - 8 	Geography	Discuss where French is spoken around the world and look at maps to see where the places are. ☼
	Computing	Children use suitable software to create a class word bank, which is then developed throughout the year.
	PSHE	Discuss different levels of formality when greeting people ☼ Talk about yourself and the languages and other international influences that make you who you are ☼ Discuss linguistic diversity within the class/school/area ☼ Show pictures of schools/classrooms etc in French-speaking countries and compare them with home ☼
2. <i>Jeux et chansons</i> (Games and Songs) <ul style="list-style-type: none"> • Numbers to 12 • Simon Says • Playing conkers and playground games • <i>Combien de...?</i> (How many...?) 	Maths	Number games practising number bonds from 1 – 12 (use <i>plus, moins</i> and <i>égale</i> for plus, minus and equals)
	D&T	Make a game of conkers/fortune teller, with instructions in French
	Music	Create a clapping game in French
	PE	Play hopscotch and other playground games with instructions in French
	Computing	Children create their own multi-media presentations to practise the numbers 1 – 12 and ‘Il y a combien de...’
	PSHE	Play collaboratively, taking turns and coping with not winning
3. <i>On fait la fête</i> (Celebrations) <ul style="list-style-type: none"> • Months • Numbers to 31 • Birthdays 	English	Discuss the etymology of the months of the year. ☼
	Geography	Compare the weather at home in different months with that in a Francophone country (search for ‘Météo’).
4. <i>Portraits</i> (Portraits) <ul style="list-style-type: none"> • Colours • Parts of the body • Describing people 	D&T	Make picture frames for the children’s portraits
	Art	Look at and describe portraits by different artists.
	Computing	Children use digital cameras to take and edit photos for use as a stimulus for descriptions in French
5. <i>Les Quatre Amis</i> (The Four Friends) <ul style="list-style-type: none"> • Animals • <i>Ne...pas</i> (negatives) • Verbs of movement • Enjoy a fable 	English	Compare this story with similar, traditional tales ☼ Identify pronouns in the story and discuss their function. How do pronouns improve our speaking/writing? ☼
	Music	Listen to music intended to represent animal movement e.g. The Carnival of the Animals by Saint-Saëns
	PE	Use the French animal names in warm-up activities where the children move in different ways
	PSHE	Look at the importance of collaboration and sharing: even the strongest characters can benefit from the smaller, weaker characters. ☼
6. <i>Ça pousse!</i> (Growing Things) <ul style="list-style-type: none"> • Likes/dislikes • Say what you would like to buy or eat • Jack and the Beanstalk • Life cycle of a plant 	English	Look at how non-fiction texts can be organised to show a process (such as the life-cycle of a plant)
	Maths	Children say in French the types of vegetables they eat for a week. Represent the data in a chart. ☼
	Science	Research different food groups. What makes a healthy diet? <i>C’est bon/mauvais pour la santé</i> Label a diagram of the life-cycle of a plant.
	D&T	Taste different vegetables and say in French whether you like them or not. Invent a vegetable soup recipe

Year 4 scheme of work units and activities

Scheme of work unit	Subject link	Cross-curricular activities
7. <i>La Rentrée</i> (Back to School) <ul style="list-style-type: none"> • Classroom objects • Asking for help • <i>J'aime + verb</i> (I like + verb) 	Maths	Collect data about birthdays and present in a graph or chart. Compare with another class or partner school.
	D&T	Design and make a book for their descriptions of themselves.
	Art	Look at and compare pictures of people done in different styles and using different media. Children illustrate their books with pictures of themselves in their chosen style.
	Computing	Children use digital cameras to take photos of themselves to use in their mini-books, using appropriate software.
	PSHE	French children have to provide their own stationery for school. Discuss the pros and cons of this system. ☼
8. <i>L'Argent de Poche</i> (Pocket Money) <ul style="list-style-type: none"> • Saying what you prefer • Numbers 21 – 39 • Prices in Euros 	Maths	Plan a party meal and work out the cost of buying the ingredients. Set up French shop with prices in Euros.
	Geography	Do the children know which countries use Euros? Give them a list of Eurozone countries to locate on a map. ☼
	Computing	Research the marketing of toys on French websites and make a wishlist (give children an amount of money to spend)
	PSHE	Understand and accept that people have different preferences.
9. <i>Raconte-moi une histoire</i> (Tell me a Story) <ul style="list-style-type: none"> • Decade numbers to 100 • Classroom instructions • Adjectives to describe characters 	English	Compare traditional tales. Have they got a moral or message? Are they important? Why are they so popular? ☼
	Maths	Number games in French using multiples of 10 up to 100.
10. <i>Vive le Sport</i> (Our Sporting Lives) <ul style="list-style-type: none"> • Names of some sports • Days of the week 	English	Investigate the etymology of the days of the week. Compare with French and if possible, other languages. ☼
	Science	Discuss the role of exercise as part of a healthy lifestyle. Children say in French the sports they like/dislike/prefer
	PE	Tell the children in French what they are going to do in PE. Do PE warm-ups in French, and other activities where possible. Keep a weekly record of their sporting activities ☼
11. <i>Le carnaval des animaux</i> (Carnival of the animals) <ul style="list-style-type: none"> • Animals • Some adjectives and some adverbs • The time on the hour 	English	Understand that animal noises are represented differently in different languages. Why might that be? ☼
	Maths	Telling the time in French; 12 and 24 hour clock.
	Science	Discuss different habitats and the different needs of each of the animals
	Music	Listen to 'Carnival of the Animals' and identify how the music suggests the different animals.
	PE	Move and dance in ways that represent different animals, with instructions in French
12. <i>Quel temps fait-il?</i> (What's the weather like?) <ul style="list-style-type: none"> • Weather phrases • Clothes • Saying the date 	English	Discuss the characteristics of fables. What is a 'moral', and what is the moral of 'Le Vent et le Soleil'? ☼
	Maths	Practise reading thermometers with different scales, in French. Work on place value including negative numbers, saying the numbers in French. Say the date in French each day.
	Science	Children say the weather each day in French, and read the temperature accurately from a thermometer. The data can be presented in charts etc and used for comparisons.
	Geography	Compare the weather at home with the weather where your partner school is, or in another part of the world. What difference do physical features such as mountains/ the sea make to the weather?

Year 5 scheme of work units and activities

Scheme of work unit	Subject link	Cross-curricular activities
13. Je suis le musicien (I Am the Music man) <ul style="list-style-type: none"> • Giving opinions about music • Saying what you play/intend to play • <i>Je vais</i> + verb (I'm going to + verb) 	Maths	Carry out a survey of different musical preferences and express the data in fractions, percentages or a graph.
	Music	Recognise and identify the sounds made by different instruments ☼ Create a rap or song in French.
	Computing	Create films of the performances or montages of different musical styles using appropriate software.
14. Bon Appétit (Enjoy your meal) <ul style="list-style-type: none"> • Opinions about food/drink • Following and writing a recipe • Perfect tense – what has been eaten/drunk 	Maths	Give the children amounts of Euros to spend, looking at a French supermarket website or a price list. They say what they buy and how much it costs in French. Add up the cost of the pancake recipe – say the ingredients & prices. Say the time the lunch hour starts and ends in French, and compare this to the routine in a French school.
	Science	Read French school dinner menus and say in French whether they are healthy or not
	Computing	Use digital cameras and software to take photos or film of themselves with their lunch boxes/school dinners to make a presentation in French, showing what they have for lunch, which foods they like and which are healthy /unhealthy.
	PSHE	Talk about which food is associated with which celebrations ☼
15. En route pour l'école (On the way to school) <ul style="list-style-type: none"> • Places in town • Directions • The alphabet • Time phrases 	Maths	Read coordinates in French
	Geography	Teach the children OS map symbols and say the names in French, e.g. river, station, church, post office, school etc.
	Music	Create alphabet or number raps in French
	Computing	Take digital photos/film of the school or surrounding area, and make a short multi-media presentation describing in French how to get from one place to another.
16. Scène de plage (Beach scene) <ul style="list-style-type: none"> • Describing a place • Adjectives (colours) • Writing instructions • Regular <i>-er</i> verbs • <i>C'est/ce n'est pas</i> (it is/it isn't) 	Geography	Describe some features of the landscape in French. Again, these can be linked to OS map symbols: cliff, bay, beach, sea.
	Computing	Create an animated version of the poem, with the voiceover recorded by the children in French.
	Art	Children describe in French a range of paintings by different artists, and also describe their own art work in French.
17. Les quatre saisons (The four seasons) <ul style="list-style-type: none"> • Seasons • Weather past/present • Simple imperfect tense • Animals, habitats • Wider range of adjectives 	Science	Some of the language from Unit 18, Les Planètes (The Planets) can be used to describe why we have different seasons: <i>En hiver, en Europe, le nord de la terre est plus loin du soleil.</i> (In winter, in Europe, the north of the earth is further away from the sun). ☼
	Music	Listen to extracts from Vivaldi's 'The Four Seasons' and say in French which season is represented. The children can also say in French what the characteristics of the music are (calm, happy, light, serious etc).
18. Les planètes (The Planets) <ul style="list-style-type: none"> • Describing planets 	Science	Know the names of the planets in French, in the correct order of distance from the sun. Know some characteristics of the planets and be able to say them in French e.g. size, colour, hot, cold, near, far.

<ul style="list-style-type: none">• Prepositions, word classes• Connectives: <i>parce que</i> (because)• Qualifiers: <i>assez, très</i> (quite, very)	Computing	Make a multi-media presentation, with text and voiceover in French, to show what they know about the planets. They should include which order they are in, some of their characteristics, and why they have these characteristics.
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Year 6 scheme of work units and activities

Scheme of work unit	Subject link	Cross-curricular activities
<p>19. <i>Notre école</i> (Our school)</p> <ul style="list-style-type: none"> Talking about school Telling the time Say what they did at break 	<p>Maths</p> <p>Geography</p>	<p>Tell the time in French including half past, quarter to/past and the 24 hour clock</p> <p>Read a French school timetable and say what time lessons start and how long the different parts of the day are.</p> <p>Compare school life in different francophone countries.</p>
<p>20. <i>Notre Monde</i> (Our world)</p> <ul style="list-style-type: none"> Names of continents Talking about rivers Weather forecasts Immediate future 	<p>Science</p>	<p>Point to a continent and say a month in French. Children say what the weather is like in that place in that month.</p>
	<p>Geography</p>	<p>Name the continents and some major rivers in French, locating them on a map. Name different features of the landscape in French.</p>
	<p>Computing</p>	<p>Film each other announcing the weather forecast in French using maps or images of different places.</p>
<p>21. <i>Monter un café</i> (Creating a café)</p> <ul style="list-style-type: none"> Quantities of food/drink Café conversation Perfect tense 	<p>Maths</p>	<p>Children make a café or ice-cream menu in French, with prices in Euros (or use the menu included in the unit). Children act out café role plays in French and total the prices of their orders in French. Cost their ice-cream recipes in French using French supermarket websites. (Which flavours are more expensive and why? ☼)</p>
	<p>Geography</p>	<p>Use a map of France to show the children where the different regions of France are, and what they are called in French. Name some regional foods and link them to where they come from. ☼</p>
	<p>Computing</p>	<p>Children film their role plays of French café scenes. Children make an interactive map with hyperlinks, showing regions of France and hyper-linking to information about different foods or recipes from that region. ☼</p>
<p>22. <i>Le passé et le présent</i> (Then and Now)</p> <ul style="list-style-type: none"> Saying what is in a town Finding out about a town Saying the year eg 2015 Imperfect tense 	<p>Maths</p>	<p>Activities using numbers to 100 in French, not just decade numbers. Saying the year in French, calculations using years <i>1938 + quinze ans</i> (1938 + fifteen years) etc</p>
	<p>History</p>	<p>Compare the local town as it was in the past with the present day and/or photos of a town in France 'then and now'. Describe the photos in French, comparing how they were in the two different times.</p>
	<p>Computing</p>	<p>Use publishing software to create a tourist leaflet in French for your area.</p>
	<p>PSHE</p>	<p>Write an email in French to a partner school describing your locality as it used to be and as it is now. Read their reply and see how their town compares with your own. ☼</p>
<p>23. <i>Au parc d'attractions</i> (At the theme park)</p> <ul style="list-style-type: none"> Describing a previous visit to a theme park Giving opinions about what different rides were like Perfect tense 	<p>Maths</p>	<p>Measure children's height and say it in French. Present the heights of the class in a chart or graph and describe the findings in French. Give the children a budget (in Euros) and a French price list for the different rides at a fair/theme park. Children choose the things they would like to do and see what they can afford.</p>
	<p>Music</p>	<p>Listen to different music and link it to different rides, describing the music and saying which ride it best matches. ☼</p>
	<p>Computing</p>	<p>Children conduct interviews in French about the rides the children most preferred. Record them as film or sound files. Present findings using a PowerPoint</p>
<p>24. <i>Quoi de neuf?</i> (What's in the news?)</p> <ul style="list-style-type: none"> Talking about newspapers Talking about television 	<p>Maths</p>	<p>Carry out a survey where children say in French which sections of the newspaper they prefer and why. Present findings on a spreadsheet or computer graphic.</p>
	<p>Geography</p>	<p>Use a website such as Newseum http://www1.newseum.org/todaysfrontpages/ to compare French front pages, and French newspaper websites to find the different sections of newspapers ☼</p>

	Computing	Use publication software to create a class newspaper. Articles can take the form of interviews with each other and members of staff, or features about school dinners/changes to the school building, and in French where possible. ♻️
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