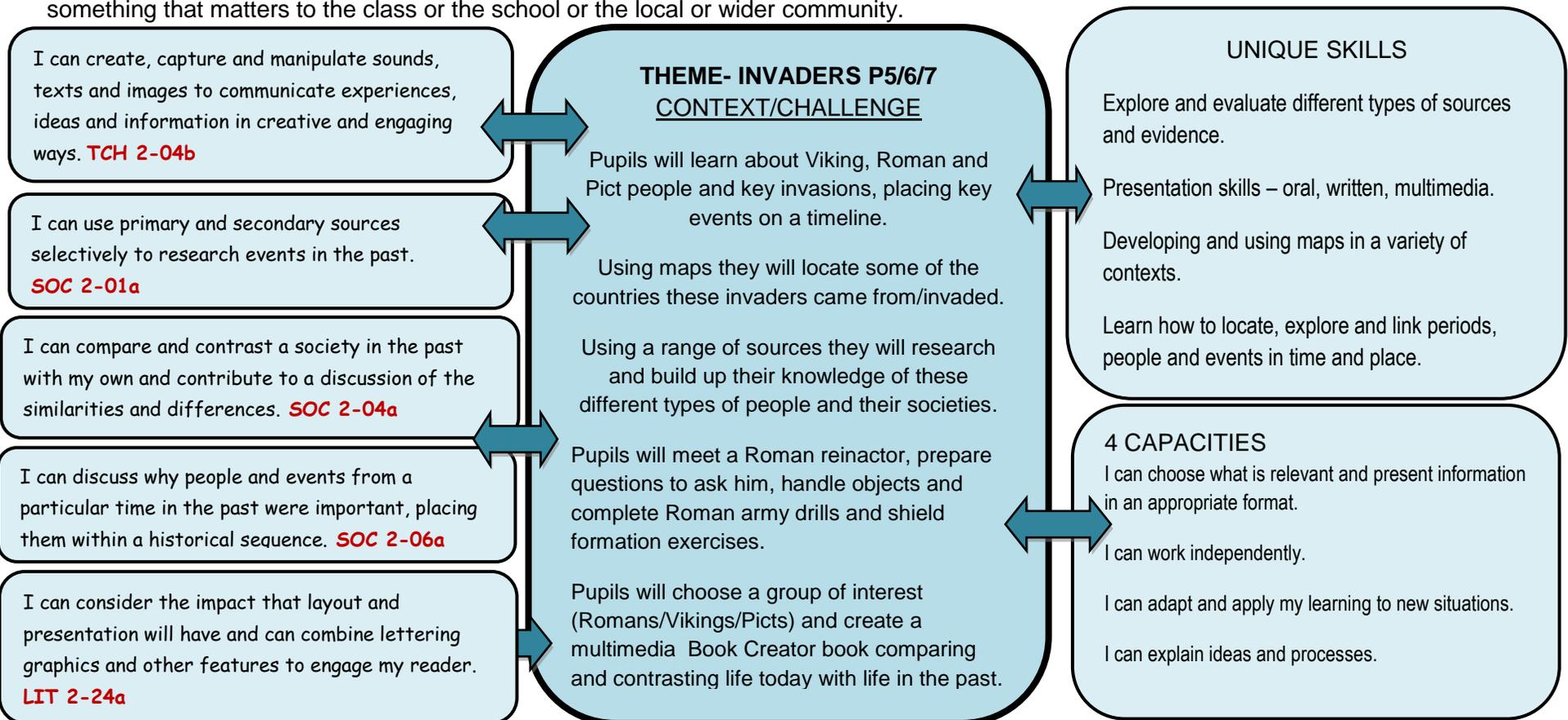




Learning in the broad general education may often span a number of curriculum areas (for example, a literacy project planned around science and technology might include outdoor learning experiences, research and the use of ICT); space for learning beyond subject boundaries supporting learners to make connections between different areas of learning. This is likely to be in the form of themed or project learning which provides children and young people opportunities to show how skills and knowledge can be applied in interesting contexts.

There are two broad types of IDL although these are not completely distinct: they overlap and intermingle.

1. Learning planned to develop awareness and understanding of the connections and differences among subject areas and disciplines-the content they include and their particular ways of working, thinking, arguing, their different perspectives.
2. Using knowledge/learning from different disciplines to explore a theme or issue, meet a challenge, and solve a problem – often something that matters to the class or the school or the local or wider community.



For rich assessment opportunities, link with Holistic Assessment Planner