



Cambridge Assessment
International Education

Cambridge Schools' Conference

Introducing the new subjects in the Cambridge Primary
and Lower Secondary Programme

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Four new subjects



Physical Education



Art & Design



Music



Digital Literacy

New subjects available: September 2019

What's New?

Art & Design, Music, Physical Education and Digital Literacy

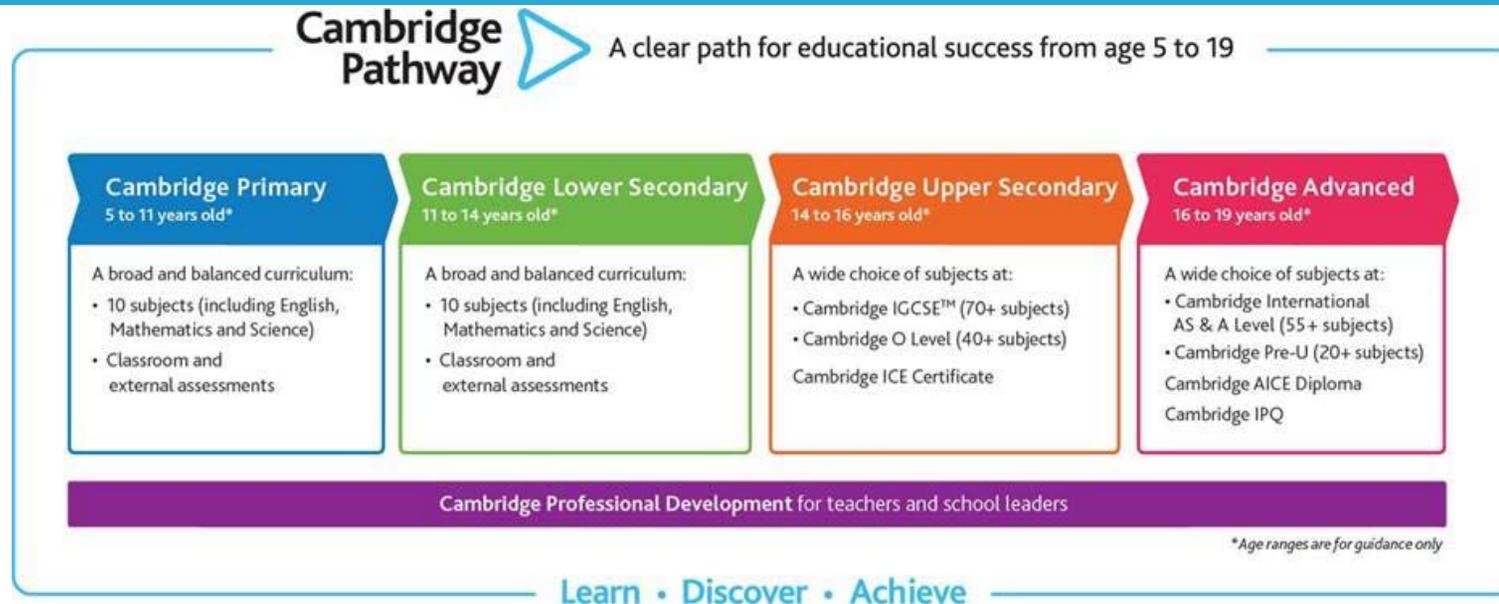
- Curriculum frameworks for Primary and Lower Secondary
- Teacher Guides for Primary and Lower Secondary
- Schemes of work for Stages 1 to 9

- Assessment guidance

- Online training will be available from February 2020

- Curriculum outlines for Primary and Lower Secondary

Broad and balanced curriculum



- ▶ Mathematics
- ▶ English (1st and 2nd language)
- ▶ Science
- ▶ Cambridge Global Perspectives
- ▶ Art & Design
- ▶ Music
- ▶ Physical Education
- ▶ Digital Literacy
- ▶ ICT Starters

Cambridge Primary and Lower Secondary Support Sites



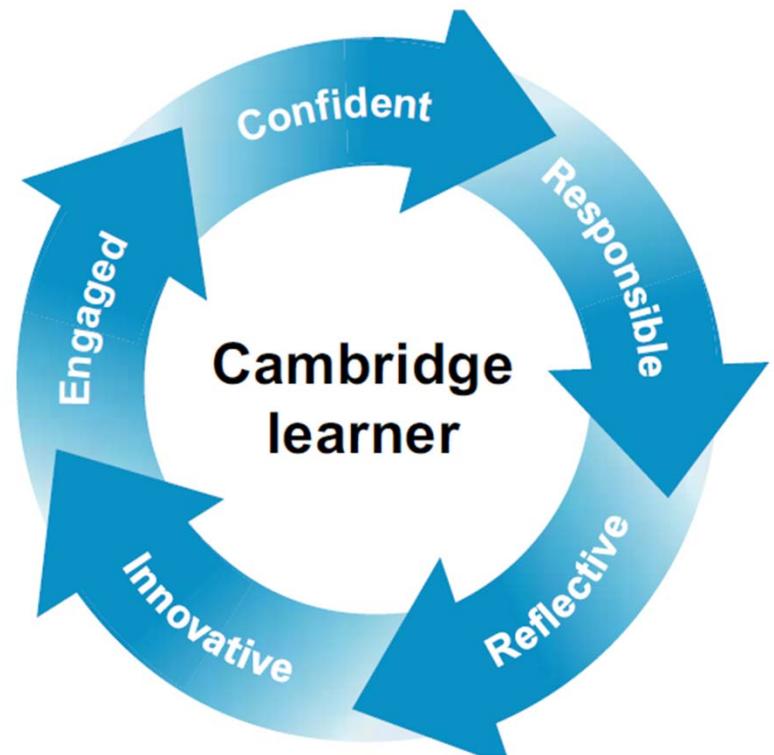
<https://primary.cambridgeinternational.org/>



<https://lowersecondary.cambridgeinternational.org/>

Cambridge learner attributes

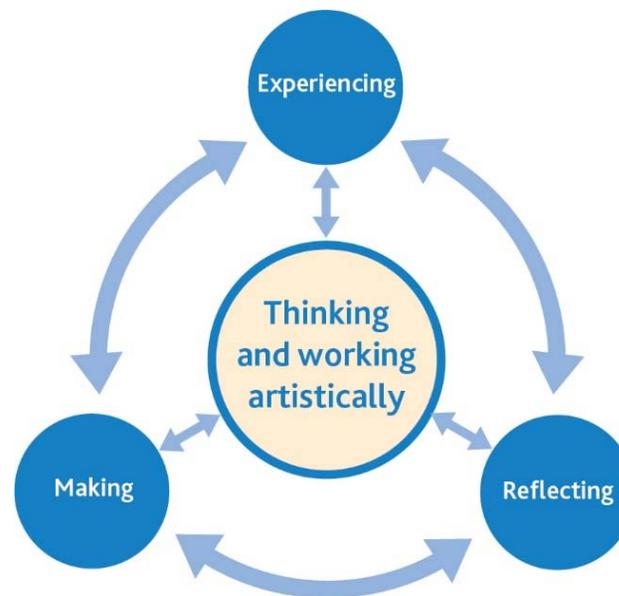
Cambridge learners
Reflective as learners, developing their ability to learn.
Innovative and equipped for new and future challenges.
Confident in working with information and ideas – their own and those of others.
Engaged intellectually and socially, ready to make a difference.
Responsible for themselves, responsive to and respectful of others.



Art & Design

In Cambridge Primary and Lower Secondary Art & Design, learners:

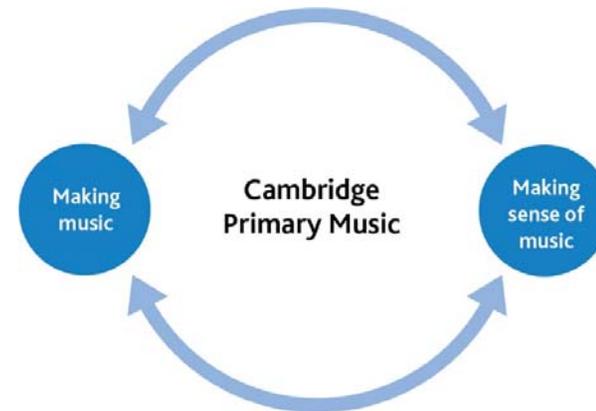
- ▶ see themselves as artists and become increasingly independent and reflective
- ▶ develop the skills needed to express creative ideas and to communicate visually
- ▶ understand their place and the place of others in an interconnected, creative and innovative world
- ▶ make informed decisions about creative practices and products and about the art and design they encounter, engage with and generate
- ▶ understand the role of the creative arts in society
- ▶ analyse and reflect on issues and creative ideas, practices and outputs from different perspectives.



Music

In Cambridge Primary and Lower Secondary Music, learners:

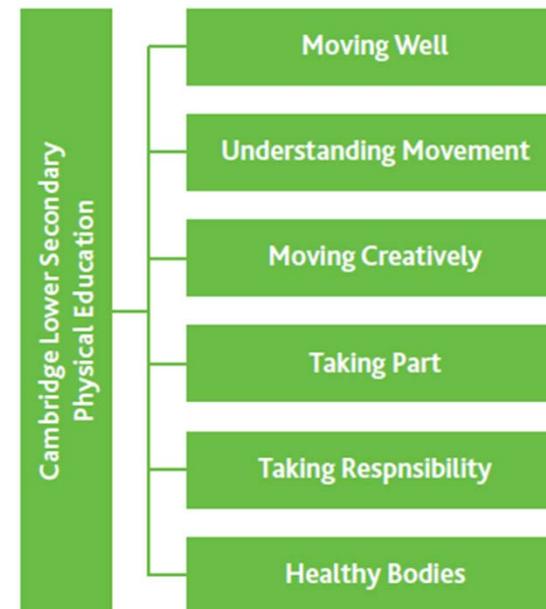
- ▶ cultivate a joy of music through participating in meaningful and enjoyable experiences
- ▶ develop the knowledge, skills and attitudes necessary to think and contribute as musicians
- ▶ collaborate with others in purposeful and expressive ways through singing and playing instruments
- ▶ nurture individual and collective creativity
- ▶ use their growing knowledge to explore and generate music that is unique, valuable and relevant



Physical Education

In Cambridge Primary and Lower Secondary Physical Education, learners:

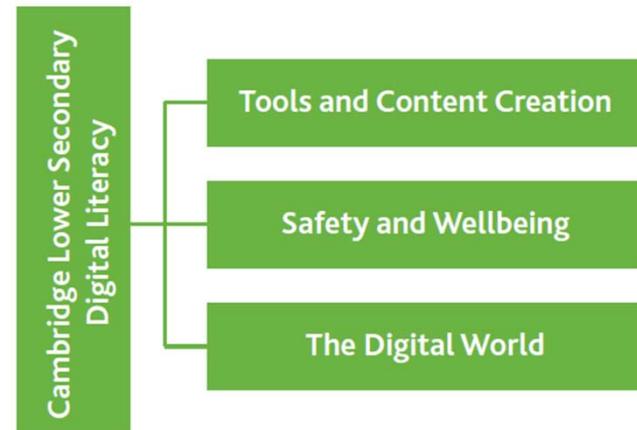
- ▶ develop their movement competence and confidence, linking movement skills together with increasing control, fluency and variety
- ▶ progress their knowledge and understanding of movement through the learning of movement concepts, rules, tactics/strategies and compositional ideas
- ▶ enhance their creativity and innovation in addressing movement challenges by varying elements to help build and extend their movement vocabulary
- ▶ participate and perform as individuals and group members in respectful and responsible ways, engaging appropriately and safely in team/group work and fulfilling associated expectations and roles
- ▶ develop their knowledge and understanding of how physical education can contribute to a healthy and active lifestyle
- ▶ develop transferable skills promoting physical, cognitive and social development, becoming independent, critical and reflective movers and thinkers.



Digital Literacy

In Cambridge Primary and Lower Secondary Digital Literacy, learners:

- ▶ are empowered to use digital technology safely and are able to protect their own physical and emotional wellbeing
- ▶ analyse and reflect on the opportunities and issues presented by technology from different perspectives
- ▶ develop the transferrable skills needed to access digital technology, to communicate digitally and to access careers in the workplaces of the future
- ▶ understand their place, and the place of others, in an interconnected world
- ▶ make informed decisions about the information that they encounter digitally
- ▶ understand the role of digital technology in society and are able to contribute to that society.



Can be:

- ▶ used as a standalone subject
- ▶ integrated with other subjects
- ▶ used for activities outside the formal curriculum
- ▶ a combination of the above approaches



Digital Literacy and ICT Starters

There is some overlap (e.g. word processors, image manipulation, presentation software and internet searches) but there is unique material in both.

- ▶ Each can be used to complement the other

For schools doing ICT Starters

- ▶ Some of the ideas from Digital Literacy can be used to support teaching on safety & wellbeing and understanding more about the changes digital technologies are having on society.

For schools doing Digital Literacy

- ▶ Modules from ICT Starters can be used to formally assess attainment.
- ▶ Modules from ICT Starters can be used to support teaching on programming, databases, spreadsheets and networks.

Evidence of impact

- ▶ How do we gather evidence of impact?
 - ▶ Identifying schools
 - ▶ Communications with schools
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- ▶ Would you like to be involved in giving feedback to us on the new subjects?



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Thank you
Any questions?

