



**Cambridge Assessment**  
International Education

# Cambridge Schools' Conference

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

Dr Fiona Jackson

Dr Judith Roberts

Lloyd Jeeves

Sarah Nelson

Diana Pressley

14<sup>th</sup> September 2019



# Four new subjects



**Physical Education**



**Art & Design**



**Music**



**Digital Literacy**

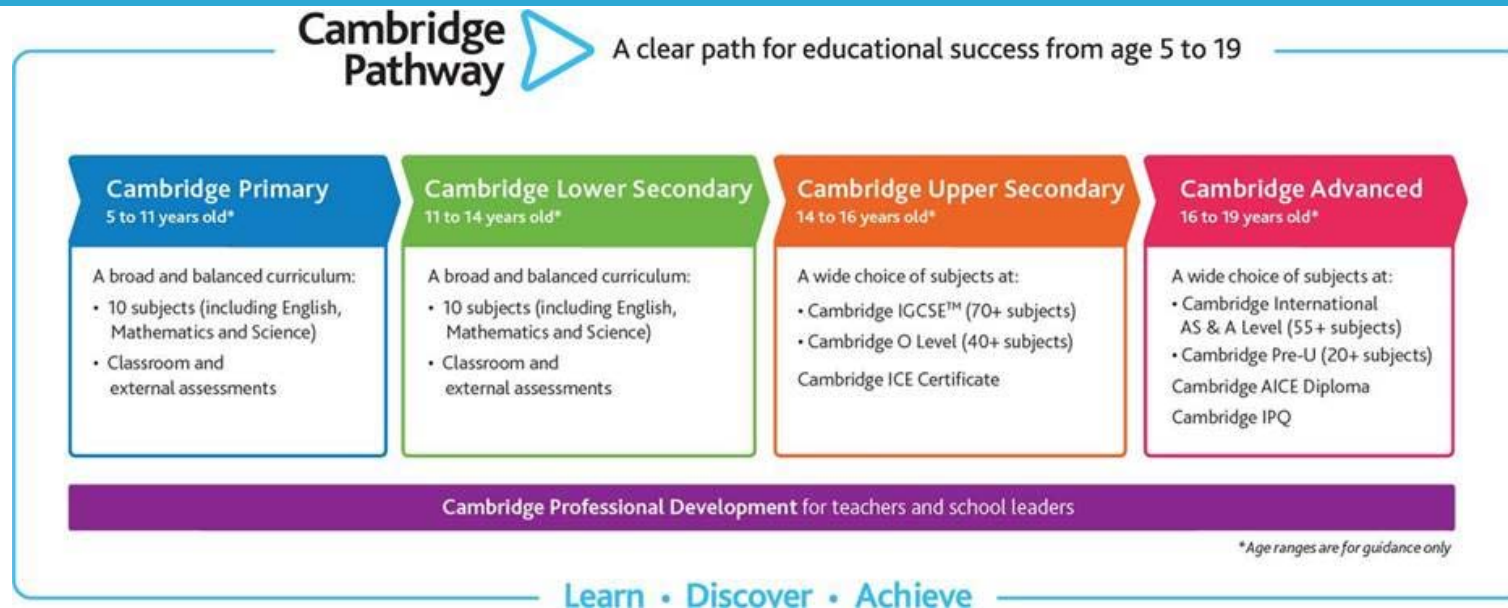
# New subjects available: September 2019

## What's New?

### Art & Design, Music, Physical Education and Digital Literacy

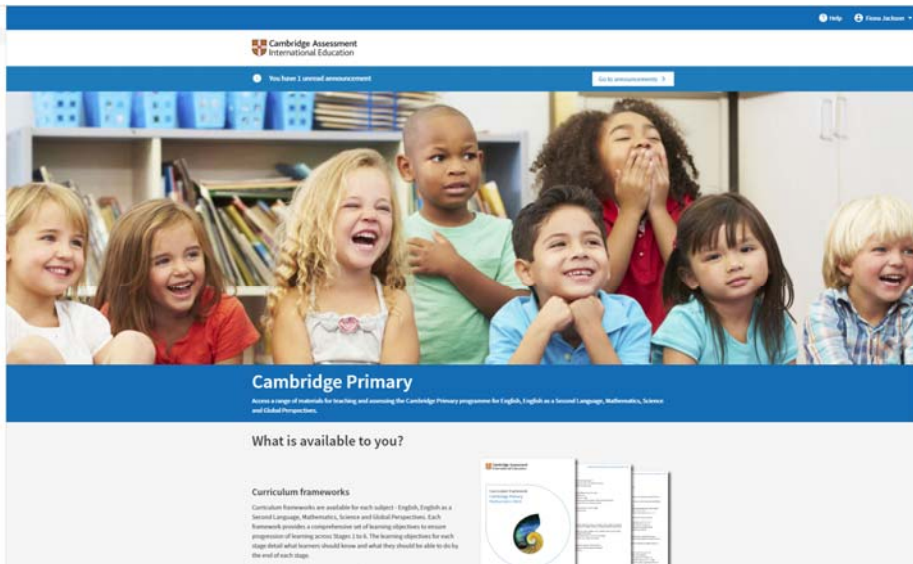
- Curriculum frameworks for Primary and Lower Secondary
- Teacher Guides for Primary and Lower Secondary
- Schemes of work for Stages 1 to 9
  
- Assessment guidance
  
- Online training will be available from February 2020
  
- Curriculum outlines for Primary and Lower Secondary

# Broad and balanced curriculum



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

# Cambridge Primary and Lower Secondary Support Sites



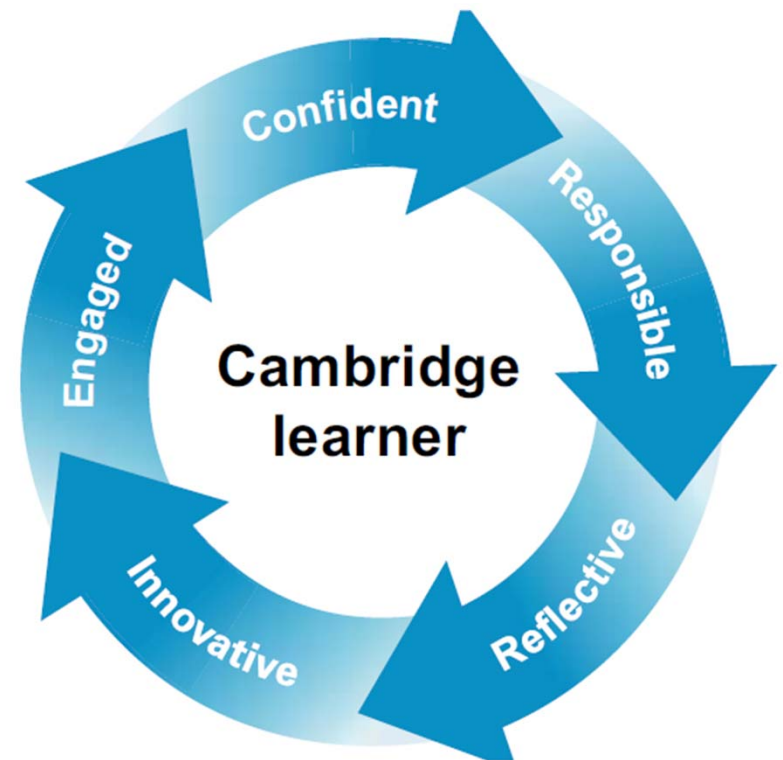
<https://primary.cambridgeinternational.org/>



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

# Cambridge learner attributes

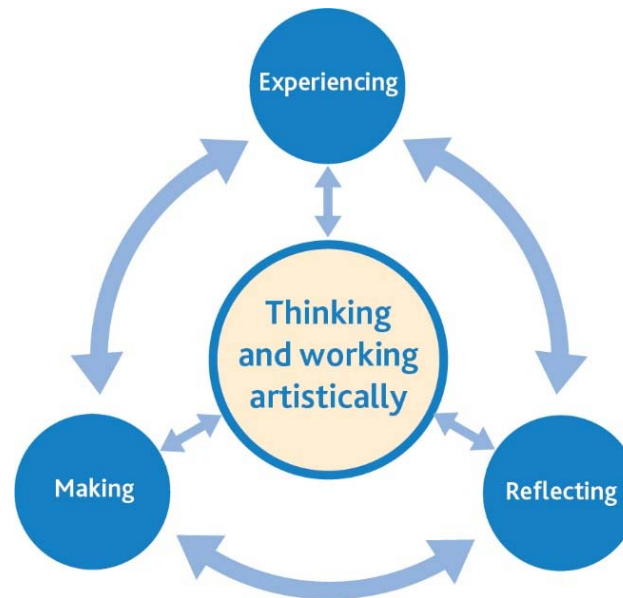
Cambridge learners
<b>Reflective</b> as learners, developing their ability to learn.
<b>Innovative</b> and equipped for new and future challenges.
<b>Confident</b> in working with information and ideas – their own and those of others.
<b>Engaged</b> intellectually and socially, ready to make a difference.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



# Art & Design

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

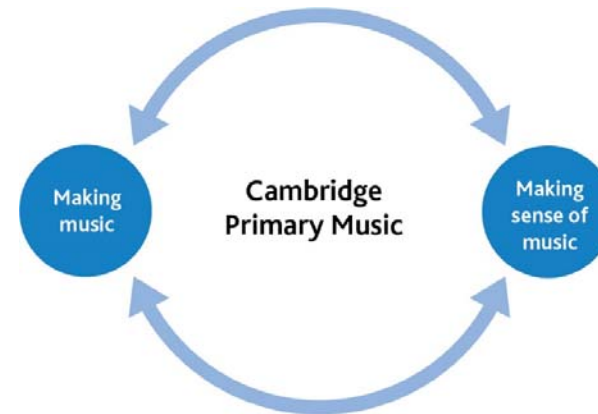
- ▶ see themselves as artists and become increasingly independent and reflective
- ▶ develop the skills needed to express creative ideas and to communicate visually
- ▶ understand their place and the place of others in an interconnected, creative and innovative world
- ▶ make informed decisions about 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

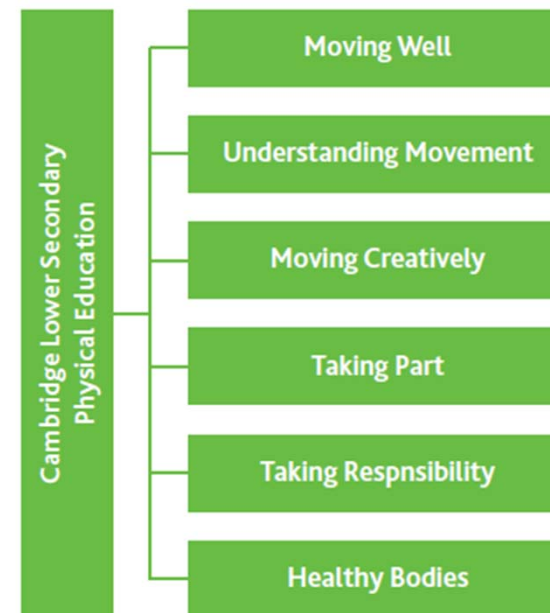




# Physical Education

In Cambridge Primary and Lower Secondary Physical Education, learners:

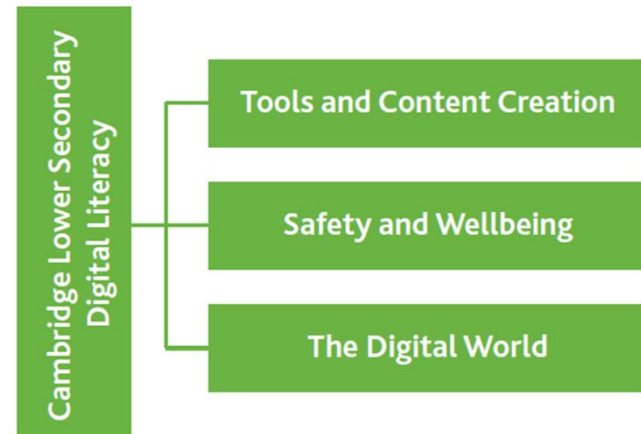
- ▶ develop their movement competence and confidence, linking movement skills together with increasing control, fluency and variety
- ▶ progress their knowledge and understanding of movement through the learning of movement concepts, rules, tactics/strategies and compositional ideas
- ▶ enhance their 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
- 
- ▶ Would you like to be involved in giving feedback to us on the new subjects?



Cambridge Assessment  
International Education

Thank you  
Any questions?

