

## Class One | Learning Journey & Curriculum Map

### Class One | Child Development

In Class 1 children there is a general mood of dreamy wholeness, with more broad awareness than focussed concentration. Children experience themselves and the world as one. The sense of oneness gradually transforms as they begin to discover themselves as unique beings. Children still learn most effectively through practical activity and imitation. The intent of the curriculum is to cultivate the child's imagination, their ability to create vivid mental images, a reverence for nature, care for the environment, respect for others and a keen interest in the world around them.

### Class One | Humanities

Active Learning   Intention	Active Teaching   Implementation	Active Environments   Impact
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Experiences seasonal changes in nature</li> <li>Observes similarities and differences, growth, change and decay in the natural world</li> <li>Begins to understand the importance of all things within the natural environment</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>Begins to understand that societies of the past were formed differently to our modern democracy, e.g. Kings, queens, peasants</li> <li>Begins to understand that change happens</li> </ul>	<ul style="list-style-type: none"> <li>Engage students with nature stories, verse and plays that promote an understanding of seasonal change.</li> <li>Guide students on local walks to a variety of habitats (mountains, rivers, woodlands, parks etc).</li> <li>Tell and recall stories that promote a reverence for the interrelationships inherent in the natural world.</li> <li>Give students opportunities to be thankful for the gifts of nature (graces, thanksgiving verse etc)</li> </ul>	<ul style="list-style-type: none"> <li>Provide and encourage recycling, including composting).</li> <li>Organise the classroom to reflect seasonal changes outside.</li> <li>Organise regular outings</li> <li>Organise class responsibilities in a democratic manner.</li> </ul>

<p>over time</p> <ul style="list-style-type: none"> <li>● Begins to understand the cyclical nature of the seasons, and the festivals that punctuate the year</li> </ul>	<ul style="list-style-type: none"> <li>● Provide children with opportunities to plant, tend and harvest and observe changes over time.</li> <li>● Give students the opportunity to engage with and experience a wide range of built environments, both real and imagined.</li> <li>● Tell and read stories that provide a window into earlier societies and differing social structures.</li> </ul> <p>Tell and draw stories that illustrate the water cycle</p>	
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### **Class One | Humanities | Curriculum Narrative**

History, Geography and Science are combined in the main lesson blocks of ‘Home Surroundings’, supported by the fairy tales and folk tales of the literacy main lessons, an understanding of materials developed through handwork and modelling, and through gardening throughout the year. Children hear seasonal nature stories about the living things in their local environment. They think about the interaction of the sun, moon and stars, the weather and the animals, trees, birds, insects and plants which can be found locally. They learn to notice, observe carefully, and wonder about the world around them, building their understanding, knowledge and vocabulary.