

## Class Three | Learning Journey & Curriculum Map

### Class Three | Child Development

One can imagine the children of classes one and two still existing somewhat ‘in the clouds’ - they have a dreamlike consciousness, compared with older children and adults, and do not sharply distinguish the separation between themselves and the world around them. In class three, and on into class four, the child begins to wake up and become more conscious of themselves as existing as a ‘self’ which is separate from the world. This can sometimes be an unsettling experience, as they feel themselves to be losing the magic of early childhood. They may have doubts and anxieties which they are not able to clearly express, and it is important that the adult world around them works to remain for them a loving and positive picture of authority in which they can place their trust. Whilst this ‘crossing of the Rubicon’, as Rudolf Steiner called it, can be a difficult experience for the children, it is also of course a necessary and important step towards eventually becoming a free and independent human being. The curriculum for class three works to strengthen the children as they step out of the clouds and on to the earth. Through the practical Main Lessons on Farming and Building the children see and participate in the basic activities of human survival on the earth and build a more conscious connection to the work that adults do. In the Main Lessons on Measurement the children begin to wake up to the dimensions and qualities of the world they inhabit by practically engaging with the measurement of distance, time, liquid volume and weight. In the stories of the Old Testament the children experience in grand pictures an echo of their own journey – they too are experiencing a little fall from paradise like Adam and Eve, and they see that as the Israelites followed Moses into the loneliness of the desert, they drew strength from their absolute trust in the guidance of the authority above them. The children will now test us more and more, but they need us more than ever to remain their strong guides, knowing what is right for them; only as adolescents do they begin to develop the necessary capacities for true independent judgement.

### Class Three | Humanities

Active Learning   Intention	Active Teaching   Implementation	Active Environments   Impact
Geography	1. Stories, poems and activities related to	1. Provide trips and experiences for

<ul style="list-style-type: none"> <li>● Understands basic farming processes</li> <li>● Understands and has experience of some traditional occupations relating to minerals and construction, such as mining, stone masonry, brick making, building, carpentry</li> <li>● Understands and has experience of other traditional occupations, often dependent on geographical location: shepherd, hunter, fisherman, potter, tanner, weaver, blacksmith</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>● Understands that traditional occupations pre-dated our modern, mechanised society, e.g. hand plough to tractor</li> <li>● Can describe some features of ancient civilisations (Pharaoh's Egypt, Babylon)</li> </ul>	<p>farming life and processes</p> <ol style="list-style-type: none"> <li>2. Visits to traditional occupations i.e. bakers, carpenters, millers, miners etc. or organize to get them to school</li> <li>3. Visits from potters and weavers or share as much stories about these traditional occupations (blacksmiths, fishermen)</li> <li>4. Teach about the nature of hunting and gathering</li> </ol> <p>Harvesting, preserving food - seasons of the year; planting crops according to season and soil type</p>	<p>children to grasp farming processes</p> <ol style="list-style-type: none"> <li>2. Teachers objectively present what the fishermen, shepherds etc. do (their work was purposeful)</li> <li>3. Evolution of ploughing and farm implements</li> </ol> <ul style="list-style-type: none"> <li>● Visits to farms to learn actual ploughing using traditional methods i.e. visit to Michael Hall</li> </ul>
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### Class Three | Humanities | Curriculum Narrative

In the Farming Main Lesson, the children learn about the farmer's responsibilities and how much of what we rely on comes from farms. They hear about the farmer's year – when to sow and when to harvest, and how farmers care for their animals. The lessons have a practical element as they may plant their own wheat or vegetables. They may also make butter, grind wheat kernels to make bread, press apples and boil up jam. The theme continues into weekly cooking lessons, making bread, soup, pizza, so that they experience the whole process from growing plants to eating food. An essential part of this block is a trip to a farm, where they can experience first hand what they are learning. We have a longstanding relationship with the farmer at Plaw Hatch biodynamic farm, where the children can milk the cows by hand and collect eggs - around 200 each day! In the Building Main Lesson, the children work together to construct a modest building or shelter. They use locally available materials like sticks, bamboo and clay for 'wattle and daub' walls. It is a powerful experience for the children at this age to build an effective shelter around

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themselves, and a wonderful moment when the roof goes up and they see that they are now standing inside the building which they had been working on.