

## Class Five | Learning Journey & Curriculum Map

### Class Five | Child Development

In Class 5, history, geography and science were the various aspects of the Home Surroundings Main Lesson, woven together, intertwined and very close to home; a reflection of a world in which the children were still completely immersed. As they grow, they slowly come out of that world and develop an expanding picture of it; by Class 3, they can look back at the past and imagine the future; they can measure things both outwardly and inwardly; by Class 5 they can begin to draw their own conclusions and notice for themselves how things relate to each other. The ‘oneness’ of the world is becoming something they can observe more and more clearly. This change in their consciousness is mirrored in the curriculum, which becomes more differentiated as they develop the capacity to look more closely at things. In Class 5 there are Main Lesson blocks in Local (London) or sometimes British Geography, Maths, Geometry, Man and Animal (Zoology), Botany and Mythology of Ancient Civilisations. In Class 6 we add European Geography, Roman and Medieval History and Physics, and beyond that, Chemistry, Physiology, World Geography and Modern History, expanding the world that we present to them in every direction, yet still carefully following the threads that connect the things they are learning, so that they understand the world as a whole and can move freely, in their thoughts and imagination, between different areas of study and interest. In contrast, much of modern education is made up of fragmented and disjointed pieces of information that give a confused impression of the world as a place made up of lots of isolated units - like lego. In addition to this, little consideration is given to whether what they are being taught is relevant to the children’s age or stage of development, and when they are given information with which they can’t make an inner connection, they can’t make any sense of it and they can’t do anything with it except remember it. The gradual, development related expansion and differentiation of the curriculum is one of the most important aspects of Steiner Waldorf education.

### Class Five | Humanities

Active Learning   Intention	Active Teaching   Implementation	Active Environments   Impact
Geography	<ul style="list-style-type: none"> <li>Learn how to draw the basic shape of</li> </ul>	<ul style="list-style-type: none"> <li>Visit museums</li> </ul>

<ul style="list-style-type: none"> <li>● Compares and contrasts life on the coast, in the lowlands and in more hilly/mountainous regions of the UK</li> <li>● Knows some significant British industries</li> <li>● Can draw more complex maps and use a wall map and atlas</li> <li>● Knows some geographical and economic links between the UK and neighbouring countries</li> <li>● Has a basic understanding of the physical geography of the British Isles, including some key topographical features and land use patterns</li> <li>● Can name and locate some counties and cities in the UK</li> </ul>	<p>the British Isles free hand.</p> <ul style="list-style-type: none"> <li>● Draw freehand the shape of a county.</li> <li>● Draw flags of a county.</li> <li>● Writing to local county tourist boards</li> <li>● Write to friends and family living in different parts of the country.</li> <li>● Make a paper mache map and paint it.</li> <li>● Looking at foods, fishing ports etc of the different counties.</li> <li>● Look at the flow of the river in relation to different places ( journey of the river)</li> <li>● Finding places using map coordinates.</li> <li>● Plotting and topography exercises with the children. Identifying places.</li> <li>● Putting pins on maps where they went and have a holiday.</li> <li>● Learn folk songs, folk stories from different regions.</li> <li>● Look at traditional trades from different parts of the country.</li> <li>● Historical connection of local trades like pottery/coal/fish/tin and linking it with the natural resources of place and time.</li> <li>● Relating a settlement to a particular trade or resource.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide information about different counties, regions, atlas</li> <li>● Newspapers for paper mache</li> <li>● Residential visits like going to Eden Project</li> </ul> <p>Walking trips to see geographical sites of Interest: South Downs, white? limestone cliffs, meandering river, river mouth, flint in Soil and cliff ( and on local buildings)</p> <ul style="list-style-type: none"> <li>● Provide compass and provide OS\</li> <li>● Provide tracing paper and templates of the country</li> <li>● Walking trips to see geographical sites of interest: South Downs, white/limestone cliffs, meandering river, river mouth, flint in soil and cliff ( and on local buildings).</li> </ul>
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<p><b>History</b></p> <ul style="list-style-type: none"> <li>● Understands why people settled in their local area and how they lived</li> <li>● Understands the relationships between local history and the landscape</li> <li>● Understands and describes some significant aspects of the ancient cultures of India, Persia, Mesopotamia and Egypt, and/or China, Meso– and South America</li> <li>● Can describe some of the significant aspects of Greek history from Homer to Alexander</li> <li>● Is familiar with some myths and legends from these cultures</li> </ul>	<ul style="list-style-type: none"> <li>- Tell stories, make up stories</li> <li>- Put yourself in the first person</li> <li>- Sing songs related to the area</li> <li>- Model artifacts using stories</li> <li>- Cuneiform tables and clay tablets</li> <li>- Meditate while doing India main lesson</li> <li>- Visit temples</li> <li>- Cook or go to an Indian restaurants</li> <li>- Invite musicians to place Indian or Persian music or any music in relation to the civilization being studied</li> <li>- Museums trips British museum and local museums</li> <li>- Create an agora in the classroom where children speak and discuss</li> <li>- Visit Buddhist centres.</li> <li>- Do a play like Laksmi, Gilgamesh etc in relation to the different ancient civilizations being studied.</li> <li>- Go through the different traditional Olympic games like running, wrestling etc.</li> </ul>	<p>Organize visit to temples link to history Visit to museums Provide artifacts from different cultures Provide clay for modelling artifacts Provide pastels for artwork Profice papyrus for writing and artwork Provide music for different cultures Prodvide dance teacher to learn different dances fro different cultures</p>
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### Class Five | Humanities | Curriculum Narrative

By Class 5 children can begin to draw their own conclusions and notice for themselves how things relate to each other. The ‘oneness’ of the world is becoming something they can observe more and more clearly. This change in their consciousness is mirrored in the curriculum, which becomes more differentiated by subject as they develop the capacity to look more closely at things. In Class 5 there are Main Lesson blocks in local or sometimes British Geography, Maths, Geometry, Man and Animal (Zoology), Botany and Mythology of Ancient Civilisations. Gradually the curriculum expands the world that is presented to the children in every direction, yet still carefully following the threads that connect the things they are learning, so that they understand the world as a whole and can move freely, in their thoughts and imagination, between different areas of study and interest.

During this year, mythology begins to transform into what most people would recognise as history. Archaeological artefacts and personalities start to take their place beside the gods, legends and stories. As we move from Ancient India through Persia, Mesopotamia and Egypt to Greece, we trace the evolution of human consciousness through five thousand years. With broad brush strokes, through poetry and stories, sometimes referring to physical geography as well, we try to paint a picture of how people's relationship with their gods and with earthly life changed; how their attention moved from one to the other; to show how people did not always think and feel the way we do now and that much of what people did in the past, particularly the stories they told, can show us how they experienced life. This resonates with the children at this age; they can look back at their own lives and realise that they too were not always as aware as they are now; that whereas when they were younger, they simply accepted life as it was, now they question things and want to make decisions for themselves. At the end of the year is the annual Class 5 Olympics, a four-day camp with Class 5s from all over the country and beyond. The children train together and compete in the seven disciplines of ancient Greek athletics: the dash, the marathon (a shortened version), long jump, high jump, discus, javelin and wrestling. The children invariably rise to the challenge and the occasion, and achieve things far beyond their expectations. This is often the highlight of the year and, for some, of the whole Lower School.

The aims of the Natural Science block are to bring an awareness of the relationship between the plant world and the seasons; to see how the plant stands between the mineral and animal kingdoms; to look again at the geometry in plants and begin to practise observation skills. We might draw the life cycle of a typical flowering plant, as well as the various parts of the plant and flower. In both cases, we are looking at what flowering plants have in common, so that the children have an idea of what is typical before beginning to look at individual species and how they deviate from the 'norm'. This gives them a cohesive, basic picture and then they are able to notice when something isn't like that, and to ask why. Classroom discussions can go into how the environment affects plants, what you would expect to find under certain conditions and why. Then, when we go out and look, we can see that, sure enough, flowering plants like to grow in sunny places; mushrooms like dark, damp places where there is something rotting for them to feed on; when flowers grow in shady places they are often blue; that bulb plants have finished flowering before the hot weather comes, while herbaceous plants are only just beginning to come up. So we have begun to study the kingdoms of nature - the animals that fly over and walk on the earth's surface and, moving one step closer to the earth itself, the plants that spring out of it. As the children become more aware of, and more at home in their own growing bodies, the science blocks provide a reflection of their changing inner experience.