

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 | Science

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
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<p>Plants and Animals</p> <ul style="list-style-type: none"> ● Understands the relationships between plants and their environment, including soil, climate, insects ● Understands and describes the development and life cycle of plants, including seed, bulb, germination, flower, fruit etc ● Names some plant parts, and compares and contrasts root and stem, seed and fruit, leaf and flower ● Knows the names of many local plants and trees ● Describes the plant life of a range of biomes, including desert, forest, tundra, and how these are distributed across the world ● Understands trees as communities of plants and animals, and their relationship to the weather, the soil and the wider landscape. ● Know local trees and identify/compare seeds/flowers/leaves. ● Understands different processes of pollination both by insects, self pollination and wind pollination. ● Life of the honeybee and its impact on our agriculture. 	<ul style="list-style-type: none"> ● Take children to field trips ● Plant and observe beans, as they germinate and grow. ● Draw plants from natural habitat. ● Build a compost, wormery ● collect different types of soils ● In relation to geography, look at the plants and animals that grow in different environment/ biomes. ● Do mushrooms and weekly plant , seasonal walks in mini woodlands. ● Work on allotments ● Daily or weekly looking at a tree and listing their observations in a journal. (jounalling) ● Make a tree of life poster ● Do geometry of flowers (freehand) ● do lino prints from plant observations/drawing ● Gardening ● Planting seeds, seed germination ● Present , observe life cycle through dandelions ● Read to children the book “The man who planted trees Observe a bee hive. 	<ul style="list-style-type: none"> ● Providing environments to visit places like the Eden Project or Kew gardens, local parks. ● Visit botanical gardens, ● Visit different environments: gardens, parks, woodland, coast, forest ● Enable first hand experiences of growing plants in class room and school grounds ● Regular opportunities to observe and record local plants/insects. ● Provide additional art materials : watercolour pencils, pastels, for drawing flowering plants. ● Access and organise observation of a bee hive from local organisations.
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Class Five | Science | Curriculum Narrative