

Class Six | Learning Journey & Curriculum Map

Class Six | Child Development

The twelfth year of a child's life is a kind of limbo; he is no longer really a child, but he is not yet a teenager, and adulthood is still a long way off. After the challenge of the tenth year, comes the struggle to establish some balance and order, which is more or less achieved during Class 5. Then comes puberty, bringing another onslaught of emotions and physical changes that are difficult to deal with, both for the children themselves and the adults around them. What they have learned from their earlier experience is that the situation needs to be controlled, so, in Class 6, this is their response. But, as with everything at this age, it is somewhat heavy-handed and naïve. As always, this finds its reflection in the curriculum. Think of the Romans marching in uniform stride across the known world, everywhere encountering rebellious tribes with their varied and colourful histories, cultures and traditions, not engaging with them, but offering only two choices: surrender or be crushed. There you have a picture of the situation in the child's soul life at this time. Each one is a Roman emperor trying to maintain control of the realm of his own feelings by laying down the law. The world, other people, himself, everything is categorised and labeled: 'Things I like', 'Things I don't like', 'Things that are cool', 'Things that are rubbish', 'Things I will never do', 'Things I must do', 'Things I am good at', 'Things I am bad at', etc. In true Roman style, once the categories are fixed (and at this point he sees no reason why they would ever change) he compares his list with those of his peers, for reassurance, and adjusts it as necessary. Belonging to the group matters, and there is no room for variation in the group; its judgements are absolute. In this way, he finds a safe place for himself in the world. His question, for the moment, is 'Who are we?', not 'Who am I?' Although this is uncomfortable for us, (from our adult perspective, our children are submitting to peer pressure) it is just as it should be and we have to understand that they will come through it. Once the twelve-year-old has found where he fits, he believes that he has grown up - that he understands how the adult world works and that he will get older, but otherwise life will go on just as it is now. For some, and at times for all, this brings reassuring stability. Confidence comes from knowing what the rules are and abiding by them. But for everyone there is an underlying feeling of disappointment - a feeling of 'Is this really all there is?' At this moment, we take a file of something boring and familiar off the shelf (of course they groan as we do it), blow off the dust and open it up. They get ready to add some dull facts to their collection, resigned to the prospect of spending their remaining school days in this way. But instead we take them into a completely dark room, turn on a torch and they can't see it; how is that possible? They find that they can hear the difference between cold water and hot water; but temperature is something you feel, not hear! That a small piece of wire can ring like a church bell, as long as the sound doesn't have to travel through the air; so everything we hear is muffled?? We show them that everything they thought they knew is just a signpost to something greater and more fascinating than they could ever have imagined. We start to open up the familiar world so that it fills again with the wonder it held for them when they were very small and

everything was new; to plant the seed of a thought in their minds: ‘There is no end to what I can discover. I could go on being surprised and delighted by the world for the rest of my life!’ All of this is a background to the curriculum in the Middle School - Classes 6, 7 and 8 - but it is this bringing, at every stage, of things to which the children can relate directly out of the experience of their own inner lives that makes Steiner Waldorf education unique and powerful. After the twelfth year, the faculties of judgement and objectivity develop as a counterbalance to the emotional turmoil of adolescence, and we can look with clarity at the physical world. In Class 6, we do this through Physics, Geometry and drawing from observation. We also consider the different ways in which people have dealt with the world, worked with it, changed it and thought about it through History, Geography, Art, Literature, Maths. These examples and experiences model for the children how the world can be interpreted and the many ways in which it is possible to enter into life.

Class Six | German

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<p>Reading and writing:</p> <ul style="list-style-type: none"> ● Reads and answers questions about other people: name, age, where they live, family life: siblings, pets, house, hobbies ● Correctly spells and pronounces familiar words such as numbers, days of the week, pronouns, question words ● Expresses opinions about food and subjects at school. ● Uses conjunctions and, or, but, because ● Writes a short letter to a pen pal with information about self <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● Remembers main recitation and songs and forms words clearly, singing in rounds. 	<ul style="list-style-type: none"> ● Encourage the pupils to revise in order to consolidate what vocabulary and grammar points previously learnt. ● Dramatic, heroic poetry linked to the geography of Germany ● Support geography Main Lesson block by learning about the shape, landscape, neighbours of Germany, key rivers and towns and cities.. ● · Encourage to express themselves more freely in German. Letters, simple descriptions, diaries, summaries of stories can form the material for written exercises. 	<ul style="list-style-type: none"> ● Use of Keystage 3 textbook, and other material such as narrative poems and penpal letters. ● Provide plenty of short role play opportunities ● Provide a workbook for reading and writing in Latin, as well as grammar exercises which will support their understanding of German grammar. ● Provide a workbook to explore the Geography of Germany. ● German Day—Once a year the school will have a German day where the children will have the

<ul style="list-style-type: none"> ● Knows 3 or more proverbs ● Uses greetings and introductions ● Describes and talks about self, age, where they live, favourite colour/sport/country etc, belongings, appearance, family, pets, birthday, likes/dislikes, hobbies/sport ● Talks about countries and languages of Europe, especially neighbours of Germany ● Understands and uses main question words <p>Grammar:</p> <ul style="list-style-type: none"> ● Awareness of word order: inversion after question word or adverbial phrase at the start of the sentence, and after because (weil) verb migrates to the end of sentence ● Excursion into Latin during a term provides a lot of insight into grammar touching on the following points: <ul style="list-style-type: none"> ● - word order ● (lack of) articles in Latin ● Importance of paying attention to the ending of verbs (conjugation) ● Importance of paying attention to the word ending of nouns (case) ● Understanding subject and object in a sentence to interpret the meaning correctly ● Latin as a source of lots of words in English ● The imperative ● Gender of nouns 	<p>Acknowledge any considerable differences of ability within one class. Exercises should be differentiated to suit the range of abilities, and newcomers to school/language in this first year of middle school.</p>	<p>chance to interact with the rest of the school during a school market, where each class turns into a shop (class 6 runs a Pretzel bakery during German Day) where the children buy what is on their shopping list, using the vocabulary and dialogues learned in their lessons. They eat typical German food.</p> <ul style="list-style-type: none"> ● Intercultural Understanding: ● History of Europe in Roman times ● German Day ● Pen pal project: Writing letters to children in a Stuttgart Steiner School.
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<ul style="list-style-type: none"> ● Plurals of nouns ● Matching nouns and adjectives for gender, number and case <p>Intercultural understanding</p> <ul style="list-style-type: none"> ● Understands geographical position, shape and landscape of Germany, including rivers and mountain ranges; and history of what is now Germany in Roman times ● Narrative poem linked to one typical part of Germany <p>Pen-pal project with another Steiner school in Germany</p>		
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Class Six | German | Curriculum Narrative

From Classes 4 to 8. the children gradually write and read folk tales, study history, geography, short stories and articles to cultivate an interest in the world while cultivating and awakening a passion for literature.