

## 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 | Literacy | Writing

Active Learning   Intention	Active Teaching   Implementation	Active Environments   Impact
<ul style="list-style-type: none"> <li>● Use present perfect tense in simple and continuous forms (e.g. simple form 'I have walked' and continuous form 'I have been walking')</li> <li>● Use direct and reported speech correctly</li> <li>● Understand the correct use of comma, semi-colon and colon</li> <li>● Understand the main parts of a sentence: subject, predicate, direct and indirect objects.</li> <li>● Understand different meanings of modal verbs: can, may, should, ought, would</li> <li>● Write a formal letter (business / complaint/</li> </ul>	<ul style="list-style-type: none"> <li>● Model the use of tenses through shared writing opportunities</li> <li>● Draw attention to a writer's choice of tense when reading a shared text</li> <li>● Choose narrative material from the main lesson content to illustrate grammatical points</li> <li>● Demonstrate direct and reported speech through dialogue and drama</li> <li>● Help children to identify the correct grammar and punctuation for direct and reported speech through editing exercises</li> </ul>	<ul style="list-style-type: none"> <li>● Display children's work (e.g. poems or creative writing) on the classroom wall</li> <li>● Provide appropriate books and texts to demonstrate the grammatical points being taught</li> <li>● Allow time in the main lesson for practising grammatical skills</li> <li>● Use the main lesson narrative material to exemplify grammatical skills wherever possible</li> </ul>

<p>enquiry)</p> <ul style="list-style-type: none"> <li>● Write in the style of a personal diary or blog (for example an account of a school trip)</li> <li>● Make notes summarising a spoken presentation, following a recall session</li> <li>● Write an accurate account of a practical task(e.g. science demonstration)</li> <li>● Write down a cookery recipe and method in clear steps</li> <li>● Write in the style of another person (e.g. historical character)</li> <li>● Develop understanding of explicit and inferred meaning in text through comprehension exercises</li> </ul>	<ul style="list-style-type: none"> <li>● Revise previous work on punctuation before teaching about the comma, colon and semi-colon</li> <li>● Provide practice work for punctuation — e.g. fill in the gaps, edit a piece of writing</li> <li>● Teach the different meanings of modal verbs through drama activities, text scanning, and creative writing opportunities</li> <li>● Model the correct way to write a formal letter within a real context (e.g. a request for information to support an independent project or a letter of thanks following a class trip)</li> <li>● Draw attention to the style of a personal diary through shared reading of relevant literature</li> <li>● Allow children the chance to write a diary during or following a class trip</li> <li>● Model and teach the structure of a story in the context of the student’s own experience</li> <li>● Model how to take notes during a presentation, drawing attention to and explaining techniques such as mind mapping and flow diagrams</li> </ul>	<ul style="list-style-type: none"> <li>● Plan drama activities to enliven the experience and understanding of grammar</li> <li>● Use examples from literary texts (including poetry) to demonstrate how to use the comma, colon, and semi-colon</li> <li>● Provide opportunity for the students to write a formal letter in a real context</li> <li>● Create opportunities during teacher presentations or peer presentations of projects for the students to take notes which they will then use for later work</li> <li>● Create a class book of stories (for example following a holiday or a shared experience)</li> <li>● Provide opportunity for in-depth research and presentation of a range of topics (independent projects)</li> </ul>
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**Class Six | Literacy | Reading**

Active Learning   Intention	Active Teaching   Implementation	Active Environments   Impact
<ul style="list-style-type: none"> <li>● Understand and describe how a writer appeals to different types of reader or audience</li> <li>● Use a thesaurus</li> <li>● Use books as reference resource for independent study</li> <li>● Extract the information that is needed - e.g. skim reading to identify what is required</li> <li>● Read books in a range of styles and can give a verbal summary of the main content</li> <li>● Use direct and inferred understanding of the text when reading</li> <li>● Use a range of sources when reading; recognise the difference between untrustworthy and trustworthy sources</li> </ul>	<ul style="list-style-type: none"> <li>● Have an ongoing text that is read to the children, with opportunities to talk about the choices that the author has made</li> <li>● Teach the children how to reflect on a character or plot in a book; to be able to explain key literary devices</li> <li>● Set projects such as writing book reviews and presenting these to the class</li> <li>● Encourage and model how to use a thesaurus</li> <li>● Teach the children how to use a reference book for independent study (how to use the contents page and the index)</li> <li>● Teach students how to extract information (e.g. skimming)</li> <li>● Inform children about plagiarism</li> <li>● Direct children to useful and appropriate websites and ensure that they know how to be safe online; discuss the reliability of sources</li> <li>● Have a class display of books being read, with recommendations from the children</li> </ul>	<ul style="list-style-type: none"> <li>● Provide a class library with a range of appropriately levelled books, of different genres</li> <li>● Ensure that the classroom has a selection of dictionaries and thesauruses</li> <li>● During each main lesson, display a selection of relevant reference books for the children's use.</li> <li>● Invite an author in to talk about their books</li> <li>● Have a sponsored read and fundraise for a charity</li> <li>● Provide opportunities for both quiet reading and reading aloud</li> <li>● Encourage children to run a book club</li> <li>● A range of biographies of inspiring individuals</li> <li>● Make connections with outside literary events or festivals - reaching out beyond the classroom</li> </ul>

	<ul style="list-style-type: none"> <li>● Check that the children are experiencing reading different genres</li> <li>● Lead discussions about the books that the children are reading</li> </ul>	<ul style="list-style-type: none"> <li>● Engineer a situation where more than one contradicting source is presented for discussion</li> <li>● Read to and listen to readers in younger classes</li> <li>● Participate in World Book Day</li> </ul>
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### Class Six | Literacy | Speaking & Listening

Active Learning   Intention	Active Teaching   Implementation	Active Environments   Impact
<ul style="list-style-type: none"> <li>● Debate a chosen theme as part of a group</li> <li>● Listen to the contribution of other speakers as part of a debate</li> <li>● Give a short talk on a prepared topic using notes only as a prompt</li> <li>● Recite a poem aloud on their own</li> <li>● Perform an individual role in a class play</li> <li>● Contribute with confidence to class discussion during recall</li> <li>● Listen to a teacher or peer presentation and formulate questions that demonstrate independent thinking</li> <li>● Give constructive feedback after listening to peers or observing peers</li> </ul>	<ul style="list-style-type: none"> <li>● Model the different roles taken in a debate</li> <li>● Continue learning poems by heart as a class</li> <li>● Teach the process and skills of debating</li> <li>● Create opportunities for children to complete independent projects with verbal presentations to the class</li> <li>● Teach the children how to take notes from a variety of sources: a reference book or website; a teacher presentation; their own written work</li> <li>● Explain and use skills such as how to summarise, how to abbreviate, and how to create mind maps or flow diagrams</li> <li>● Use ballads to teach narrative shortcuts,</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for lessons in debating</li> <li>● Encourage active and respectful listening in the classroom at all times</li> <li>● Create drama games and activities to strengthen confidence</li> <li>● A chance to speak in front of different audiences (e.g. other classes, assembly, parents)</li> </ul> <p>Daily practice in recitation and constructive listening</p>

	<p>use of imagery, symbolism, rhythm and rhyme</p> <ul style="list-style-type: none"> <li>● Encourage creative writing using ballad form</li> </ul> <p>Demonstrate how to give feedback that is constructive</p>	
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### Class Six | Literacy | Curriculum Narrative

In English this year we continue to work with punctuation and verb tenses and descriptive writing generally, as well as conditional and relative clauses and other ways of connecting sentences to make writing more fluid. English is the medium through which we communicate and work in every lesson, so much of the work takes place in other blocks, for example, finding words to express temperature or light and dark in the Physics block. Classes work with recitation almost every day, with dynamics in speech as well as meaning, form and mood in poetry. There is also often a play, which provides an opportunity to look at how different characters can be expressed through language. Novels, for example 'Song for a dark Queen' by Rosemary Sutcliff, about life in Britain towards the end of the Roman occupation, can be read and used as the basis for short pieces of writing: prose or poetry; descriptive or narrative. Sometimes they are given strict rules, such as a particular poetic form, or there has to be an adverb in every line, or it has to be written mainly in the future tense, or the past continuous or the present, or they can be asked to narrate the events of a chapter from a different character's point of view.