

Class Seven | Learning Journey & Curriculum Map

Class Seven | Child Development

In their thirteenth year, the children's thinking is developing rapidly. There is a hunger to find out for themselves. As a reflection of this, 'Discovery' is a strong, central theme in Class 7. It runs through the year as we examine the goings-on inside our own bodies, the chemical processes at work in everyday substances and phenomena, the origins of things we take for granted, and emerges explicitly as we follow the Portuguese and Spanish explorers of the so-called 'Great Age of Discovery', to Africa and America. Generally, this year we work on developing the students' independence in thinking and in their work and behaviour. They have more freedom in many ways, but also more guidance in how to make the right choices. For example, they are asked to include their own views in their writing, and to pick out aspects that appeal to them from what they hear or read, but only after we have had a comprehensive class discussion, so that they have a more rounded picture, made rich by a variety of different points of view. Without this, the strong wish to form judgments that began to develop in Class 6 can lead to prejudice and unconsidered opinions.

Class Seven | Humanities

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<p>Geography</p> <ul style="list-style-type: none"> ● Observes and describes the visible night sky. Describes the constellations, paths of the planets and cycles of the moon ● Characterises the main geographical regions of a continent (either Africa and Asia, the Americas or Australasia) from a 	<p>Presentations to the children on contrasting countries / regions in chosen continent, using story, folk song, food, maps, and images such as photographs</p>	<ul style="list-style-type: none"> ● Relevant maps, atlases and reference books on display ● A globe ● A display of children's artwork related to the topic ● A selection of vocabulary as deemed relevant and useful for

<p>climatic, topographical; flora, fauna and mineral; and related traditional / cultural ways of life.</p> <ul style="list-style-type: none"> ● Is aware of some of the religions and traditional societies of peoples from other continents. ● Understands and can describe some issues connected with rainforest exploitation. <p>History</p> <ul style="list-style-type: none"> ● Understands that today's view of the earth and universe has evolved, e.g. from Ptolomaic to Copernican ● Can describe the invention of printing ● Understands key aspects of the Renaissance ● Can describe the historical consequences of the actions of Joan of Arc ● Can describe the impact of new attitudes towards religious independence in the 15th Century (e.g. Jan Hus, Martin Luther) ● Describes and understands new kinds of trade and commerce in the 15th Century from the Explorers. ● Describes key aspects of the English Reformation and Elizabethan Age, from Henry VIII to Shakespeare 	<ul style="list-style-type: none"> ● Colleagues or parents from other countries could be invited in to the class to talk about their experiences living there ● Talk about and model using the vocabulary of comparing and contrasting ● Use story, images and movement to help explain the tides and the seasons (if astronomy done in class 7) ● Look at some key aspects of physical and human geography in the context of the countries or regions studied ● Set projects for children on a country or region in the continent of their choice, to be completed independently with elements which can include: writing/ drawings / map drawing / crafts / food / costume / poetry and stories / music / and any religious and cultural aspects. ● Use biographical story ● Create drama activities to illustrate or reinforce understanding of characters and events in history ● Demonstrate drawing and other artwork techniques (eg Renaissance) ● Perspective drawings. 	<p>the topic and the class</p> <ul style="list-style-type: none"> ● An opportunity to share and present their independent projects ● Class Plays ● Class trips to museums ● Class trip for Astronomy - star gazing (Greenwich / other observatories etc.) ● Sailing trips connected to explorers.
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	<ul style="list-style-type: none"> ● Learning Renaissance poetry and/or Shakespeare ● Illustrate chronology with practical activities such as creating a class timeline of the historical events studied <p style="text-align: center;">Biographical Timelines</p>	
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Class Seven | Humanities | Curriculum Narrative

As well as studying the phenomena of the Earth, we can look up to the stars. This is just a beginning, using the naked eye (again, our own senses) and looking at the sky from a geocentric point of view: how does it look from where we are and how does it change over time? We begin by learning how to find the North Star between Ursa Major and Cassiopeia. Then we look at how the whole sky rotates around this more-or-less stationary point and how the stars closest to the North star rotate in small circles during the night, but are always in the same region of the sky, while those far from it, like Orion, hurtle around, disappearing completely and then reappearing in a completely different place. We also relate this to navigation, for which the North Star has proved invaluable in the Northern hemisphere over centuries.

In History, we begin to connect the ancient and modern worlds, a process that will continue next year, to try to understand how the modern world came to be as it is: how the social structures that were laid down by the Romans became incorporated into the forms of government and society that developed in Europe in the centuries after the division and then fall of the empire; to come to some understanding of how and why Greek culture was preserved and developed in the east for a thousand years - and what might have happened to it if it had remained only in the west as the Catholic church rose to power in Europe. From this, we can bring a picture of how the idea of nationhood arose in Europe and how this went hand in hand with a questioning of the authority of the church. Once the veracity of church law was called into question, an unstoppable force was set in motion and all 'knowledge' and belief came under scrutiny. We look at how the Catholic church caused its own decline by trying to suppress this impulse and see how the human being's desire to know, once awakened, cannot be put to sleep again. People endured torture and were prepared to die for it. We go more deeply into the personalities of the Renaissance and Reformation, asking what motivated them, what they were interested in and what kind of people they were. In the Art lessons, we draw portraits of them, work with perspective and draw objects from observation, just as the Renaissance artists did. When you compare paintings and sculptures from the end of

the 14th century with those from the end of the 15th, you can see the dramatic and sudden change in focus - in Lower & Middle human consciousness - that took place during this period. The close examination of the world around him awakened in 15th century Man the desire to know what lay beyond the horizon. We can look at the expanding world through the eyes of the Europeans of the 15th and 16th centuries: what led to the impulse to explore beyond the known world? Did scientific and engineering advances bring new possibilities, or did the advances come about because the desire to explore arose in human beings? How did the Europeans respond to what they found? and how did the indigenous people in the 'new world' respond to being 'discovered'? Our focus here switches to some of the history and culture of the 'discovered' countries before the Europeans came; how amazing it must have been for each to find that there were completely unknown continents and cultures as sophisticated as their own; every bit as unexpected and wonderful as finding 'life as we know it' on another planet would be today. This develops into a study of how being 'discovered' and settled by Europeans has affected those countries since, up to the present - the establishment of Catholicism and the Portuguese and Spanish languages in South America and Asia, French, English, German and Dutch in Africa and North America. Children in the class, parents and staff members who come from some of those countries can contribute a great deal here through their personal stories of growing up there.