

## 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 | Sports & Movement

Active Learning   Intention	Active Teaching   Implementation	Active Environments   Impact
<ul style="list-style-type: none"> <li>● Throws a basketball in a hoop</li> <li>● Runs whilst bouncing basketballs</li> <li>● Completes the big ball tricks programme</li> <li>● Throws a volleyball over a volleyball net</li> <li>● Throws a dodgeball at a stationary target</li> </ul>		

## Class Seven | Sports & Movement | Curriculum Narrative

**Handcraft:** Class 7 is introduced to traditional pottery techniques, modelling pinch pots first. They learn about the properties of clay and how important it is to wrap up work either in airtight plastic to keep it soft and workable, or loosely covered to let it dry slowly. They are shown how to store unwanted used clay; how to wedge clay; how to roll an even slab; how to make slip; how to roll even coils; how to build coil and slab pots.

**Eurythmy:** Children work towards being able to work semi-independently with the basic Eurythmical elements in both speech and music Eurythmy. They contribute to a group form and work towards a short performance, with age appropriate geometrical transition forms as indicated by Rudolf Steiner being mastered and performed. Spacial and social awareness are raised.

**Sports:** The pupils have the strength and supple flexibility to move quickly from one activity to another. They have the ability to separate themselves from the group and enough personal standing in the world to be ready for the challenge of competitive sport. They are capable of the individual standpoint and this allows them not only to take a position but also to oversee the game and its tactics.