

## Class Eight | Learning Journey & Curriculum Map

### Class Eight | Child Development

Class 8 is the culmination of the 'Class Teacher years' and in the subjects and topics that are taught, there is a kind of completion, on one level, of a survey of the world that began in Class 1. In their fourteenth year, the children/students have learned enough about the world to be able to orientate themselves in it - to begin to think about their place in it - even to live independently, if necessary. They understand, at a basic level, how things work; they are thinking about the future.

### Class Eight | Literacy | Writing

Active Learning   Intention	Active Teaching   Implementation	Active Environments   Impact
<ul style="list-style-type: none"> <li>● Accurately observe and record scientific phenomena</li> <li>● Understand and use their knowledge of literary and rhetorical devices to enhance the impact of their writing</li> <li>● Use the essay structure in a variety of different writing tasks</li> <li>● Write character studies revealing temperament and disposition as well as physical traits</li> <li>● To support statements in written work with evidence</li> <li>● Write in a variety of styles and from different</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage stylistic exercises contrasting formal speech and current jargon</li> <li>● Explore current jargon and give examples of how language has changed and is changing using a variety of media</li> <li>● Provide regular opportunities to practise comprehension, using newspapers, travel guides, music magazines, reviews and so on</li> <li>● Teach a variety of ways of planning and organising written responses; notes, brainstorming, key words, paragraph starters, mind maps, spider diagrams</li> </ul>	<ul style="list-style-type: none"> <li>● Organise poster-making for chosen causes and charities, combining word and image</li> <li>● Display information about topical national issues</li> <li>● Create a regular time for individual support and formative feedback</li> <li>● Encourage individual interests by directing and sourcing information for and with pupils</li> <li>● Help pupils to understand how reading can help to understand</li> </ul>

<p>perspectives</p> <ul style="list-style-type: none"> <li>● Summarise, take notes and begin to analyse character, motivation and authorial voice in written responses</li> <li>● Plan, record and self-evaluate achievement in preparing an extended, self-chosen project</li> </ul>	<ul style="list-style-type: none"> <li>● Expect pupils to perform without a written prompt</li> <li>● Continue regular practice of written comprehension, vocabulary specific to different subjects and spelling</li> <li>● Use ballads to teach narrative shortcuts, use of imagery, symbolism, rhythm and rhyme</li> <li>● Encourage creative writing using ballad form</li> </ul>	<p>emotions, cultures, ways of life different from their own</p> <ul style="list-style-type: none"> <li>● Choose books to display in the classroom which will stimulate and broaden intellectual, spiritual and practical development</li> </ul>
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### Class Eight | Literacy | Reading

Active Learning   Intention	Active Teaching   Implementation	Active Environments   Impact
<ul style="list-style-type: none"> <li>● Become familiar with use and meaning of figurative devices: proverb, idiom and aphorism, paradox, analogy and antithesis</li> <li>● Distinguish between formal language, idiom, slang, jargon</li> <li>● Recognise and discuss poetic style e.g. characterise lyric, epic, dramatic poetry</li> <li>● Read and understand some key elements of a</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage discussion about the literature being read and encourage a diverse range of genres</li> <li>● Use short stories, biographies of notable people and icons to stimulate understanding of personal development</li> <li>● Choose specific themes for pupils to respond to, bringing examples from their</li> </ul>	<ul style="list-style-type: none"> <li>● Provide and direct pupils to a wide range of reading matter, encouraging them to access literature from the past and present</li> <li>● Help pupils to diversify across the range of reading materials available</li> </ul> <p>Provide newspapers to stimulate critical awareness of writing style and intention</p>

<p>classic literary fiction or drama: theme, plot, protagonist, recurring imagery</p> <ul style="list-style-type: none"> <li>● Answer questions about their reading, using quotations and explanations to evidence points made</li> <li>● Choose and read a wide range of books independently for challenge, interest and enjoyment</li> <li>● Make critical comparisons between chosen texts</li> <li>● Understand bias, inference, emotive and objective writing in the media</li> </ul>	<p>reading to discuss</p> <ul style="list-style-type: none"> <li>● Encourage discussion of different media interpretations of texts, evaluating and contrasting responses</li> </ul>	
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**Class Eight | Literacy | Speaking & Listening**

Active Learning   Intention	Active Teaching   Implementation	Active Environments   Impact
<ul style="list-style-type: none"> <li>● Respond to questions and challenges for clarification after presenting an essay from own research as part of a debate</li> <li>● Inhabit a different role through acting in a full-length play over a period of time</li> <li>● Work in collaboration with all classmates in improvised drama</li> <li>● Project the voice confidently and expressively in a full-length drama</li> <li>● Present an extended project to a wide audience using research material and explaining the process towards creating the physical object.</li> <li>● Answer searching questions about the chosen project from the audience</li> <li>● Articulate complex ideas and thoughts in an organised and clear manner</li> <li>● Improvise, rehearse and perform play scripts and poetry with confidence</li> <li>● Recite and meaningfully enliven classical and humorous pieces e.g. extracts from Shakespeare</li> </ul>	<ul style="list-style-type: none"> <li>● Give pupils responsibility for planning, collating and performing literary extracts, poems and music around specific themes</li> <li>● Encourage informal and formal debates on topics of concern</li> <li>● Explore the use of language in different contexts</li> <li>● Provide opportunities for individual points of view to be expressed</li> <li>● Help pupils to listen with respect to different and opposing points of view</li> <li>● Talk about the difference between spoken and written language, the use of formal and informal registers</li> <li>● Explore and give examples of Standard English, dialects and accents</li> </ul>	<ul style="list-style-type: none"> <li>● Plan fund-raising activities with pupils giving promotional talks to each class</li> <li>● Provide regular opportunities for pupils to elaborate and explain clearly their understanding and ideas</li> <li>● Encourage pupil to develop constructive and positive self-evaluation of their speaking and presentation skills</li> <li>● Draw attention to the need for developing discipline and control in the use of language</li> <li>● Talk about respectful listening, particularly in discussion and debate where opposing views are aired</li> </ul>

## **Class Eight | Literacy | Curriculum Narrative**

In the English lessons this year, we study a modern novel, such as 'The Pearl' by John Steinbeck, looking at the imagery and language used in creative writing, in very much the same way that we have studied poetry over the last three or four years. The Class 8 play has become a tradition in Waldorf schools and the students look forward to it with great excitement and a little trepidation. For many, this is the first time they perform a full-length play on a stage in front of a public audience. St Michael's Class 8 plays are usually performed at Rudolf Steiner House and have included 'Murder on the Orient Express', 'Macbeth' and 'A Midsummer Night's dream'.