

## What we teach, when and why do we teach it?

### Introduction

The Steiner Waldorf curriculum is broad, balanced and all-through. At Steiner Academy Bristol (SAB) we teach from Kindergarten through to age 16 (y11, Class 10). Our education delivers age-appropriate content, building on the connection between each child's personal development journey and humankind's shared cultural heritage and development.

Our education is rooted in the belief that healthy and sustained enthusiasm for learning is achieved by introducing the right content and developing the right skills at the right time: not always at the earliest opportunity.

### Aims

- To stretch and challenge each child in an age appropriate and relevant way.
- to develop healthy young humans who are confident and conscious of their own uniqueness, skills and abilities and who have a healthy orientation to the world that they are moving into.
- to make possible the experience of life as a purposeful journey on which everyone may discover their gifts and talents and their capacity to bring relevant and worthwhile contributions to the world.
- to enable students become free, resilient, creative human beings who lead lives of purpose and direction, who encourage independent thought and the pursuit of truth and are respectful of the rights of others.
- to develop the highest human capacities and become citizens of the world, respecting and celebrating diversity.

### How

- We put a priority on the relationship of the learning material to the human being.
- Our subjects are purposely set in inter-disciplinary contexts wherever possible.
- We teach through an experiential methodology – that is, from observation of, and personal involvement with, phenomena leading to concept.
- We balance, in an age appropriate way, cognitive, creative, physical, behavioural, emotional, social and spiritual learning.
  - **"willing"** (the control of limbs and bodily movement),
  - **"feeling"** (the affective domain of the aesthetic and emotional senses) and
  - **"thinking"** (the cognitive domain of rational thought).

Within our curriculum framework teachers have freedom to adapt the curriculum and the way they teach it to suit the needs of their individual pupils. It is too broad to be 'covered' in its entirety, but is a springboard for innovation as well as a constant reference point for developing learning, for professional collaboration and action research. Teachers are free to interpret and present material in a creative way in order to take account of the particular nature of any group of pupils and their cultural setting, whilst always referencing back and questioning: is this the right and relevant content for these children at this time?

## The curriculum by subject:

NB: Please refer to the Steiner Academy Bristol curriculum tracker for further detail regarding age related expectations.

## Literacy

Literacy teaching is multidisciplinary, involving humanities, music, movement, story, art and outdoor activities. By the end of Year 9 (class 8) all the core skills and knowledge, required to embark upon GCSE courses, will have been covered.

**In Class One (Year 2)** letters are introduced imaginatively in pictures and then associated with a story; geometrical and cursive shapes are practised as an introduction to joined writing; the pupils start to read their own written work and familiar songs and poems, using a multi-faceted approach that includes phonics; the class learns to listen quietly to stories that are told to them – mainly fairy and folk tales; pupils learn to speak clearly in front of the class, through news-sharing and retelling the story of the previous day.

**In Class Two (Year 3)** lower case printing is practised, which leads on to cursive script; first steps in composition are taken, in which pupils draw a picture from a story and then write a sentence or two. Reading continues, starting with the pupil's own texts and the blackboard, before moving on to unfamiliar texts; they learn to analyse the words by the way the letters combine to make the sounds they hear (synthetic and analytic phonics); traditional stories embracing practical morals and principles are told; they may be learnt by heart and used for class recitation, along with poetry and verses.

**In Class Three (Year 4):** more extensive writing, including creative and descriptive writing, based on stories and activities; writing diaries, letters, making use of the date; grammar and structure are introduced, including nouns, verbs, adjectives and punctuation; basic spelling rules are introduced and spelling is practised; printed texts are introduced for reading; Old Testament and other "origination" stories are told; lessons are recalled orally; poetry, dramatic speech and stories told in class are recited; poems and short plays are acted out in performance.

**In Class Four (Year 5):** the parts of speech are recalled and examined in more depth, and the three main verb tenses are introduced; spelling continues to be practised regularly; a class reader may be used to consolidate reading skills, and pupils may bring their own books in to read; stories are taken from the Norse myths, providing fruitful material for recitations and performance.

**In Class Five (Year 6):** pupils learn to construct essays, with sequential ideas requiring paragraph breaks and more complex punctuation; the passive voice is introduced, and the setting out and punctuation of

direct speech; pupils practise converting indirect into to direct speech, and the active to the passive voice; the different forms of literature - drama, poetry and fiction - are introduced, with an emphasis on ancient Greece.

**In Class Six (Year 7):** the study of history, geography and science subjects provides extensive opportunities for both essay-writing and creative composition, applying skills of drafting, self-correction and use of a dictionary; individual projects are undertaken in each of the themes of study; vocabulary is extended and attention given to the differing requirements of descriptive, narrative and explanatory writing; dictation and comprehension exercises are undertaken, and more complex sentence structure is explored, together with the effective use of the conditional tense; regular spelling practice continues.

**In Class Seven (Year 8):** methods of working established in year 7 continue, but the challenges increase; descriptive writing extends from the outer form of things to inner feelings and ideas, requiring more sophisticated use of language; pupils learn to match the use of language to form, for example in the writing of business letters.

**In Class Eight (Year 9):** the techniques of reporting are developed, including note-taking, prioritisation, sequencing of events, reported speech, clear descriptions and succinct accounts. They are applied to reporting scientific experiments and writing historical accounts; imaginative writing, both narrative and descriptive prose, continues; meter, rhythm and rhyme are explored in the study and writing of poems; a play is studied in depth, culminating in a staged performance.

**In classes Nine and Ten (Years 10 and 11):** in addition to building on the skills acquired in the previous years plus studying for the relevant GCSEs, main lessons embrace literature and drama in class 9, including tragedy and comedy, and storytelling, discussion, essays, poetry, creative writing and classical literature in class 10.

## Numeracy

Numeracy and mathematical skills are built upon solid foundations of experience and understanding, and through being applied in practical ways. There is a strong emphasis on mental arithmetic. Each lesson block commences with a review and consolidation of the previous stage of learning.

Numeracy teaching is multidisciplinary, involving music, movement, story, cookery, art and outdoor activities. Cakes or pies may be baked and shared to demonstrate fractions; produce from the school garden may be priced and sold to show the application of percentages and margins. By the end of Year 9 (class 8) all the core content required to embark upon a two-year GCSE course will have been covered.

**In Class One (Year 2)** the four processes of addition, subtraction, multiplication and division, introduced as characters working together in a team; recognising the signs and writing simple linear sums that work from the whole to the parts (for example, 4 equals  $2 + 2$  or  $3 + 1$ ); solving arithmetic problems by handling objects and making pictures, which are translated into numerical expression; encountering and practising mental arithmetic tasks through stories; counting in number series (3, 6, 9, 12, etc...) using recitation accompanied with movement as a preparation for the 2, 3, 4, 5 and 10 time tables.

**In Class Two (Year 3)** reviewing and deepening the work of Year 2; larger numbers, together with units, tens, hundreds and thousands and the method of building up to columns and carrying over; the concept of odd and even numbers, and number bonds (instantly recognisable pairs of numbers and their sum) up

to 20; regular mental practice of arithmetic processes, tables and bonds; drawing the freehand geometric forms, exploring straight lines, angles and curves.

**In Class Three (Year 4)** continuing with the four processes, introducing long multiplication and division; practising tables up to 12; measurement, starting with historical linear measurements based upon the human body, then moving on to standardised linear, liquid and weight measurements; time and its divisions, including reading calendars and clocks; money and postage (looking also at foreign stamps and coins), and calculating the giving of change.

**In Class Four (Year 5)** consolidating long multiplication and division, with more complex examples; applying the linear measurement learned in Year 4 to the calculation of area; the introduction of fractions, together with many practical applications; the rules for applying the four processes to fractions.

**In Class Five (Year 6)** applying the four processes to mixed fractions; further work on areas; decimals, including the four processes as applied to decimals; factors and denominators, including the use of the highest common factor and the lowest common denominator; freehand drawing of complex geometrical shapes; introduction of compass geometry.

**In Class Six (Year 7)** the application of mathematics to business in the form of percentages, profit and loss, simple interest and the unitary method of working out prices, including running a weekly shop or other simple business venture; the use of the protractor in geometry; Pythagoras's theorem explored through practical experimentation.

**In Class Seven (Year 8)** the metamorphosis of geometrical figures; statistical analysis, involving collecting data and making graphs; more complex measurement, including volumes; square roots; learning to simplify and substitute numbers for letters in algebra; the effect of brackets, indices and positive and negative numbers in the solving of simple equations.

**In Class Eight (Year 9)** practical calculations using simple and compound interest; the method of estimating to a certain number of decimal places is learned; ratio, raising numbers to powers and finding the root; calculations of the surface area of cubes, cylinders, pyramids and spheres; algebraic and arithmetical calculations, including the theory of equations; working with more than one variable; the study of linear and curved graphs; further work with brackets and positive and negative integers; the calculation and construction of the five basic Platonic solids; developing the proof of Euler's law; transformations and enlargement.

In classes Nine and Ten (Years 10 and 11), in addition to building on the skills acquired in the previous years plus studying for the relevant GCSEs, main lesson subjects include two and three dimensional geometry, algebra, statistics, trigonometry and surveying.

## Science

**In Class One (Year 2):** Observation of immediate surroundings and the natural world; collecting, observing, drawing and describing natural objects such as leaves; stories, poems and songs relating to the natural world, the cycle of the seasons, the climate, etc.; planting and tending plants in the school garden.

**In Class Two (Year 3):** Continuing the work of Year 2, but in greater detail: observing the characteristics and learning the names of the plants, animals and minerals that are found in the local outdoor environment; working with stories that bring out the qualities and inter-relatedness of natural phenomena.

**In Class Three (Year 4):** Animals and machinery; crop cycles and seasons; the main grains and their uses; caring for the soil; seedlings, plants and trees; residential trip to working farm; food from farm to table – growing and harvesting wheat, milling flour and baking bread; making butter and jam; field-scale vegetable production; apple pressing; practical land work (site visit).

**In Class Four (Year 5):** Families of animals, their form, habits and environment; individual project on an animal chosen by the pupil; the human animal form, and the function of some of the organs; the central theme of measure in maths lessons leads to a study of time, the seasons and spatial connections such as points of the compass; compost making and management; paper recycling; developing tool skills, awareness of risk and safety; responsibility for garden maintenance.

**In Class Five (Year 6):** Develop a greater consciousness of the interrelatedness of life through the study of the human being in relation to the environment, animal and plant kingdoms; awareness of similarities and differences between human beings (generalists) and animals (specialists); a sequential study of the different plant kingdoms from “lower” (algae, mosses, ferns) to “higher” (flowering plants and trees); development of observation skills in relation to seed growth, plant reproduction and an adopted tree or familiar environment; keeping gardening diaries; food production – chutneys, preserves, cordials; visit to forest garden.

**In Class Six (Year 7):** Principles of physics and causality in phenomena; properties of sound - qualities and tone, resonance, pitch and scale; sound in a vacuum; demonstrating the relative speeds of sound and light; properties of light - reflection; colour phenomena and the effects of the prism; properties of heat - expansion and contraction in solids, liquids and gases; conduction; convection currents in liquid and air; demonstration of hot air balloon; rock types - relation of landscape to underlying strata; comparison of igneous, sedimentary and metamorphic rocks; seasonal planning in the garden - plot rotation, business plan; management of the poly tunnel; garden produce market stall (linked to business maths main lesson); stone path laying (“Roman road”, linked to Roman history main lesson); study of life-cycles, starting with the flowering plant, proceeding through the insect world, fish spawning, bird and animal migration to human relationships and human reproduction.

**In Class Seven (Year 8):** Human biology and nutrition, astronomy, combustion, mechanics: The functions of the human body; digestion and nutrition; further principles (and mechanics) of human reproduction; rules of hygiene, including impact of drugs on human development ; introduction to astronomy and the planetary system; principles of combustion; oxygen and carbon dioxide; chemical reactions under heat; the limestone cycle, including building a functioning lime kiln to produce usable lime mortar or paint; physics of inclined planes, levers and pulleys, demonstrating the principles upon which wheelbarrows, nutcrackers and pulleys work.

**In Class Eight (Year 9):** Magnetism, electricity, electromagnetism, first circuit boards as introduction to computer hardware; building a simple battery, a compass, a signal and a motor; methods of producing electricity; industrial chemical processes involving starch, sugar, proteins, fat and metals; biochemical tests; making usable soap; introduction to respiration and photosynthesis; the mechanics of human bone and muscle; continued study of the planetary system; simple planetary charts and the telescope; history of science (in ancient cultures, the Renaissance, and through biographical study of more recent famous scientists such as Faraday and Darwin).

**In Classes Nine and Ten (Years 10 and 11):** in addition to building on the skills acquired in the previous years plus studying for the relevant GCSEs, main lesson subjects include electricity and communications, organic chemistry, human biology, dynamics and gravitation, the chemistry of metals, anatomy,

embryology and sexuality plus an ecology field trip which embraces botany, climate and environmental science;

## History

**In Classes One to Four (Years 2 to 5):** Storytelling is the foundation of history, and stories are rooted in the Steiner curriculum from an early age. Fairy and folk tales are told in Year 2, where the pupils absorb them through drawing and re-telling. Year 3 progresses to traditional stories, from a range of cultures, containing a message or moral principle. In year 4, origination myths and stories describing proto-historical events, including Old Testament stories, are introduced, while in Year 5 the stories are taken from the Norse myths, making a connection to the actual history of north western European people. Local history also features in Year 5, as part of the study of local geography.

**In Class Five (Year 6):** This year sees the transition from myth to documented history, through a vivid pictorial narrative that moves from ancient India through Mesopotamian and Persian cultures to those of Egypt and ancient Greece.

**In Class Six (Year 7):** The Roman Empire and its successors are studied, including the Celts, the rise of Christianity and pre-conquest British history. The emphasis moves away from storytelling towards the organisational aspects of human societies – government, laws, economy, technology, culture and artefacts. There is a biographical focus on key individuals - for example Horatius, Julius Caesar, Charlemagne, William the Conqueror - and the part they play in shaping the progress of history.

**In Class Seven (Year 8):** From the Middle Ages to the Renaissance, including the rise of Islam and its influence upon the west; the invention of printing; the age of the “great discoverers” and their voyages from the 15th to the 17th centuries, which links to the study of astronomy and the night sky in the science curriculum.

**In Class Eight (Year 9):** From the high Renaissance to the 19th century; reformation and revolutions - the English Civil War, religious wars in Europe, the American and French Revolutions, the American Civil War; the slave trade; the agricultural and industrial revolutions; inventors, industrialists and social reformers. Pupils leave Year 9 with a solid grounding in chronological history and historical method, as a basis for GCSE history and the challenging study of the historical events of the 20th century.

**In Classes Nine and Ten (Years 10 and 11):** in addition to building on the skills acquired in the previous years plus studying for the relevant GCSEs, main lessons in history continue from the revolutions of 19th c. to the Second World War, followed by a retrospective, i.e. looking back to trace the origins of modernity in ancient civilisations. There will also be art history main lessons, from ancient times via the Renaissance to modernity.

## Geography

**In Classes One to Three (Years 2 to 4):** Geography is introduced as a main lesson subject from Year 5, but the idea of a world away from home is well established in Years 2 and 3 through stories and myths. In Year 4 pupils explore different types of building construction from around the world as part of a building main lesson (see technology curriculum, below).

**In Class Four (Year 5):** The local area is studied – the route to school, the geography of the

school itself, and local landmarks; investigating how geography has shaped local people's lives; project and field trip to study a significant feature that has shaped the locality (a river, a communication link, a forest).

**In Class Five (Year 6):** The geography of the British Isles; location of cities, rivers, mountain ranges; pupils look beyond their immediate environment and observe how different economic activities thrive in different regions and how they interrelate across the country; life in different landscapes is contrasted – in urban places, by the sea, in the hills, etc.; pupils build a relief map, in the process of which they observe and experience physically the shape and form of the land, and its key features.

**In Class Six (Year 7):** The geography of Europe; its major physical features and contrasts (Alps and Holland; Black Forest and Ruhr); relating the economies and cultures of regions with their geographical characteristics; human resourcefulness in overcoming the challenges of different environments (roads, railways, tunnels, dykes, bridges, etc.).

**In Class Seven (Year 8):** World geography, including a focus on one continent and looking at the cultural, material and economic conditions of specific societies. Exploring ways in which geography, climate and history have shaped the human conditions and culture in the chosen region.

**In Class Eight (Year 9):** World geography: introduction to meteorology; global weather systems and the study of different global climatic zones, and the differences in lifestyle, culture and livelihood of their inhabitants; the global location of the natural resources required for industry, and the economic, industrial and social effects of harnessing them.

**In Classes Nine and Ten (Years 10 and 11):** in addition to building on the skills acquired in the previous years plus studying for the relevant GCSEs, main lesson subjects include Ecology, sustainability and globalisation.

## Religious Education

The school complies with the requirement to provide religious education, including a daily act of collective worship: morning lessons in Steiner schools always begin with a verse and a reflective moment.

The moral and spiritual well-being of the children are nurtured by developing a strong sense of belonging for all, regardless of faith or background. This is achieved through a calendar of seasonal festivals which the whole school celebrates together.

Throughout the school a sense of reverence and an attitude of tolerance and respect towards each other is encouraged and modelled by the teachers and reinforced by verses said before meals and at the beginning and end of the day.

Religion lessons may go by a variety of names: including World Stories, Biographies or, in the older classes 'Beliefs and Values'. The aim for all these lessons is to help each child to become aware of their individual and inalienable human values. A second aim is to reassure the child, and later the questing adolescent, that human dignity and integrity can and do prevail, often against the odds. This is achieved primarily through story and discussion. Teachers are free to choose stories that bring out age-appropriate discussion and shared exploration. Teachers are expected to withhold their own beliefs in order to leave the student to develop their own beliefs and opinions in complete freedom. There is an expectation,

however, that story and discussion will demonstrate and develop empathy, compassion, acceptance and tolerance.

Additionally there are a number of main lesson blocks or themes that have a clear religious mood, for example in Class 2 (Y 3), Native American tales bring an experience of the spirituality and ecological awareness that preceded the arrival of Europeans; in the same year the children hear stories from the lives of Christian saints in the Celtic and Franciscan traditions. In Class 3 (Y4) stories from the Old Testament provide the main narrative content. In Class 5 (Y6) the focus is on eastern traditions, with stories from the Ramayana, the Mahabarata and Buddhist traditions being used extensively. In class 6 (Y7) the lives and teachings of Christ and Mohammed appear in their historical context.

In the secondary years a core aim is the attempt to connect students to the most important ideals of all: their own. Cultivating a sense of idealism is approached in a variety of ways but the religion lesson has a key role to play in furthering this aim. This is done through the study of inspiring biographies, particularly those of 20th and 21st Century personas who have achieved something unique, have lived a life of integrity and courage and have worked for or fought for what they believe is right and for the greater good of humanity.

## Modern Foreign Languages

**Classes One to Three (Years 2 to 4):** Language is taught orally for most of the first three years, with writing introduced only towards the end of Year 4. Learning is through songs and movement games taken from Spanish culture. Vocabulary is taken from the immediate surroundings, extended gradually outwards to embrace weather, fruit & vegetables, animals etc., as well as the names of the seasons, months and days and the recitation of numbers. Over time, adverbs, adjectives, and the use of forms involving movement and location are introduced and practised. Pupils practice answering questions about themselves, for example their age and birthday, number of brothers and sisters, etc. They hear Spanish folk tales and draw scenes from them. Writing is added to this artistic work towards the end of Year 4.

**Classes Four to Five (Years 5 to 6):** Reading and translating from a printed text is introduced, and pupils produce their own project book containing both writing and drawing. Vocabulary and the application of grammar through parts of speech, tense, and gender are continually built upon and extended; pupils learn poems by heart and participate in short Spanish plays that increase in complexity each year. The end of Year 7 sees the consolidation of the basics of grammar and vocabulary required for simple conversations and situations, the reading and recitation of short stories and poems and the writing of short texts - poems, postcards, pen-pal letters, etc.

**Classes Six and beyond:** Spanish begins to be taught from textbooks and readers with increasing emphasis on grammar.

## Practical Technology

**Classes One to Eight (Years 2 to 9):** The use of appropriate technology is embedded in the Steiner curriculum, in which doing, making and constructing take up a significant proportion of curriculum time.

The use of tools and equipment of many kinds – scissors, knives, wheelbarrows, garden tools, apple presses, pottery wheels, lathes, woodworking tools, printing presses, forges, photographic enlargers, sewing machines – form an integral part of the pupils' learning experiences. As always, tools and technology are introduced progressively and safely at an age when pupils are ready to rise to the new challenge. More detail is given in the curriculum section on handwork and craft.

At certain points, specific technology-based projects are introduced into the teaching of core subjects. As part of the class 7 science curriculum, students build and fire a working lime kiln; In class 6 they may construct a short stretch of “Roman road”. A key turning point, however, comes earlier, in class 3, when pupils learn about building, visit building sites and take part in a real building project, ideally mixing mortar and laying bricks in a real-life application of the building with blocks they will have been doing since infancy. This experience of using their own hands to create and shape the human environment is both inspiring and empowering, coming as it does at a time of increasing independence, when children begin to take control of their own learning.

## Information and Communication Technology

The telling of stories, the hieroglyph, the written word, the illumination of manuscripts, calligraphy, the age of printing and finally the arrival of digital media and screen technologies: there is a clear pattern of development in communication technology. Children develop in a similar way, and computer-based learning in Steiner schools takes place when pupils are old enough to place computing in a social, scientific and historical context.

We aim to use technology in a creative way, in the same way we would use other tools to aid in learning. The focus should not be in using the computer/technology but rather its use in supporting the process, communication, research, etc.

However we also recognise that this approach alone does not suffice in addressing the PSHE side of ICT. (PLEASE REFER TO PSHE SECTION), where our approach to E Safety begins at a much earlier stage.

**Class Seven (Year 8):** The ICT programme of learning is regarded as a continuation of literacy that forms part of interdisciplinary learning.

**In Class Nine (year 10):** an understanding of digital technologies will be supported through the study of number bases and the binary system in mathematics. Students may construct their own simple computers in order to understand how they work. At the same time many of the ethical and health issues connected with computer use and screen entertainment will be addressed.

Computer programmes and word-processing tools may be introduced at an earlier age for children for whom it can be a real benefit, who may, on account of dyslexia, dysgraphia or for other reasons have difficulty processing and presenting information in more traditional ways.

## Physical Education

Games lessons grow in complexity and ambition as the pupils rise through the classes. From simple running and tag games, instilling the principles of rules, appropriate behaviour and working as a team, more complex tactical elements are introduced, along with the role of the individual in relation to the team.

In class 5 athletics are introduced, in the context of the study of Greek civilisation. Running, jumping and throwing events are practised, culminating in a competitive “Olympic games”. Cycling may also be introduced, in which pupils learn SABe cycling skills at the age when they may be beginning to cycle on roads unaccompanied, and if facilities are available there will be sessions of gymnastics. From Year 7 strategic team sports are established – basketball, netball, hockey or others, depending upon facilities. In year 7 pupils also learn circus skills – balancing, juggling, uni-cycling, and related performance activities that instil poise, focus and self-control.

Eurythmy is a movement art distinctive to Steiner schools, which seeks to make visible through gestures and forms of movement the sounds of speech and the melodies, harmonies and rhythms of music. It develops gross motor skills, increasing the pupils' concentration and coordination and improving their spatial and social awareness. It helps pupils gain greater awareness of and control over their bodies while improving posture, fostering social skills and developing imagination and aesthetic sense. The forms and gestures of eurythmy develop in complexity as the pupils get older. From simple straight lines, curves and geometric forms in Years 2 and 3, pupils learn to perform eurythmy to a text or a piece of music from Year 5, and may develop their own choreography by the time they are in Year 9.

## Art

**Class One (Year 2):** Wet-on-wet watercolour painting; pattern drawing as a preparation for geometry and writing; free Plasticine modelling; beeswax/clay relief work, incorporating themes from main lessons.

**Class Two (Year 3):** Wet on wet painting - colour stories and moods from the seasons; primary and secondary colours and darker and lighter shades; drawing symmetrical, rhythmical and geometric forms; modelling animals from the fables.

**Class Three (Year 4):** Painting in watercolours - human, plant and animal forms; mixing prime colours; complementary colours and colour harmonies; rotational symmetry in pattern drawing; modelling animal and human forms.

**Class Four (Year 5):** Painting in watercolours - achieving different moods through colour; landscapes and flora; animals in their native habitats; knotting and Celtic designs in form drawing.

**Class Five (Year 6):** Painting in watercolours - achieving moods through colour accompanying themes from Main Lesson; symmetry and inversion in pattern drawing, free hand Geometry and shape formation.

**Class Six (Year 7):** Watercolour painting of landscapes, drawing and modelling related to Main Lesson themes; shaded drawing; tonal and colour perspective; representation of three dimensions; mosaic making in the context of the study of Roman civilisation.

**Class Seven (Year 8):** **Wet on dry** Watercolour painting, drawing and modelling related to Main Lesson themes; perspective drawing; portrait drawing; parts of the human body (hands, feet); Sketchbook design skills; study of the lives and works of the artists of the Renaissance and other relevant artists to contextualise themes; Art trip relating to studied themes.

**Class Eight (Year 9):** Watercolour painting, drawing and modelling related to Main Lesson themes; black and white drawing; effects of light and use of shadow; calligraphy and design work; study of styles and

themes of other artists relevant to Main Lesson themes (eg. Henry Moore and the Industrial Revolution, propaganda posters, etc.) and others; advanced sketchbook design skills; Art trip relating to studied themes; Art trip relating to studied themes.

**Classes Nine and Ten (Years 10 and 11):** Developing the pupils' individual ideas in response to a variety of briefs. Building up a portfolio of work. Individual projects and coursework assignments; numerous art trips both locally and to London relating to studied themes.

## Handwork: textiles

Fine motor skills are developed through learning practical skills, developing patience, diligence, quiet focus and artistic expression. The curriculum covers at different ages the qualities and origin of raw materials, processes, design and creativity.

**Class One (Year 2):** Introduction to knitting – making knitting needles, winding wool, simple knitting project; sewing – the running-, blanket- and over-stitch; small sewing projects with felt.

**Class Two (Year 3):** More complex knitting project, involving colour sequences and counting rows; correcting mistakes. Making recorder cases and seasonal crafts with additional skills.

**Class Three (Year 4):** Crochet with a hook (requiring skilful use of the non-dominant hand), making crochet objects.

**Class Four (Year 5):** Design of a colour pattern on paper; learning cross stitch; executing the design in cross stitch and assembling the finished work into a variety of pieces including bookmarks, pen holders, pin cushions and needle cases.

**Class Five (Year 6):** Four needle knitting making socks or a hat.

**Class Six (Year 7):** Making 3D animals, draw and design their own pattern then making an endoskeleton followed by stitching, stuffing and needle felting the detail.

**Class Seven (Year 8):** Machine sewing skills first on a hand machine. They make patchwork cushions and aprons.

**Class Eight (Year 9):** Making their own simple patterns and increasing confidence and skill on the sewing machine. Making pyjamas and costumes for the class play.

**During Classes Nine and Ten (Years 10 and 11)** pupils have the chance to experience textiles as part of a wider range of Craft workshops, initially focusing on skills and processes, then on responding to a mixed media technology design brief.

## Practical Skills: The Crafts

**Class 1-4 (Year 2-5) Raw materials immersion:** These are the pupils' formative years, when their practical education, initially based on beauty, appreciation and reverence, leads to cultivation and structure with awareness of the environment and social collaboration. Approach to learning in these years will focus on simple craft work with raw unprocessed materials and whole-processes. Themes will link into the Main Lesson themes and will engage the pupils in activity and sociability. For example in class 2, pupils will make First Nations People crafts and pouches, as well as dream catchers and other items from collected and assembled items. Being outdoors and in nature is an important element of the daily and weekly rhythm during these years; collecting, assembling, and building. These are years when alongside 'doing' pupils should also be given the chance to still 'simply be' in nature, in their own way, without added

content or direction. Pupils should be allowed to find their own connection to nature, play their own games, listen quietly to subtle sounds, learn to be still and silent within it.

**Class 6-8 (Year 7-9) Skills and technique development:** During classes 6-8 the focus shifts to establishing the basic practical techniques and skills across all crafts and outdoor work. By the end of class 8 the students will have been re-introduced to the materials sourced from: 'Animal', 'Plant' and 'Mineral' realms, and the basic techniques and skills needed to work with them. Although this is a revisiting of materials from the earlier years, the objective is now more focused. In these years pupils learn to process and develop their skills to fashion and manipulate the materials for a use or a need.

**Class 9-10 (Year 10-11) Design and aesthetic refinement:** In classes 9 to 10, the pupils are now ready to use all of their previous learning towards problem solving, design and aesthetics. This is carried out through projects of growing complexity and levels of independent work. Alongside this, awareness continues to be raised as to working responsibly, impact of production and making of conscious compromises and choices.

## Music

All pupils have involvement in singing and instrumental music in some form. The aim is that they develop a relation with music as a real living experience. Choral singing is unaccompanied, developing collaborative skills and confidence in self and others.

**Classes One and Two (Years 2 and 3):** Active listening to a note; pentatonic songs learned through imitation; clapping rhythms; playing a song by ear on the pentatonic flute. Use of hanging xylophones, pentatonic pipes, lyre, xylophone / glockenspiel; aural games to develop pitch awareness; short singing performance for parents.

**Class Three (Year 4):** Rounds; cumulative ostinato group work; mirroring and imitation games on recorders and tuned percussion; continuation of aural games.

**Class Four (Year 5):** Learning the note names; the treble clef; sol-fa names; reading the notes; playing rounds and folk tunes; singing seasonal songs; aural work within the scale. Choral singing.

**Classes Five, Six and Seven (Years 6 to 8):** Compound time; introduction to the recorder; composing for the recorder; degrees of the scale; counting intervals; ensemble playing and small group improvisations. Choral singing.

**Class Eight (Year 9):** Composing project; writing a round; writing a cadence in 4 parts; musical biographies. Choral singing.

**Classes Nine and Ten (Years 10 and 11)** work together in a variety of instrumental and vocal groups exploring a range of styles and genres (strings, rock, drumming, a cappella singing, etc.), whilst contributing to the cultural life of the school via performance

## Drama and performance

Plays and performances are an important feature of the curriculum, calling upon the physical, creative and intellectual qualities of the pupils, and encouraging social and emotional development. The emphasis

is on participation and pupil progression rather than performance outcome. Plays are not cast by ability but with reference to how the children or students are most likely to benefit in terms of powers of expression, self-confidence, self-esteem, social integration, etc. The whole class takes part and the work is done in school time – it is not an optional, after school activity.

There are performances from every class, every year, ranging from a short concert for parents in Class 3 to a fully staged production (often Shakespeare) in Class 8

### Class trips and local visits.

Each class aims to have an annual trip, building up from a day trip in Class 1 and 2 to a week or more in Class Eight. The activities are linked to the main lesson themes for the year, and the trips themselves are intended to be both challenging and confidence-building, engendering qualities of independence along with good habits of social interaction.

In addition, classes make day or afternoon trips to benefit from Bristol's rich educational resources, with Class 5 going to the Steiner Olympics, at Michael Hall, every year.

### PSHE

PSHE is woven into the Steiner Waldorf curriculum, in addition there are also certain elements that are taught discretely. In the lower school we use the JIGSAW PSHE programme and we use STRIDE in the middle and upper school

#### Jigsaw:

This PSHE programme offers many opportunities for spiritual, moral, social and cultural development and contributes significantly to all strands of the British Values agenda. SMSC is mapped on every lesson plan and balanced across each year group.

NB: we have adapted the timing of the first pieces of 'Jigsaw' in order that it aligns with the Steiner Waldorf stages of child development (see curriculum tracker)

- Being Me in My World: Includes understanding my place in the class, school and global community
- Celebrating Difference: includes anti-bullying (cyber and homophobic bullying included) and diversity work
- Dreams and Goals: Includes goal-setting, aspirations for yourself and the world and working together.
- Healthy Me: Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
- Relationships: Includes understanding friendship, family and other relationships, conflict resolution and communication skills.
- Changing Me: includes sex and relationships education in the context of coping positively with change.

#### STRIDE:

STRIDE is a journey of progressive lessons covering Classes 6-10. The programme is designed by Bristol Healthy Schools and is aimed at:

- Maintaining positive mental health
- Providing examples and activities to discuss and develop skills needed to thrive, be resilient and POSITIVE

The lessons have been developed following careful research into the existing material available to teachers delivering Emotional Health and Wellbeing Teaching as part of, or separate to, the PSHE curriculum.

Each lesson objective is taken from the PSHE Association Curriculum Framework 2014 (updated 2017)

They have been developed to:

- Deliver age-appropriate skills over the 5 year period
- Building year-on-year so that individuals learn skills to experience positive mental health during their school time
- Skills for life so they are better equipped as they move on to further education or work to maintain good mental health

PSHE lessons from class 4 upwards are also used to explore the social impact of the use of technology e.g. bullying, peer pressure, the need for judgement and over-avoidance, the need to learn to question information and ethics.

## Citizenship in the curriculum

The Steiner Waldorf curriculum, pedagogy and ethos places great emphasis on citizenship, therefore, from an early age children are actively involved in developing class expectations, an understanding of the values of cooperation and respect and responsibility they hold as a member of our community. Circle time is an integral part of every class.

Citizenship is an integral part of several main lessons during the course of the class teacher years. In class 3 a three week study of building and farming introduces the pupils to the idea of crafts people contributing their skills and work for the benefit of others. Visits to farms, building sites, produce markets etc. reinforce this experience. In Class 4 the pupils' first introduction to geography explores the interconnected nature of the services and infrastructure that support our lives: roads, rail, water, electricity, police, fire and ambulance services are all presented and form part of the young child's expanding picture of the community he or she is part of. Visits to the local museums and extensive walks in the local area all feature at this stage.

In Class 5 a wide-ranging study of ancient Greek history features the emergence of democracy and the city state as a new form of government. The theme is continued in Class 6 where the focus is on Roman history and the making of laws. In Class 8 the history of modern revolutions gives an opportunity to explore the emergence of modern political constitutions and the concepts related to the French

revolution, including the rights of man. At the same age the discipline of formal debating is introduced around current themes. History and geography in Classes 9 and 10 explore modern themes and the way in which we relate as world citizens to global issues.

In upper school, children are able to participate in social and ecological projects, partnering with local organisations, developing a sense of “be the change that you want to see in the world”

We have a calendar of Festivals, which mark many festive occasions throughout the school year. At the cardinal points of the year are the main Christian festivals, alongside these are festivals which reflect our school and local community,, which help to deepen the children’s experience, understanding and appreciation of a range of cultures as they progress through the school.

## Outdoor Learning: Ecoliteracy (Sustainable Literacy)

### **Environmental:**

**Class 1:** Pupils begin by spending time in nature, hearing about its wonders and secrets through related stories, collecting and making. Much of this will remain sub-conscious at this stage, but nonetheless will create a strong, healthy foundation of awe, wonder and love for nature and its magical gifts, that later turns into a sense of loving responsibility. Nature stories will be told regularly giving context to the seasons and Main Lesson content. Collecting, making, foraging and simple shelter building will support nature stories. This will include weekly walks and trips in the local environment.

**Class 2:** The focus in class 2 shifts from just ‘being in’, looking at, and collecting things for their beauty, to a ‘hunter-gatherer’ approach of collecting and making for a purpose. This could be building a shelter, foraging food, making simple bows and arrows, etc. This is the very beginning, in terms of the evolution of mankind, of its resourcefulness and self-sufficiency.

**Class 3:** From class 3 onwards pupils begin their use and cultivation of the land and their environment. This is still very gentle, magical and simple in its farming ‘systems’. Pupils are engaged in preparing the land for growing, nourishing it, preparing compost, sowing seeds, weeding, and growing food; the leftovers of which they will take back and make into compost, thus completing the cycle. There will be visits to Farms, and traditional local Crafts People, as part of the Main Lesson curriculum.

**Class 4:** Class 4 move into more advanced forms of farming, to include cultivation of trees, growing in greenhouses/ poly tunnels, and leading to development of irrigation systems, poly tunnels, etc.

**Class 6:** From class 6 onwards the pupils will be more involved in ecologically and environmental projects, gaining an understanding of the bigger context of mankind’s exploitation of the land, alongside mankind’s potential to work with, support and nourish the land. This will include charcoal making, iron age forging, and weekly woodwork. The context for this new focus on the potential impacts on the environment will be further studied in the Geography of Europe Main lesson.

**Class 7 - 8:** In classes 7 and 8, pupils will be involved in organising and running environmental campaigns and or projects; linking to mains lessons such as Nutrition, World Geography, and Mechanics. For example in Nutrition they could look at impacts of feeding global population. Linking into the Mechanics Main Lesson, They could take on an ecological problem solving challenge such as developing a biofuel lawn mower.

**Class 9 - 10:** Pupils in the older years will become increasingly involved in projects both within the school community, then out in the wider community, projects that allow them to take initiative and responsibility for making a change.

Although much scope is left for individual teacher choice of areas of focus, projects and subject matter within this subject, it is expected that class teachers build this into their annual planning and Main Lesson planning as a defined area.

**Social:**

The curriculum for Social Ecoliteracy should be taught in collaboration and alongside the curriculum for Environmental Ecoliteracy. Both curriculums aim to develop a capacity for empathy, care and awareness for others and the environment. The same disregard, control and exploitative approach, that is so common today, can only ever change if children are given the tools and a different understanding right from the start.

From Kindergarten on, a culture of caring and sharing needs to be encouraged and facilitated. A culture where children wait, help, and care for one and other, so that later their sense of compassion and selflessness can be cultivated and developed.

In the 'Class Teacher Period' social games, singing and walks, are common practice and encourage harmony in the group in a peripheral way. More can be done in terms of the interactions between the pupils to encourage a culture of caring and sharing, leading to the development of Social Intelligence. This can be facilitated in class, pupil to pupil through help-partners, bake-partners, craft-partners and animal-care partners, as well as therapeutic stories, to mention but a few.

Caring for animals is a good tool to aid the development of empathy in pupils. It also introduces the pupils in an indirect way to Sex Education through animal life cycles. In addition to traditionally introducing Sex Education in class 7 as part of Biology Main Lesson, PSHE sessions will start with the girls in class 5, as part of their Rites of Passage. From class 6 onwards both boys and girls have PSHE sessions, as a regular feature. Social circles that practice listening and debate tools, etc. are brought to the pupils and practiced on a regular basis.

In classes 9 and 10 this can be further developed through workshops, such as Deep Democracy, Non Violent Communication, World Cafe, and then regularly practiced. Supporting this, a program/ placement that encourages compassionate care for others in need (special needs children/ elderly/ etc.) can be programmed in.

Cooking together throughout the year, is a wonderful social activity for the class to do for themselves as well as for festivals, fairs or school lunches. Cooking can also be linked to the Main Lesson theme such as Class 2 cooking in a First Nations people camp setting, whilst class 3 will grow wheat to bake bread as part of the Farming Main Lesson.

Older classes can be involved in costing, ordering and planning aspects of running a larger scale kitchen as well as cook around the fire once a week.

**Work Experience:**

From class 3 work experience starts in relation to the Main Lesson themes of Farming, Occupations and Dwellings, and is focused on visits and work in and around the local area.

From class 6 pupils begin to branch out and go further afield to work on bigger projects for longer periods of time. These trips integrate many different subjects and themes from across the curriculum for that year. In these older years, the value of the placements is focused more on developing the pupil's individual sense of responsibility, independence and integration into the world.