

National Curriculum: Purpose of Study and Aims	Steiner Waldorf Curriculum: Purpose of Study and Aims
<p><b>English:</b></p> <p>Purpose of Study:</p> <p>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.</p>	<p><b>Literacy:</b></p> <p>Purpose of Study:</p> <p>Literacy is central to full participation in academic, economic and civil society. Good literacy skills (knowledgeable action with purpose) show themselves in pupils' ability to speak and write fluently so that they can communicate their thoughts, opinions, ideas and emotions to others. Reading is an essential pre-requisite for building and using knowledge and is essential for accessing information through media of all kinds, supporting intellectual, emotional, cultural, social and spiritual development. Literature is particularly significant in reflecting traditional and critical values. Oral and embodied communication are equally important in formal and informal settings and professional life.</p>
<p><b>Aims:</b></p> <p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• read easily, fluently and with good understanding</li> <li>• develop the habit of reading widely and often, for both pleasure and information</li> <li>• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>• appreciate our rich and varied literary heritage</li> <li>• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> </ul>	<p><b>Aims:</b></p> <p>The overarching aim for Literacy in the Waldorf curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The Waldorf curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• read easily, fluently and with good understanding</li> <li>• develop the habit of reading widely and often, for both pleasure and information</li> <li>• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>• appreciate our rich and varied literary heritage</li> <li>• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> </ul>

<ul style="list-style-type: none"> <li>• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate</li> </ul>	<ul style="list-style-type: none"> <li>• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>• are competent in the arts of speaking and listening, presenting their ideas coherently in a range of ways</li> <li>• express themselves in original and creative ways</li> <li>• navigate a range of media, and can form judgements about the content of what they encounter</li> </ul>
<p><b>Maths</b></p> <p>Purpose of study:</p> <p>Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.</p>	<p><b>Maths</b></p> <p>Purpose of Study:</p> <p>Mathematics is a way of understanding the world. It is a creative discipline with many applications, that has been developed over many centuries through exchange across many different cultures. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.</p>
<p>Aims:</p> <p>The national curriculum for mathematics aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately</li> <li>• reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language</li> <li>• can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing</li> </ul>	<p>Aims:</p> <p>The Waldorf curriculum for mathematics aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• are skilled in the fundamentals of mathematics, applying their knowledge purposefully in a range of developmentally appropriate tasks</li> <li>• develop conceptual understanding progressing from the concrete to the abstract, the simple to the complex, the whole to the parts and back again</li> <li>• use their mathematical skills to solve increasingly complex problems over time through frequent and varied practice, and using a range of appropriate strategies</li> </ul>

<p>sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions</p>	<ul style="list-style-type: none"> <li>reason mathematically by following a line of enquiry, discovering relationships and framing generalisations, developing an argument, justifying and proving using mathematical language</li> </ul>
<p><b>Science</b></p> <p>Purpose of study:</p> <p>A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.</p>	<p><b>Science</b></p> <p>Purpose of Study:</p> <p>Science is a way of understanding our experience of the world. The Waldorf science curriculum starts from a holistic, integrated experience of the world through focussed attention and then moves to a differentiated approach using the prism of the scientific disciplines of biology, chemistry and physics. A successful science curriculum starts with and builds on embodied experience of what is familiar to us, using observation and description of phenomena in context to generate excitement and curiosity to understand the world. Through carefully selected examples which exemplify key phenomena, pupils then build up living concepts of the natural world that are woven over time into a coherent structure of disciplinary knowledge. Throughout this process, pupils progressively learn to use and apply the scientific methods of noticing and observing; exploring, discovering and experimenting; using tools and equipment; empathic identification; understanding in context; process thinking; comparing, analysing and classifying; following processes and working systematically and rationally; recording, reporting and presenting. In the Waldorf curriculum, science also includes the study of people in different cultural and historical contexts who work/have worked systematically to understand and learn from nature (scientists). Pupils learn that scientific knowledge and progress can and should be for the benefit of humankind, and shared across countries and cultures.</p>
<p>Aims:</p> <p>The national curriculum for science aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics</li> </ul>	<p>Aims:</p> <p>The Waldorf curriculum for science aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>develop the capability to generate understanding of scientific knowledge through study in the disciplines of biology, chemistry and physics</li> </ul>

<ul style="list-style-type: none"> <li>• develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them</li> <li>• are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future</li> </ul>	<ul style="list-style-type: none"> <li>• can apply appropriate scientific knowledge and methods to help them to answer questions about the world around them</li> <li>• have a sound basis for making informed judgements about scientific knowledge and the impact of its application in the world</li> </ul>
<p><b>Geography:</b></p> <p>Purpose of study:</p> <p>A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p>	<p><b>Geography:</b></p> <p>Purpose of study:</p> <p>A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people as an integrated living system, and the earth in its context in space, that will remain with them for the rest of their lives. This engagement with geography should engender a sense of adventure, wonder and responsibility. Through an appreciation of the complexity of natural phenomena and processes, pupils should develop a profound understanding of the intimate connection between physical landscapes and the evolution of human societies, cultures, and cultural understandings of the relationship of human beings to the world as expressed in myth, art, religion and science. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. Pupils should have a growing understanding of the changing impact of human activity on the environment over time.</p>
<p>Aims:</p> <p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> </ul>	<p>Aims:</p> <p>The Waldorf curriculum aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Develop contextual knowledge of the earth as an integrated whole, including providing a geographical context for key physical characteristics and human activities</li> </ul>

<ul style="list-style-type: none"> <li>• understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> <li>• are competent in the geographical skills needed to: <ul style="list-style-type: none"> <li>• collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>• interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>• communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and have changed over different time scales</li> <li>• Develop geographical skills that allow them to: <ul style="list-style-type: none"> <li>○ Interpret and communicate geographical information through maps, diagrams, globes, narrative, images and numerical data.</li> <li>○ Learn effectively and experientially through fieldwork</li> </ul> </li> </ul>
<p><b>History:</b></p> <p>Purpose of study:</p> <p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>	<p><b>Social Science:</b></p> <p>Purpose of Study:</p> <p>The Steiner Waldorf curriculum offers pupils the opportunity to gain a coherent knowledge and understanding of processes in world history, and how they have manifested in the British Isles. Pupils will know how different cultures have related to their geographical environment and how different societies and economies have been organised at different times and in different places. They will also understand how cultures have interacted and mutually influenced each other across history. Pupils will develop a historical consciousness that enables them to empathise with and understand how people in other times lived and experienced their lives. They will learn to interpret historical material, including historical narrative, art and artefacts and thus begin to understand the emergence of different forms of consciousness as it is expressed in different social forms, as compared and contrasted with our times. Social science enables pupils to understand the complexity of people's lives, cultures, societies and relationships, and thus to be able to position themselves in relation to these, construct coherent identities, and understand the challenges of their time.</p>

<p>Aims:</p> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>• gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</li> <li>• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul>	<p>Aims:</p> <p>The Waldorf curriculum aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Know and understand historical processes in world history, and how this manifests in the British Isles</li> <li>• Know and understand how the development of societies and cultures relates to the geographical environment and the history of those people</li> <li>• Gain and deploy a broad vocabulary of historical terms and concepts, such as ‘social strata’, ‘matriachy’, ‘hierarchical’ and ‘egalitarian’ societies, ‘change and revolution’, ‘civil rights’ etc</li> <li>• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</li> <li>• understand some significant ideas about how history is made</li> <li>• gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales</li> <li>• relate their historical understanding to their own situation and worldwide current events</li> </ul>
<p><b>Modern Foreign Languages</b></p> <p>Purpose of study:</p> <p>Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in</p>	<p><b>Modern Foreign Languages</b></p> <p>Purpose of Study:</p> <p>Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world and other cultures. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its</p>

<p>speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.</p>	<p>speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read a range of literature understand and appreciate other media in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.</p>
<p><b>Aims:</b></p> <p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• understand and respond to spoken and written language from a variety of authentic sources</li> <li>• speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</li> <li>• can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li> <li>• discover and develop an appreciation of a range of writing in the language studied</li> </ul>	<p><b>Aims:</b></p> <p>The Waldorf curriculum aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• understand and respond to spoken and written language from a variety of authentic sources</li> <li>• speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</li> <li>• can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li> <li>• discover and develop an appreciation of a range of writing in the language studied</li> <li>• develop an interest in and an understanding of cultures in which the language being studied are spoken</li> </ul>
<p><b>Computing:</b></p> <p>Purpose of study:</p> <p>A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to</p>	<p><b>Technology:</b></p> <p>Purpose of study:</p> <p>Steiner Waldorf education offers opportunities for pupils to learn how materials are transformed into tools and artefacts to meet human needs. A need is recognised, knowledge of tools and materials are applied to find practical solutions. Starting from a simple practical solution, products can be further developed and modified to meet other, changing or more complex needs, using feedback derived from evaluation of the products created. Technological education begins with the nature and origin of materials, and the nature and cultural origin of tools, and how tools extend</p>

create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

**Design and Technology**

Purpose of Study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

human powers and multiply human effort. Knowledge of materials begins with traditional handcraft techniques (sewing, knitting, spinning, whittling) using natural, locally sourced resources. Pupils become familiar with the safe use of simple and household machines in context, e.g. a corn mill, simple woodworking tools, an apple press etc. They learn to produce useful artefacts and products such as yarn, garments, wooden utensils, apple juice, bread etc. In doing so, they learn the historical and cultural origins of these crafts, the production of materials and the ecological impact of this. As pupils progress through the school they learn to use more complex tools accurately and safely in a workshop environment, embodying the values of being a crafts-person. Through the history curriculum, pupils learn about the history, cultural significance and impact of technology from early cultures to contemporary digital society. In media education children begin by becoming literate in analogue media, followed by learning how to use modern information technology equipment safely, appropriately and responsibly. Digital technology is integrated into the curriculum as an extension of the ‘warm’ analogue technology of the lower school. Pupils are introduced to the question of human responsibility in the ethical application of technology and the benefits and risks of technology use including Artificial Intelligence.

Aims (Computing):

- The national curriculum for computing aims to ensure that all pupils:
- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
  - can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
  - can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems

Aims:

- The Waldorf curriculum aims to ensure that all pupils:
- are knowledgeably skilful across a range of analogue technologies
  - are technologically literate across a range of everyday mechanical and digital applications
  - are responsible, competent, confident and creative users of information and communication technology
  - are users and creators of technology, rather than merely consumers of it

<ul style="list-style-type: none"> <li>• are responsible, competent, confident and creative users of information and communication technology</li> </ul> <p>Aims (design and technology):</p> <p>The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</li> <li>• build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</li> <li>• critique, evaluate and test their ideas and products and the work of others</li> <li>• understand and apply the principles of nutrition and learn how to cook</li> </ul>	
<p><b>Art:</b></p> <p>Purpose of study:</p> <p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	<p><b>Aesthetic and Creative</b></p> <p>Purpose of study:</p> <p>Art, craft and design embody some of the highest forms of human creativity. The Steiner Waldorf curriculum offers a high-quality art and design education that engages, inspires and challenges pupils, and offers them the opportunity to explore a wide range different media, materials and tools (e.g. paint, clay, wax, charcoal, wood, metal, fibres, fabric etc) their properties and characteristics. They can apply their skills and knowledge in artistic and craft fields to create aesthetic, creative, practical and useful artefacts. Through guided instruction and practice in artistic and practical activities, pupils learn to understand the effects created by these media and tools, critically evaluate their own and others' work, and contextualise this historically, culturally, and ecologically.</p>

Aims:

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Aims:

The Waldorf curriculum aims to ensure that all pupils:

- are engaged, inspired and challenged to express themselves artistically
- Become proficient in drawing, painting, sculpture and a wide range of other art, craft and design techniques
- Evaluate and contextualise art and artefacts using the language of art, craft and design
- Understand the historical and cultural development of a range of art forms, including the biographies of significant figures