

Social Science Vertical Curriculum

Social Science: History, Economics, Society and Culture: Introduction

Social science in the Waldorf curriculum is very much cultural history, focusing on technology, religion, art, societal forms and how these interact and change over time. It shows how human societies relate to the world and to each in the past and present, not by compiling a compendium of facts, dates, battles and kings but by developing a chronological sense of global cultural change and how people experienced their lives at different times and in places. Starting from archetypal images of human beings and their relationships through folktales, legends and myths from a wide range of cultural settings, the children get to know the nature of human social life in its most basic forms, the family, social roles, peoples and tribes, how societies are organised by rules, social hierarchies and responsibilities. The journey is made from myth to recorded history and how history is shaped by the various forms of cultural memory and the wish of powerful people to record their real and imagined deeds for posterity.

In the lower and middle school, the pupils experience the historical period through historical narrative, images and artefacts which show the relationship of a given people to their natural environment (i.e. their economy and life style), how cultures interacted with other cultures, how they traded and learned from each other and also the conflicts they had. This symptomatic approach means choosing significant moments in history that reveal the consciousness of the people at the time and perhaps when new forms arose. Through the skilled facilitation of the class teacher, the pupils learn to recognise and understand the historical processes involved.

By the end of class 8 the students should have an understanding of how the world came to be as it is today (i.e. the digital age, the significance of climate change, the economic rise of Asia and China, 9/11, the collapse of the Soviet Union, the Cold War, emancipation movements, changes in the lives of everyday people, colonialism and its consequences). This provides a basis for the upper school, where historiographical aspects are explored, ideologies analysed and large scale historical trends across the globe are examined and investigated.

Social Science: Purpose of Study

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.

Social Science: Aims

- Know and understand historical processes in world history, and how this manifests in the British Isles
- Know and understand how the development of societies and cultures relates to the geographical environment and the history of those people
- 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
- 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
- understand some significant ideas about how history is made
- 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
- relate their historical understanding to their own situation and worldwide current events

Long Term Curriculum Intents

Language and communication

- Use, understand and interpret text and oral report as sources
- Discuss and debate interpretations
- Use written and oral language to communicate an opinion, interpretation or description of historical sources, events and/or people

Health and well-being

- A sense of rootedness in a personal, community, cultural, national and international history
- Economic wellbeing
- A sense of rootedness in a community, culture and society

Senses

- Accurate observation of artefacts and other sources

Imagination and play

- Imagine other people, times and places

Empathy

- Recognise and value different voices
- Have empathy for people's historical, economic and cultural context
- Understand and appreciate different perspectives of time, experiences, social settings and cultures
- Imagine and understand the motives of both historical figures and those recording histories and describing cultures and societies
- Understand and respect opposing sides of a debate or discussion

Aesthetics

- Appreciate historical, cultural and technological artefacts, having an understanding of the people who made them and the focus of their interest
- Recognise and appreciate historical cultural differences and their impact on the present

Inquiry

- Formulate and ask perceptive questions about history, economics, culture and society
- Evaluate and use sources and evidence
- Develop an argument and support historical claims, opinions or interpretation with evidence
- Discern how and why contrasting arguments and interpretations about the past, economics, culture and societies have been constructed
- Understand continuity and change, cause and consequence, and similarity, difference and significance, and use them to make connections, draw contrasts and analyse trends and patterns

Democratic participation and society

- Understand different political structures and processes and their development in history and in other cultures
- Understand the impact of economics and different histories, cultures and societies on power and politics
- Understand the power of economies, histories, societies and cultures in shaping and influencing people's political thinking

Lifelong learning

- Use historical and cultural understanding and consciousness to interrogate experiences
- Be curious about the histories and economics of people, cultures, societies and places

Future thinking

- Extrapolate from past events to thinking about and communicate about the present and the future
- Understand the connections between and implications of cultural, economic, military, political, religious and social histories in the context of 'wicked problems'

Holistic thinking / Spirituality

- Imagine oneself in the stream of chronology, relating past, present and future
- Have a sense of chronology, continuity and change
- Think both chronologically and thematically
- Understand and evaluate the impact and significance of events and individuals on histories, economies, societies and cultures
- Understand the global context for local and social histories, economies and cultures
- Understand the evolution of human consciousness, both individually and culturally

Judgement

- Evaluate and judge appropriate sources and evidence
- Draw informed and supported conclusions
- Position oneself in relation to historical and economic processes, and to societies and cultures

<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> • To explore patterns and archetypes of human behaviour in stories, including how people respond to challenges • To encounter a pre-industrial world through stories • To encounter the idea of formalised social hierarchies and rank based on birth • To encounter and explore the meaning of relevant vocabulary 	<p>Beginning Social Science</p> <p>Children can recall and retell the stories that they have heard, discussing the patterns of behaviour that they notice and asking and answering questions. They understand that the world has not always been as it is now; that there have been technological and social changes over time. Children use common words and phrases relating to time, including a vocabulary of everyday historical terms.</p>
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Social Science Age-related Learning Opportunities for C2

Relevant Learning Descriptors

<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> • To explore different aspects of human behaviour through stories, including the impact of people's decisions, actions and behaviours • To encounter stories of people whose actions have had a significant impact • To further encounter a pre-industrial world through stories • To encounter and explore the meaning of relevant vocabulary 	<p>Early Social Science</p> <p>Children can recall and retell the stories that they have heard, discussing the decisions that the characters make, the ways that they behave, the actions they take, and the impact of these things on other people and events. They can talk about some of the similarities and differences in the different worlds and ways of life described in the stories and in their own life experiences. Children have a wide vocabulary of everyday historical terms, and use common words and phrases relating to time.</p>
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Social Science Age-related Learning Opportunities for C3

Relevant Learning Descriptors

<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> • To discover ways in which human beings have explored and explained the creation of the world. • To encounter a narrative image of the evolution of human settlement, stewardship, society and religion. 	<p>Developing Social Science</p> <p>Children can recall and retell creation myths, choosing and using stories to show understanding of key historical concepts such as cause and consequence. Through the retelling of selected stories from a common tradition, they can establish a clear narrative. Children identify similarities and differences between ways of life at different times and in different</p>
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<ul style="list-style-type: none"> • To encounter and experience aspects of the history of the technological, cultural and economic development of early human societies, through both narrative content and practical activities • To encounter and explore the meaning of subject-specific and technical vocabulary 	<p>places. They make observations about different occupations, events, beliefs and ways of life. Children use some accurate vocabulary to talk about their experiences, e.g. the names of tools they have used and structures they have constructed.</p>
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Social Science Age-related Learning Opportunities for C4

Relevant Learning Descriptors

<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> • To explore pre-Christian ways of understanding the world, for example the personification of natural forces as gods. • To develop a sense of extended narrative through saga, and how aspects of the human condition resonate through time - power and weakness, tragedy and triumph. • To explore the interactions of humans and the environment in their locality over time. • To encounter and explore the meaning of subject-specific vocabulary and the etymology of local words, e.g. place names. 	<p>Progressing Social Science</p> <p>Children can recall and retell stories and myths which explore the ways in which people in different times and places have related to the world around them and to each other. They can talk and write about the perspectives of the characters in the narratives, describing the causes, consequences and significance of events and decisions.</p> <p>Children can talk about the people who have lived in their local area and the traces they have left. They make links between the landscape and its inhabitants, recognising the communities that settled in their area, what they did, how they lived and who they were. Children are able to identify a range of sources of evidence, including linguistic and geographical indications and physical artefacts. They begin to develop a more concrete sense of chronology and change over time.</p>
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Social Science Age-related Learning Opportunities for C5

Relevant Learning Descriptors

<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> • To explore the cultures and economies of a range of early complex societies and their significant mythological, legendary and 	<p>Competent Social Science</p> <p>Children have an emerging sense of chronology, continuity, and change over time, understanding how very different and far away from the present</p>
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<p>historical figures through vivid pictorial narrative, songs, texts and verses.</p> <ul style="list-style-type: none"> • To experience, through narrative content, aspects of the development of agriculture, settlement, cultures and beliefs in these ancient cultures, and how these related to the climate and environment where they were geographically situated. • To encounter relevant historical terms and ambitious vocabulary, exploring the meaning and context of new words. 	<p>ancient cultures were. They identify some significant events, situations, changes and people. Children talk about trends over time, using some appropriate historical terms. They ask questions about when, how and why things happened, understanding that different versions of the past may exist in different narratives. They make links between their present-day life and the achievements of past ages.</p>
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Social Science Age-related Learning Opportunities for C6

Relevant Learning Descriptors

<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> • To explore the history of the Roman Empire and the global Middle Ages (with examples from Asia, Africa and the Americas as well as Europe) to the Renaissance and the beginnings of European colonial expansion. • To explore major cities of this time, including innovations in art, mathematics, science, technology, medicine, astronomy and navigation, and the development and role of major religions. • To discover the typical features of global medieval societies, including social, and religious structures and customs, and the role of global trade in the development of economies. • To explore archaeological evidence and artefacts through museums and different media (e.g. pictures) • To recognise that myths can tell us about earlier historical cultures. • To encounter disciplinary vocabulary, exploring the etymology and morphology of new and challenging words. 	<p>Secure Social Science</p> <p>Pupils have a chronologically and geographically secure understanding of a number of symptomatic examples of major cultures in Asia, Africa, Europe and the Americas from the Roman Empire to the late middle ages, understanding Europe's place as a peripheral zone in the medieval global world for much of this time. They can describe the features of several medieval societies around the world and the impact of urbanisation and an accumulation of wealth on innovation in a number of fields. Pupils can discuss the role of trade routes in the expansion of cultural exchange and interaction. They understand the origins of modern societies and how European hegemony began. Pupils use a range of historical vocabulary and identify sources of information, e.g. archaeology, artefacts, artworks and texts. They can select and organise relevant information, identifying historically significant people and events in situations.</p>
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Social Science Age-related Learning Opportunities for C7

Relevant Learning Descriptors

Children should have the opportunity:

- To explore history from the late Middle Ages (including the cultural contacts between Asia, Africa and Europe; pre-conquest Americas; the European Renaissance and Reformation; European colonial expansion) to the early 19th Century.
- To explore the multiple processes, perspectives and effects of colonialism and slavery on indigenous populations, global trade and emerging modern societies.
- To explore the emergence of industrialisation and its impact.
- To explore the emergence of nations and nationalism, particularly through revolution.
- To explore historical sources, such as pictures, archaeological artefacts, historical buildings and secondary historical sources.
- To encounter disciplinary vocabulary, exploring the etymology and morphology of new and challenging words.

Proficient Social Science

Pupils have a chronologically secure understanding of a number of significant people, places, events and artistic and technological innovations over the period from the late Middle Ages to the early 19th Century. They can describe and discuss the impact of colonialism, slavery, global trade, revolution and nationalism over this time from various perspectives using historical terms and concepts. Pupils compare and contrast different accounts, perspectives and interpretations of the past. They consider the significance of events, people and developments and make connections between them. Pupils can interpret historical images and recognise that artefacts (e.g. tools, costumes, transport etc) and buildings belong to an earlier culture and can talk about how and when they may have been used. They can access recommended secondary historical texts (e.g. suitable history books)

Social Science Age-related Learning Opportunities for C8

Relevant Learning Descriptors

Children should have the opportunity:

- To explore themes in modern world history through the study of symptomatic events, innovations and biographies.
- To explore a number of perspectives of significant historical events from the early 19th to the late 20th century.
- To explore the impact of technical innovation on both humanity and ecology.
- To understand and evaluate different historical sources.

Mature, Independent Social Science

Pupils have a chronologically secure understanding of a number of themes from modern world history. They can create relevant, structured and evidentially supported accounts, exploring the reasons for and the results of historical events, situations and changes. Pupils can explain a range of diverse experiences, beliefs and perspectives of people from across societies, understanding contrasting arguments and interpretations. They can discuss how human development, culture and innovation has come to shape the world, making connections, drawing contrasts and analysing

- To encounter disciplinary vocabulary, exploring the etymology and morphology of new and challenging words.

trends over time. Pupils can recognise the historical usefulness of different sources, such as oral history, images, historical documents, artefacts and archaeological evidence. They understand the difference between primary and secondary historical sources.