

**“Unit 6 – The Early Church to
Byzantine Era
(& Honour & Reverence)”**

Grades

Prep –

Year 6

History & Social Studies



History & Social Studies (Prep to Year 6)

“Unit 6 – The Early Church to the Byzantine Era (+ Honour & Reverence)”

RESOURCES:

All the information you need is included within the informational story in each lesson plan. The hands-on or creative activities are designed to use materials you will likely have already in your home, but you should maintain some **art and craft materials**.

Each child will also need a **History Journal** (i.e., a lined exercise book for writing responses to questions and writing activities).

It is also helpful to have a good **dictionary** and a **Timeline or ‘Book of Centuries’**.

The planned lessons will provide the basic learning. To enjoy a richer learning experience, you could **supplement the lessons with extra books** about the topics in this unit, from your local library.

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Course Outline

Humanities (HASS): The Early Church to the Byzantine Era

Year Levels: Foundation – Year 6

Course Length: 1 to 2 Terms

Structure: 8 Topics + 1 Culminating Assessment Topic

Total Lessons: 48 lessons

Historical Period: c. AD 30 – Early Byzantine Era

Character Focus: Honour & Reverence

Course Overview

This course traces the development of Christianity from the life of Jesus through the growth of the early Church and into the Byzantine era. Students explore how **belief shaped community life**, how Christianity spread across places, how persecution and public acceptance changed practice, and how values of **honour and reverence** influenced worship, behaviour, learning, and shared spaces.

Learning integrates:

- **History**
- **Civics & Citizenship**
- **Geography**
- **Science & Technology**
- **Character Formation**
- **Visual Arts (Picture Study)**
- **Music (Composer Study)**

This home-tutor guide contains the lessons in History, Civics, and Geography.

The Enrichment Subjects (Character Training, Picture Study & Composer Study) are in a separate Home-Tutor Guide. Science & Technology are also in a separate Study Guide.

Understanding is built gradually through **narration, visual and musical interpretation, mapping, reflection, and a cumulative assessment portfolio**.

Topic-by-Topic Sequence

TOPIC 1 – Good News

Historical Focus: Jesus and the origin of Christianity

Big Idea: Christianity begins with a message that shapes belief and community

Lessons

1. **Jesus' Life, Death & Resurrection** (History & Civics)
2. **Born Again – A New Life with Jesus** (History & Civics)
3. **Where the Good News Began** (Geography)
4. **Honour: Responding to God's Gift** (Character)
5. **Early Christian Symbols & Imagery** (Picture Study)
6. **Sacred Song as Story** (Composer Study)

Assessment Evidence Begins:

- Timeline (Jesus' ministry → resurrection)
- Narrated explanations of belief and change

TOPIC 2 – Acts of the Apostles

Historical Focus: Early Church community life

Big Idea: Belief becomes lived practice

Lessons

1. **Early Church Life** – community, prayer, generosity (History & Civics)
2. **Letters & Visits** – guidance and correction (History & Civics)
3. **Journeys of the Apostles** (Geography)
4. **Reverence in Gathering Together** (Character)
5. **Narrative Art of the Apostles** (Picture Study)
6. **Music for Gathering Believers** (Composer Study)

Assessment Evidence:

- Community diagrams
- Travel maps
- Written and oral narrations

TOPIC 3 – A Steady Faith Under Pressure

Historical Focus: Persecution and faithfulness

Big Idea: Honour and reverence guide behaviour under hardship

Lessons

1. **Stephen & James** – witness and martyrdom (History & Civics)
2. **Peter & Paul** – perseverance and mission (History & Civics)
3. **Persecution and Scattered Believers** (Geography)
4. **Honour Through Suffering** (Character)
5. **Art of Witness & Courage** (Picture Study)
6. **Songs of Lament and Trust** (Composer Study)

Assessment Evidence:

- Timeline extensions
 - Comparative explanations
 - Character reflections
-

TOPIC 4 – Constantine

Historical Focus: Christianity becomes public

Big Idea: Legal change reshapes belief and practice

Lessons

1. **Constantine's Vision & the Edict of Milan** (History & Civics)
2. **The Council of Nicaea** – belief and unity (History & Civics)
3. **Empire-Wide Christianity** (Geography)
4. **Honour in Leadership and Belief** (Character)
5. **Imperial Christian Art** (Picture Study)
6. **Music of Public Worship** (Composer Study)

Assessment Evidence:

- Cause-and-effect explanations
 - Maps of empire growth
-

TOPIC 5 – Attributes of God & of Christians

Conceptual Focus: Belief shaping character

Big Idea: What Christians believe shapes how they live

Lessons

1. **Attributes of God** (History & Civics / Theology-informed)
 2. **Fruit of the Spirit & Our Dual Nature** (History & Civics)
 3. **Belief Across Communities** (Geography)
 4. **Honour in Daily Living** (Character)
 5. **Symbolic Christian Art** (Picture Study)
 6. **Music of Reflection and Teaching** (Composer Study)
-

TOPIC 6 – Growth as a Disciple

Cultural Focus: Worship, learning, fellowship

Big Idea: Faith is practised in daily rhythms

Lessons

1. **Prayer, Worship & Hymns** (History & Civics)
 2. **Bible Study, Sabbath-Rest & Fellowship** (History & Civics)
 3. **Shared Spaces and Community Life** (Geography)
 4. **Reverence in Learning and Rest** (Character)
 5. **Art in Worship Spaces** (Picture Study)
 6. **Sacred Music and Memory** (Composer Study)
-

TOPIC 7 – Cathedral Church

Historical Focus: Sacred spaces

Big Idea: Buildings reflect belief, but belief comes first

Lessons

1. **Sacred Spaces & Cathedrals** (History & Civics)
 2. **Stained Glass & Icons** – aids to worship (History & Civics)
 3. **Cathedrals and City Life** (Geography)
 4. **Honour in Sacred Spaces** (Character)
 5. **Cathedral Art Study** (Picture Study)
 6. **Reverent Music in Large Spaces** (Composer Study)
-

TOPIC 8 – Love, Kindness & Generosity

Ethical Focus: Christian values in action

Big Idea: Honour and reverence shape how people treat others

Lessons

1. **Love** (History & Civics)
 2. **Kindness & Generosity** (History & Civics)
 3. **Community Care Across Places** (Geography)
 4. **Living with Honour** (Character)
 5. **Art of Compassion** (Picture Study)
 6. **Music of Praise and Service** (Composer Study)
-

TOPIC 9 – Culminating Assessment

A Living History of the Church

Assessment Type:

Cumulative Creative Inquiry Project (Portfolio or Exhibition)

Students demonstrate understanding of:

- Key historical events and people
- Growth of Christianity across places
- Difference between Church, local church, and cathedrals
- Role of honour and reverence in belief and behaviour
- Use of art and music in worship and teaching

Evidence collected progressively across all topics.

Lesson 1.1 – Jesus: Life, Death & Resurrection

Subject Focus: History (Biblical History) + Civics & Citizenship (community, belonging, shared beliefs)

Character Focus: Honour & Reverence (introduced lightly; expanded later)

Assessment Portfolio Evidence: *The Good News Timeline Strip* (begun in this lesson)

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Jesus is understood by Christians as a real historical person whose life, death, and resurrection shaped history
- Key historical events can be placed in sequence to form a coherent narrative
- Shared beliefs help form communities and give meaning to events
- Christians call this message “Good News” because they believe it explains God’s rescue plan
- A simple historical timeline can be used as evidence of understanding over time

This lesson establishes the **historical anchor** for the entire course.

Parent Preparation (For the Parent)

You will need:

- A Bible (any faithful translation used by your family)
- Paper (A4 or a long strip if possible)
- Pencils or coloured pencils
- Optional: a simple map of Israel (not required in this lesson)

A) Introduction

Parent/Tutor Says

“This term, we are going to go on an adventure through time, exploring God’s Big Story. We will journey 2000 years back to the Roman Empire at the special time when God sent His Son Jesus to show people how much He loved them, and how much He would do to bring them back into fellowship with Him. Jesus also

showed people how to love others and live well.

So, now I'm going to read you a story introducing our topics of study.

Today, the first topic is called *Good News*. Christians call the message about Jesus 'good news' because it tells what God has done to rescue sinners and bring them back to Him, and that's really good news."

"In History, we learn about real people and real events. Christians know that Jesus is a real person in history, and that what happened in His life, death, and resurrection changed the world."

"We are going to treat this lesson respectfully. That means listening carefully, not interrupting, and answering thoughtfully. Please think about the story as I'm reading it, because I'm only going to read it once. After the story, I want you to tell me everything you can remember....ok? "

B) Vocabulary

(This vocabulary equips students with key historical and belief-based terms needed to understand the story.)

Parent/tutor Says: "There are a number of words that are used in the lesson, that we will discuss the meaning of, so we don't have to stop when reading our History story. Listen carefully, as I will say each word, explain it, and then you repeat it and tell me what it means."

- **Gospel** – the good news about Jesus
- **Disciple** – a follower and learner
- **Crucifixion** – a type of execution used by the Romans
- **Resurrection** – coming back to life after death
- **Witness** – someone who saw something and can tell others

Quick Oral Checks such as...

- "What does gospel mean?"
 - "What is a witness?"
-

C) Informational Story (Read Aloud Once)

(This story provides the historical narrative foundation for the topic. It must be read once, attentively, to support narration.)

Parent/Tutor Says (Read Exactly)

"I'm going to read you a story about the history topic. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once. After the story, I want you to tell me everything you can remember... ok?"

Story: The Turning Point

Jesus was born into a real place and time. The land was called Judea, and it belonged to the Roman Empire. People travelled dusty roads between villages and towns, and most families worked hard just to grow food and survive. Many Jews remembered the promises God had made long ago – promises about a coming King, a Rescuer, a Messiah. They lived under Roman rule. The Roman authorities created unjust laws and harsh rules, and so many people were longing for freedom, justice, and peace. But God's rescue plan was deeper than politics. It reached into hearts.

When Jesus began His public life, He did not gather an army. He gathered people. He called common fishermen, a tax collector, and other ordinary men to follow Him. These followers were called disciples. They walked with Him from village to village. They watched Him teach, heal, and show compassion to the poor, the sick, and the outcast. Jesus spoke about the Kingdom of God – not as a castle or a human government, but as God's rightful rule over people's lives.

Jesus taught with authority. He explained what God's law truly meant: not just the outward actions, but the inward heart. He said that anger can be the beginning of murder in the heart, and that lust can be the beginning of adultery in the heart. He spoke about loving enemies, forgiving others, and trusting God as Father. Some people were amazed. Others were offended. Many listened, but not everyone wanted to obey.

As Jesus' reputation spread, crowds followed Him. Some came because they were hungry or curious. Some came because they truly believed He was sent from God. Some came because they wanted to trap Him. Religious leaders watched Him carefully. They did not like that He challenged hypocrisy and exposed pride. They did not like that He welcomed sinners and spoke about mercy. They feared losing influence over the people.

Jesus also performed miracles – events that made people stop and wonder. He healed blind eyes and people who could not walk. He calmed storms. He fed crowds of people from just a small amounts of food, making miraculously multiply to feed everyone. These signs pointed to His identity. They showed that God's power was with Him. Yet, miracles alone did not guarantee faith. Some people believed; others demanded more signs; others tried to explain them away.

Then came the final week of Jesus' life. He went to Jerusalem during the time of Passover, a festival that remembered God's rescue of Israel from slavery in Egypt. This timing mattered. Passover included the memory of sacrifice – of a lamb and the shedding of blood. As Jesus entered the city, people shouted and waved branches. They hoped He would be a political king who would overthrow the Roman dictators. But Jesus' mission was not simply to defeat Rome. One day, far into the future, Jesus will come back to conquer and rule a physical kingdom. But His plan at this time was for a different sort of kingdom, to defeat sin and death, and to rule in people's heart, soul and spirit.

In Jerusalem, Jesus taught openly. He spoke strongly about truth. He confronted those who made religion into a performance. He warned about hard hearts. He spoke of Himself as the promised One. This made the tension grow. Leaders plotted to remove Him. They did not want Him gaining more influence. They decided He must die.

Jesus shared a final meal with His disciples. During that meal, He spoke about betrayal and suffering. He explained that His body would be broken and His blood would be poured out. His followers did not fully understand what He meant. They were confused and afraid, but Jesus was calm. He knew what was coming, and He chose obedience to God's plan.

Later that night, Jesus went to a garden called Gethsemane to pray. He prayed with deep sorrow, asking if there were any other way – yet He ended His prayer by choosing God's will. This moment shows both

Jesus' humanity and His perfect obedience. While He prayed, His disciples struggled to stay awake. Soon after, soldiers arrived. Jesus was arrested, not because He was powerless, but because He allowed it.

Jesus was taken to trial. False witnesses spoke against Him. Religious leaders accused Him of claiming to be equal with God. The Roman governor, Pontius Pilate, did not find Him guilty of a crime deserving death, but he feared the crowd. Under pressure, Pilate allowed Jesus to be crucified.

Crucifixion was a cruel and humiliating punishment. Jesus was nailed to a cross outside the city. People mocked Him. Soldiers cast lots for His clothing. Some passers-by shouted insults. Yet even then, Jesus prayed for forgiveness for those hurting Him. After hours of suffering, Jesus died.

His followers were devastated. Their hopes seemed shattered. They believed Jesus was the promised Rescuer, yet now, how could He rescue them since He was dead. His body was placed in a tomb and sealed with a stone. Guards were posted. Everything appeared finished.

But the story did not end there.

On the third day, women went to the tomb early in the morning. They found the stone rolled away. The tomb was empty. Angels appeared and told them that Jesus was alive. Soon after, Jesus appeared to His followers. They couldn't believe it at first but they touched Him – and yes – He was real. They spoke with Him. They ate with Him. This was not a story or a dream. Jesus had truly risen from the dead.

The resurrection changed everything. Death had not won. Sin had not won. Jesus' followers became witnesses – people who could say, "We have seen Him." Fear turned into courage. Confusion turned into understanding. Sadness turned into joy.

Christians call this message the Gospel – the Good News – because it announces that God has acted in history to rescue people and bring them back into relationship with Him. Jesus' life showed God's love. His death dealt with sin. His resurrection showed victory over death. This message spread far beyond Judea, shaping families, communities, and history itself.

D) Narration (retelling the story)

Parent/Tutor Says

"Now, close your eyes and picture the story like a movie in your mind. Think about what happened first, next, then, and finally."

Narration Prompt

"Tell me everything you remember about the story, in any order you like."

Differentiation

- **Foundation – Year 2:** Oral narration with gentle prompts
- **Years 3–4:** Oral or short written narration
- **Years 5–6:** Oral retelling or written narration focusing on sequence

E) Thinking Questions

(These questions move from recall to interpretation and historical significance.)

Foundation – Year 2

- Who was Jesus?
- Did Jesus stay dead?
- Why do Christians say this is good news?

Years 3–4

- Why did some people follow Jesus and others oppose Him?
- What happened after Jesus died?
- Why was the resurrection important?

Years 5–6

- Why did Jesus choose obedience even when it involved suffering?
- How did the resurrection change Jesus' followers?
- Why is the Gospel considered a turning point in history?

F) Learning Activity – Assessment Portfolio Begins

Parent/Tutor Says

“Today we are starting a timeline that we will add to during this topic.”

Task: The Good News Timeline Strip

Prepare a long strip of paper and add four sections:

1. Birth & Teaching
2. Death on the Cross
3. Burial
4. Resurrection

If you have a Charlotte Mason “Book of Centuries”, you can record people and events in this timeline book.

Differentiation

- **Foundation – Year 2:** Draw one picture for each part
- **Years 3–4:** Draw and label each part with a sentence
- **Years 5–6:** Add brief written explanations

(This timeline will be revisited and expanded.)

G) Character Link – Honour & Reverence (Preview)

Parent/Tutor Says

“Jesus showed honour and reverence toward God and toward people, even when He was treated badly.”

Parent/Tutor Says

“In later lessons, we will explore how honour and reverence guide behaviour in communities and sacred spaces.”

H) Wrap-Up

Parent/Tutor Says

“This lesson reminds us that history is not only about events, but about meaning.”

Parent/Tutor Says

“Christians believe what Jesus did matters for every generation.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS03** – share a perspective on information, such as stories about significant events and special places
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3K06** – who makes rules, why rules are important ... and the consequences of rules not being followed

Years 5–6

- **AC9HS5S07** – present descriptions and explanations using relevant terms and conventions
-

Lesson 1.2 – Born Again: A New Life with Jesus

Subject Focus: History (Biblical History) & Civics & Citizenship (belonging, identity, community)

Character Focus: Honour & Reverence (internal change before outward behaviour)

Assessment Portfolio Evidence: *Before & After: Faith and Change Reflection* (added to Topic 1 portfolio)

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Christians believe belonging to God’s people begins with **inner change**, not family background or rule-keeping
- The idea of being “born again” explains how Christians understand **identity and transformation**
- Shared beliefs about inner change shaped early Christian communities
- Christianity teaches that behaviour flows from belief, not the other way around
- Personal reflection can help students understand how change and growth occur over time

[This lesson deepens Topic 1 by explaining what the “Good News” means for a person’s life and identity.]

Parent Preparation (For the Parent)

You will need:

- A Bible
 - Paper or notebooks
 - Pencils or coloured pencils
-

A) Introduction

Parent/Tutor Says

“In our last lesson, we learned about Jesus’ life, death, and resurrection.”

Parent/Tutor Says

“Today we are going to learn what Christians believe happens inside a person when they trust Jesus.”

Parent/Tutor Says

“This lesson is not about forcing belief. It is about understanding what Christians mean when they talk about a ‘new life’.”

Parent/Tutor Says

“We will listen carefully, speak respectfully, and remember that people may be at different places in their thinking.”

B) Vocabulary

Parent/tutor Says: “There are a number of words that are used in the lesson, that we will discuss the meaning of, so we don’t have to stop when reading our History story. I will say each word, explain it, and then you repeat it.”

- **Born again** – beginning a new spiritual life with God
- **Repent** – to turn away from sin and turn toward God
- **Faith** – trusting God, even when we cannot see everything clearly
- **Salvation** – being rescued from sin and separation from God
- **Transformation** – a real change that happens over time

Oral Check Example

- “Does repent mean keep going the same way, or to turn around?”
-

C) Explicit Teaching – Civics & Identity

Parent/Tutor Says

“In Civics, we learn about belonging.”

Parent/Tutor Says

“People can belong to families, communities, teams, and nations.”

Parent/Tutor Says

“Christians believe that following Jesus creates a new kind of belonging – not based on birthplace or behaviour, but on faith.”

Parent/Tutor Says

“This lesson helps us understand how Christians believe people become part of God’s people and how that belief shaped community life.”

D) Informational Story (Read Aloud Once)

Parent/Tutor Says (Read Exactly)

“I’m going to read you a story about the history topic. Now, please listen very carefully and think about the story as I’m reading it, because I’m only going to read it once. After the story, I want you to tell me everything you can remember... ok?”

Story: A New Beginning

Not long after Jesus began teaching publicly, a man named Nicodemus came to visit Him. Nicodemus was a respected religious leader. He studied Scripture carefully, followed religious rules closely, and was well known in his community. From the outside, Nicodemus looked like someone who already belonged to God's people.

But Nicodemus had questions.

He came to Jesus at night, possibly because he did not want others to see him. He spoke respectfully and admitted that Jesus must have come from God, because no one could do the things Jesus did without God's help. Jesus listened carefully — and then said something surprising.

Jesus told Nicodemus that no one could truly see God's kingdom unless they were “born again.”

Nicodemus was confused. He thought Jesus was talking about being born a second time as a baby. That idea made no sense to him. But Jesus was not talking about physical birth. He was talking about a spiritual beginning — a new life that God gives.

Jesus explained that being born again was not about trying harder or becoming more religious. It was about God changing a person's heart from the inside. This new life comes through faith — trusting God and believing what He has done.

This teaching challenged many people. In Jesus' time, belonging to God's people was often connected to family background, traditions, and rule-keeping. Jesus taught that no one could earn new life with God. It was a gift, and we simply have to trust God and accept God's gift of this new life.

Jesus' death and resurrection made this new beginning possible. Christians understand that when a person repents — turning away from sin — and places their faith in Jesus, they begin a new life with God. This does not mean they become instantly perfect. It means they begin a process of transformation (gradually changing from the inside out).

This new life affected how early Christians lived. They learned to forgive instead of holding grudges. They learned to love others sacrificially. They cared for the poor, welcomed outsiders, and shared their resources. Their changed lives became a powerful witness to the message of Jesus.

Being “born again” did not remove difficulties or suffering. But it gave believers a new purpose and a new identity. Christians believed they were no longer defined by their past mistakes, but by God's grace.

This idea of inner change — a transformed heart leading to transformed actions — became central to Christian belief. It shaped how Christians understood obedience, community, and reverence toward God.

E) Narration (retelling the story)

(This narration develops recall, comprehension, and explanation of belief-based change.)

Parent/Tutor Says

“Close your eyes and picture the story like a movie in your mind.”

Narration Prompt

“Tell me everything you remember about the story.”

Differentiation

- **Foundation – Year 2:** Oral narration with gentle prompts
 - **Years 3–4:** Oral or short written narration
 - **Years 5–6:** Oral narration or written paragraph explaining the idea of ‘new life’
-

F) Thinking Questions

(These questions move from understanding the story to analysing belief and community impact.)

Foundation – Year 2

- Who talked to Jesus?
- What does ‘new life’ mean?
- Can God help people change?

Years 3–4

- Why was Nicodemus confused?
- What does being born again mean?
- How can someone show change in their life?

Years 5–6

- Why did Jesus say new life comes from God, not effort?
 - How does inner change affect outward behaviour?
 - Why would this idea change how a community lives?
-

G) Learning Activity – Assessment Portfolio Reflection

(This activity supports reflective thinking and contributes to the Topic 1 portfolio.)

Parent/Tutor Says

“Christians believe God changes people from the inside. We will think about change in a respectful way.”

Task: Before & After – Faith and Change

Students draw or write about:

- **Before:** something that needed to grow, learn, or improve
- **After:** what growth or change could look like over time

Differentiation

- **Foundation – Year 2:** Draw two pictures
- **Years 3–4:** Draw and write one sentence for each
- **Years 5–6:** Write a short reflection paragraph

(Add this reflection to the Topic 1 portfolio.)

H) Character Connection – Honour & Reverence Begin Within

Parent/Tutor Says

“Honour and reverence do not start with rules.”

Parent/Tutor Says

“Christians believe they begin in the heart, and then slowly shape how people speak, listen, and treat others.”

I) Wrap-Up

Parent/Tutor Says

“This lesson reminds us that real change takes time.”

Parent/Tutor Says

“Christians believe God is patient and works gently in people’s lives.”

(Optional prayer or quiet reflection.)

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS03** – share a perspective on information, such as stories about significant events and special places
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3S05** – draw conclusions based on analysis of information

Years 5–6

- **AC9HS5S05** – develop evidence-based conclusions
- **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

Lesson 1.3 – Geography: Places of Jesus’ Ministry

Subject Focus: Geography (Place, Space, Movement)

Character Focus: Honour & Reverence (introduced through respectful attention to place)

Assessment Portfolio Evidence: *Map Page – “Jesus’ Ministry: Places & Pathways”*

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Geography helps explain **where historical events happened** and **how ideas spread**
- Jesus’ ministry occurred in **real places** connected by roads, lakes, and travel routes
- Movement between settlements helped the Good News reach many people
- Basic map skills help students organise geographical information clearly
- A simple map can serve as **evidence of geographical understanding** in the portfolio

This lesson strengthens Topic 1 by showing how **place and movement supported the spread of belief**.

Parent Preparation (For the Parent)

You will need:

- Paper (A4) or a simple blank map of Israel
 - Pencils or coloured pencils
 - Optional: atlas or printed map (not essential)
-

A) Introduction

Parent/Tutor Says

“In Geography, we ask questions like: *Where did things happen? How did people travel? Why did place matter?*”

“Today we will look at the real places where Jesus lived and taught, and how geography helped His message spread.”

“We will treat maps carefully and listen closely, because maps help us understand history more clearly.”

B) Vocabulary

(This vocabulary equips students to talk accurately about land, movement, and place.)

Parent/Tutor Says

“Here are a few terms to understand before we start the story. I will say each word, explain it, and then you repeat it.”

Teach orally:

- **Region** – a specific area with shared features
- **Route** – a path used for travel
- **Settlement** – a place where people live
- **Coast** – land beside the sea
- **Terrain** – the type of land (hills, plains, desert)

Quick Oral Checks

- “Is a mountain terrain or a route?”
 - “What do we call land next to the sea?”
-

C) Explicit Teaching – Geography Skill: Location and Movement

Parent/Tutor Says

“Geographers use maps to show where places are and how people move between them.”

Parent/Tutor Does

- Draw a simple compass rose (N, S, E, W)

Parent/Tutor Says

“We will not worry about perfect drawing. Today, we focus on *location* and *movement*, not artistic detail.”

D) Informational Geography Story (Read Aloud Once)

(This story connects geography directly to the movement of people and ideas.)

Parent/Tutor Says (Read Exactly)

“I’m going to read you a geography story. Please listen carefully, because I’m only going to read it once. After the story, I want you to tell me what you remember.”

Story: Good News on the Move

Jesus lived and taught in a small region of the world, but His message travelled far. Understanding the geography of this region helps us see how the Good News spread so effectively.

Much of Jesus' early ministry took place in Galilee, a fertile region in the north. Galilee had fishing villages, farms, and trade roads. Many ordinary people lived there. Because Galilee was a busy region, news travelled quickly from town to town. When Jesus taught or healed, people told others, and crowds soon followed.

One important place in Galilee was the Sea of Galilee. This was not an ocean, but a large freshwater lake. Fishing boats moved across it, and roads ran around it. Jesus and His disciples often travelled by boat or on foot along its shores. Because many villages surrounded the lake, Jesus could reach many people in a short time.

Jesus also travelled south to Jerusalem, the most important city for the Jewish people. Jerusalem was built on hills and was the centre of worship and festivals. People from many regions travelled there several times a year. When Jesus taught in Jerusalem, His words reached visitors from far beyond the city itself.

The land between Galilee and Jerusalem included hills, valleys, and dry regions. Most people travelled on foot. Roads followed natural features such as valleys and ridgelines. Travel was slow, but these shared routes allowed ideas and stories to spread. When people returned home after meeting Jesus or hearing about Him, they carried the Good News with them.

Geography shaped Jesus' ministry. He did not remain in one building. He walked dusty roads, visited villages, taught outdoors, and travelled where people already were. The landscape, roads, and settlements all helped the message move outward – from small places to many regions.

E) Narration

Parent/Tutor Says: “Close your eyes and picture the places described – the lake, the roads, the hills.”

Narration Prompt

“Tell me what places you remember and how people travelled.”

Differentiated Support

- **Foundation – Year 2:** Name places; point on a map if available
- **Years 3–4:** Describe one place and one route
- **Years 5–6:** Explain how geography helped spread the Good News

Maps are on the next two pages →





F) Thinking Questions

(These questions progress from identifying places to analysing geographical influence.)

Foundation – Year 2

- Did Jesus stay in one place?
- Did people walk or fly?
- Was the lake important?

Years 3–4

- Why did Jesus visit towns and villages?
- How did roads help people hear about Him?
- Why was Jerusalem important?

Years 5–6

- How did population centres help ideas spread?
- Why did festivals increase movement?
- How might travel limits shape teaching methods?

G) Learning Activity – Assessment Portfolio Geography Page

(This activity develops mapping skills and contributes directly to the Topic 1 portfolio.)

Parent/Tutor Says

“We will now create a simple map to show where Jesus travelled.”

Task: Jesus’ Ministry Map

Instructions:

1. Draw a large oval to represent the land
2. Mark:
 - Galilee (north)
 - Sea of Galilee
 - Jerusalem (south)
3. Draw simple lines showing travel routes
4. Add labels

Differentiation

- **Foundation – Year 2:** Draw and colour; label with help
- **Years 3–4:** Label places and add one sentence
- **Years 5–6:** Add a short explanation of how geography helped spread the message

(Add this page to the Topic 1 portfolio.)

H) Character Link – Honour & Reverence Through Place Awareness

(This section gently connects Geography learning to character formation.)

Parent/Tutor Says

“When we understand a place, we show respect for it.”

Parent/Tutor Says

“Geography teaches us to slow down, notice carefully, and treat places thoughtfully – an early form of honour and reverence.”

I) Wrap-Up

Parent/Tutor Says

“Jesus’ message travelled because people travelled.”

Parent/Tutor Says

“Geography reminds us that ideas move through real places and real people.”

(Optional short prayer or quiet reflection.)

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS02** – sort and record information including pictorial timelines and locations on pictorial maps or models
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3S02** – locate, collect and record information and data from a range of sources, including annotated maps

Years 5–6

- **AC9HS5K04** – the influence of people, including people in other countries, on the characteristics of a place
- **AC9HS5S02** – locate, collect and organise information and data from primary and secondary sources in a range of formats
- **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

Lesson 2.1 – Early Church Life: Learning to Live Together

Subject Focus: History & Civics (community, belonging, shared practices)

Character Focus: Honour & Reverence (toward God and toward one another)

Assessment Portfolio Evidence: *Early Church Community Reflection Page*

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- The early Church began as a **community of people**, not as buildings or institutions
- Shared practices such as teaching, prayer, fellowship, and care shaped early Christian life
- Historical sources help us understand how people lived in the past
- Honour and reverence influenced how early Christians treated God and one another
- Community life can be represented visually as evidence of understanding

This lesson introduces **Topic 2** by explaining how belief became lived practice.

Parent Preparation (For the Parent)

You will need:

- A Bible
 - Paper or notebooks
 - Pencils or coloured pencils
-

A) Introduction

Parent/Tutor Says

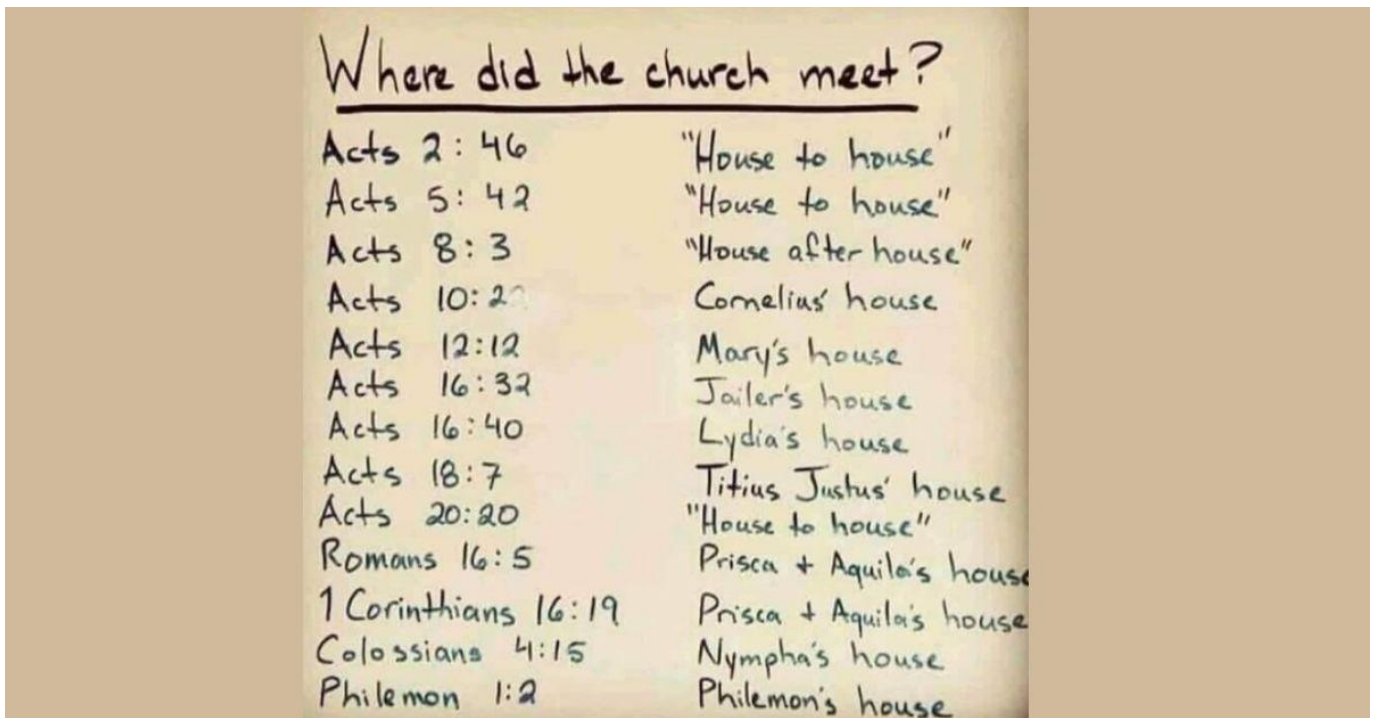
“In Topic 1, we learned about Jesus and the Good News.”

“In Topic 2, we will learn what happened after Jesus returned to heaven.”

“This lesson is about how Jesus’ followers lived together and formed the early Church.”

Parent/Tutor Says

“Remember: the Church existed before there were church buildings.”



<u>Where did the church meet?</u>	
Acts 2: 46	"House to house"
Acts 5: 42	"House to house"
Acts 8: 3	"House after house"
Acts 10: 20	Cornelius' house
Acts 12: 12	Mary's house
Acts 16: 32	Jailer's house
Acts 16: 40	Lydia's house
Acts 18: 7	Titius Justus' house
Acts 20: 20	"House to house"
Romans 16: 5	Prisca + Aquila's house
1 Corinthians 16: 19	Prisca + Aquila's house
Colossians 4: 15	Nympha's house
Philemon 1: 2	Philemon's house

Accessed from www.crosswalk.com

B) Vocabulary

Parent/Tutor Says

“Here are a few terms to understand before we start the story. I will say each word, explain it, and then you can tell it back to me.”

Teach orally:

- **Apostle** – someone sent out with a message
- **Fellowship** – sharing life together with care and purpose
- **Community** – people who belong together
- **Prayer** – speaking and listening to God
- **Teaching** – helping others understand truth

Quick Oral Checks

- “Is fellowship something you do alone or together?”
- “What does an apostle do?”

C) Explicit Teaching – History Skill: Using Sources

Parent/Tutor Says

“How do you think historians learn about the past?

We call the ways that historians learn about the past ...*sources*.”

“One ‘source’ for learning about the early Church is a historical book in the Bible called *Acts of the Apostles*.”

“This book records what Jesus’ followers did, where they went, and how the Church began to grow.”

D) Informational Story (Read Aloud Once)

(This story provides historical information drawn from early Christian sources.)

Parent/Tutor Says (Read Exactly)

“I’m going to read you a history story about real people and events. Please listen very carefully, because I’m only going to read it once. After the story, I want you to tell me everything you can remember.”

Story: A New Kind of Community

After Jesus rose from the dead and later returned to heaven, His followers did not scatter and disappear. Instead, they gathered together. They remembered what Jesus had taught them and waited for God’s guidance. These followers included the apostles – men who had spent time with Jesus and had been sent out to share His message.

The first Christian community formed in the city of Jerusalem. This was the same city where Jesus had been crucified and resurrected. It was also a busy place, filled with pilgrims, traders, and travellers. Because people from many regions visited Jerusalem, the message about Jesus spread quickly.

The early Christians did not meet in large church buildings. Instead, they gathered in homes, courtyards, and shared spaces. They met regularly, not just once a week. When they gathered, they listened to the apostles’ teaching, prayed together, shared meals, and cared for one another’s needs.

Life in the early Church required trust and cooperation. Believers shared what they had so that no one was left without food or shelter. This sharing was not forced. It came from a desire to care for one another and honour God. Their community looked different from others around them. People noticed their generosity, unity, and joy.

Prayer played an important role in early Church life. Christians believed prayer helped them stay close to God and guided their decisions. Teaching was also central. The apostles helped people understand how Jesus fulfilled God’s promises and how believers should live in response.

The early Church was not perfect. People still made mistakes and faced disagreements. But they were learning something new – how to live as God’s people in everyday life. Honour and reverence were shown not only in worship, but in how believers treated one another with patience, kindness, and respect.

This new kind of community grew steadily. As people saw lives changed and relationships restored, more joined. What began with a small group in Jerusalem soon spread outward, shaping communities far beyond that city.

E) Narration

(This narration develops recall, comprehension, and historical explanation.)

Parent/Tutor Says

“Close your eyes and picture how the early Christians lived and met together.”

“Tell me everything you remember about the early Church.”

Differentiation

- **Foundation – Year 2:** Oral narration; prompt gently with “Where did they meet?”
 - **Years 3–4:** Oral or short written narration
 - **Years 5–6:** Oral narration and/or written notes describing community life
-

F) Thinking Questions

(These questions move from identifying features to analysing values and impact.)

Foundation – Year 2

- Did the Church start in a building?
- Did people meet together?
- Did they share?

Years 3–4

- Why did Christians meet in homes?
- What did they do when they met?
- How did they help one another?

Years 5–6

- Why was community important for early Christians?
 - How did honour and reverence shape behaviour?
 - Why would this way of living attract others?
-

G) Learning Activity – Assessment Portfolio Task

(This activity visually represents community structure and contributes directly to the Topic 2 portfolio.)

Parent/Tutor Says

“Let’s show what early Church life looked like.”

Task: Early Church Community Web

Instructions:

- Draw a large circle labelled **Early Church**
- Add smaller connected circles labelled:
 - Teaching
 - Prayer
 - Sharing
 - Fellowship

Differentiation

- **Foundation – Year 2:** Draw pictures for each part
- **Years 3–4:** Draw and label with one sentence
- **Years 5–6:** Add a short explanation of how these worked together

(Add this page to the Topic 2 portfolio.)

H) Character Link – Honour & Reverence in Community

(This section connects historical behaviour to character formation.)

Parent/Tutor Says

“Honour and reverence are not only shown toward God, but toward people.”

“The early Church showed reverence by listening carefully, sharing generously, and treating one another with respect.”

I) Wrap-Up

Parent/Tutor Says

“Communities grow strong when people act with honour and reverence.”

“The early Church reminds us that faith was lived out together.”

If you had the permission and opportunity to do so – how could you contribute or what actions could you do to be more a part of (more involved in) the Christian community?.....

(Optional prayer or quiet reflection.)

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS03** – share a perspective on information, such as stories about significant events and special places
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3K07** – why people participate within communities and how students can actively participate and contribute to communities
- **AC9HS3S05** – draw conclusions based on analysis of information

Years 5–6

- **AC9HS5K07** – how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal
 - **AC9HS5S05** – develop evidence-based conclusions
 - **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions
-

Lesson 2.2 – Letters & Visits: How the Early Church Stayed Connected

Subject Focus: History & Civics (communication, connection, leadership)

Character Focus: Honour & Reverence (careful words; respect for teaching and authority)

Assessment Portfolio Evidence: *Early Church Communication – Timeline & Letter Page*

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- The early Church spread across many locations yet remained united
- Communication through visits and letters was essential for teaching, encouragement, and correction
- Written sources help historians understand how communities stayed connected
- Words can strengthen communities when used with honour and reverence
- Respectful communication can be practised and demonstrated through writing

This lesson builds on Lesson 2.1 by showing **how community life was maintained over distance**.

Parent Preparation (For the Parent)

You will need:

- Paper or notebooks
 - Pencils or coloured pencils
 - Optional: envelopes or folded paper for letter writing
-

A) Introduction

Parent/Tutor Says

“In the last lesson, we learned how the early Church lived together.”

“Today we will learn how Christians stayed connected even when they lived far apart.”

“They did not have phones, email, or video calls. Instead, they relied on visits and written letters.”

B) Vocabulary

(This vocabulary equips students to describe communication accurately and respectfully.)

Parent/Tutor Says

“Here are a few terms to understand before we start the story. I will say each word, explain it, and then you repeat it.”

- **Letter** – a written message sent to someone far away
- **Messenger** – a person who carries messages
- **Encourage** – to strengthen or give hope
- **Instruction** – careful teaching that guides behaviour
- **Correction** – helping someone return to what is right

Quick Oral Checks

- “Is encouragement meant to hurt or help?”
 - “Why might correction need kindness?”
-

C) Explicit Teaching – History Skill: Chronology & Connection

(Thinking about how historians trace ideas and communication over time and place.)

Parent/Tutor Says

“Historians study how ideas move through time and place.”

“The early Church did not grow in one city only. New Christian communities formed across many regions.”

“Letters helped these groups stay connected and faithful to what Jesus taught.”

D) Informational Story (Read Aloud Once)

(This story provides historical evidence of communication practices in the early Church.)

Parent/Tutor Says (Read Exactly)

“I’m going to read you a history story. Please listen very carefully, because I’m only going to read it once. After the story, I want you to tell me everything you can remember.”

Story: Words That Travelled Far

As the early Church grew, Christians no longer lived only in Jerusalem. New communities formed in towns and cities across the Roman world. Believers were separated by distance, language, and culture, yet they shared the same faith. Staying connected became important.

One way Christians remained connected was through visits. Apostles and teachers travelled long distances, often on foot or by ship, to encourage believers and help them grow. Travel was slow and sometimes dangerous, but these visits strengthened relationships and helped keep teaching consistent.

Another important way Christians stayed connected was through letters. Apostles wrote letters to churches they had visited or hoped to visit. These letters were read aloud when believers gathered together. Everyone listened carefully, because these messages offered guidance, encouragement, and correction.

One of the most well-known letter writers was Paul the Apostle. Paul travelled widely, visiting many communities and writing letters to help them follow Jesus faithfully. His letters explained Christian beliefs, addressed problems, and reminded believers how to live with love and respect.

13. The Missionary Journeys of the Apostle Paul



Letters helped Christians who were facing difficulties. Some communities experienced disagreement. Others faced pressure from surrounding cultures. Letters reminded believers that they were not alone. They belonged to a wider Church – a family of faith spread across many places.

Christians treated these letters with honour. They listened carefully when letters were read. They shared them with others. Over time, these letters were copied and passed along to different communities. Many were preserved as part of the New Testament, helping later generations understand early Christian life.

Through visits and letters, the early Church remained connected. Words travelled across land and sea, shaping belief and behaviour. Respectful communication helped maintain unity, truth, and shared purpose – even across great distances.

E) Narration

Parent/Tutor Says

“Close your eyes and picture someone carrying a letter across a long road.”

“Tell me what you remember about letters and visits in the early Church.”

Differentiation

- **Foundation – Year 2:** Name one way people stayed connected
 - **Years 3–4:** Describe why letters were important
 - **Years 5–6:** Explain how letters helped unity and teaching
-

F) Thinking Questions

(These questions move from identifying communication to analysing impact and character.)

Foundation – Year 2

- Did people live close together?
- Did letters help?
- Did people listen carefully?

Years 3–4

- Why were letters read aloud?
- How did visits help communities?
- Why was encouragement important?

Years 5–6

- How did communication protect shared beliefs?
 - Why does distance increase the need for careful words?
 - How does honour affect how messages are received?
-

G) Learning Activity – Assessment Portfolio Task

Task: Writing an Encouraging Letter

Parent/Tutor Says

“Christians used letters to encourage and teach. We will practise writing respectfully.”

Instructions:

Write or draw a short message that:

- Encourages someone

- Uses kind, respectful words

Differentiation

- **Foundation – Year 2:** Dictate a message; draw a picture
- **Years 3–4:** Write 2–3 sentences
- **Years 5–6:** Write a short letter with greeting, message, and closing

(Add this page to the Topic 2 portfolio.)

H) Character Link – Honour & Reverence (Words Matter)

Parent/Tutor Says

“Honour and reverence affect how we speak and write.”

“The early Christians chose words carefully because words can build people up or pull them down.”

I) Wrap-Up

Parent/Tutor Says

“Letters helped the early Church stay united.”

“Today, we still show reverence through careful words and thoughtful communication.”

(Optional prayer or quiet reflection.)

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS03** – share a perspective on information, such as stories about significant events and special places
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3K07** – why people participate within communities and how students can actively participate and contribute to communities
- **AC9HS3S05** – draw conclusions based on analysis of information

Years 5–6

- **AC9HS5K07** – how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal
- **AC9HS5S05** – develop evidence-based conclusions
- **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

Lesson 2.3 – Geography: Journeys, Roads & the Spread of the Church

Subject Focus: Geography (Place, Movement, Connection)

Character Focus: Honour & Reverence (care for people, messages, and places)

Assessment Portfolio Evidence: *Early Church Journeys Map*

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Geography shapes how people, ideas, and beliefs move
- Roads, ports, seas, and cities supported the spread of the early Church
- Shared routes and languages helped distant communities stay connected
- Movement can be shown visually through simple mapping
- Careful travel and communication reflect honour and reverence

This lesson completes **Topic 2** by explaining *where and how* early Christian communities remained connected.

Parent Preparation (For the Parent)

You will need:

- Paper or a blank map of the Mediterranean region
 - Pencils or coloured pencils
 - Optional: atlas or wall map
-

A) Introduction

(Thinking geographically about movement and connection.)

Parent/Tutor Says

“In Geography, we ask how people move and how places are connected.”

“Today we will learn how the Good News travelled across land and sea.”

“The early Church grew because people were willing to travel carefully, patiently, and respectfully.”

B) Vocabulary

Parent/Tutor Says

“Here are a few terms to understand before we start the story. I will say each word, explain it, and then you repeat it.”

- **Journey** – travel from one place to another
- **Route** – a regular path used for travel
- **Port** – a place where ships stop
- **Empire** – a large area ruled by one government
- **Mediterranean** – the sea between Europe, Asia, and Africa

Quick Oral Checks

- “What happens at a port?”
 - “Is a route planned or random?”
-

C) Explicit Teaching – Geography Skill: Movement & Connection

(How geographers study movement.)

Parent/Tutor Says

“Geographers study movement. Movement includes people, goods, and ideas.”

“The early Church spread because the Roman Empire already had roads, ports, and shared languages.”

Parent/Tutor Does

- Draw simple arrows on a map to show movement
 - Point out land routes versus sea routes
-

D) Informational Geography Story (Read Aloud Once)

(This story explains how geographical features supported historical movement.)

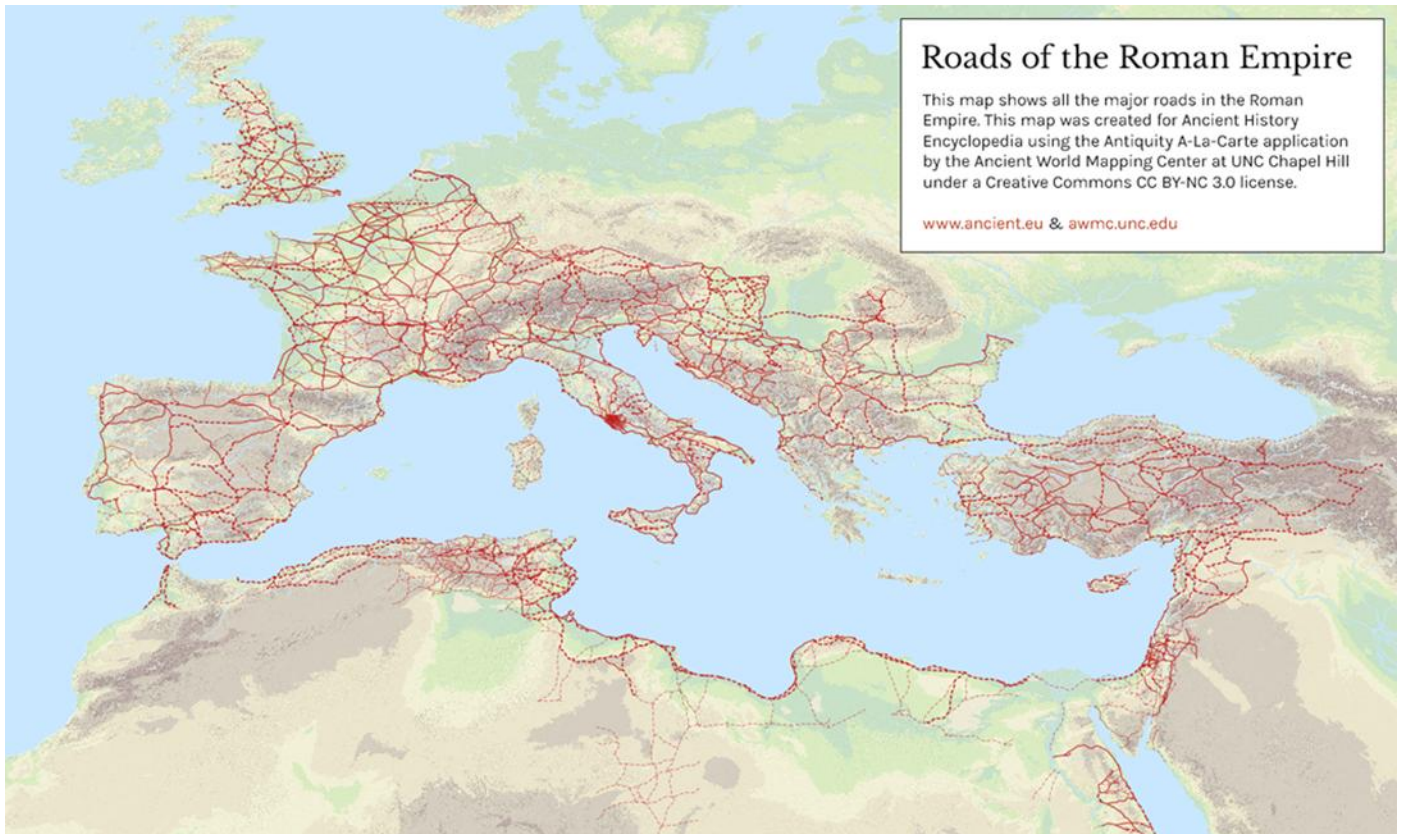
Parent/Tutor Says (Read Exactly)

“I’m going to read a geography story. Please listen carefully, because I’m only going to read it once. After the story, I want you to tell me what you remember.”

Story: Following the Roads and Seas

After the early Church began in Jerusalem, believers did not stay in one place. They travelled along roads and across seas, carrying letters, memories, and teachings with them. Geography shaped how far and how fast the message could move.

The Roman Empire covered a vast area. One of its greatest strengths was its network of Roman roads. These roads were carefully built and connected major cities. Travellers could move more safely and reliably than in many earlier times. Early Christians used these same roads to visit churches, carry letters, and teach new believers.

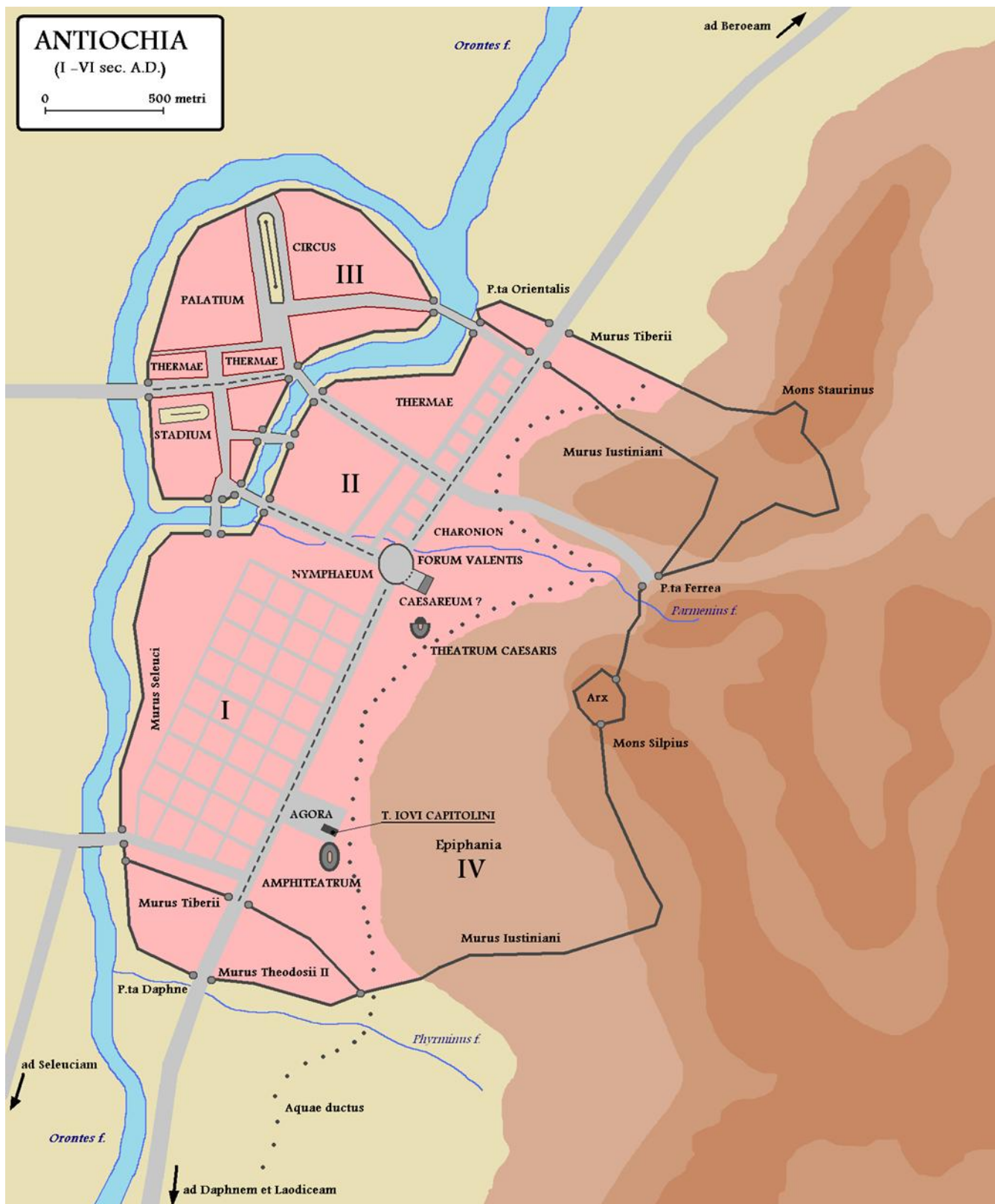


Some journeys happened by sea. The Mediterranean Sea connected many important ports. Ships carried traders, soldiers, and travellers. Early Christian teachers often travelled by ship, moving between coastal cities. Sea travel could be faster than walking, but it was also risky, with storms and rough waters.

One important city along these routes was Antioch, which became a centre for Christian teaching and sending out missionaries. From cities like Antioch, travellers could move inland or along the coast, spreading the Good News to new regions.

Geography helped the Church remain connected. Because many people spoke common languages and used shared routes, letters and teachings could be understood across regions. Roads, ports, and cities acted like threads, tying distant communities together.

The spread of the Church was not accidental. It followed paths already shaped by geography and human movement. Careful journeys, respectful travel, and clear communication allowed ideas to move across continents.



E) Narration

Parent/Tutor Says

“Close your eyes and picture people walking on long roads or sailing across the sea.”

“Tell me what you remember about how geography helped the Church spread.”

Differentiation

- **Foundation – Year 2:** Name one way people travelled
 - **Years 3–4:** Describe a route or journey
 - **Years 5–6:** Explain how roads and seas helped communication
-

F) Thinking Questions

(These questions move from identifying movement to analysing impact.)

Foundation – Year 2

- In the days of the early church era, did people walk or use cars or fly in aeroplanes?
- Did ships use the sea?
- Did roads help people travel?

Years 3–4

- Why were Roman roads important?
- Why did people use ships?
- How did cities help ideas spread?

Years 5–6

- How did geography speed up or slow down movement?
 - Why did shared routes help unity?
 - What risks did travellers face?
-

G) Learning Activity – Assessment Portfolio Task

(This activity visually represents geographic movement and connection.)

Task: Mapping the Early Church Journeys

Parent/Tutor Says: “We will make a map showing how the Good News travelled.”

Instructions:

1. Draw the Mediterranean region
2. Mark:
 - Jerusalem
 - Antioch
 - Mediterranean Sea
3. Draw arrows for land and sea journeys
4. Label routes

Differentiation

- **Foundation – Year 2:** Draw arrows; colour water and land
- **Years 3–4:** Label places and add one sentence
- **Years 5–6:** Add a short explanation of why geography mattered

(Add this page to the Topic 2 portfolio.)

H) Character Link – Honour & Reverence (Travel & Purpose)

Parent/Tutor Says

“Travelling for an important purpose requires care and respect.”

“Early Christians showed honour by protecting messages and caring for people they met along the way. Have you heard of the parable of the good Samaritan? How might this teaching of Jesus have helped the early Christians to spread the good news?”

I) Wrap-Up

Parent/Tutor Says

“Geography reminds us that ideas move through real places.”

“Roads and seas helped shape history.”

(Optional quiet reflection.)

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS03** – share a perspective on information, such as stories about significant events and special places
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3S04** – interpret information and data displayed in maps and tables

Years 5–6

- **AC9HS5K05** – the influence of people, ... in other societies, on the characteristics of a place *(applied here to movement and settlement patterns)*
 - **AC9HS5S04** – interpret information and data from maps and spatial representations
 - **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions
-

TOPIC 3	A STEADY FAITH UNDER PRESSURE

Lesson 3.1 – Opposition Begins: Following Jesus When It Is Hard

Subject Focus: History & Civics and Citizenship (HASS)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: *Faithful Choices Reflection* (narration + response task)

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- The early Church faced **opposition from authorities**
 - People sometimes must decide how to act when **rules and beliefs conflict**
 - Early Christians responded with **courage guided by reverence**, not anger
 - Communities are shaped by the **choices people make under pressure**
-

A) Introduction

Parent/Tutor Says

“So far, we have learned how the Church began and how Christians lived together. Today we are going to learn that not everyone welcomed the message about Jesus.”

Parent/Tutor Says

“In History and Social Studies, we learn that people in communities must often decide how to respond to rules, leaders, and authority. This lesson shows us how the early Christians responded when they were told to stop.”

B) Vocabulary

“Here are a few terms to understand before we start the story. I will say each word, explain it, and then you can tell it back to me.”

- **Opposition** – resistance or pushback

- **Authority** – people with power to make rules
 - **Obedience** – choosing to do what is right
 - **Persecution** – being treated badly because of beliefs
 - **Courage** – doing what is right even when afraid
-

C) Explicit Teaching – Rules, Authority, and Community Order

Parent/Tutor Says

“All communities have rules. Rules help keep order and safety. Schools have rules. Towns and countries have laws. People in authority are responsible for making sure rules are followed.”

Parent/Tutor Says

“But sometimes people believe that obeying God is more important than obeying human rules. When this happens, people must choose how to act. They can respond with anger and rebellion – or with courage, respect, and self-control.”

D) Informational Story (Read Once Aloud)

Parent/Tutor Says

“I’m going to read you a history story. Please listen very carefully, because I will only read it once. After the story, I want you to tell me everything you can remember.”

Story: When Obedience Was Tested

As the message about Jesus spread through Jerusalem, crowds began to gather. People listened carefully as the apostles taught about Jesus’ life, death, and resurrection. Many believed. Others were unsure. But some leaders became increasingly concerned.

Religious leaders had long been responsible for teaching and guiding the people. They worried that the apostles were challenging their authority. Roman leaders, who ruled the region, were also alert to anything that might cause unrest. Peace and order were very important to them.

The apostles were brought before leaders and questioned. They were warned not to speak or teach in the name of Jesus. This placed them in a difficult position. On one hand, they understood the importance of order and authority. On the other hand, they believed they had been given a responsibility by God to share what they had seen and heard.

The apostles chose to continue teaching – not loudly or violently, but calmly and openly. They explained their beliefs respectfully. They did not insult leaders or encourage rebellion. Even when they were threatened or punished, they accepted the consequences without hatred.

This response required courage. It also required reverence – reverence for God, and respect for people, even those who opposed them. The early Christians learned that honour was not shown only in worship, but also in how they behaved when pressured or treated unfairly.

Opposition did not stop the Church. Instead, it strengthened believers’ understanding of what they believed and how they should live. Their calm, respectful courage made an impression on others and helped the Church continue to grow.

E) Narration

Narration Prompt

“Tell me everything you remember about what happened when the apostles were told to stop teaching.”

Differentiation

- **F–2:** Oral narration (teacher scribes key words)
- **Years 3–4:** Oral or short written narration
- **Years 5–6:** Oral or Written narration explaining the conflict and response

This narration (if written) can be part of the Assessment Portfolio.

F) Thinking Questions

Foundation – Year 2

(Identifying people, actions, and rules)

- Who told the apostles to stop?
- What rule were the apostles given?
- Did the apostles stop teaching?

Years 3–4

(Explaining reasons and consequences)

- Why were the leaders worried about the apostles?
- What choice did the apostles make?
- What happened because of that choice?

Years 5–6

(Analysing authority, response, and impact)

- Why can rules and beliefs sometimes come into conflict?
 - How did the apostles show both courage and respect?
 - What effect might their calm response have had on the wider community?
-

G) Learning Activity – Faithful Choices Reflection (Portfolio Task)

Parent/Tutor Says

“We are going to think about how people can respond when rules and beliefs clash.”

Task

Create a two-column chart:

Situation

Respectful, Courageous Response

Differentiation

- **F–2:** Draw one situation and response
- **Years 3–4:** Write simple sentences
- **Years 5–6:** Explain *why* the response shows honour and reverence

This completed task is added to the Assessment Portfolio.

H) Character Reflection – Honour & Reverence Under Pressure

Parent/Tutor Says

“Honour and reverence are not only shown when life is easy. They guide how we speak, act, and choose when we feel pressured or treated unfairly.”

I) Wrap-Up

Parent/Tutor Says

“This lesson shows us that courage does not have to be loud or angry. Courage guided by reverence can be calm, respectful, and strong.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS01** – pose questions about familiar objects, people, places and events
- **AC9HSFS03** – share a perspective on information, such as stories about significant events and special places
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3K06** – who makes rules, why rules are important in the school and/or the local community, and the consequences of rules not being followed
- **AC9HS3S05** – draw conclusions based on analysis of information

Years 5–6

- **AC9HS5K07** – how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal
 - **AC9HS5S05** – develop evidence-based conclusions
 - **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions
-

Lesson 3.2 – Standing Firm Together: Encouragement in Difficult Times

Subject Focus: History & Civics and Citizenship (HASS)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: *Encouragement & Community Response Page*

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Early Christians did not face opposition alone
 - Communities respond to pressure in different ways
 - Encouragement, prayer, and cooperation strengthened the early Church
 - Honour and reverence were shown through **how people treated one another** in difficult times
-

A) Introduction

*(Thinking about **community response, cooperation, and shared responsibility**, which are key Civics concepts across F–6.)*

Parent/Tutor Says

“In the last lesson, we learned that early Christians were warned and threatened for teaching about Jesus.”

“Today we are going to learn what happened *afterwards* – how the Christian community responded when things became difficult.”

“In History & Social Studies we learn that when communities face challenges, their response can either weaken them or make them stronger.”

B) Vocabulary

Teach orally, with repetition and simple examples:

- **Encouragement** – giving strength or hope to someone
 - **Support** – helping someone carry difficulty
 - **Unity** – standing together with shared purpose
 - **Prayer** – speaking to God with trust and humility
 - **Boldness** – courage guided by purpose, not anger
-

C) Explicit Teaching – How Communities Respond to Pressure

(Thinking about how groups cooperate, make decisions, and maintain unity under pressure.)

Parent/Tutor Says

“When communities face trouble, people can respond in different ways. Some panic. Some argue. Some blame each other.”

“The early Church chose a different response. They gathered together, listened carefully, encouraged one another, and prayed. This helped them remain calm, united, and focused on what mattered most.”

D) Informational Story (Read Once Aloud)

Parent/Tutor Says

“I’m going to read you a history story. Please listen very carefully, because I will only read it once. After the story, I want you to tell me everything you can remember.”

Story: Strength in Standing Together

When the apostles returned from meeting with the authorities, they did not hide what had happened. They went straight back to the other believers and told them everything – the warnings, the threats, and the risks they now faced.

The community listened carefully. People did not interrupt or argue. They understood that what happened to the apostles affected everyone. Instead of responding with fear or anger, the believers gathered together.

They prayed. Their prayers were not about revenge or escape. Instead, they asked God for courage, wisdom, and strength to continue living faithfully. They asked for the ability to speak clearly and act with integrity, even when pressure increased.

Encouragement spread through the group. People reminded one another of God’s promises and of what Jesus had taught. They stayed close, sharing meals, conversation, and support. No one was left to face fear alone.

This response strengthened the Church. Even though danger had not disappeared, believers felt steadier and more confident. Honour and reverence were shown not only in prayer, but in patience, listening, and care for one another.

The early Christians learned that unity did not remove hardship, but it helped them endure it. Standing together made the community stronger than standing alone.

E) Narration

Narration Prompt

“Tell me everything you remember about how the believers responded after the apostles were threatened.”

Differentiation

- **F–2:** Oral narration (adult records key ideas)
- **Years 3–4:** Oral or short written narration
- **Years 5–6:** Oral or written narration explaining *how* and *why* the community responded this way

This narration (if written) forms part of the Assessment Portfolio.

F) Thinking Questions

Foundation – Year 2

(Identifying actions and cooperation)

- Did the believers stay alone or gather together?
- What did they do together?
- Did they help one another?

Years 3–4

(Explaining reasons and outcomes)

- Why did the believers gather together instead of panicking?
- How did prayer and encouragement help the group?
- What happened to the community because they supported one another?
- Have you ever been in a situation where you have felt persecuted or bullied? Why do you think the person acted that way? How did you respond? Do you think you could respond better if it ever happened again?

Years 5–6

(Analysing cooperation, values, and impact)

- Why does unity matter when communities face pressure?
 - How did shared beliefs guide the Christians’ response?
 - What might happen if communities respond to fear by blaming or dividing?
 - Have you ever been in a situation where you have felt persecuted or bullied? How did you respond? Do you think you could respond better if it ever happened again?
 - Have you ever witnessed someone else being treated unfairly? If it happens again, how could you act to improve the situation or encourage the person it happened to?
-

G) Learning Activity – Encouragement & Community Response (Portfolio Task)

Parent/Tutor Says

“We are going to show how encouragement helps communities stay strong.”

Task

Create a response titled ‘Encouragement in Difficult Times’.

Options by Age

- **F–2:** Draw a picture showing people helping one another
- **Years 3–4:** Write 2–3 sentences explaining how encouragement helps
- **Years 5–6:** Write a short paragraph explaining *why* encouragement and unity strengthen communities

This completed task is added to the Assessment Portfolio.

H) Character Reflection – Honour & Reverence in Community

Parent/Tutor Says

“Honour and reverence are not only shown toward God. They are also shown in how we listen, encourage, and care for others – especially when life is hard.”

I) Wrap-Up

Parent/Tutor Says

“This lesson shows us that strong communities are built through unity, patience, and encouragement. Standing together helps people remain faithful and steady.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS01** – pose questions about familiar objects, people, places and events
- **AC9HSFS04** – identify and describe how people cooperate and work together in groups
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3K07** – why people participate within communities and how students can actively participate and contribute to communities

- **AC9HS3S04** – interpret information and data to identify perspectives
- **AC9HS3S05** – draw conclusions based on analysis of information

Years 5–6

- **AC9HS5K07** – how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal
- **AC9HS5S05** – develop evidence-based conclusions
- **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

Lesson 3.3 – Geography: Places of Pressure, Protection, and Spread

Subject Focus: Geography (Place, Movement, Connection) within HASS

Character Focus: Honour & Reverence (care for people, messages, and places)

Assessment Portfolio Evidence: *Early Church Geography Map & Explanation*

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Geography shaped **where Christians faced danger** and **where the Church spread**
 - Movement to new places often happened because of **pressure or persecution**
 - Roads, cities, and regions influenced how ideas travelled
 - Communities were shaped by both **place** and **movement**
-

A) Introduction

Parent/Tutor Says

“In the last two lessons, we learned that early Christians faced opposition and supported one another.”

“Today we will learn how **places and movement** mattered. Geography helps explain *where* Christians went, *why* they moved, and *how* the Church continued to grow.”

B) Vocabulary

“Here are a few terms to understand before we start the story. I will say each word, explain it, and then you repeat it.”

- **Place** – a location where people live or gather
 - **Movement** – people travelling from one place to another
 - **Region** – an area with shared features
 - **Route** – a path used for travel
 - **Connection** – how places and people are linked
-

C) Explicit Teaching – Geography Matters in History

(Geographical thinking about place, movement, and cause-and-effect.)

Parent/Tutor Says

“Geography is not just about maps. It helps us understand how people live, travel, and connect.”

“When Christians faced pressure in one place, they often moved to another. Roads, cities, and regions helped decide where they could go and how far the message could travel.”

D) Informational Story (Read Once Aloud)

Parent/Tutor Says

“I’m going to read you a geography story. Please listen very carefully, because I will only read it once. After the story, I want you to tell me everything you can remember.”

Story: From Pressure to Pathways

Jerusalem was the place where the Church first began. It was a busy city, filled with religious leaders, traders, and travellers. At first, many Christians stayed close to Jerusalem because it was familiar and important to their faith.

As opposition increased, Jerusalem also became a place of pressure. Some believers were watched closely. Others were threatened or treated harshly. Remaining in one place became difficult for many.

Christians began to move. Some travelled to nearby towns and villages. Others followed well-used roads to larger cities. These journeys were not always planned. Sometimes people left suddenly, carrying only what they could manage.

The Roman road system made movement possible. Roads connected cities and regions across long distances. Along these roads were towns where travellers could rest, trade, and communicate. When Christians arrived in new places, they often shared their beliefs with those they met.

Different regions responded differently. In some places, Christians found safety and welcome. In others, they faced suspicion or danger. Geography shaped these experiences. Large cities offered anonymity and opportunity. Smaller towns offered closeness and protection.

Movement did not weaken the Church. Instead, it helped spread Christian communities across many regions. Places that once felt far away became connected through shared belief, letters, and visits.

Geography helped turn pressure into pathways. Roads, regions, and places all played a role in shaping how the Church survived and grew.



E) Narration

Narration Prompt

“Tell me everything you remember about how places and movement affected the early Christians.”

Differentiation

- **F–2:** Oral narration; identify one place or movement
- **Years 3–4:** Oral or written narration describing why people moved
- **Years 5–6:** Oral or written narration explaining how geography shaped events

This narration contributes to the Assessment Portfolio.



F) Thinking Questions

Foundation – Year 2

(Identifying places and movement)

- Where did the Church first begin?
- Did Christians stay in one place or move?
- Did new places matter?

Years 3–4

(Explaining reasons and effects)

- Why did some Christians leave Jerusalem?
- How did roads help people move?
- What happened when Christians arrived in new places?

Years 5–6

(Analysing place, movement, and impact)

- How did geography influence safety and danger?
- Why did movement help spread the Church instead of stopping it?
- How can place shape people's experiences?

G) Learning Activity – Geography Mapping Task (Portfolio Task)

Parent/Tutor Says

“We will now show how geography shaped what happened.”

Task

Create a simple map showing:

- Jerusalem (starting place)
- Arrows showing movement to other regions
- Roads or routes
- At least one new settlement area

Differentiation

- **F–2:** Draw places and arrows
- **Years 3–4:** Label places and write one sentence
- **Years 5–6:** Add a written explanation of *why* movement occurred

This completed map is added to the Assessment Portfolio.

H) Character Reflection – Honour & Reverence in Movement

Parent/Tutor Says

“Moving to new places requires care, patience, and respect. The early Christians showed honour and reverence by treating people and places thoughtfully as they travelled.”

I) Wrap-Up

Parent/Tutor Says

“This lesson shows us that geography matters. Places, roads, and movement helped shape history and allowed the Church to continue growing.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS01** – pose questions about familiar objects, people, places and events
- **AC9HSFS02** – identify and describe places, and their features, at different scales
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3K04** – the importance of environments, including natural and human features, to people and places
- **AC9HS3K08** – the connections between people and places
- **AC9HS3S05** – draw conclusions based on analysis of information

Years 5–6

- **AC9HS5K04** – how people and places are connected through movement of people and ideas
- **AC9HS5K05** – the influence of location and distance on how people live and connect
- **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

TOPIC 4

CONSTANTINE THE GREAT

TOPIC 4 – CONSTANTINE

Historical Focus: From Persecuted Faith to Public Religion

Character Focus: Honour & Reverence

Cumulative Assessment Thread: *How belief, authority, and place shape communities over time*

LESSON 4.1 – Constantine’s Vision & the Edict of Milan

Subject Focus: History & Civics and Citizenship (HASS)

Assessment Portfolio Evidence: Cause–Effect Panel + Timeline Entry

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Decisions made by leaders can significantly change community life
- Laws and rules affect how people live out their beliefs
- Christianity moved from persecution to legal protection under Roman authority
- Honour and reverence guide how power should be used and received
- Historical change can bring both freedom and new challenges

A) Introduction

(Thinking about leadership, laws, and consequences – key Civics concepts across F–6.)

Parent/Tutor Says

“So far, we have learned that Christians were often punished for their beliefs.”

“Today we will learn about a Roman emperor whose decision changed life for Christians across the empire.”

B) Vocabulary

“Here are a few terms to understand before we start the story. I will say each word, explain it, and then you repeat it.”

- **Emperor** – the ruler of a large empire
 - **Law** – a rule made by those in authority
 - **Persecution** – being treated badly because of beliefs
 - **Tolerance** – allowing people to believe differently
 - **Authority** – the power to make decisions for others
-

C) Explicit Teaching – Laws, Leaders, and Community Change

Parent/Tutor Says

“All communities have laws. Laws affect what people are allowed to do and how safe they feel.”

“When laws change, life can change quickly. People may gain freedoms – or lose them.”

D) Informational Story (Read Once Aloud)

Parent/Tutor Says

“I’m going to read a history story. Please listen carefully, because I will read it only once. After the story, I want you to tell me everything you can remember.”

Story: When Christianity Became Legal

For many years, Christians lived carefully. They met quietly in homes and avoided attention. Roman leaders worried that Christian beliefs might threaten order, because Christians refused to worship Roman gods or the emperor.

Then a Roman leader named **Constantine the Great** rose to power. Before an important battle, Constantine saw a cross in the sky, and believed he received help from the Christian God. After winning the battle, he changed how Christians were treated.

In AD 313, Constantine announced the **Edict of Milan**. This law made Christianity legal. Christians could meet openly and were no longer punished for worshipping Jesus.

This was a great relief for believers. However, it also raised new questions. How should Christians live when faith was no longer dangerous? How should leaders use their power wisely?

The Church – meaning all believers – had entered a new stage in history.

E) Narration

Narration Prompt

“Tell me everything you remember about what changed for Christians.”

Differentiation

- **F–2:** Oral narration (adult scribes key words)
- **Years 3–4:** Oral or short written narration
- **Years 5–6:** Written narration explaining cause and effect

(This narration may be included in the Assessment Portfolio.)

F) Thinking Questions

Foundation–Year 2 (Identifying people and change)

- Who made the new law?
- What changed for Christians?

Years 3–4 (Explaining cause and effect)

- Why did Constantine change the law?
- How did life become different for Christians?

Years 5–6 (Analysing leadership and impact)

- How can one leader’s decision affect many people?
 - What new challenges might freedom bring?
-

G) Learning Activity – Cause & Effect Panel (Portfolio Task)

Parent/Tutor Says

“We are going to show how one decision caused a big change.”

Task

Create a simple cause–effect panel:

Cause → Action → Effect

What is a cause-effect panel

A **panel** is a single box, section, or area on a page where you can record a short written or visual reflection focused on one idea.

Panels may be drawn as a square or rectangle box on paper and may include a drawing, diagram, plus words to explain the idea. It will usually also have a label/title.

Include the following in your ‘Cause & Effect Panel’...

Differentiation

- **F–2:** Draw pictures for each part
- **Years 3–4:** Write short explanations
- **Years 5–6:** Write a paragraph including benefits and challenges

(Add this panel to the Assessment Portfolio.)

H) Character Reflection – Honour & Reverence and Power

Parent/Tutor Says

“Honour and reverence matter, not only when life is hard, but also when life becomes easier.”

I) Wrap-Up

Parent/Tutor Says

“This lesson shows us how laws can change communities – and why character still matters.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Years 3–4

- **AC9HS3K06** – who makes rules, why rules are important in the school and/or the local community, and the consequences of rules not being followed
- **AC9HS3S05** – draw conclusions based on analysis of information

Years 5–6

- **AC9HS5K07** – how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal
 - **AC9HS5S05** – develop evidence-based conclusions
-

Lesson 4.2 – The Council of Nicaea

Subject Focus: History & Civics and Citizenship (HASS)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: Belief & Unity Explanation (narration + response task)

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Growing communities need shared understandings to remain united
 - Disagreement about beliefs can affect community stability
 - Early Christians met together to discuss and clarify important beliefs
 - Unity does not mean avoiding disagreement, but handling it with respect
 - Honour and reverence guide how people discuss truth and differences
-

A) Introduction

(Thinking about community decision-making, shared beliefs, and respectful disagreement – key Civics concepts across F–6.)

Parent/Tutor Says

“In the last lesson, we learned that Christianity became legal and could be practised openly.”

“When communities grow larger, it becomes important to agree on what is true and what is not.”

“Today we are going to learn about a meeting where Christian leaders came together to talk carefully about their beliefs.”

B) Vocabulary

“Here are a few terms to understand before we start the story. I will say each word, explain it, and then you repeat it.”

- **Council** – a meeting held to make important decisions
 - **Belief** – something people hold to be true
 - **Unity** – being joined together
 - **Disagreement** – when people do not think the same way
 - **Respect** – treating others carefully, even when you disagree
-

C) Explicit Teaching – Beliefs, Unity, and Community Order

(Supports Civics learning about shared beliefs, cooperation, and respectful decision-making before the historical example.)

Parent/Tutor Says

“All communities have shared ideas that help them stay together. Schools have rules. Families have expectations. Communities also share beliefs.”

“When people in a community disagree about important beliefs, it can cause confusion or division. Communities must decide how to talk about disagreements respectfully.”

D) Informational Story (Read Once Aloud)

Parent/Tutor Says

“I’m going to read a history story. Please listen very carefully, because I will only read it once. After the story, I want you to tell me everything you can remember.”

Story: Meeting to Protect Unity

As Christianity spread across the Roman Empire, more people joined the Church. Believers lived in many different places and came from different backgrounds. Even though they followed the same faith, they did not always explain their beliefs in the same way.

Some teachers began to disagree about who Jesus was and what Christians should believe about Him. These disagreements worried Church leaders. If Christians believed different things about such an important topic, the community could become divided.

To address this problem, Church leaders decided to meet together. They travelled from many regions to one place to talk, listen, and think carefully. This meeting became known as the Council of Nicaea.

At the council, leaders discussed Scripture and shared their understanding. They did not meet to argue loudly or to force others to agree. Instead, they aimed to protect unity by clearly explaining what Christians believed.

After much discussion, the leaders agreed on a shared statement of belief. This helped churches across the empire teach the same core ideas, even though they lived far apart.

The Council of Nicaea showed that unity requires effort, listening, and respect. It also showed that honour and reverence are important when discussing truth, especially when people disagree.

E) Narration

Narration Prompt

“Tell me everything you remember about why the leaders met together and what they decided.”

Differentiation

- **Foundation–Year 2:**
Oral narration (adult scribes key words)
- **Years 3–4:**
Oral or short written narration explaining why the meeting was important
- **Years 5–6:**
Written narration explaining how disagreement affected the community and how leaders responded

(This narration may be included in the Assessment Portfolio.)

F) Thinking Questions

Foundation – Year 2

(Identifying people and purpose)

- Who met together?
 - Why did they meet?
 - Did they want to help the Church stay together?
-

Years 3–4

(Explaining reasons and outcomes)

- What problem were the leaders trying to solve?
 - How did meeting together help the community?
 - What happened after the meeting?
-

Years 5–6

(Analysing disagreement and unity)

- Why can disagreements be difficult for communities?
 - How can respectful discussion protect unity?
 - Why is it important to be careful when explaining beliefs?
-

G) Learning Activity – Belief & Unity Explanation

(Portfolio Task)

Parent/Tutor Says

“We are going to think about how communities stay united when people disagree.”

Task

Create a short explanation answering:

How did the Council of Nicaea help the Church stay united?

Differentiation

- **Foundation–Year 2:**
Draw people meeting together and explain orally
- **Years 3–4:**
Write 2–3 sentences explaining why the meeting helped unity
- **Years 5–6:**
Write a short paragraph explaining how discussion and agreement helped protect the community

(Add this explanation to the Assessment Portfolio.)

H) Character Reflection – Honour & Reverence in Disagreement

Parent/Tutor Says

“Honour and reverence help us listen carefully and speak respectfully, even when we disagree.”

I) Wrap-Up

Parent/Tutor Says

“This lesson shows us that strong communities work through disagreement carefully.”

“Honour and reverence guide how people speak, listen, and decide together.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Years 3–4

- **AC9HS3K07** – why people participate within communities and how students can actively participate and contribute to communities
- **AC9HS3S05** – draw conclusions based on analysis of information

Years 5–6

- **AC9HS5K07** – how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal
- **AC9HS5S05** – develop evidence-based conclusions
- **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

Lesson 4.3 – Christianity Across the Roman Empire

Subject Focus: Geography (HASS)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: Empire Map with Explanatory Caption

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Geography influences how people, ideas, and beliefs spread
 - The Roman Empire's roads, cities, and seas helped connect communities
 - The Church (all believers) existed across many regions, not one place
 - Shared belief can unite people who live far apart
 - Honour and reverence guided faithful living across different cultures and locations
-

A) Introduction

Parent/Tutor Says

“In the last two lessons, we learned that Christianity became legal and that leaders worked together to protect unity.”

“Today we are going to look at *where* Christians lived and *how* they stayed connected across a very large empire.”

“This is a Geography lesson, so we will be thinking about places, distance, travel, and connection.”

B) Vocabulary

(This vocabulary supports students in using geographical language to describe places and connections.)

“Here are a few terms to understand before we start the story. I will say each word, explain it, and then you repeat it.”

- **Empire** – a large area ruled by one government
 - **Province** – a smaller region within an empire
 - **Route** – a path used for travel
 - **Port** – a place where ships stop
 - **Interconnection** – how places and people are linked
-

C) Explicit Teaching – Place, Movement, and Connection

Parent/Tutor Says

“Geography is about more than maps. It helps us understand how people move, where they live, and how places are connected.”

“When places are well connected, ideas and beliefs can spread more easily.”

D) Informational Story (Read Once Aloud)

(Applying geographical concept – place, movement, and interconnection – to the spread of Christianity.)

Parent/Tutor Says

“I’m going to read a geography-based history story. Please listen carefully, because I will only read it once. After the story, I want you to tell me everything you can remember.”

Story: A Faith Connected by Roads and Seas

The Roman Empire covered a vast area. It stretched across Europe, North Africa, and parts of Asia. Even though it was large, the empire was carefully organised. Roman leaders built strong roads that linked cities and provinces. They also relied on the Mediterranean Sea as a major travel route.

Because the empire was connected, people travelled often. Soldiers moved between provinces. Traders carried goods from city to city. Messengers delivered letters. Christians used the same roads and ships to visit other believers and share teachings.

Cities such as **Rome**, **Antioch**, **Alexandria**, and **Constantinople** became important centres of Christian life. Believers met in homes, shared letters, and supported one another even when they lived far apart.

Although Christians spoke different languages and lived in different cultures, they were united by shared beliefs. Geography did not change what they believed, but it shaped *how* those beliefs travelled.

The Church was not one building or one city. It was a connected community spread across many places.

E) Narration

Narration Prompt

“Tell me everything you remember about how geography helped Christians stay connected.”

Differentiation

- **Foundation–Year 2:**
Oral narration (adult scribes key words)

- **Years 3–4:**
Oral or short written narration describing travel or cities
- **Years 5–6:**
Written narration explaining how roads, seas, and cities supported interconnection

(This narration may be included in the Assessment Portfolio.)

F) Thinking Questions

(These questions develop geographical thinking, progressing from identifying places to analysing interconnection.)

Foundation – Year 2

(Identifying places and movement)

- Where did Christians live?
 - How did people travel?
-

Years 3–4

(Explaining place and connection)

- Why were roads important?
 - Why were cities important for churches?
-

Years 5–6

(Analysing interconnection and impact)

- How did geography help Christianity spread?
 - Why could believers stay united even when far apart?
-

G) Learning Activity – Empire Map & Explanation **(Portfolio Task)**

(This activity explicitly develops geographical skills using maps and supports the cumulative assessment portfolio.)

Parent/Tutor Says

“We are going to use a map to show how places and routes helped connect Christians.”

Task

Create a simple **Roman Empire** map showing:

- The Mediterranean Sea
- Major cities (Rome, Antioch, Constantinople, Alexandria)
- Travel routes – roads linking provinces

Add a short explanation.

Ask:

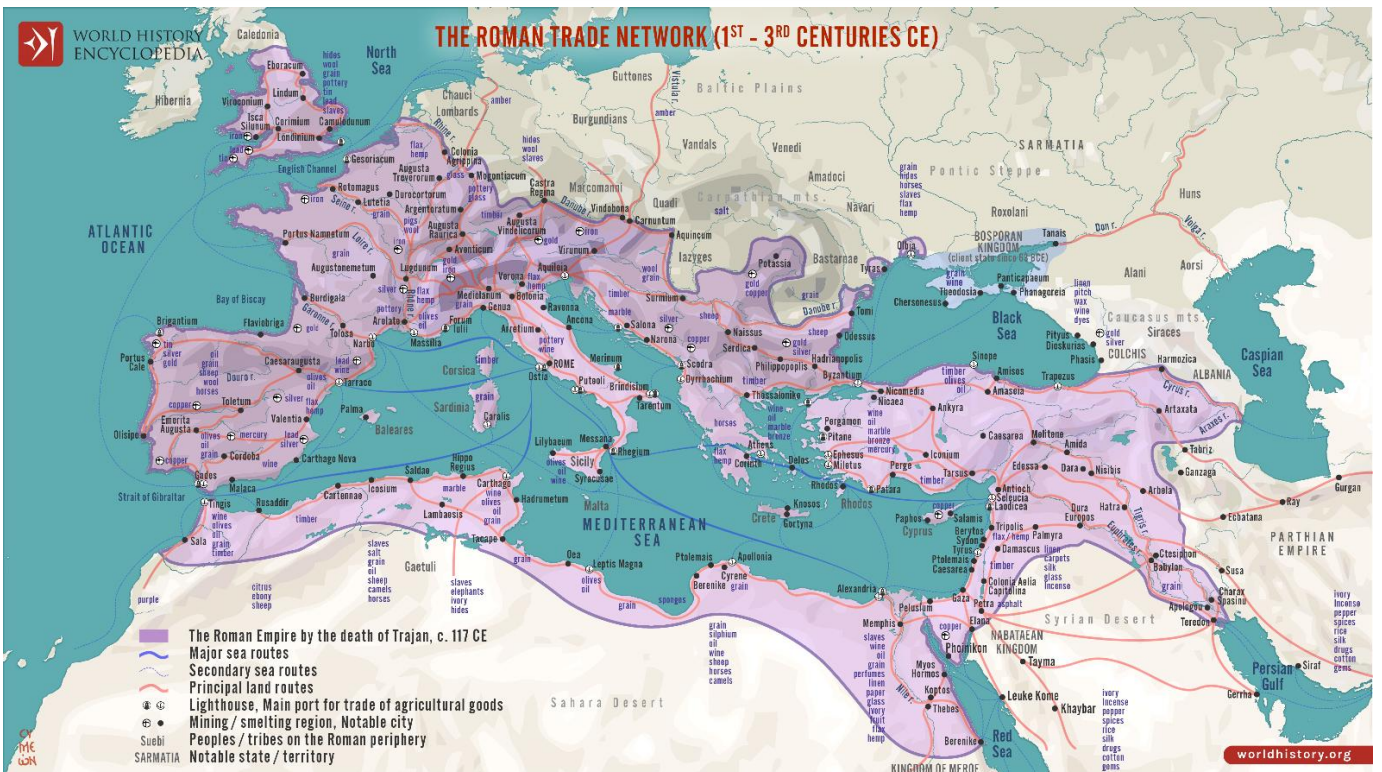
- “Why would it be easier to travel within one empire?”
- “How did shared roads help the Church?”

Differentiation

- **Foundation–Year 2:**
Colour and label a simple map; explain orally
- **Years 3–4:**
Label cities and routes; write 2–3 explanatory sentences
- **Years 5–6:**
Create an annotated map with a paragraph explaining interconnection

(Add this map and explanation to the Assessment Portfolio.)





H) Character Connection – Honour & Reverence Across Places

Parent/Tutor Says

“Christians honoured God by living faithfully wherever they were.”

“Reverence did not depend on place – it guided how believers lived and worshipped in every city.”

I) Wrap-Up

Parent/Tutor Says

“This lesson shows us that geography can help ideas spread.”

“The Church is made of believers connected across many places, united by faith and guided by honour and reverence.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS02** – sort and record information including pictorial timelines and locations on pictorial maps or models
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3S02** – locate, collect and record information and data from a range of sources, including annotated timelines and maps

Years 5–6

- **AC9HS5K04** – the influence of people.... in other countries, on the characteristics of a place
- **AC9HS5S02** – locate, collect and organise information and data from primary and secondary sources in a range of formats
- **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

TOPIC 5	ATTRIBUTES OF GOD & OF CHRISTIANS
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Lesson 5.1 – Attributes of God

Subject Focus: History & Civics (Belief, Identity, Community)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: Attributes of God Explanation Panel (narration + response task)

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Beliefs about God shape how communities think, act, and live
 - Early Christians believed God’s nature did not change, even when circumstances did
 - Understanding God’s attributes helped Christians remain faithful through change
 - Shared beliefs about God helped unite believers across time and place
 - Honour and reverence grow from knowing who God is, not only what He does
-

A) Introduction

(Thinking about belief systems and identity)

Parent/Tutor Says

“So far, we have learned about the Church growing, facing persecution, and then gaining freedom.”

“Today we are going to think about something deeper: what Christians believe about God Himself.”

“These beliefs helped guide how Christians lived, worshipped, and treated one another.”

B) Vocabulary

“So that we don’t have to interrupt the story, we need to know a few terms before we start”...

- **Attribute** – a quality or characteristic
- **Eternal** – without beginning or end
- **Faithful** – always trustworthy
- **Holy** – set apart and pure

- **Unchanging** – not altered by time or events
-

C) Explicit Teaching – Beliefs Shape Community Life

(This explicit teaching makes clear that beliefs are not abstract ideas, but foundations for community behaviour.)

Parent/Tutor Says

“What people believe about God affects how they live.”

“If God is faithful, people learn faithfulness. If God is just, people learn fairness.”

“Early Christians did not invent beliefs to suit their situation. They believed God remained the same whether life was easy or hard.”

D) Informational Story (Read Once Aloud)

(Placing Christian beliefs about God within their historical and community context.)

Parent/Tutor Says

“I’m going to read a history-based belief story. Please listen carefully, because I will read it only once. After the story, I want you to tell me everything you can remember.”

Story: Knowing God in Changing Times

As Christianity spread and changed, one thing remained steady for believers: their understanding of who God is.

In the early years, Christians faced danger and opposition. Later, after Christianity became legal, life became safer and more public. Through both hardship and freedom, Christians believed that God did not change.

God is **eternal**, meaning He existed before all things and would exist forever. This helped believers trust Him when leaders, laws, and empires changed.

God is **faithful**, keeping His promises even when people failed. This encouraged Christians to remain loyal and truthful in their own lives.

God is **holy**, meaning He is separate and completely different from all creation. This reminded believers to live with care, humility, and reverence.

God is **unchanging**, not shaped by popular opinion or political power. This helped Christians resist changing their beliefs simply to fit in.

God is **creative**. He created the whole universe and everything in it. Knowing that we are made in His image (made like Him in some ways), helped Christians to also be creative.

God is **good, true and just**. Christians also try to live a life of truth and goodness, and treating others with fairness and justice (which is not just standing up for people's rights but true justice is aligning with God's laws).

God is **merciful and loving**. This helps Christians to be merciful and forgiving, and to love others wholeheartedly.

Understanding God's attributes gave the Church stability. Communities were guided not by fear or convenience, but by trust in who God is. These shared beliefs helped unite Christians across generations and across places.

E) Narration

Narration Prompt

"Tell me everything you remember about what Christians believe about God."

Differentiation

- **Foundation–Year 2:**
Oral narration (adult scribes key words)
- **Years 3–4:**
Oral or short written narration naming one or two attributes
- **Years 5–6:**
Written narration explaining why God's attributes matters to Christians

(This narration – if written- may be included in the Assessment Portfolio.)

F) Thinking Questions

Foundation – Year 2

(Identifying beliefs)

- What is one thing Christians believe about God?
 - Does God change?
-

Years 3–4

(Explaining meaning)

- Why was it important to believe God was faithful?
 - How could these beliefs help people live well together?
-

Years 5–6

(Analysing belief and impact)

- How do beliefs about God shape community behaviour?
 - Why would unchanging beliefs matter during times of change?
-

G) Learning Activity – Attributes of God Panel (Portfolio Task)

(This activity explicitly links belief, character, and community understanding and contributes to the cumulative assessment.)

Parent/Tutor Says

“We are going to show how beliefs about God guide how people live.”

Task

Create an **Attributes of God Panel** with:

- As many attributes of God as you can think of (there maybe other attributes that were not listed in the story.
- A short explanation of what each attribute means
- At least one way this belief could guide your behaviour

What is a ‘Panel’?

A *panel* is a *single box, section, or area on a page* where you can record a short written or visual reflection focused on one idea.

Panels may be drawn as a square or rectangle box on paper and may include a drawing, diagram, plus words to explain the idea. It will usually also have a label/title.

Include these things in your ‘Panel’...

Differentiation

- **Foundation–Year 2:**
Draw a symbol for one or more attributes of God (that is “What God is like”) and explain orally
- **Years 3–4:**
Write 2–3 sentences explaining one attribute and its meaning. Do this for a few attributes that you can remember.
- **Years 5–6:**
Write one or more paragraphs explaining how belief in God’s attributes shapes character and community life

(Add this panel to the Assessment Portfolio.)

H) Character Reflection – Honour & Reverence Rooted in Belief

Parent/Tutor Says

“Honour and reverence grow from knowing who God is.”

“When people understand God’s character, they learn to live with humility, faithfulness, and care.”

I) Wrap-Up

Parent/Tutor Says

“This lesson shows us that beliefs are not just ideas – they shape how communities live.”

“Christians honoured God by trusting who He is, no matter what changed around them.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS03** – share a perspective on information, such as stories about significant events and special places
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3K07** – why people participate within communities and how students can actively participate and contribute to communities
- **AC9HS3S05** – draw conclusions based on analysis of information

Years 5–6

- **AC9HS5K07** – how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal
 - **AC9HS5S05** – develop evidence-based conclusions
 - **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions
-

Lesson 5.2 – Fruit of the Spirit & Our Dual Nature

Subject Focus: History & Civics (Belief, Behaviour, Community Life)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: Fruit of the Spirit Reflection Panel (narration + response task)

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Beliefs about God influence how people behave within communities
 - Early Christians understood that people have a *dual nature* – the ability to choose good or selfish actions
 - Christian teaching encouraged believers to grow in godly character rather than act on selfish impulses
 - The “Fruit of the Spirit” described behaviours that strengthened community life
 - Honour and reverence are shown through daily choices, not only words or beliefs
-

A) Introduction

Parent/Tutor Says

“In our last lesson, we learned about what Christians believed about God.”

“Today we will learn how those beliefs were meant to shape how Christians lived and treated others.”

“This lesson helps us see how belief becomes behaviour.”

B) Vocabulary

(This vocabulary equips students to discuss behaviour, choice, and character clearly.)

So that we don’t have to interrupt the story, we need to know a few terms before we start...

- **Fruit** – a result or outcome
 - **Spirit** – God’s guiding presence
 - **Self-control** – managing actions and reactions
 - **Patience** – waiting calmly without anger
 - **Kindness** – choosing to care for others
-

C) Explicit Teaching – Choice, Behaviour, and Community Health

(Understanding that communities are shaped by repeated personal choices.)

Parent/Tutor Says

“Every person has choices to make about how they act.”

“People can act selfishly, or they can choose behaviours that help others.”

“Early Christians believed God helped them grow in good character so their communities would be peaceful, caring, and strong.”

D) Informational Story (Read Once Aloud)

(This story places the Fruit of the Spirit within the lived experience of early Christian communities.)

Parent/Tutor Says

“I’m going to read a story about how early Christians learned to live together. Please listen carefully, because I will only read it once. After the story, I want you to tell me everything you can remember.”

Story: Growing Good Fruit in Daily Life

As Christian communities grew, believers did not always find it easy to live together. They came from different backgrounds and had different habits. Sometimes disagreements arose. Sometimes people acted selfishly or impatiently.

Christian teachers reminded believers that following Jesus was not only about belief, but also about how they lived each day. They taught that people have a *dual nature*. This means they can choose actions that come from selfish desires, or they can choose actions guided by God’s Spirit. This is called living by the flesh, or living by the spirit.

The “Fruit of the Spirit” describes the kinds of behaviours that grow when people choose to live God’s way. These included love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

When Christians practised these qualities, their communities became safer and more caring. People learned to forgive instead of fight, to help instead of harm, and to be patient instead of angry.

Growing this kind of character took time. Just as fruit does not grow overnight, good character is developed through daily choices. Honour and reverence are shown not only in worship, but in ordinary actions – how people spoke, listened, and treated one another.

E) Narration

Narration Prompt

“Tell me everything you remember about how Christians were taught to behave.”

Differentiation

- **Foundation–Year 2:**
Oral narration (adult scribes key words)
- **Years 3–4:**
Oral or short written narration naming one or two behaviours
- **Years 5–6:**
Oral or written narration explaining why these behaviours helped communities

(This narration – if written - may be included in the Assessment Portfolio.)

F) Thinking Questions

Foundation – Year 2

(Identifying good choices)

- What is one good behaviour mentioned in the story?
 - How does kindness help others?
-

Years 3–4

(Explaining choice and consequence)

- Why did Christians need to practise patience and self-control?
 - How could these behaviours help people live together?
-

Years 5–6

(Analysing belief, behaviour, and community life)

- What does having a “dual nature” mean?
 - How do daily choices shape the strength of a community?
-

G) Learning Activity – Fruit of the Spirit Reflection Panel (Portfolio Task)

(Integrating belief, behaviour, and character learning and contributes directly to the cumulative assessment.)

Parent/Tutor Says

“We are going to show how good character grows through choices.”

Task

Create a **Fruit of the Spirit Reflection Panel** including:

- One fruit (character quality)
- A simple explanation of what it means
- One example of how it helps a community
- Do this for as many ‘fruit of the spirit’ as you remember.

What is a ‘Panel’?

A *panel* is a *single box, section, or area on a page* where you can record a short written or visual reflection focused on one idea.

Panels may be drawn as a square or rectangle box on paper and may include a drawing, diagram, plus words to explain the idea. It will usually also have a label/title.

Include these things in your ‘Panel’...

Differentiation

- **Foundation–Year 2:**
Draw one fruit and explain orally
- **Years 3–4:**
Write 2–3 sentences explaining one or more fruit and its effect
- **Years 5–6:**
Write one or more paragraphs explaining the fruit of the spirit, and how practising these behaviours strengthens communities

(Add this panel to the Assessment Portfolio.)

H) Character Reflection – Honour & Reverence in Daily Choices

Parent/Tutor Says

“Honour and reverence are shown through everyday choices.”

“When people choose patience, kindness, and self-control, they show respect for God and for others.”

I) Wrap-Up

Parent/Tutor Says

“This lesson shows us that belief shapes behaviour.”

“Communities grow stronger when people practise good character consistently.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS03** – share a perspective on information, such as stories about significant events and special places
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3K07** – why people participate within communities and how students can actively participate and contribute to communities
- **AC9HS3S05** – draw conclusions based on analysis of information

Years 5–6

- **AC9HS5K07** – how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal
- **AC9HS5S05** – develop evidence-based conclusions
- **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

Lesson 5.3 – Places of Belief: How Christian Communities Were Shaped by Where They Lived

Subject Focus: Geography (HASS)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: Place & Practice Comparison Panel (map + explanation)

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Beliefs are lived out in **real places**, not just ideas
 - Geography influences how communities worship, meet, and serve others
 - Early Christian communities adapted their practices to different environments
 - Shared beliefs created unity, even when communities lived far apart
 - Honour and reverence were expressed differently depending on place, culture, and resources
-

A) Introduction

(Thinking geographically about how place influences community life – key Geography concepts across F–year 6.)

Parent/Tutor Says

“In the last two lessons, we learned about what Christians believed and how those beliefs shaped behaviour.”

“Today we are going to think about *where* Christians lived and how their places affected how they worshipped and lived together.”

“This lesson helps us understand that belief is always lived out in real locations.”

B) Vocabulary

So that we don’t have to interrupt the story, we need to know a few terms before we start...

- **Place** – a location where people live or gather
 - **Environment** – the surroundings of a place
 - **Community** – people living or working together
 - **Adapt** – to change in order to fit a place or situation
 - **Practice** – something people regularly do
-

C) Explicit Teaching – How Place Shapes Community Life

(The key geographical idea that environments influence how communities function.)

Parent/Tutor Says

“People do not live the same way everywhere.”

“The environment, climate, buildings, and culture of a place affect how people gather, work, and worship.”

“Early Christians shared beliefs, but they adapted how they lived those beliefs depending on where they were.”

D) Informational Story (Read Once Aloud)

(Applying geographical thinking to Christian community life across different regions.)

Parent/Tutor Says

“I’m going to read a geography-based history story. Please listen carefully, because I will only read it once. After the story, I want you to tell me everything you can remember.”

Story: One Faith, Many Places

Early Christian communities lived in many different places. Some lived in large cities, while others lived in smaller towns or rural areas. Each place shaped how believers gathered and worshipped.

In cities such as **Jerusalem** and **Antioch**, Christians often met in homes close together. Streets were busy, and people from many cultures lived side by side. Believers could meet frequently, share meals, and help one another quickly.

In port cities, Christians met people from many regions. Ideas travelled easily along trade routes. Letters and visitors helped churches stay connected, even when separated by great distances.

In quieter rural areas, communities were smaller and more spread out. Christians might meet less often, but they still shared the same beliefs. Honour and reverence were shown through hospitality, generosity, and faithfulness in daily work.

Although their surroundings were different, Christians shared the same core beliefs about God. Geography shaped *how* they practised their faith, but not *what* they believed. Shared belief united them across distance and difference.

E) Narration

Narration Prompt

“Tell me everything you remember about how place affected how Christians lived and worshipped.”

Differentiation

- **Foundation–Year 2:**
Oral narration (adult scribes key words)
- **Years 3–4:**
Oral or short written narration describing one place and how people met
- **Years 5–6:**
Oral or written narration explaining how different environments shaped community practices

(This narration – if written - may be included in the Assessment Portfolio.)

F) Thinking Questions

Foundation – Year 2

(Identifying places and actions)

- Where did the early Christians meet?
 - Did all Christians meet in the same kind of place?
-

Years 3–4

(Explaining place and practice)

- How did cities help Christians meet together?
 - How might living far apart change how people gather?
-

Years 5–6

(Analysing environment and community life)

- How does geography influence how communities practise beliefs?
 - Why is it important to adapt practices without changing beliefs?
-

G) Learning Activity – Place & Practice Comparison Panel **(Portfolio Task)**

Parent/Tutor Says

“We are going to compare how people lived their beliefs in different places.”

Task

Create a **Place & Practice Comparison Panel** showing:

- One urban (city) Christian community
- One rural or smaller community
- How each group might practise faith differently

What is a ‘Panel’?

A *panel* is a *single box, section, or area on a page* where you can record a short written or visual reflection focused on one idea.

Panels may be drawn as a square or rectangle box on paper and may include a drawing, diagram, plus words to explain the idea. It will usually also have a label/title.

Include these things in your ‘Panel’...

Differentiation

- **Foundation–Year 2:**
Draw two places and explain orally
- **Years 3–4:**
Label two places and write 2–3 comparison sentences
- **Years 5–6:**
Write a paragraph explaining how geography shaped community practices

(Add this panel to the Assessment Portfolio.)

H) Character Connection – Honour & Reverence in Different Places

Parent/Tutor Says

“Honour and reverence are shown in many ways.”

“Christians showed respect for God and others whether they lived in busy cities or quiet rural villages.”

I) Wrap-Up

Parent/Tutor Says

“This lesson shows us that place matters.”

“Shared beliefs can unite communities, even when geography shapes how they live.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS02** – sort and record information including pictorial timelines and locations on pictorial maps or models
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3S02** – locate, collect and record information and data from a range of sources, including annotated timelines and maps

Years 5–6

- **AC9HS5K04** – the influence of people, including people in other countries, on the characteristics of a place
- **AC9HS5S02** – locate, collect and organise information and data from primary and secondary sources in a range of formats
- **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

Lesson 6.1 – Prayer, Worship, and Hymns

Subject Focus: History & Civics (Belief, Community Practices)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: Worship Practices Explanation Panel (narration + response task)

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Prayer and worship were central practices in early Christian communities
 - Hymns were used to teach beliefs, strengthen unity, and encourage faithfulness
 - Shared practices helped communities remain connected across time and place
 - Worship practices shaped community behaviour, not just personal belief
 - Honour and reverence were expressed through words, posture, and participation
-

A) Introduction

(How shared practices shape community life)

Parent/Tutor Says

“In the last topic, we learned about what Christians believed and how those beliefs shaped character.”

“Today we are going to learn about practices – what Christians *did together*.”

“These practices helped communities stay united and faithful.”

B) Vocabulary

(Shared language for discussing worship and community practices.)

“So that we don’t have to interrupt the story, we need to know a few terms before we start”...

- **Prayer** – speaking and listening to God
- **Worship** – showing love, honour, and reverence to God

- **Hymn** – a song of praise or teaching
 - **Community** – people who gather and share life together
 - **Tradition** – a practice passed down over time
-

C) Explicit Teaching – Practices Shape Community Life

(Repeated shared practices help form identity and unity.)

Parent/Tutor Says

“Communities are shaped not only by beliefs, but by what people practise together.”

“Some Christians are concerned that anything done as a ‘ritual’ (doing the same thing over and over) is somehow not as authentic as just being spontaneous. However, if you make a ritual or tradition out of something that is very important to you, it can help transform you into a better person. That is why when parents try to train you towards having good character (for example telling you to pick up your toys or tidy your room or brush your teeth), it might seem that they tell you again and again, reminding you to do the right thing. But it is for a special purpose.

Ritual & routine or traditions involve doing something regularly in order to practice a habit that makes it easier in the future to do the right thing.

Rituals like prayer, worship, and singing helped early Christians remember what they believed and how they should live.

These practices taught reverence and encouraged faithfulness.”

D) Informational Story (Read Once Aloud)

(This story places prayer, worship, and hymns within the lived experience of early Christian communities.)

Parent/Tutor Says

“I’m going to read a history story about early Christian practices. Please listen carefully, because I will read it only once. After the story, I want you to tell me everything you can remember.”

Story: Gathering to Pray and Worship

Early Christians gathered regularly to pray and worship together. Some met in homes. Others gathered in quiet places or larger groups when it was safe to do so. These gatherings helped believers stay strong and united.

Prayer was a time to thank God, ask for help, and seek guidance. Christians believed prayer helped them remain faithful, especially during times of difficulty or uncertainty.

Worship included reading Scripture, sharing teachings, and singing hymns. Hymns were especially important because many people could remember songs even when they could not read. Through hymns, beliefs were taught and passed on.

Singing together also built unity. When people prayed and sang together, they were reminded that they belonged to one community, even if life was hard or confusing.

Prayer, worship, and hymns were not performances. They were acts of honour and reverence. Through these shared practices, communities learned humility, gratitude, and trust in God.

E) Narration

Narration Prompt

“Tell me everything you remember about how prayer, worship, and hymns helped early Christians.”

Differentiation

- **Foundation–Year 2:**
Oral narration (adult scribes key words)
- **Years 3–4:**
Oral or short written narration naming one practice and its purpose
- **Years 5–6:**
Oral or written narration explaining how shared practices strengthened communities

(This narration – if written - may be included in the Assessment Portfolio.)

F) Thinking Questions

Foundation – Year 2

(Identifying practices)

- What is prayer?
 - What is one thing Christians did together?
-

Years 3–4

(Explaining purpose)

- Why did Christians sing hymns?
 - How did worship help people feel connected?
-

Years 5–6

(Analysing practice and impact)

- How do shared practices shape a community?
 - Why are worship practices important even when beliefs stay the same?
-

G) Learning Activity – Worship Practices Explanation Panel (Portfolio Task)

(This activity integrates belief, practice, and community understanding and contributes directly to the cumulative assessment.)

Parent/Tutor Says

“We are going to show how shared practices help a community stay united.”

Task

Create a **Worship Practices Explanation Panel** including:

- One practice (prayer, worship, or hymns)
- A short explanation of what it is
- One way it helps a community

What is a ‘Panel’?

A *panel* is a *single box, section, or area on a page* where you can record a short written or visual reflection focused on one idea.

Panels may be drawn as a square or rectangle box on paper and may include a drawing, diagram, plus words to explain the idea. It will usually also have a label/title.

Include these things in your ‘Panel’...

Differentiation

- **Foundation–Year 2:**
Draw the practice and explain orally
- **Years 3–4:**
Write 2–3 sentences explaining the practice and its purpose
- **Years 5–6:**
Write a paragraph explaining how shared practices strengthen belief and unity

(Add this panel to the Assessment Portfolio.)

H) Character Reflection – Honour & Reverence in Worship

Parent/Tutor Says

“Honour and reverence are shown through how people pray, sing, and worship together.”

Parent/Tutor Says

“These practices teach humility, gratitude, and respect.”

I) Wrap-Up

Parent/Tutor Says

“This lesson shows us that communities are shaped by what they practise together.”

Parent/Tutor Says

“Prayer, worship, and hymns helped early Christians remain united and faithful.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS03** – share a perspective on information, such as stories about significant events and special places
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3K07** – why people participate within communities and how students can actively participate and contribute to communities
- **AC9HS3S05** – draw conclusions based on analysis of information

Years 5–6

- **AC9HS5K07** – how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal
 - **AC9HS5S05** – develop evidence-based conclusions
 - **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions
-

Lesson 6.2 – Bible Study, Sabbath-Rest & Fellowship

Subject Focus: History & Civics (Belief, Community Practices, Identity)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: Christian Practices & Community Life Panel (narration + response task)

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Early Christians practised Bible study, rest, and fellowship as part of everyday faith
 - These practices shaped how communities learned, cared for one another, and stayed faithful
 - Shared rhythms of learning and rest helped communities remain healthy and united
 - Fellowship strengthened responsibility, generosity, and mutual support
 - Honour and reverence were shown through attentiveness to Scripture, rest, and care for others
-

A) Introduction

(Thinking about how shared rhythms and practices shape community identity.)

Parent/Tutor Says

“In the last lesson, we learned that prayer, worship, and hymns helped Christians stay united.”

“Today we will learn about other important practices that shaped early Christian community life.”

“These practices helped believers learn together, rest well, and care for one another.”

B) Vocabulary

(Language for discussing learning, rest, and community life.)

“So that we don’t have to interrupt the story, we need to know a few terms before we start”...

- **Scripture** – the Bible, God’s Word
 - **Study** – learning carefully and thoughtfully
 - **Sabbath** – a time set aside for rest and worship
 - **Fellowship** – sharing life, care, and support with others
 - **Rhythm** – a regular pattern or routine
-

C) Explicit Teaching – Rhythms That Shape Community Life

Parent/Tutor Says

“Communities are not only shaped by big events, but by daily and weekly rhythms.”

“Learning together, resting well, and caring for one another help communities stay healthy.”

“Early Christians believed these practices helped them honour God and support one another.”

D) Informational Story (Read Once Aloud)

(Bible study, Sabbath-rest, and fellowship within the lived experience of early Christian communities.)

Parent/Tutor Says

“I’m going to read a history story about how early Christians lived together. Please listen carefully, because I will read it only once. After the story, I want you to tell me everything you can remember.”

Story: Learning, Resting, and Sharing Life Together

Early Christian communities gathered often to learn from Scripture. Many believers could not read, so Scripture was read aloud and explained. People listened carefully and asked questions. Through Bible study, Christians learned how to live faithfully and treat one another with care.

Christians also practised regular times of rest. They believed rest was a gift from God, not a sign of laziness. Setting aside time for rest helped people remember that life was not only about work or survival, but about trust in God.

Fellowship was another important part of community life. Believers shared meals, helped those in need, and supported one another during difficult times. Fellowship helped people feel known, valued, and cared for.

These practices created strong communities. Learning helped people grow in understanding. Rest helped people remain balanced and grateful. Fellowship helped communities remain loving and united.

Through Bible study, Sabbath-rest, and fellowship, early Christians showed honour and reverence – not only in worship, but in everyday life together.

E) Narration

Narration Prompt

“Tell me everything you remember about how learning, rest, and fellowship helped early Christians.”

Differentiation

- **Foundation–Year 2:**
Oral narration (adult scribes key words)
- **Years 3–4:**
Oral or short written narration naming one practice and its benefit
- **Years 5–6:**
Written narration explaining how these practices shaped community life

(This narration -if written - may be included in the Assessment Portfolio.)

F) Thinking Questions

Foundation – Year 2

(Identifying practices)

- What is one thing Christians did together?
 - Why is rest important?
-

Years 3–4

(Explaining purpose and benefit)

- Why did Christians study Scripture together?
 - How did fellowship help people feel supported?
-

Years 5–6

(Analysing rhythms and community strength)

- How do regular rhythms shape a community’s identity?
 - Why are learning, rest, and fellowship important for healthy communities?
-

G) Learning Activity – Christian Practices & Community Life Panel **(Portfolio Task)**

(This activity integrates belief, practice, and community understanding and contributes directly to the cumulative assessment.)

Parent/Tutor Says

“We are going to show how shared practices help communities stay strong and caring.”

Task

Create a **Christian Practices & Community Life Panel** including:

- One practice (Bible study, Sabbath-rest, or fellowship)
- A short explanation of what it is
- One way it helps a community

What is a ‘Panel’?

A *panel* is a *single box, section, or area on a page* where you can record a short written or visual reflection focused on one idea.

Panels may be drawn as a square or rectangle box on paper and may include a drawing, diagram, plus words to explain the idea. It will usually also have a label/title.

Include these things in your ‘Panel’...

Differentiation

- **Foundation–Year 2:**
Draw the practice and explain orally
- **Years 3–4:**
Write 2–3 sentences explaining the practice and its benefit
- **Years 5–6:**
Write a paragraph explaining how this practice supports healthy community life

(Add this panel to the Assessment Portfolio.)

H) Character Reflection – Honour & Reverence in Everyday Rhythms

Parent/Tutor Says

“Honour and reverence are shown through how people learn, rest, and care for one another.”

“These daily rhythms help communities live with gratitude, patience, and care.”

I) Wrap-Up

Parent/Tutor Says

“This lesson shows us that strong communities are built through regular, faithful practices.”

“Learning, rest, and fellowship helped early Christians live with honour and reverence together.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS03** – share a perspective on information, such as stories about significant events and special places
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3K07** – why people participate within communities and how students can actively participate and contribute to communities
- **AC9HS3S05** – draw conclusions based on analysis of information

Years 5–6

- **AC9HS5K07** – how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal
- **AC9HS5S05** – develop evidence-based conclusions
- **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

Lesson 6.3 – Gathering Together: Where Christians Met and Why Place Mattered

Subject Focus: Geography (HASS)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: Meeting Places Map & Explanation Panel

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Early Christians gathered in different kinds of places depending on geography, safety, and community size
 - Place influenced how people met, learned, and supported one another
 - Geography shaped *practices* of faith, even when beliefs remained the same
 - Meeting places helped communities grow, stay connected, and care for one another
 - Honour and reverence were shown through respectful use of shared spaces
-

A) Introduction

(Thinking geographically about how place and environment influence community practices.)

Parent/Tutor Says

“In the last two lessons, we learned about prayer, worship, Bible study, rest, and fellowship.”

“Today we are going to think about *where* Christians gathered to practise these things.”

“This is a Geography lesson, so we will think about place, location, and how environments shape community life.”

B) Vocabulary

(Describing places and environments where communities meet.)

“So that we don’t have to interrupt the story, we need to know a few terms before we start”...

- **Gather** – to come together
 - **Meeting place** – a location where people gather
 - **Home church** – believers meeting in homes
 - **Public space** – an open area where many people can gather
 - **Environment** – the surroundings of a place
-

C) Explicit Teaching – Place Shapes How Communities Meet

Parent/Tutor Says

“People meet differently depending on where they live.”

“The size of a place, how safe it is, and how many people live nearby all affect where groups can gather.”

“Early Christians chose meeting places that suited their environment and circumstances.”

D) Informational Story (Read Once Aloud)

(This story applies geographical thinking to early Christian meeting places.)

Parent/Tutor Says

“I’m going to read a geography-based history story. Please listen carefully, because I will only read it once. After the story, I want you to tell me everything you can remember.”

Story: Meeting Where It Was Possible

Early Christians did not have church buildings at first. Instead, they met wherever it was possible and safe. Geography played an important role in these choices.

In towns and cities, believers often met in homes. Houses provided shelter and privacy. People could gather to pray, learn from Scripture, share meals, and care for one another. These home gatherings helped build strong relationships and allowed faith to grow quietly.

In rural areas, where homes were spread far apart, Christians sometimes met less often. When they did gather, meetings might be smaller. Fellowship still mattered, even if distance made regular meetings difficult.

As Christianity became more accepted, Christians began to meet in larger and more public spaces. This made it easier for more people to gather together. Over time, special buildings for worship began to appear.

Even as meeting places changed, the purpose remained the same: to pray, learn, rest, and support one another. Geography shaped *where* Christians met, but not *why* they met.

By choosing meeting places wisely, early Christians showed honour and reverence – respecting God, one another, and the spaces they shared.

E) Narration

Narration Prompt

“Tell me everything you remember about where Christians met and why place mattered.”

Differentiation

- **Foundation–Year 2:**
Oral narration (adult scribes key words)
- **Years 3–4:**
Oral or short written narration describing one meeting place
- **Years 5–6:**
Oral or written narration explaining how geography influenced where Christians gathered

(This narration may be included in the Assessment Portfolio.)

F) Thinking Questions

Foundation – Year 2

(Identifying meeting places)

- Where did Christians meet?
 - Did they always meet in the same kind of place?
-

Years 3–4

(Explaining reasons for place choice)

- Why did Christians meet in homes?
 - How might distance affect meeting together?
-

Years 5–6

(Analysing geography and community practice)

- How did geography shape how often and where Christians met?
 - Why is it important to adapt meeting places without changing beliefs?
-

G) Learning Activity – Meeting Places Map & Explanation (Portfolio Task)

(This activity develops geographical mapping and explanation skills and contributes directly to the cumulative assessment portfolio.)

Parent/Tutor Says

“We are going to show how geography affected where Christians gathered.”

Task

Create a **Meeting Places Map & Explanation Panel** including:

- At least two types of meeting places (home, public space, later church building)
- A short explanation of why each place was used

What is a ‘Panel’?

A *panel* is a *single box, section, or area on a page* where you can record a short written or visual reflection focused on one idea.

Panels may be drawn as a square or rectangle box on paper and may include a drawing, diagram, plus words to explain the idea. It will usually also have a label/title.

Include these things in your ‘Panel’...

Differentiation

- **Foundation–Year 2:**
Draw two meeting places and explain orally
- **Years 3–4:**
Label two meeting places and write 2–3 sentences explaining why they were used
- **Years 5–6:**
Write a paragraph explaining how geography and safety influenced meeting places

(Add this panel to the Assessment Portfolio.)

H) Character Connection – Honour & Reverence in Shared Spaces

Parent/Tutor Says

“Honour and reverence are shown by how people use shared spaces.”

“Christians treated meeting places with care and respect, whether homes or public spaces.”

I) Wrap-Up

Parent/Tutor Says

“This lesson shows us that place matters.”

“Geography shaped where Christians met, but shared faith and reverence shaped why they met.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS02** – sort and record information including pictorial timelines and locations on pictorial maps or models
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3S02** – locate, collect and record information and data from a range of sources, including annotated timelines and maps
- **AC9HS3K07** – why people participate within communities and how students can actively participate and contribute to communities

Years 5–6

- **AC9HS5K04** – the influence of people, including people in other countries, on the characteristics of a place
- **AC9HS5S02** – locate, collect and organise information and data from primary and secondary sources in a range of formats
- **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

Lesson 7.1 – Sacred Spaces: Why Christians Built Places for Worship

Subject Focus: History & Civics (HASS)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: Sacred Space Understanding Panel (narration + explanation task)

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Christianity existed **before** church buildings were constructed
 - The Church refers to the people, not the building
 - As Christianity grew and became public, believers created dedicated places for worship
 - Sacred spaces were designed to reflect honour, reverence, and shared belief
 - Buildings can shape how communities gather, worship, and learn together
-

A) Introduction

(Distinguishing between belief, community, and physical structures.)

Parent/Tutor Says

“In earlier lessons, we learned that Christians met in homes and shared spaces.”

“Today we will learn why Christians later began building special places for worship.”

“This lesson helps us understand the difference between *the Church* and *church buildings*.”

B) Vocabulary

(Discussing belief, buildings, and community clearly.)

“So that we don’t have to interrupt the story, we need to know a few terms before we start”...

- **Church** – all Christian believers across time
 - **Local church** – a group of believers who meet together
 - **Sacred** – set apart for a special purpose
 - **Cathedral** – a large, important church building
 - **Worship** – showing honour and reverence to God
-

C) Explicit Teaching – People First, Buildings Later

Parent/Tutor Says

“Christianity began without buildings.”

“The Church is made of people who believe in Jesus, not walls or roofs.”

“As communities grew and worship became public, Christians began building spaces that reflected reverence and order.”

D) Informational Story (Read Once Aloud)

(This story places sacred spaces within the historical development of Christianity.)

Parent/Tutor Says

“I’m going to read you a history story. Please listen very carefully, because I will only read it once. After the story, I want you to tell me everything you can remember.”

Story: From Homes to Sacred Spaces

In the earliest years of Christianity, believers did not meet in special buildings. They gathered in homes, courtyards, and shared spaces. What mattered most was being together, learning, praying, and caring for one another.

As Christianity spread and persecution ended, communities grew larger. Meeting in homes became difficult. Believers needed places where many people could gather safely and regularly.

Over time, Christians began to build places specifically for worship. These buildings were designed to be orderly, peaceful, and beautiful. They were meant to help people focus, listen, and remember what mattered most.

Some buildings became especially important. Cathedrals were large architecturally-designed church buildings that served as centres of teaching, worship, and community life. They were often built in central locations so people could gather easily.

Christians did not believe God lived *only* in these buildings. Instead, they believed sacred spaces helped people practise honour and reverence together.

E) Narration

Narration Prompt

“Tell me everything you remember about why Christians began building places for worship.”

Differentiation

- **Foundation–Year 2:**
Oral narration (adult scribes key words)
- **Years 3–4:**
Oral or short written narration explaining one reason for building churches
- **Years 5–6:**
Oral or written narration explaining the difference between the Church and church buildings

(This narration may be included in the Assessment Portfolio.)

F) Thinking Questions

Foundation – Year 2

(Identifying ideas)

- Did Christians always have church buildings?
 - Where did they meet at first?
-

Years 3–4

(Explaining reasons)

- Why did Christians start building churches?
 - How do buildings help people gather?
-

Years 5–6

(Analysing belief and structure)

- Why is it important to know that the Church is not a building?
 - How can buildings help people practise honour and reverence?
-

G) Learning Activity – Sacred Space Understanding Panel **(Portfolio Task)**

(This activity supports historical explanation and contributes directly to the cumulative assessment.)

Parent/Tutor Says

“We are going to show what sacred spaces are and why they were built.”

Task

Create a **Sacred Space Understanding Panel** including:

- What the Church is
- What a church building or cathedral is
- Why sacred spaces were created

What is a ‘Panel’?

A *panel* is a *single box*, on paper and may include a drawing, diagram, plus words to explain the idea. .

Include these things in your ‘Panel’...

Differentiation

- **Foundation–Year 2:**
Draw a group of people and a building; explain orally
- **Years 3–4:**
Write 2–3 sentences explaining the difference
- **Years 5–6:**
Write one or more paragraphs explaining how belief, community size, and reverence led to sacred spaces

(Add this panel to the Assessment Portfolio.)

H) Character Reflection – Honour & Reverence in Sacred Spaces

Parent/Tutor Says

“Sacred spaces were created to help people worship with care and respect.”

“Honour and reverence are shown not by buildings alone, but by how people behave within them.”

I) Wrap-Up

Parent/Tutor Says

“This lesson shows us that buildings came after belief.”

“The Church is made of people, and sacred spaces help those people gather with honour and reverence.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS03** – share a perspective on information, such as stories about significant events and special places
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3K07** – why people participate within communities and how students can actively participate and contribute to communities
- **AC9HS3S05** – draw conclusions based on analysis of information

Years 5–6

- **AC9HS5K07** – how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal
 - **AC9HS5S05** – develop evidence-based conclusions
 - **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions
-

Lesson 7.2 – Stained Glass & Icons: Visual Aids to Worship

Subject Focus: History & Civics (HASS)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: Visual Aids to Worship Explanation Panel (narration + response task)

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Visual images were used in churches to **teach, remind, and focus attention**
 - Many people in the past could not read, so images helped communicate beliefs
 - Stained glass and icons were not worshipped themselves, but used as aids to worship
 - Visual symbols helped create an atmosphere of reverence and order
 - Communities used art carefully to support teaching, memory, and shared belief
-

A) Introduction

(Thinking about how visual symbols support learning and worship.)

Parent/Tutor Says

“In the last lesson, we learned why Christians built sacred spaces like churches and cathedrals.”

“Today we will learn about what people saw *inside* those buildings.”

“This lesson helps us understand how pictures and symbols were used to help people learn and worship.”

B) Vocabulary

(Discussing religious art and symbols clearly.)

“So that we don’t have to interrupt the story, we need to know a few terms before we start”...

- **Symbol** – something that represents an idea
 - **Stained glass** – coloured glass used to make pictures in windows
 - **Icon** – a painted image used to teach or remind
 - **Reverence** – deep respect
 - **Aid** – something that helps
-

C) Explicit Teaching – Why Visual Aids Were Used

(The purpose of visual art in worship and learning.)

Parent/Tutor Says

“In the past, many people could not read books.”

“Pictures helped people learn stories, remember teachings, and focus their attention.”

“Stained glass and icons were used as *helpers* – not objects of worship.”

D) Informational Story (Read Once Aloud)

(This story places stained glass and icons within the historical life of the Church.)

Parent/Tutor Says

“I’m going to read you a history story. Please listen very carefully, because I will only read it once. After the story, I want you to tell me everything you can remember.”

Story: Teaching Through Light and Image

Throughout the Old Testament history of God’s interactions with His people, there are many situations where God or His people create an artistic expression in order to remember something special that God did, or to help the people worship and think about a special aspect of His nature. Some examples are items in the Tabernacle such as the Minora candlestick, the Curtain into the Holy of Holies, the Bronze Laver, the Altar at Bethel, Abraham’s altar, the bronze sculpture of a serpent on a pole, the sculptures of Cherabim on the Ark of the Covenant, and one time God commissioned a skilled artist and sculptor named Bezalel to create beautiful artworks in the temple.

All these artworks were used as an aid to worshipping God. Even the beauty we see in a majestic mountain scenery or the ocean or sky can remind us of our wonderful Creator. But of course, we must never worship a created thing as if it is actually God. That is called idolatry; but we can look at beautiful things to remind us of God.

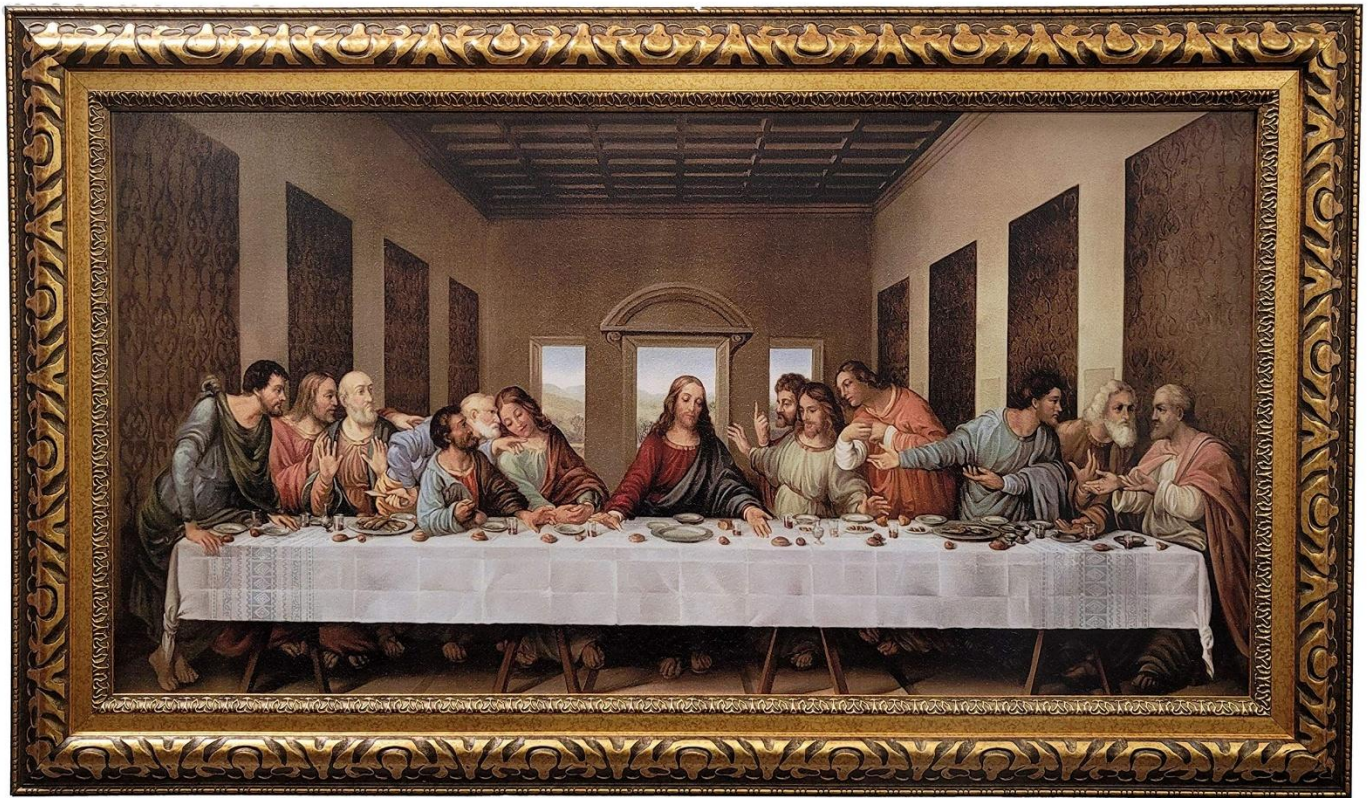
Similarly, as churches and cathedrals were built, Christians began to decorate them carefully and artistically to remind people of God’s awesome handiwork. These decorations were not meant to distract people, but to help them learn about God and focus on Him.

Stained glass windows were often filled with pictures from the Bible. When sunlight passed through the glass, the images glowed with colour. People could look at the pictures and remember important stories, which was especially helpful as many people could not read.

Icons were painted images that showed people from the Bible or important events. They were often simple and carefully designed. The purpose of an icon was to remind people of truth, not to draw attention to the artwork itself. The painting



of “The Last Supper” by Leonardo da Vinci depicts the story of Jesus last meal with his disciples, just before he was betrayed by Judas.



These visual aids helped create a sense of reverence. Quiet colours, gentle light, and familiar images encouraged people to be still and thoughtful.

Church leaders taught that honour and reverence were shown by how people used these images. They were to be looked at with care and understanding, not treated as objects of worship.

E) Narration

Narration Prompt

“Tell me everything you remember about why stained glass and icons were used in churches.”

Differentiation

- **Foundation–Year 2:**
Oral narration (adult scribes key words)
- **Years 3–4:**
Oral or short written narration explaining one way pictures helped people
- **Years 5–6:**
Oral or written narration explaining how visual aids supported worship and learning

(This narration may be included in the Assessment Portfolio.)

F) Thinking Questions

Foundation – Year 2

(Identifying visual aids)

- What are stained glass windows?
- What are icons used for?

Years 3–4

(Explaining purpose)

- Why were pictures helpful for learning?
- How did light and colour affect churches?

Years 5–6

(Analysing meaning and use)

- Why is it important that images were used as aids, not objects of worship?
- How can visual symbols encourage honour and reverence?

G) Learning Activity – Visual Aids to Worship Explanation Panel (Portfolio Task)

(This activity supports explanation skills and contributes directly to the cumulative assessment.)

Parent/Tutor Says

“We are going to explain how pictures and symbols helped people worship.”

Task

Create a **Visual Aids to Worship Explanation Panel** including:

- One example of a visual aid (stained glass, painting, banner, statue, or icon)
- What it showed
- How it helped people learn or worship

What is a ‘Panel’?

A *panel* is a *single box*, on paper and may include a drawing, diagram, plus words to explain the idea. .

Include these things in your ‘Panel’...

Differentiation

- **Foundation–Year 2:**
Draw a window or picture and explain orally
- **Years 3–4:**
Write 2–3 sentences explaining how the image helped people
- **Years 5–6:**
Write one or more paragraphs explaining how visual aids supported teaching, memory, and reverence

(Add this panel to the Assessment Portfolio.)

H) Character Reflection – Honour, Reverence and Visual Symbols

(This reflection links history learning to character formation.)

Parent/Tutor Says

“Honour and reverence are shown by how people use symbols.”

“Visual aids help when they point people toward truth, not toward themselves.”

I) Wrap-Up

Parent/Tutor Says

“This lesson shows us that art was used to teach and remind.”

“Stained glass and icons helped people worship with honour and reverence.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS03** – share a perspective on information, such as stories about significant events and special places
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3K07** – why people participate within communities and how students can actively participate and contribute to communities
- **AC9HS3S05** – draw conclusions based on analysis of information

Years 5–6

- **AC9HS5K07** – how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal
- **AC9HS5S05** – develop evidence-based conclusions
- **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

Lesson 7.3 – Cathedrals, Cities & Community Life

Subject Focus: Geography (HASS)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: Cathedral Location & Community Impact Panel

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Cathedrals were usually built in **specific locations**, not randomly
 - Geography influenced where cathedrals were placed and how communities developed around them
 - Cathedrals often became centres of worship, learning, service, and gathering
 - Physical location affected access, movement of people, and community life
 - Honour and reverence were expressed through the careful placement and use of shared spaces
-

A) Introduction

(Thinking geographically about how place and location influence community development.)

Parent/Tutor Says

“In the last two lessons, we learned about sacred spaces and what was inside churches and cathedrals.”

“Today we will think about *where* cathedrals were built and why those places mattered.”

“This lesson helps us understand how geography shaped community life around cathedrals.”

B) Vocabulary

(Discussing location, place, and community clearly.)

“So that we don’t have to interrupt the story, we need to know a few terms before we start”...

- **Location** – where something is placed
 - **City centre** – the main or central part of a town or city
 - **Route** – a path or way people travel
 - **Gathering place** – a location where people meet
 - **Access** – how easy it is to reach a place
-

C) Explicit Teaching – Place Influences Community Life

(Location affects how people move, gather, and interact.)

Parent/Tutor Says

“Important buildings are often placed where people can reach them easily.”

“When a large building is placed in a central location, people naturally gather around it.”

“Cathedrals were built in places that helped communities worship, meet, and grow together.”

D) Informational Story (Read Once Aloud)

(This story applies geographical thinking to the placement of cathedrals and their effect on communities.)

Parent/Tutor Says

“I’m going to read a geography-based history story. Please listen carefully, because I will only read it once. After the story, I want you to tell me everything you can remember.”

Story: Built at the Heart of the City

As Christianity spread across Europe, large churches called cathedrals were built in many cities. These buildings were not placed at the edges of towns. Instead, they were often built at the centre.

Building a cathedral in the city centre meant people could reach it easily. Roads and paths often led toward the cathedral. Markets, meeting places, and schools were built nearby. Over time, the cathedral became a landmark that helped people find their way.

Cathedrals were also built near rivers or important travel routes. This made it easier for visitors, pilgrims, and traders to reach the city. As people travelled, ideas, beliefs, and skills spread from place to place.

Because of their size and location, cathedrals shaped how cities grew. Homes, shops, and public spaces developed around them. The cathedral was not only a place of worship, but a centre of community life.

Geography influenced where cathedrals were built, and those locations influenced how communities lived. Through careful placement, cathedrals helped people gather, learn, and worship together with honour and reverence.

E) Narration

Narration Prompt

“Tell me everything you remember about where cathedrals were built and why their location mattered.”

Differentiation

- **Foundation–Year 2:**
Oral narration (adult scribes key words)
- **Years 3–4:**
Oral or short written narration describing one reason cathedrals were built in central places
- **Years 5–6:**
Oral or written narration explaining how location influenced community life around cathedrals

(This narration may be included in the Assessment Portfolio.)

F) Thinking Questions

Foundation – Year 2

(Identifying location)

- Where were cathedrals built?
 - Were they easy to reach?
-

Years 3–4

(Explaining reasons)

- Why were cathedrals built in city centres?
 - How did roads and routes help people gather?
-

Years 5–6

(Analysing geography and community development)

- How did the location of cathedrals influence how cities grew?
 - Why does the placement of important buildings matter for communities?
-

G) Learning Activity – Cathedral Location & Community Impact Panel **(Portfolio Task)**

(This activity develops geographical explanation skills and contributes directly to the cumulative assessment portfolio.)

Parent/Tutor Says

“We are going to show how location affects community life.”

Task

Create a **Cathedral Location & Community Impact Panel** including:

- Where cathedrals were usually built
- One geographical feature nearby (roads, river, city centre)
- How this affected the surrounding community

What is a ‘Panel’?

A *panel* is a *single box*, on paper and may include a drawing, diagram, plus words to explain the idea. .

Include these things in your ‘Panel’...

Differentiation

- **Foundation–Year 2:**
Draw a cathedral in a city and explain orally
- **Years 3–4:**
Label a simple map and write 2–3 sentences explaining location
- **Years 5–6:**
Write a paragraph explaining how geography shaped community growth around cathedrals

(Add this panel to the Assessment Portfolio.)

H) Character Connection – Honour & Reverence in Shared Places

Parent/Tutor Says

“Honour and reverence are shown through how people design and use shared spaces.”

“Cathedrals were placed carefully to serve communities well.”

I) Wrap-Up

Parent/Tutor Says

“This lesson shows us that place matters.”

“Geography shaped where cathedrals were built and how communities formed around them.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS02** – sort and record information including pictorial timelines and locations on pictorial maps or models
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3S02** – locate, collect and record information and data from a range of sources, including annotated maps
- **AC9HS3K07** – why people participate within communities and how students can actively participate and contribute to communities

Years 5–6

- **AC9HS5K04** – the influence of people, including people in other countries, on the characteristics of a place
- **AC9HS5S02** – locate, collect and organise information and data from primary and secondary sources in a range of formats
- **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

TOPIC 8	LOVE, KINDNESS, GENEROSITY

Lesson 8.1 – Love: The Foundation of Christian Community

Subject Focus: History & Civics (HASS)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: Love in Community Explanation Panel (narration + response task)

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Love was taught as the central guiding principle of Christian belief and community life
 - Early Christians believed love should shape behaviour, choices, and relationships
 - Love influenced how communities cared for the vulnerable and resolved conflict
 - Shared values such as love helped communities remain united and peaceful
 - Honour and reverence are expressed through loving actions toward others
-

A) Introduction

(Thinking about shared values and moral guidance.)

Parent/Tutor Says

“In the last topic, we learned about sacred spaces and how people behaved within them.”

“Today we are going to learn about the value that guided all Christian behaviour – love.”

“This lesson helps us understand how love shaped community life, not just personal belief.”

B) Vocabulary

(Discussing values and relationships clearly.)

“So that we don’t have to interrupt the story, we need to know a few terms before we start”...

- **Love** – caring for others through action and choice
 - **Compassion** – noticing suffering and wanting to help
 - **Forgiveness** – a conscious decision to release resentment or vengeance toward someone who harmed you, regardless of their deserving.
 - **Community** – people living and working together
 - **Value** – something believed to be important
-

C) Explicit Teaching – Love as a Guiding Value

Parent/Tutor Says

“Every community is guided by certain values.”

“Early Christians taught that love should guide how people speak, act, and treat others.”

“This love was not just a feeling, but a choice shown through actions.”

D) Informational Story (Read Once Aloud)

(This story places love within the lived experience of early Christian communities.)

Parent/Tutor Says

“I’m going to read you a history story. Please listen very carefully, because I will only read it once. After the story, I want you to tell me everything you can remember.”

Story: A Community Shaped by Love

Early Christian communities believed that love should guide every part of life. They taught that loving others meant caring for the poor, welcoming strangers, forgiving wrongs, and living peacefully with one another.

Love shaped how people made decisions. When disagreements arose, believers were encouraged to respond with patience rather than anger – to show mercy, to forgive and to apologise when appropriate. When someone was in need, the community worked together to help.

This love extended beyond family and friends. Christians believed love should be shown to neighbours, strangers, and even enemies. This idea was unusual in many ancient societies, where loyalty was often limited to close groups.

By practising love in daily life, early Christians created communities marked by care and trust. Love helped people live together despite differences in background, culture, or status.

Through loving actions, Christians showed honour and reverence – not only toward God, but toward one another.

E) Narration

Narration Prompt

“Tell me everything you remember about how love shaped early Christian communities.”

Differentiation

- **Foundation–Year 2:**
Oral narration (adult scribes key words)
- **Years 3–4:**
Oral or short written narration describing one loving action
- **Years 5–6:**
Oral or written narration explaining why love helped communities stay united

(This narration may be included in the Assessment Portfolio.)

F) Thinking Questions

Foundation – Year 2

(Identifying love in action)

- How did people show love?
 - Who did they help?
-

Years 3–4

(Explaining purpose)

- Why was love important for living together?
 - How did love help people solve problems?
-

Years 5–6

(Analysing values and community life)

- Why do shared values help communities stay strong?
 - How does love guide behaviour better than rules alone?
-

G) Learning Activity – Love in Community Explanation Panel **(Portfolio Task)**

(This activity integrates values learning with civic understanding and contributes directly to the cumulative assessment.)

Parent/Tutor Says

“We are going to explain how love helps communities live well together.”

Task

Create a **Love in Community Explanation Panel** including:

- One way love was shown in early Christian communities
- Why that action mattered
- How it helped the community

Differentiation

- **Foundation–Year 2:**
Draw the loving action and explain orally
- **Years 3–4:**
Write 2–3 sentences explaining how love helped others
- **Years 5–6:**
Write a paragraph explaining how love shaped behaviour and unity

(Add this panel to the Assessment Portfolio.)

H) Character Reflection – Honour & Reverence Through Love

(This reflection links values directly to character formation.)

Parent/Tutor Says

“Love shows honour and reverence by putting others before ourselves.”

“When people act with love, communities become safer and more caring.”

I) Wrap-Up

Parent/Tutor Says

“This lesson shows us that love guided early Christian life.”

“Through love, communities lived with honour and reverence.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS03** – share a perspective on information, such as stories about significant events and special places
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3K07** – why people participate within communities and how students can actively participate and contribute to communities
- **AC9HS3S05** – draw conclusions based on analysis of information

Years 5–6

- **AC9HS5K07** – how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal
- **AC9HS5S05** – develop evidence-based conclusions
- **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

Lesson 8.2 – Kindness & Generosity: Love Lived Out in Action

Subject Focus: History & Civics (HASS)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: Kindness & Generosity in Community Panel (narration + application task)

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Kindness and generosity were practical ways love was expressed in early Christian communities
 - These actions helped care for the vulnerable and strengthen trust within communities
 - Generosity was shown through sharing time, resources, and support
 - Communities are shaped by everyday acts, not only beliefs or rules
 - Honour and reverence are demonstrated through selfless service to others
-

A) Introduction

(Thinking about how values are expressed through actions .)

Parent/Tutor Says

“In the last lesson, we learned that love guided how Christians lived together.”

“Today we will learn how that love was shown through kindness and generosity.”

“This lesson helps us understand that communities are shaped by what people do for one another.”

B) Vocabulary

(Discussing actions and values clearly.)

“So that we don’t have to interrupt the story, we need to know a few terms before we start”...

- **Kindness** – treating others with care and consideration
 - **Generosity** – willingly sharing what you have
 - **Service** – helping others without expecting reward
 - **Need** – something essential that is lacking
 - **Support** – help given to others
-

C) Explicit Teaching – Actions Shape Communities

(Communities are formed and sustained through everyday actions.)

Parent/Tutor Says

“Values are shown through actions, not just words.”

“When people act kindly and generously, trust grows within a community.”

“Early Christians believed generosity showed honour toward God and care for others.”

D) Informational Story (Read Once Aloud)

(This story places kindness and generosity within the lived experience of early Christian communities.)

Parent/Tutor Says

“I’m going to read you a history story. Please listen very carefully, because I will only read it once. After the story, I want you to tell me everything you can remember.”

Story: Sharing What They Had

Early Christian communities were made up of people from many backgrounds. Some had more resources than others. Love, kindness, and generosity helped them live together peacefully.

When someone was in need, others stepped in to help. People shared food, offered shelter, and gave time to care for the sick or lonely. Generosity was not forced. It was a willing response to seeing a need.

Kindness also shaped daily interactions. Believers were encouraged to speak gently, forgive quickly, and show patience. These small actions helped prevent conflict and build trust.

Through generosity, communities became places of safety and care. People knew they were not alone. Needs were noticed and met.

By practising kindness and generosity, early Christians showed honour and reverence – not only in worship, but in everyday life together.

E) Narration

Narration Prompt

“Tell me everything you remember about how kindness and generosity helped early Christian communities.”

Differentiation

- **Foundation–Year 2:**
Oral narration (adult scribes key words)
- **Years 3–4:**
Oral or short written narration describing one kind or generous action
- **Years 5–6:**
Oral or written narration explaining why kindness and generosity mattered for community life

(This narration may be included in the Assessment Portfolio.)

F) Thinking Questions

Foundation – Year 2

(Identifying actions)

- What is one way people showed kindness?
 - What does generosity look like?
-

Years 3–4

(Explaining purpose)

- Why is generosity important when people live together?
 - How can kindness help solve problems?
-

Years 5–6

(Analysing values and community strength)

- How do kindness and generosity help communities stay strong?
 - Why do actions often show values more clearly than words?
-

G) Learning Activity – Kindness & Generosity in Community Panel **(Portfolio Task)**

(This activity integrates values learning with civic understanding and contributes directly to the cumulative assessment.)

Parent/Tutor Says

“We are going to show how kindness and generosity help communities care for one another.”

Task

Create a **Kindness & Generosity in Community Panel** including:

- One example of kindness
- One example of generosity
- How these actions help a community

Differentiation

- **Foundation–Year 2:**
Draw the actions and explain orally
- **Years 3–4:**
Write 2–3 sentences explaining how the actions helped others
- **Years 5–6:**
Write a paragraph explaining how kindness and generosity strengthen communities

(Add this panel to the Assessment Portfolio.)

H) Character Reflection – Honour & Reverence Through Service

(This reflection links action directly to character formation.)

Parent/Tutor Says

“Kindness and generosity show honour by putting others first.”

“Reverence is lived out when we care for people willingly and thoughtfully.”

I) Wrap-Up

Parent/Tutor Says

“This lesson shows us that love is made visible through kindness and generosity.”

“When people serve one another, communities grow strong and caring.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS03** – share a perspective on information, such as stories about significant events and special places
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3K07** – why people participate within communities and how students can actively participate and contribute to communities
- **AC9HS3S05** – draw conclusions based on analysis of information

Years 5–6

- **AC9HS5K07** – how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal
- **AC9HS5S05** – develop evidence-based conclusions
- **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

Lesson 8.3 – Caring Across Distance: How Kindness and Generosity Travelled Between Communities

Subject Focus: Geography (HASS)

Character Focus: Honour & Reverence

Assessment Portfolio Evidence: Networks of Care Map & Explanation Panel

Lesson Purpose (For the Parent)

In this lesson, students learn that:

- Kindness and generosity were not limited to one place, but shared between communities
 - Geography influenced how help, resources, and encouragement travelled
 - Roads, sea routes, and networks of people connected distant communities
 - Shared beliefs helped communities care for one another across distance
 - Honour and reverence were shown through responsibility toward others, even far away
-

A) Introduction

(Thinking geographically about movement, connection, and distance.)

Parent/Tutor Says

“In the last two lessons, we learned how love, kindness, and generosity shaped community life.”

“Today we will learn how these values travelled beyond one town or city.”

“This lesson helps us understand how geography made caring for others possible across distance.”

B) Vocabulary

(Discussing movement and connection clearly.)

“So that we don’t have to interrupt the story, we need to know a few terms before we start”...

- **Distance** – how far apart places are
 - **Route** – a path people travel
 - **Network** – connected people or places
 - **Connection** – a link between places or people
 - **Support** – help given to others
-

C) Explicit Teaching – Geography Connects Communities

(Physical geography affects how people and resources move.)

Parent/Tutor Says

“People do not live in isolation.”

“Roads, paths, and sea routes allow people to travel and communicate.”

“These connections helped early Christian communities support one another.”

D) Informational Story (Read Once Aloud)

(This story applies geographical thinking to generosity and care between distant communities.)

Parent/Tutor Says

“I’m going to read a geography-based history story. Please listen carefully, because I will only read it once. After the story, I want you to tell me everything you can remember.”

Story: Help That Travelled Far

In earlier lessons you read about how early Christian communities were spread across many towns and regions. Some lived close together, while others were separated by long distances. Geography affected how they stayed connected.

Roads and sea routes allowed people to travel between cities. Messengers carried letters, news, and encouragement. When one community faced hardship, others sometimes sent help.

Generosity travelled along these routes. Food, money, and supplies were shared. People gave not only to those nearby, but also to believers they had never met.

These connections formed networks of care. Geography made movement possible, but shared values motivated people to help.

Through these networks, kindness and generosity reached far beyond one place. Communities showed honour and reverence by caring for others across distance, not only for those close at hand.

E) Narration

Narration Prompt

“Tell me everything you remember about how kindness and generosity travelled between communities.”

Differentiation

- **Foundation – Year 2:**
Oral narration (adult scribes key words)
- **Years 3–4:**
Oral or short written narration describing one way communities stayed connected
- **Years 5–6:**
Oral or written narration explaining how geography helped care travel between places

(This narration may be included in the Assessment Portfolio.)

F) Thinking Questions

Foundation – Year 2

(Identifying connections)

- How did people travel?
 - Did kindness stay in one place?
-

Years 3–4

(Explaining movement)

- How did roads and routes help people share help?
 - Why was it important to stay connected?
-

Years 5–6

(Analysing geography and responsibility)

- How did geography influence who could help whom?
 - Why is caring across distance important for strong communities?
-

G) Learning Activity – Networks of Care Map & Explanation Panel **(Portfolio Task)**

(This activity develops geographical mapping and explanation skills and contributes directly to the cumulative assessment portfolio.)

Parent/Tutor Says

“We are going to show how geography helped kindness and generosity travel.”

Task

Create a **Networks of Care Map & Explanation Panel** showing:

- Two or more connected communities
- Routes between them (roads or sea routes)
- One example of help shared between places

Differentiation

- **Foundation – Year 2:**
Draw two places with a line between them and explain orally
- **Years 3–4:**
Label places and routes and write 2–3 sentences explaining the connection
- **Years 5–6:**
Write a paragraph explaining how geography supported networks of care

(Add this panel to the Assessment Portfolio.)

H) Character Connection – Honour & Reverence Across Distance

Parent/Tutor Says

“Honour and reverence include caring for people we may never meet.”

“Communities showed respect for others by sharing help across distance.”

I) Wrap-Up

Parent/Tutor Says

“This lesson shows us that geography shapes connection.”

“Kindness and generosity travelled because people chose to care beyond their own place.”

Australian Curriculum v9 HASS Content Descriptions Addressed

Foundation – Year 2

- **AC9HSFS02** – sort and record information including pictorial timelines and locations on pictorial maps or models
- **AC9HSFS05** – share narratives and observations, using sources and terms about the past and places

Years 3–4

- **AC9HS3S02** – locate, collect and record information and data from a range of sources, including annotated maps
- **AC9HS3K07** – why people participate within communities and how students can actively participate and contribute to communities

Years 5–6

- **AC9HS5K04** – the influence of people, including people in other countries, on the characteristics of a place
- **AC9HS5S02** – locate, collect and organise information and data from primary and secondary sources in a range of formats
- **AC9HS5S07** – present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

TOPIC 9	CULMINATING PROJECT OR ASSESSMENT

ASSESSMENT BRIEF

HASS (Foundation–Year 6)

Assessment Title

A Living History of the Church: Faith, Place, and Practice Through Time

Assessment Type

Cumulative Creative Inquiry Project (Portfolio or Exhibition)

Assessment Duration

Whole Term (8 Topics / 48 Lessons)

Curriculum Areas

- History
- Civics & Citizenship
- Geography
- Character Formation (Honour & Reverence)
- Visual Arts (Picture Study – integrated)
- Music (Composer Study – integrated)

PURPOSE OF THE ASSESSMENT

Students investigate how **Christian belief, community life, worship, and service** developed from the time of Jesus through the early centuries of the Church. They demonstrate understanding by **gradually building a creative project** that shows:

- Key historical events and people
- The growth and movement of the Church across places
- Differences between:
 - **The Church (all believers across time)**
 - **The Local Church (gathered believers in homes or meeting places)**
 - **Cathedral churches (later historical developments)**
- The role of **honour and reverence** in belief, worship, and daily life
- How art and music supported teaching, worship, and faith formation

STUDENT TASK

Across the term, students will create a **portfolio or exhibition** that may include:

- Illustrated timelines
- Simple maps and journey routes
- Short written or oral narrations
- Artwork observations and responses (Picture Study)
- Music listening reflections (Composer Study)
- Character reflections linked to Honour & Reverence

The project may be presented as:

- A booklet or lapbook
 - A wall or table exhibition
 - A digital slideshow
 - An oral presentation supported by visuals
-

EVIDENCE COLLECTED OVER TIME

Area	Evidence Examples
History & Civics	Timelines, narrated summaries, cause-and-effect explanations
Geography	Annotated maps, journey routes, place connections
Character	Reflections on honour, reverence, worship, service
Picture Study	Observational drawings, visual narrations
Composer Study	Listening reflections, mood descriptions
Communication	Oral explanations, labelled visuals, short written texts

HASS CUMULATIVE PROJECT RUBRICS

(Aligned to Australian Curriculum v9 Achievement Standards)

FOUNDATION – YEAR 2 RUBRIC

Achievement Standard Alignment

- Identifies people, places, and events
- Recognises change and significance
- Uses simple sources and observations
- Shares narratives and ideas orally or visually

Criteria	Level 1 Beginning	Level 2 Developing	Level 3 At Standard	Level 4 High	Level 5 Advanced
Historical Understanding	Recognises people or events with support	Identifies key people or events	Identifies and explains why events are important	Explains events clearly using own words	Makes thoughtful connections between events
Geographical Awareness	Recognises places shown by others	Identifies places on simple maps	Uses maps to show where events happened	Explains how places relate to events	Explains connections between places and people
Civics & Community	Notices people gathering together	Describes simple group activities	Explains how believers gathered and shared	Explains reasons for gathering	Connects community life to shared beliefs
Character: Honour & Reverence	Listens to ideas about honour	Identifies honour or reverence	Describes honour or reverence in actions	Explains why honour and reverence matter	Applies honour and reverence thoughtfully
Picture & Music Response	Observes artwork or music	Describes what is seen or heard	Explains meaning or feeling	Makes personal connections	Explains purpose and emotional impact
Communication	Shares ideas with assistance	Shares ideas clearly	Shares ideas using pictures or words	Shares ideas confidently and clearly	Shares ideas with detail and reflection

YEARS 3–4 RUBRIC

Achievement Standard Alignment

- Describes events, causes, and effects
- Describes places and environments
- Identifies perspectives
- Presents explanations using sources

Assessment Rubric

Criteria	Level 1 Beginning	Level 2 Developing	Level 3 At Standard	Level 4 High	Level 5 Advanced
Historical Knowledge	Retells events	Describes key events	Explains why events mattered	Explains causes and effects	Evaluates significance across time
Geographical Understanding	Identifies places	Uses maps with support	Explains how place affected events	Analyses movement and connection	Explains complex interconnections
Civics & Community Life	Identifies community practices	Describes shared activities	Explains cooperation and roles	Analyses shared beliefs and goals	Evaluates community responses
Character: Honour & Reverence	Identifies character traits	Describes examples	Explains how character guides behaviour	Applies character ideas to situations	Reflects deeply on character growth
Picture & Music Interpretation	Describes artwork or music	Identifies purpose	Explains symbolism or mood	Interprets meaning thoughtfully	Analyses role of art and music
Communication	Presents basic information	Presents organised ideas	Presents clear explanations	Uses subject-specific terms accurately	Presents detailed, confident explanations

YEARS 5–6 RUBRIC

Achievement Standard Alignment

- Explains causes, effects, and significance
- Analyses sources and perspectives
- Explains interconnections between people and places
- Presents well-structured explanations

Assessment Rubric

Criteria	Level 1 Beginning	Level 2 Developing	Level 3 At Standard	Level 4 High	Level 5 Advanced
Historical Explanation	Retells events	Describes causes or outcomes	Explains causes and effects	Evaluates significance	Synthesises ideas across periods
Geographical Analysis	Identifies places	Explains simple connections	Explains how geography shaped growth	Analyses interconnections	Evaluates consequences of interconnection
Civics, Beliefs & Community	Describes practices	Explains shared values	Explains roles and cooperation	Analyses unity and diversity	Evaluates belief-based decision making
Character: Honour & Reverence	Describes traits	Explains character importance	Explains influence on actions	Applies character in complex situations	Demonstrates mature, reflective insight
Picture & Music Analysis	Describes art and music	Explains purpose	Analyses symbolism and function	Evaluates impact on worship	Integrates art and music into historical understanding
Communication	Presents information	Organises ideas logically	Uses evidence to explain	Presents coherent, reasoned arguments	Communicates with clarity, depth, and insight

FINAL OUTCOME

By the end of Topic 8, students present a **fully integrated portfolio or exhibition** demonstrating:

- Historical understanding
- Geographical awareness
- Character formation
- Artistic and musical appreciation