Grades

0-6

Unit 7

“Middle Ages

(& Dutiful)”

History & Social Studies

Homeward
Education Support

History, Geography, Art, Music, & Character (Grades 0-6)

Unit 7 = "Middle Ages (& Dutiful)"

SUMMARY:

This Middle Ages unit invites students into a rich, living exploration of medieval life shaped by **faith, order, responsibility, and community**. Through history, geography, character formation, art, and music, children encounter towns and guilds, kings and knights, monasteries and universities, and the ordered civilisation of Ming Dynasty China. Rather than presenting the past as a list of facts, the course helps students understand how societies functioned when people viewed work, learning, leadership, and daily life as meaningful duties carried out for the good of others.

Grounded in a **Christian worldview** and guided by **Charlotte Mason principles**, the unit weaves Scripture, living narratives, narration, picture study, and composer study into a thoughtful and unhurried learning experience. The unifying character focus of **Dutifulness** teaches children that faithfulness, self-control, and responsibility are not merely medieval ideals, but timeless virtues for everyday life. By the end of the unit, students have not only learned about the Middle Ages – they have been shaped by its lessons, gaining a deeper appreciation for order, service, and faithful living in any age.

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'.**

This term we have included the character lessons, Artist Picture Studies and Composer Studies within the History/Geography Study Guide.

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

Some suggestions for extra reading include but are not limited to…

- To be advised

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Prior to starting each week, review the recommended resources.

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TOPIC 1	LIFE IN THE MIDDLE AGES

Towns, Cities & Commerce

Big Idea:
Medieval towns grew because people worked together, followed order, and understood their daily lives as part of God's design for community.

Christian Worldview Thread:
God is a God of **order**, **purpose**, and **community**. Work, trade, authority, and cooperation are not accidents – they reflect God's intention for human life (Genesis 2:15; 1 Corinthians 14:40).

LESSON 1.1 – HISTORY

Life in a Medieval Town

Teacher / Parent Preparation

- This is a **living history lesson**, not a fact dump.
- Read slowly. Pause often.
- Expect **narration**, not worksheets.
- Younger children narrate orally; older children write or sketch.

Teaching Narrative (Read Aloud)

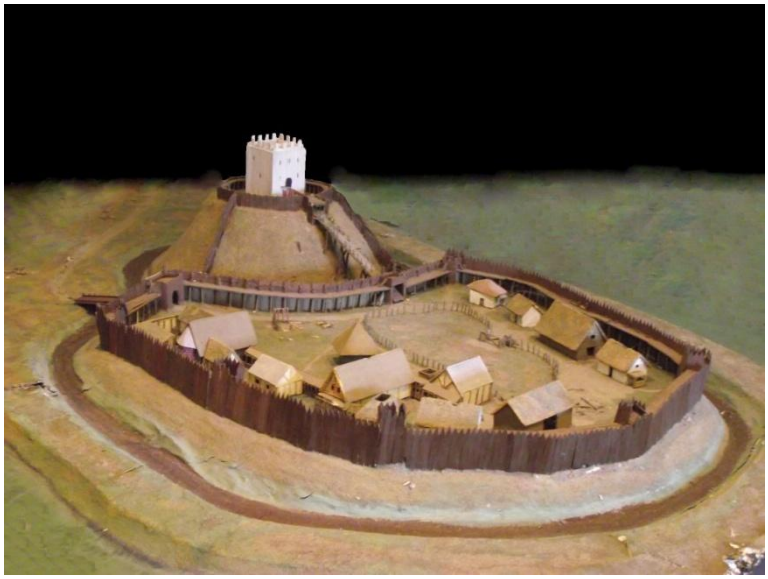
Parent/Tutor says: This term we are going to explore a period of history called the 'Middle Ages', also known as the 'Medieval Period". It is the period of time from about 500AD to 1400 AD. The middle of this era would be about 1000 years ago.

Now listen carefully to this short story, because I will only read it once, then I want you to tell back everything you can about the story. As I'm reading, try to visualise what is happening like a movie in your mind. … So here we go…

Now, although the word 'medieval' sounds a bit like evil, it has nothing to do with that. Words are often made up of a base or root word plus extra parts that add more meaning. The root of the word 'medieval' is *medi-*, meaning "middle", and *ev-*, meaning "age"; so *medieval* literally means "of the Middle Ages". In this case, *middle* means "between the Roman empire and the Renaissance" – that is, after the fall of the great Roman state and before the "rebirth" of culture that we call the Renaissance. This same period used to be called the "Dark Ages", since it was believed that in these years civilization all but vanished. This wasn't true, but when the government of the Roman Empire collapsed, then everything got a bit disorganised. For most Europeans in these centuries, it was a time of poverty, famine, plague, and superstition, but Christian monasteries on the outskirts of towns carried on the Christian faith and gave help and support to the

townspeople wherever they could. It was also an age of towering castles, knights in splendid armour with dazzling swordplay.

Imagine waking up in a medieval town just as the sun rises. It's a bit like a country village, but there is no electricity, no cars, no phones, radios, computers or televisions. Instead of cars, people rode horses with a cart or wagon to carry a load of supplies, or take their farm produce to the market. When you wake up in the morning, there is no alarm clock, but you hear church bells echoing across stone streets. The bells tell people it is time to begin the day – and also remind them that God is near and watching over the town.



Because the Roman government had collapsed, and there was no central organisation, then there arose bands of marauders trying to steal food and supplies from the village people. So, the people in the town worked together to build thick stone walls to surround the town and protect themselves inside the walls. Sometimes there was a castle for the wealthy land-owner who became the person in charge of the town. Sometimes the castle was built first, and then the town grew around the castle.

Sometimes an army from another country would invade and try to take over the land, so all the wealthy castle owners chose a king who would gather all the people and lead a battle to defend their country

If you were a traveller, coming into a medieval town, once you passed through the town gate, you would find narrow streets lined with wooden houses. Many houses had shops on the ground floor and living spaces above. A baker might live above his bakery, and a blacksmith might sleep just steps away from his forge.

Markets were the heart of town life. On market days, farmers and merchants came from nearby villages to sell food, cloth, tools, and spices. People bargained, talked, shared news, and helped one another. Trade connected towns to the wider world and reminded people that cooperation mattered.

Most people in medieval towns belonged to a **guild**. A guild was a group of workers who shared the same trade, such as carpenters, weavers, bakers, or metalworkers. Guilds trained young people, cared for members who were sick, and made sure work was done honestly and well. This system helped keep order and fairness in the town.

Children did not attend school as we know it today. Instead, many became **apprentices**. An apprentice lived with a master craftsman and learned a trade over many years. This required patience, obedience, and

diligence. Apprentices were not just learning skills – they were learning character.

The church stood at the centre of the town, both physically and spiritually. It was often the tallest building, reminding everyone that God was above all human work and authority. Life was hard in the Middle Ages, but people believed their daily work had meaning because it was done before God.

Narration (Essential)

Ask students to **retell** what they heard:

Parent/Teacher: "Can you tell me what you can remember about Medieval Towns from the story?"

If they can't remember, and need prompting, then ask questions like…

- F–2: "Tell me about one person in a medieval town."
- Years 3–4: "Explain what a guild was."
- Years 5–6: "Describe how work and faith were connected in town life."

(Allow drawings, oral narration, or short written paragraphs.)

Activity

Using Lego blocks or cardboard, Styrofoam, playdough or even mud, see if you can build a model of a village with a brick wall surrounding it, a Church in the middle, plus various tradesman's workshops (carpenter for furniture, blacksmith for metal tools & horseshoes & ploughs; tin-smith for knight's armour, bakery, candle-maker, seamstress, fruit & vegetable grocer), plus some houses for people to live in. As well as special tradesman's workshops, medieval villages usually had a markets. The markets were often along the same road where the people had their houses, and each house had a tent in front of it to sell different home-made items.

Have you ever been to a market for home-made products. They didn't have modern shopping centres, so what kinds of market stalls do you think there might have been?

Christian Worldview Connection

Read aloud **Colossians 3:23**… *"Whatever you do, work at it with all your heart, as working for the Lord, not for human masters,…"*
Discuss:

- Why does God care how we work?
- How is honest work a way of serving God?

LESSON 1.2 – GEOGRAPHY

Where Medieval Towns Grew (And Why)

Teaching Focus: Medieval towns did not grow randomly. Geography mattered.

Instruction

Show a simple map of Europe.

Explain:

- Towns often formed near **rivers** (water + trade)
- Crossroads allowed merchants to travel safely
- Coastal towns connected countries through trade

Explain that God created the land with **purpose**, and people learned to live wisely within it.

Differentiated Activities

F–2

- Draw a river with a town beside it.
- Say why water is important.

Years 3–4

- Label a simple map: river, town, road.
- Write one sentence explaining location.

Years 5–6

- Write a short paragraph explaining why geography shaped medieval towns.

Christian Worldview Connection

Read **Psalm 24:1**.
Discuss:

- Who owns the land?
- How should people use land responsibly?

LESSON 1.3 – PICTURE STUDY

Giotto – *The Lamentation* (Scrovegni Chapel)

Introduction

"In our course we are going to study the art of the great artists through history. In the next eight 'Picture Study Lessons', we are going to focus on Medieval artist Giotto di Bondone who painted 'frescos' on church walls. A fresco is a painting done rapidly in watercolour on wet plaster on a wall or ceiling, so that the colours penetrate the plaster and become fixed as it dries. It's not a picture you can take off the wall and hang it somewhere else. A fresco painting is actually part of the wall.

Giotto painted these frescoes around 1305 in Padua. Earlier art in the middle ages was a bit stiff and lifeless, but Giotto helped move art toward a more realistic look that had emotional depth. Each lesson will focus on a different painting from Giotto.

Picture Study (Charlotte Mason Method)

Ok. Here's what we are going to do. A 'Picture Study' is a bit like a game. So, I am going to show you a famous painting from Giotto. I want you to look carefully at this painting for a couple of minutes, silently taking it all in. Try to notice every detail until you know it by heart and can see it in your mind, even if you close your eyes.

In one or two minutes, I'm going to turn it over so you can't see the picture. Then I want you to describe what you saw with all the details. Think about where each object is located in the picture. Are there any special lines or curves, or areas of light and shade? What colours has the artist used? Also think about whether you like the picture, and what it made you think about.

OK – so I'll give you a couple of minutes to look at the picture, before I hide it.

…… 2 minutes looking at picture on the next page……

1. Observe silently for one or two full minutes, trying to remember everything in the painting. Try to see the whole picture in your mind
2. After two minutes - Remove image (turn over the picture so it can't be seen.
3. Ask children to describe what they saw
4. Re-show image briefly to confirm details

No moralising. No art lecture.

Gentle Reflection

Ask:

- What emotions do you see?
- How does this painting help us understand the story of Christ?

Christian Worldview Connection

Explain that medieval art taught Bible stories to people who could not read. Art was a **tool for truth**.

LESSON 1.4 – COMPOSER STUDY

Gregorian Chant – Music for Worship

What Is Gregorian Chant?

Gregorian chant is a very old type of music that was sung in churches and monasteries during the Middle Ages. It is called *Gregorian* because it was named after **Pope Gregory I**, who helped organise church music so that Christians across Europe could worship in a similar way.

Gregorian chant is different from most modern music. It is usually sung by **one voice or a group singing the same melody together**, not in harmony. There are **no instruments**, only voices. The music sounds calm, slow, and flowing, almost like a prayer being sung.

People in the Middle Ages believed music should help them **focus on God**, not to focus on performers. That is why Gregorian chant does not have a strong beat or catchy tune. Instead, it follows the rhythm of the words, which often come from the **Psalms or other parts of the Bible**.

Monks and nuns sang Gregorian chant every day as part of their daily routine. Singing together helped them remember Scripture, keep time in their day, and remind them that their lives were ordered around worship. Chant was not meant for entertainment – it was meant to **shape the heart and mind**.

Today, Gregorian chant helps us understand how medieval Christians used music as a way to show **reverence, unity, and obedience to God**.

Optional Child-Friendly Summary

"Gregorian chant is a kind of singing used in churches long ago. It has no instruments and is sung slowly and carefully. People sang it to help them pray and remember God's Word."

Preparation

Parent/Tutor prepares the space:

- Quiet room, minimal distractions
- Comfortable seating
- No pencils, paper, or distractions
- Music ready to play

Listening

Choose one chant (e.g., V*eni Creator Spiritus*), from the internet.
https://www.youtube.com/watch?v=HEKuxUOPzk8

Some chants are about Mary, but this one is about our Creator God as the Trinity, and inviting Him into our lives to be Lord & Master. This is one translation of the lyrics from the Latin to English = ……

Come, Holy Ghost, Creator

Come, Holy Ghost, Creator, come

from thy bright heav'nly throne;

come, take possession of our souls,

and make them all thine own.

Through thee may we the Father know

through thee th'eternal Son,

and thee the Spirit of them both,

thrice-blessed three in One.

All glory to the Father be,

with his coequal Son;

the same to thee, great Paraclete,

while endless ages run. Amen.

……..

Ask students to:

- Sit still (maybe close eyes)
- Listen without speaking
- Notice how the music feels

Now listen to the music.

Discussion

- Why do you think people sing together?
- How does this music differ from modern songs?

Explain:
Gregorian chant was designed to **lift the mind to God**, not to entertain.

Christian Worldview Connection

Read **Psalm 95:1–2**.
Explain that music is a gift meant to glorify God, not distract from Him.

Pray together, thanking God for work, community, and order.

LESSON 1.5 – CHARACTER FORMATION

Dutiful: Industry, Responsibility & Service

Teaching Aim

To show that **character** mattered in medieval life – and still matters today.

Teaching Discussion

Dutifulness means:

- doing what is right simply **because it is right**,
- fulfilling responsibilities **faithfully**,
- honouring God, authority, and community **without seeking attention or reward**. You just do it because it is good and right to do it.

This virtue:

- was a major influence on people's thinking in the Middle Ages (also called the **medieval era.** It was how most people thought; duty was a way of life.
- The concept of duty came out of a **Christian way of thinking**,
- A sense of 'duty' applies across **home, church, learning, leadership, and work**,

You can phrase it for children as:

"Doing what you ought to do, faithfully and carefully, because God sees."

Explain:

- Apprentices learned slowly and faithfully.
- Work was not about "self-expression," but service.
- They knew it was good to serve because the Bible says: *"If you want to be great in the Kingdom of God, then be a servant" (See Matthew 20: 25-28)*
- People understood that laziness harmed the community.

Ask:

- What happens when people refuse to do their part?
- Why does God value faithfulness?

Practical Character Activity

Choose one:

- Care for a shared space
- Help prepare food
- Practice a skill patiently

Connect action to **Proverbs 22:29** … *"Do you see someone skilled & diligent in their work? They will serve before kings; they will not serve before officials of low rank."*

TOPIC 2	KNIGHTS & HERALDRY

Service, Symbols & Faithful Duty

Term Character Focus: DUTIFULNESS

Big Idea:
Knights were not meant to fight for personal glory. They were trained to serve faithfully, protect others, and remain loyal to God, king, and country.

Christian Worldview Thread:
God values faithfulness, self-control, and service. Strength is meant to be guided by duty and love, not pride (Micah 6:8; Luke 22:26).

LESSON 2.1 – HISTORY

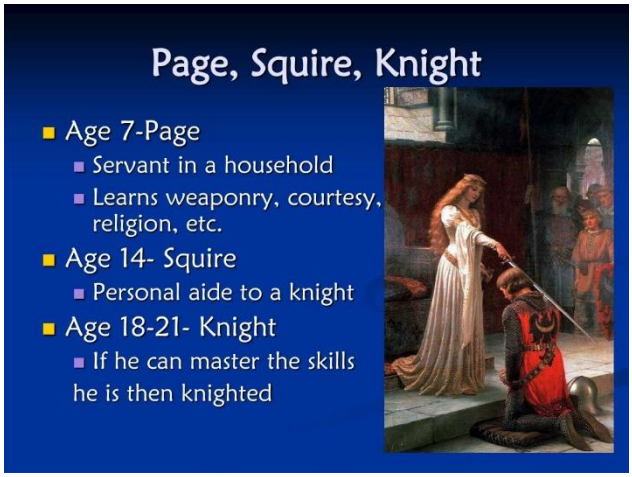
Knights: Training, Service & Responsibility

Parent / Teacher Guidance

- Avoid romanticising violence.
- Emphasise **discipline, restraint, and responsibility**.
- Expect narration.

Teaching Narrative (Read Aloud)

Listen carefully to this story, and afterwards you can tell it back to me…. Are you ready?.....
In the Middle Ages, becoming a knight was not quick or easy. Boys who were chosen for knighthood began training at a young age. First, they served as **pages**, learning manners, obedience, and service. Later, they became **squires**, training their bodies and minds for responsibility.



Knights were expected to protect the weak, defend their lord's land, and uphold justice. Their strength was meant to be guided by self-control. A knight who fought selfishly or cruelly was not considered honourable.

Knighthood was connected to **faith**. Many knights promised before God to serve faithfully. Churches often played a role in knightly ceremonies, reminding knights that their duty was not only to their king, but also to God.

Although real knights did not always live up to these ideals, medieval society believed that **strength without duty leads to destruction**.

Narration

Tell me everything you can remember about the story…
…or…

- **F–2:** Tell one thing a knight did
- **Years 3–4:** Explain how knights were trained
- **Years 5–6:** Describe why discipline mattered for knights

Think about it…If knights were expected to protect the weak, defend their lord's land, and uphold justice, how could you be like a knight? Could you think of a situation that you might act like a knight?

Here is another story about a real knight …

The Story of Warwick the Knight (Sir Richard Neville, Earl of Warwick)

Long ago, in medieval England, there lived a powerful knight named **Warwick**. People said he was very strong, but even more important, he was **well trained and ready to serve**. From the time he was a boy, Warwick learned how to ride horses, wear armour, and protect others.

When Warwick put on his shining armour, it was heavy – but it fit him well. He had practised so many times that he could move easily. Stories were told that he could quickly get up onto his horse **even while wearing**

all his armour. Because he was prepared and not afraid of hard work, he exercised regularly and practiced getting on and off his horse, and also practiced sword-fighting.. People admired him not just for his strength, but because he was always ready to do his duty. Not just fighting, but to do his duty in serving and helping and protecting others.

Warwick reminds us that being strong is not about showing off. It is about being **prepared, responsible, and faithful** – doing what needs to be done, even when it is difficult.

Christian Worldview Connection

Read **Luke 12:48**.
Discuss:

- Why does responsibility increase with ability?
- How should strength be used wisely?

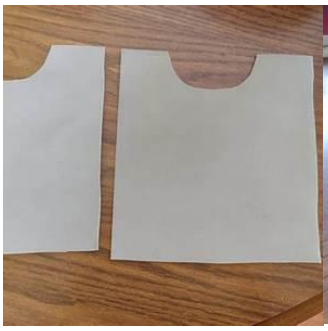
Activity Options:

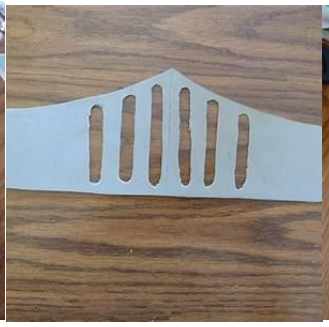
1. Watch the video "Castle" by David Macaulay.

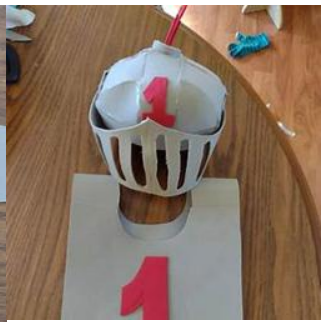
2. To protect himself, a knight wore a mail shirt, made of hundreds of metal rings linked together. Sometimes they were sewn onto leather. This chainmail shirt was a piece of armour that could help prevent an enemy's sword from cutting the knight. A chainmail shirt/tunic was still quite heavy, but not as heavy as a full suit of armour. You might like to try making some chainmail from lots of paperclips or fencing wire circlips or clip-rings. This is not a quick process and could take a number of weeks or months; but you could perhaps try making a small panel.

3. The youngest children could make armour for a teddy or doll from aluminium-foil.

4. Older children could make their own suit of armour with foam or Styrofoam sheets or cardboard plus a hot glue gun or strong cloth-tape, and then spray paint them silver.







LESSON 2.2 – GEOGRAPHY

Castles, Borders & Protection

Teaching Focus

Knights served **specific places**, not abstract ideas.

Parent/Tutor Says (Instructional Script)

"Now we are going to look at **geography** and how it helped protect people in the Middle Ages.

I want you to look carefully at this map of **medieval Europe**. This map shows countries, borders, rivers, and land shapes just as people in the Middle Ages would have understood them."

(Pause and point to the map.)

"First, let's find some **castles** on the map. Castles were not built randomly. They were placed in **very specific locations** to protect people and land."

(Point to castles shown near edges of territories. Some were on the border & others near hills or rivers.)

“Do you see how many castles are built **near borders** between different lands, or near a sea port? Borders were places where danger was most likely to come from. If an enemy army wanted to invade, they would usually cross a border.”

“So castles near borders acted like **guards**. They warned people when enemies were coming, slowed armies down, and protected nearby towns and farms.”

(Pause.)

“Now let’s think about **geography --** the shape of the land itself.”

(Point to hills, rivers, or mountains on a map.)

“Many castles were built **on top of hills**. Can you guess why?”

(Allow a response.)

“That’s right. From the top of a hill, knights could **see a long way**. Enemies had to climb uphill, which made them tired and slow. It was much easier to defend a high place than a low one.”

“Other castles were built **near rivers**. Rivers were very important in the Middle Ages. They were used for travel, trade, and fresh water—but they were also natural barriers.”

“If an enemy army had to cross a river, it became harder for them to move quickly. Castles near rivers could control bridges and crossing points, keeping people safe.”

(Pause.)

“So geography shaped how knights protected people. Knights did not just fight anywhere. They defended **real places --** villages, farms, roads, rivers, and borders.”

“A knight’s duty was connected to the **land**. He protected the people who lived there, the castle that stood there, and the borders that marked that place.”

“In the Middle Ages, protection was not about fighting for an idea or a country as we think of it today. It was about guarding the land and people you could **see, walk on, and know**.”

“Geography helped decide **where castles were built**, **where knights served**, and **how people were kept safe**.”

Differentiated Activities

All Ages: Try this activity….“Make a small castle out of a cardboard box, paper towel rolls, paper cones for turrets, straws and paper triangles for flags. Make parapets on the top of the box like a castle. Make a drawbridge you can raise and lower with string knotted at each end. Paint & decorate.” (Sourced from Konos Vol 1)

… or…

F–2

- Draw a castle on a hill
- Say “The knight protects the people”

Years 3–4

- Draw and label a castle and border
- Write one sentence about protection

Years 5–6

- Explain how geography influenced knightly duty

Christian Worldview Connection

Read **Psalm 127:1**.
“Unless the Lord builds the house,
the builders labour in vain.
Unless the Lord watches over the city,
the guards stand watch in vain.”

Discuss how protection ultimately comes from God.

LESSON 2.3 – PICTURE STUDY

Medieval Castle Architecture

A Fortress Built for Duty

It's time for our 'Picture Study'. Like I said last week, it's a bit like a game. Next week we will get back to Giotto's paintings. But this week, we want to study a picture of a real castle. Castles were not built for comfort alone. They were designed for **protection, vigilance, and responsibility** – reflecting the duty of those who guarded them.

I want you to look carefully at this painting for a couple of minutes, silently taking it all in. Try to notice every detail until you know it by heart and can see it in your mind, even if you close your eyes.

In one or two minutes, I'm going to turn it over so you can't see the picture. Then I want you to describe what you saw with all the details. Think about where each object is located in the picture. Are there any special lines or curves, or areas of light and shade? What colours has the artist used? Also think about whether you like the picture, and what it made you think about.

OK – so I'll give you a couple of minutes to look at the picture, before I hide it.

…… 2 minutes looking at picture on the next page……

Charlotte Mason Picture Study Method

1. Observe silently for one or two full minutes

2. This picture is a photograph rather than a painting, but a good photographer chooses pictures with the eye of a painter. As you are looking at it think about areas of light and shade; the different shapes, lines and colours, al the details of objects on the castle, and then details in the background. Think about how the sun is shining, and whether it seems like morning, or evening or middle of the day.
   Can you imagine yourself visiting the place?
   Think about how it makes you feel.

3. After two minutes - Remove the image
4. Ask children to tell you all about the picture:
   - Shape
   - Height
   - Positions of objects
   - Everything you can remember
5. Show the picture again so they can see if there is anything they missed.

Avoid lecturing.

Gentle Reflection

Ask:

- What does this building tell us about the people who lived there?
- Why does protection require preparation?

Christian Worldview Connection

Explain:
God is often described as a **fortress** and **refuge** in Scripture.

Read **Psalm 18:2**… "The Lord is my rock, my fortress and my deliverer;
my God is my rock, in whom I take refuge,
my shield[a] and the horn[b] of my salvation, my stronghold.

LESSON 2.4 – FOLK SONG STUDY

***Scarborough Fair* (Traditional English Ballad)**

Brief Introduction (Read Aloud)

Scarborough Fair is a very old English folk song that people have sung for hundreds of years. It comes from a time when music was shared by memory, not written down, and songs were passed from person to person. Scarborough was a real town in England where a great market, or fair, was held each year, and people travelled long distances to attend.

This song is gentle and thoughtful. Like many medieval songs, it is not loud or busy. It invites careful listening and reflection to try to understand what the song is about.

Step 1 – Prepare the Attention

Preparation

Parent/Tutor prepares the space:

- Quiet room, minimal distractions
- Comfortable seating
- No pencils, paper, or distractions
- Music ready to play

Say to the children:

“We are going to listen to an old song from medieval England.
Listen very carefully. I will only play it once.”

Encourage stillness and focus.

Step 2 – First Listening (Once Only)

Play the traditional version of *Scarborough Fair* **one time only**.

Children should:

- Sit quietly
- Listen without speaking
- Let the melody sink in

Do not explain the words yet.

Play the Celtic Woman version with lyrics = https://www.youtube.com/watch?v=lm8mhqt_Dag

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Step 3 – Narration (Memory & Feeling)

Ask **one question only**, depending on age.

Foundation–Year 2

- “Did the song sound happy or sad, or some other feeling?”

Years 3–4

- “What feeling did the song give you?”

Years 5–6

- “What do you think the singer is thinking, saying or remembering?”

Accept responses without correction.

Step 4 – Short Explanation (After Listening)

Explain gently:

The singer in this song asks someone to give a message to a person they once loved. Most commentators suggest the message includes **impossible tasks**, which shows that the singer knows things cannot return to the way they were. So, the song could be about **remembering with honesty**, and not pretending.

The repeated words *parsley, sage, rosemary, and thyme* were common in old songs and helped people remember the melody.

But it could have other meanings.

What do you think it means?.....(wait for responses from the students).

Instead of it meaning there is no hope for a future relationship; it could be a fun kind of teasing.
{But remember that teasing is only fun if both people enjoy it. Teasing can often become a form of bullying if both people are not enjoying the joke.}

Are the tasks actually impossible – to "make a seamless shirt without any needlework?"

Does "without any needlework" mean you have to make the shirt without sewing or perhaps it just means no embroidered pattern?

What does it mean to "find an acre of land between the salt water and the sea-strand?"

The sea-strand is another name for a sandy beach.

What if you had an acre of land on a peninsular that juts out into the sea? Then it could be a piece of land between the sea and the beach.

Maybe the couple were used to playing jokes and giving riddles that the other one had to solve.

I guess we will never know.

Step 5 – Second Listening (Recognition)

Play the song **a second time**.

Invite children to:

- Notice parts they recognise
- Listen for the repeated herbs
- Follow the rise and fall of the melody

This time, familiarity will begin to grow.

Closing Reflection

Ask quietly:

- What kind of song is this – loud or gentle?
- Why do you think people kept singing it for so long?

Close with a short prayer, thanking God for music that helps us remember, reflect, and speak truth gently.

LESSON 2.5 – CHARACTER FORMATION

Dutiful Strength & Self-Control

Teaching Aim

To help children understand that **true strength is controlled strength** – knowing when and how to use their strength in the right way.

Teaching Discussion

Explain:

- Knights trained to obey commands
- Self-control kept others safe
- Dutifulness means choosing restraint

Ask:

- Is it brave to lose control?
- How does self-control protect others?

Character Practice or Dramatisation

Choose one:

- Practise calm speech during frustration
- Complete a physical task carefully
- Help someone without being asked

Connect to **Proverbs 16:32**… *"Better a patient person than a warrior, one with self-control than one who takes a city."*

TOPIC 3	CULTURAL ACHIEVEMENTS

Architecture, Art & Sacred Music in the Middle Ages

Big Idea:
Medieval people believed beauty, order, and skill reflected the glory of God. Their buildings, art, and music were created to honour Him and to teach truth.

Christian Worldview Thread:
God is the Creator of beauty and order. When people build, compose, and create with care, they reflect His nature (Exodus 31:1–5; Psalm 96:6).

LESSON 3.1 – HISTORY

Medieval Cultural Achievements: Why Beauty Mattered

Teacher / Parent Guidance

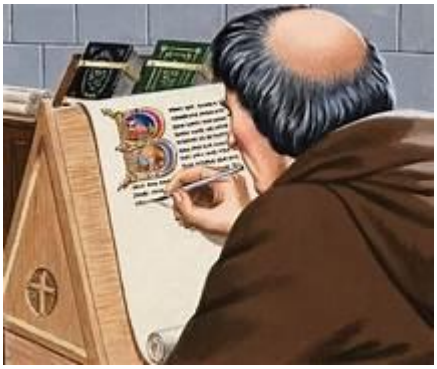
- Read aloud slowly.
- Encourage mental pictures.
- Require narration at the end.

Teaching Narrative (Read Aloud)

In the Middle Ages, people did not believe that beauty was unnecessary or wasteful. They believed beauty had a **purpose**. A beautiful building, song, or painting could help people remember God, understand truth, and live with reverence.

Most medieval people could not read, so they learned through **what they saw and heard**. Churches were filled with paintings and stained glass that told Bible stories. Music was sung every day to help people remember Scripture and pray together. Buildings were designed carefully so that everything pointed upward – toward heaven.

Cathedrals took many years, sometimes generations, to build. Stonemasons, carpenters, glassmakers, and artists worked together. Each person had a role. No one worked alone. This cooperation showed how medieval society valued **order and shared responsibility**.



Learning was also important. Monasteries and later universities copied books by hand, studied Scripture, and taught logic, grammar, and music. These were called the *liberal arts.* Liberal comes from the word *'liberalis'* meaning freedom and *'artis'* meaning a practiced skill. So, the liberal arts were seen to be the kind of learning necessary to become a free-man, a noble gentleman or noble woman. In Medieval times, the liberal arts (The 'liberal arts' included grammar (learning about words), and logic (learning to think and reason clearly), rhetoric (learning to communicate persuasively), astronomy (the science of the universe), arithmetic, geometry (measuring the shape of things), and music. These subjects trained the mind to think clearly and truthfully.

Medieval people believed that skill was a gift from God and that using it well was a form of worship. Art and music were not meant to make the artist famous, but to point people toward something greater than themselves.

Narration

Tell back everything you can remember … or…

- **F–2:** Tell one thing medieval people made to honour God
- **Years 3–4:** Explain why churches were decorated
- **Years 5–6:** Describe how art and music taught people who could not read

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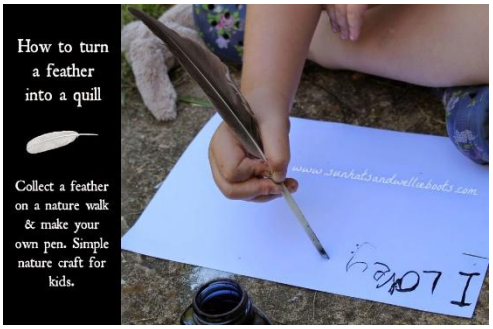
Activity

Writing on a scroll: Pretend you are a priest copying Bible verses onto a paper scroll. If you can find a feather, try making a quill and a scroll. Watch a youtube video on how to make a quill.



Christian Worldview Connection

Read **Psalm 127:1**… "Unless the Lord builds the house,
the builders labour in vain.
Unless the Lord watches over the city,
the guards stand watch in vain."

Discuss:

- What happens when people work without God?
- Why did medieval builders dedicate their work to Him?

LESSON 3.2 – GEOGRAPHY

Where Great Cathedrals Were Built
Teaching Focus: Cultural centres grew in specific places for geographic reasons.

Parent/Tutor Says (Instructional Script)

"Now we are going to look at **where great cathedrals were built** during the Middle Ages, and *why* those places mattered.

Please turn to the map of Europe on the next page. I want you to look carefully, because maps help us understand how people moved, travelled, and shared ideas long ago."

(Pause while the map is open.)

"First, let's find the city of **Paris**."

(Point to Paris on the map.)

"Paris grew beside a river called the Seine. Rivers were very important in medieval times because they made travel easier. People could walk along them, sail on them, and follow them like natural roads. Because Paris was easy to reach, it became a **religious and cultural centre**, with a great cathedral and schools."

"Next, let's find **Rome**."

(Point to Rome.)

"Rome was one of the most important religious cities in medieval Europe. It was connected to many roads left behind from the Roman Empire, and it was close to the sea. This meant people from many different lands could travel there."

"Because of its location, Rome became a place where **ideas, faith, and authority** spread outward to many regions."

"Now let's find **Canterbury**."

(Point to Canterbury.)

"Canterbury is in England. Even though it was farther away for many people, pilgrims still travelled there. Why? Because it was an important religious site."

"People were willing to walk for weeks or months to reach places they believed were holy. These travellers were called **pilgrims**."

"Pilgrims travelled long distances, often on foot, following known routes. As they travelled, they talked, listened, shared stories, and learned from one another."

"So geography shaped cultural influence. Cities that were easier to reach—near rivers, roads, coastlines, or crossroads—became places where **faith, learning, and culture grew**."

"These cities were not important by accident. Their **location** helped them become centres of worship, teaching, and shared belief."

Europe

Kara Sea
Barents Sea
Norwegian Sea
North Sea
Baltic Sea
Black Sea
Caspian Sea
Mediterranean Sea
Aral Sea
Jan Mayen
Iceland
Reykjavik
Faroe Islands
Shetland Islands
Azores
Madeira Islands
Tromso
Murmansk
Severomorsk
Monchegorsk
Apatity
Kiruna
Bodo
Rovaniemi
Kemi
Oulu
Lulea
Pitea
Umea
Vaasa
Kuopio
Jyvaskyla
Tampere
Turku
Helsinki
Tallinn
Riga
Vilnius
Kaunas
Klaipeda
Trondheim
Bergen
Oslo
Stockholm
Gothenburg
Malmo
Copenhagen
Aarhus
Esbjerg
Odense
Hamburg
Berlin
Amsterdam
Rotterdam
Brussels
Liege
Prague
Warsaw
Wroclaw
Lodz
Cracow
Minsk
Gdansk
Stettin
Kiev
L'viv
Kharkiv
Dnipropetrovs'k
Donetsk
Moscow
St. Petersburg
Novgorod
Yaroslavl'
Kostroma
Vologda
Perm'
Vorkuta
Archangel
Severodvinsk
Nizhniy Novgorod
Kazan'
Yekaterinburg
Chelyabinsk
Ufa
Astana
Aqtobe
Orenburg
Volgograd
Rostov-na-Donu
Sevastopol
Simferopol'
Odesa
Istanbul
Ankara
Izmir
Thessaloniki
Athens
Sofia
Plovdiv
Bucharest
Constanta
Belgrade
Zagreb
Budapest
Vienna
Bratislava
Ljubljana
Sarajevo
Podgorica
Tirana
Skopje
Rome
Naples
Florence
Milan
Venice
Turin
Marseille
Lyon
Paris
London
Birmingham
Manchester
Liverpool
Newcastle
Edinburgh
Glasgow
Dublin
Cork
Cardiff
Plymouth
Portsmouth
Madrid
Barcelona
Valencia
Seville
Lisbon
Porto
Vigo
Bilbao
Gijon
La Coruna
Palermo
Catania
Tunis
Algiers
Oran
Casablanca
Rabat
Tbilisi
Baku
Yerevan
Tehran
Baghdad
Damascus
Beirut
Jerusalem
Amman
Cairo
Tripoli
Iraklio
Ashgabat
Mashhad
Dushanbe
Tashkent
Bukhara
Samarqand
Kabul
Peshawar
Lahore
Rawalpindi
Esfahan
Kermanshah
Mosul
Aleppo
Kirkuk
Sabzevar
Gorgan
Ardabil
Tabriz
Qum
Kandahar
Herat
Kunduz
Baghlan
Astrakhan'
Volgograd
Saratov
Samara
Ufa
Kazakhstan
Iran
Iraq
Turkmenistan
Uzbekistan
Tajikistan
Afghanistan
Syria
Lebanon
Israel
Jordan
Cyprus
Turkey
Greece
Bulgaria
Romania
Moldova
Ukraine
Belarus
Poland
Germany
Czech Rep.
Slovakia
Hungary
Austria
Switzerland
Italy
France
Spain
Portugal
Netherlands
Belgium
Denmark
Sweden
Finland
Norway
Estonia
Latvia
Lithuania
Russia
Kazakhstan

Parent/Tutor Says (Transition to Activities)

"Now we are going to choose an activity that matches your age. Remember, all of these activities help us think about **how geography affects where people go and what they share**."

Differentiated Activities – Parent/Tutor Guidance

F–2

"For this activity, you will colour a **church symbol** on the map where one of these cities is found.
Then I want you to tell me which direction people might have travelled to get there—north, south, east, or west."

(Encourage simple pointing and oral answers.)

Years 3–4

"You will label **two cities** on your map and draw or trace **one route** that pilgrims might have used.
Then write **one sentence** explaining what a pilgrimage is."

(Support spelling and sentence structure as needed.)

Years 5–6

"For this activity, I want you to explain **how geography helped spread ideas**.
Think about rivers, roads, and travel routes. You may explain this by writing a short paragraph or telling it aloud."

…or… All Ages Option

"Let's find an **atlas** together. We are going to look at different kinds of maps.
Some maps show land and water. Some show borders. Others show roads, climate, or population."

"As we look, I want you to tell me: *What different things can maps show us?*"

Christian Worldview Connection – Parent/Tutor Says

"Now I am going to read a verse from the Bible."

(Read slowly.)

‘Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit.’
— Matthew 28:19

“This verse reminds us that people have always **travelled to share faith and ideas**.”

“In the Middle Ages, pilgrims, teachers, and church leaders travelled long distances—not just for themselves, but to teach others and to grow in faith.”

“Geography made this possible. Roads, rivers, and cities helped people go out into the world, just as Jesus instructed.”

“So when we study maps, we are not only learning about land—we are learning about **movement, purpose, and how God’s message spread across nations**.”

LESSON 3.3 – PICTURE STUDY

Giotto – *The Annunciation* (Scrovegni Chapel – in two parts)

It's time for our 'Picture Study'. Do you remember in the first week, we looked at a fresco painting by Giotto? Today we have another painting by Giotto.

The Annunciation is the announcement by the angel Gabriel to Mary that she would conceive and bear Jesus, the Messiah and Son of God. It is a key event in Christian theology and art, traditionally celebrated on 25th March. Giotto's painting of the annunciation is in two parts with an archway in between.

Like I said last week, it's a bit like a game.

I want you to look carefully at this painting for a couple of minutes, silently taking it all in. Try to notice every detail until you know it by heart and can see it in your mind, even if you close your eyes.

In one or two minutes, I'm going to turn it over so you can't see the picture. Then I want you to describe what you saw with all the details. Think about where each object is located in the picture. Are there any special lines or curves, or areas of light and shade? What colours has the artist used? Also think about whether you like the picture, and what it made you think about.

OK – so I'll give you a couple of minutes to look at the picture, before I hide it.

…… 2 minutes looking at picture on the next page……

A larger version of each section is on the next 2 pages.

Brief Artist & Site Context

Giotto di Bondone
Giotto painted the Scrovegni Chapel frescoes around 1305 in Padua.
The chapel was commissioned to honour God and teach Scripture visually.

Charlotte Mason Picture Study Method

1. Observe silently (1 or 2 minutes)
2. Remove image
3. Children describe from memory
4. Re-show briefly

Avoid interpretation. Let children notice.

Gentle Reflection

Ask:

- What message does this painting tell?
- How does the artist show respect and calm?

Christian Worldview Connection

Explain that in Medieval times art was used to **teach truth and encourage reverence**, not self-expression.

LESSON 3.4 – COMPOSER STUDY

Gregorian Chant: Music Shaped by Faith

Gregorian Chant

Preparation

Parent/Tutor prepares the space:

- Quiet room, minimal distractions
- Comfortable seating
- No pencils, paper, or distractions
- Music ready to play

Listening

Play one short chant eg Victimae Paschali Laudes = 2 minutes 25 seconds

https://music.youtube.com/watch?v=nYDUvU8KaBo&list=OLAK5uy_kNYhsDw41Exkd2LGm4KGF5-DmU3-NxgyA

The literal translation of this chant is…

Let Christians offer sacrificial praises to the passover victim.
The Lamb has redeemed the sheep:
The Innocent Christ has reconciled sinners to the Father.
Death and life contended in a spectacular battle:
the dead leader of life reigns alive.
Tell us, Mary, what did you see on the way?
"I saw the tomb of the living Christ and the glory of his rising,
The angelic witnesses, the shroud, and the clothes."
"Christ my hope is arisen; he will go before his own [you] into Galilee."
We know Christ is truly risen from the dead!
On us, Conqueror King, have mercy!
Amen. Alleluia.

Instructions:

- Sit still
- Close eyes if helpful
- Listen quietly

Guided Discussion

- How does this music make you feel?
- Why sing together instead of alone?

Explain:
Gregorian chant followed the rhythm of Scripture so that God's Word shaped the music.

Christian Worldview Connection

Read **Psalm 95:1–2**.

1 Come, let us sing for joy to the LORD;
let us shout aloud to the Rock of our salvation.
2 Let us come before him with thanksgiving
and extol him with music and song.

Explain that singing together builds unity and reminds us who God is.

LESSON 3.5 – CHARACTER FORMATION

Reverence, Excellence & Careful Work

Teaching Aim

To train children to value **doing work carefully**, not quickly.

Teaching Discussion

Explain:

- Medieval builders worked knowing God saw their work
- Excellence meant faithfulness, not perfection
- Careless work dishonours others

Ask:

- How should we work when no one is watching?
- Why does God care about quality?

Character Activity

Choose one:

- Practice neat handwriting
- Build something carefully
- Redo a task with patience

Connect to **Colossians 3:23**.

"Whatever you do, work at it with all your heart, as working for the Lord, not for human masters,.."

TOPIC 4	THE MEDIEVAL CHURCH & CHARLEMAGNE

Big Idea:
In the Middle Ages, the Church provided order, learning, and unity across Europe. Leaders like Charlemagne believed their authority came with responsibility before God.

Christian Worldview Thread:
God establishes authority to bring order and protection, not chaos (Romans 13:1). Leaders are accountable to God for how they rule.

LESSON 4.1 – HISTORY

The Church as Teacher, Carer, and Guide

Parent / Teacher Guidance

- Read aloud with warmth and calm authority
- Emphasise *roles*, not dates
- Expect narration, not memorisation
- Warn them beforehand to listen carefully so they can retell the story.

Teaching Narrative (Read Aloud)

After the Roman Empire collapsed, many parts of Europe became unsafe and disorganised. Roads fell into disrepair, schools disappeared, and towns struggled to protect themselves. During this time, the **Christian Church** became one of the strongest and most stable institutions in Europe.

We recognise that some church leaders did not fully follow Christ, and used their position to have power over people. But there were also many true Christians who faithfully tried to serve God. They did more than just lead worship. Monks and nuns cared for the sick, fed the poor, taught children, and preserved learning by copying books by hand. Monasteries became places of safety and learning. Without them, much knowledge from the ancient world would have been lost.

Church bells helped organise daily life. They marked times for prayer, work, rest, and worship. Even people who could not read understood that life had a rhythm shaped by faith.

The Church also helped unite people across different regions. Latin was used as a shared language for worship and learning. This helped people from different lands understand one another and share ideas.

Although Church leaders were human and sometimes made mistakes, most people in medieval times believed that God used the Church to bring **order, care, and teaching** during uncertain times.

Narration

Parents/Teacher: "Tell back to me, everything you can remember from the story."

If they need more prompting, ask these questions that may lead into more discussion…

- **F–2:** Tell one way the Church helped people
- **Years 3–4:** Explain why monasteries mattered
- **Years 5–6:** Describe how the Church created unity across Europe

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Activity

First Aid: Imagine you are a Priest or Nun in a monastery infirmary (like a hospital) who is helping to make sick people better. Dramatise caring for the sick or injured.

Learn how to wrap a bandage to stop bleeding or steady a broken leg or arm.

Christian Worldview Connection

Read **Matthew 5:14**… "You are the light of the world. A town built on a hill cannot be hidden.."

Discuss:

- How can the Church be a "light" in difficult times?
- What responsibilities come with leadership?

LESSON 4.2 – GEOGRAPHY

The Spread of Christianity Across Europe
Teaching Focus: Christianity spread along routes, rivers, and roads.

Parent/Tutor Says (Instructional Script)

"Today we are going to learn about **how Christianity spread across Europe** during the Middle Ages, and how **geography helped this happen**.

Christianity did not spread all at once, and it did not spread evenly everywhere. It moved slowly, carefully, and faithfully, as people travelled from place to place."

"Let's look at our **simple map of Europe** together."

(Pause while the map is opened or displayed.)

"First, let's find **Rome**."

(Point to Rome.)

"Rome was one of the earliest and most important centres of Christianity. From Rome, Christian teaching spread outward over many years."

"Now, let's trace movement **north and west** from Rome."

(Slowly trace with your finger on the map.)

"As Christianity spread, monks, missionaries, and teachers travelled north into places like Gaul and Britain, and west toward other regions of Europe."

"These travellers did not have cars, trains, or planes. They walked, rode animals, or travelled by boat."

(Pause.)

"Monks often travelled along **routes, rivers, and roads**."

"Rivers acted like natural highways. They helped people travel farther and carry supplies."

"Roads—especially old Roman roads—connected towns and cities. These roads made it possible for travellers to move safely and reliably."

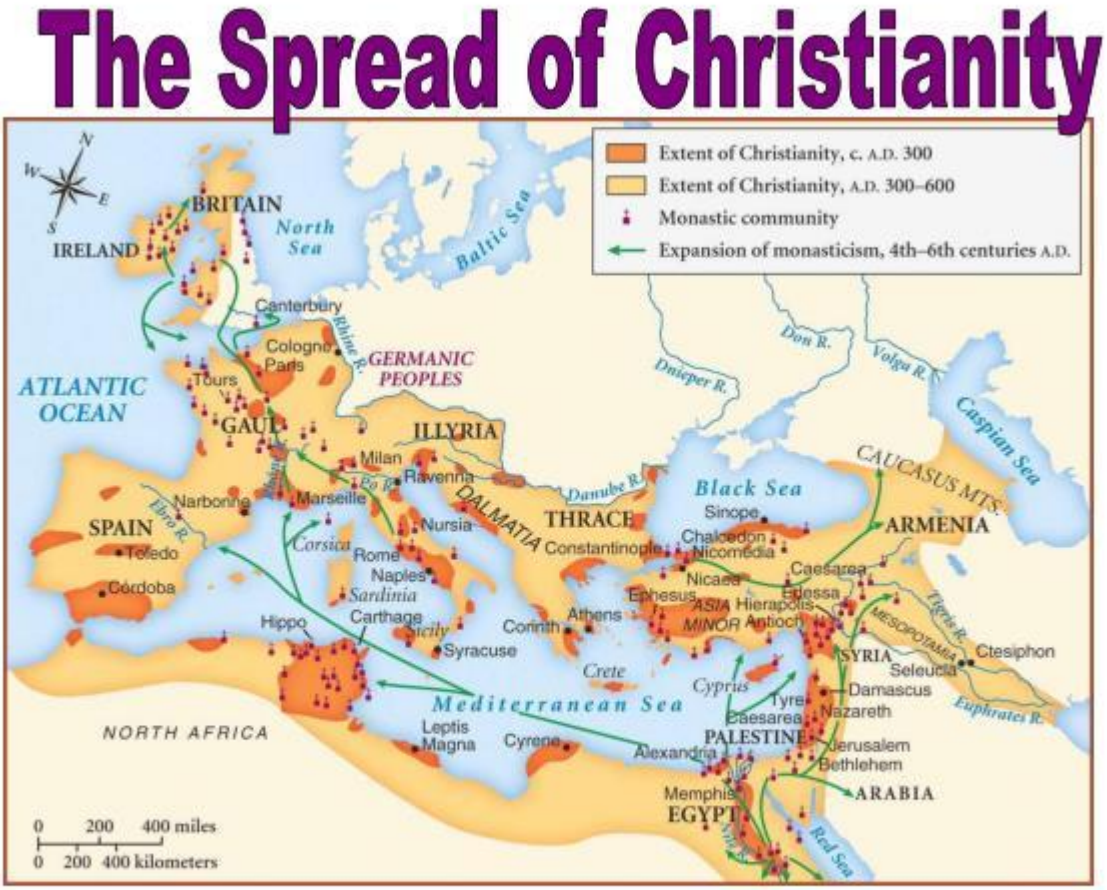
"Along these routes, monks stopped to **teach, serve, pray, and help people**. They built monasteries, copied books, taught children, and cared for the sick."

(Pause.)

"So geography shaped how faith and ideas spread. Christianity followed the **paths people could actually travel**."

"Places near rivers, roads, and crossroads heard the Christian message sooner, because travellers passed through them often."

"In this way, geography helped the Church grow—not through force, but through **faithful travel, teaching, and service**."



Roman roads allowed Christianity to spread quickly from Jerusalem to other areas controlled by Rome.

Parent/Tutor Says (Transition to Activities)

"Now we are going to choose an activity that matches your age. Each activity will help you remember that **people travelled long distances to share their faith**."

Differentiated Activities – Parent/Tutor Guidance

F–2

"I want you to draw a **path from one town to another**.
As you draw, say with me: *'People travelled to teach others.'*"

(Encourage simple lines and clear speech.)

Years 3–4

"You will label **Rome** on your map and draw or label **one monastery**.
Then write **one sentence** explaining why people travelled to share their faith."

Years 5–6

"For this activity, explain **how geography helped the Church grow**.
Think about rivers, roads, and travel routes. You may explain this by writing or by telling it aloud."

Christian Worldview Connection – Parent/Tutor Says

"Now I am going to read a verse from the Bible."

(Read slowly and clearly.)

'But you will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth.'
— Acts 1:8

"This verse reminds us that God's message was always meant to **travel outward**."

"Long before modern transport, people obeyed God by walking, sailing, and riding across lands to share faith and hope."

"When we study geography, we see how God used **real roads, rivers, and journeys** to spread His message across the world."

LESSON 4.3 – PICTURE STUDY

Giotto – *Christ Before Caiaphas* *(Scrovegni Chapel, Padua)*

It's time for our 'Picture Study'. Do you remember we have already seen two fresco paintings by Giotto? Today we have another painting by Giotto.

This painting called "Christ before Caiaphas" is about the time when Christ was being judged by Caiaphas. It shows **authority being misused**, which connects directly to this week's theme.

Remember how a picture study is a bit like a game.

I want you to look carefully at this painting for a couple of minutes, silently taking it all in. Try to notice every detail until you know it by heart and can see it in your mind, even if you close your eyes.

In one or two minutes, I'm going to turn it over so you can't see the picture. Then I want you to describe what you saw with all the details. Think about where each object is located in the picture. Are there any special lines or curves, or areas of light and shade? What colours has the artist used? Also think about whether you like the picture, and what it made you think about.

OK – so I'll give you a couple of minutes to look at the picture, before I hide it.

…… 2 minutes looking at picture on the next page……

Charlotte Mason Picture Study Method

1. Observe silently for one or two minutes
2. Remove the image
3. Ask children to describe:
    - Who is present?
    - What emotions are shown?
4. Re-show briefly to confirm details

Do **not** explain the meaning. Let the child see what they can notice first & what they can tell you. Then you can briefly discuss it afterwards.

Gentle Reflection (Optional)

Ask:

- Who has authority in this scene?
- Is it being used wisely?

Christian Worldview Connection

Explain gently:
Jesus obeyed God even when human authority was unjust. He never stopped doing what God wanted Him to do.

LESSON 4.4 – COMPOSER STUDY

The Prayer of Saint Francis

Term Character Focus: DUTIFULNESS

Brief Introduction: Who Was Saint Francis?

Saint Francis of Assisi lived in Italy during the Middle Ages. As a young man, he was wealthy and enjoyed comfort, but he later chose a life of simplicity, service, and devotion to God. Saint Francis believed it was his **duty to serve God by serving others**, especially the poor, the sick, and the forgotten.

He taught that peace begins in the heart, and that true strength is shown through humility, kindness, and self-control. The prayer often called *"The Prayer of Saint Francis"* reflects these values. Although the prayer was written later and not directly by Francis himself, it expresses ideas that closely match his life and teaching.

About the Music

This musical setting of *The Prayer of Saint Francis* turns words about **peace, forgiveness, and service** into song. The music is gentle and reflective, helping listeners slow down, listen carefully, and think deeply about the meaning of the words.

In the Middle Ages, music was often used to help people **remember prayers** and shape the heart toward God. This piece continues that tradition.

Charlotte Mason Listening Method

(Do not rush this lesson)

Step 1 – Prepare the Attention

Say to the children:

"We are going to listen carefully to a piece of music based on a prayer. Listen quietly and try to remember how it sounds and how it makes you feel."

Do **not** explain the prayer yet.

Say: "The music helps us **listen to the words with our hearts**, not just our ears."

Step 2 – First Listening (Full Attention)

Play the piece **once only**.

Children should:

- Sit still
- Listen quietly
- Avoid discussion during the music

Find the music on youtube at…
https://www.youtube.com/watch?v=fYz14jEoaeU

Step 3 – Silent Reflection

After the music ends, allow **a few moments of silence**.

Then ask gently:

- Did the music feel calm or strong?
- Did it feel slow or fast?

Accept short answers.

Step 4 – Narration (Very Simple)

F–2

- "Tell me one word that describes this music."

Years 3–4

- "Tell me how the music made you feel."

Years 5–6

- "Describe how the music matched the ideas of peace or service."

Do not correct opinions.

Reading the Prayer (After Listening)

Read the prayer aloud **slowly** (or a short portion of it), for example:

Make me a channel of your peace.
Where there is hatred, let me bring your love.
Where there is injury, your pardon, Lord,
And where there's doubt, true faith in you.

Make me a channel of your peace.

Where there's despair in life, let me bring hope.
Where there is darkness only light,
And where there's sadness ever joy.

O Master, grant that I may never seek
So much to be consoled as to console,
To be understood as to understand,
To be loved, as to love, with all my soul.

Make me a channel of your peace.
It is in pardoning that we are pardoned, Lord,
In giving of ourselves that we receive,
And in dying we are born to eternal life.

O Master, grant that I may never seek
So much to be consoled as to console,
To be understood as to understand,
To be loved, as to love, with all my soul.

Make me a channel of your peace.
It is in pardoning that we are pardoned, Lord,
In giving of ourselves that we receive,
And in dying we are born to eternal life.

And in dying we are born to eternal life.

Character Formation – Dutifulness

Explain gently:

Saint Francis believed that it was his duty to:

- bring peace instead of anger
- forgive instead of holding grudges
- serve instead of seeking praise

This prayer reminds us that **dutiful living is not loud or proud**, but faithful and humble.

Christian Worldview Connection

Read **Micah 6:8**:

“What does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.”

Discuss briefly:

- How does this prayer reflect that verse?
- How can music help us remember what is right?

Closing Reflection (Optional)

Ask:

- How can we be “instruments of peace” this week?
- What small duty can we do faithfully?

Close with a short prayer, asking God to help us live out peace, humility, and service.

LESSON 4.5 – CHARACTER FORMATION

Dutiful: Authority, Obedience & Responsibility

Teaching Aim

To understand **right authority** as service, not power.

Teaching Discussion

Read Matthew 20:25 – 26…

25 Jesus called them together and said, "You know that the rulers of the Gentiles lord it over them, and their high officials exercise authority over them. 26 Not so with you. Instead, whoever wants to become great among you must be your servant,

Ask: "What do you think Jesus meant when He said this to His disciples?

Explain:

- Authority is meant to protect and guide; and to facilitate others to achieve their purpose.
- Obedience brings order and peace
- Authority must answer to God

Ask:

- What happens when leaders misuse power?
- Why does God care how authority is used?

Character Practice

Choose one:

- Follow instructions carefully
- Take responsibility for a task
- Practise respectful speech

Read Matthew 20:25-26 again; then connect to **Ephesians 6:1**…. *"Children, obey your parents because you belong to the Lord, for this is the right thing to do.'*

TOPIC 5	THE EMERGENCE OF IDEAS

Medieval Philosophy: Faith, Reason & Duty

Term Character Focus: DUTIFULNESS
Big Idea:
Medieval thinkers believed that learning was not about pride or cleverness, but about faithfully seeking truth under God.

Christian Worldview Thread:
God calls people to love Him with their minds as well as their hearts (Matthew 22:37). True thinking begins with humility and duty to truth.

LESSON 5.1 – HISTORY

How Medieval People Thought About Truth

Parent / Teacher Guidance

- This lesson introduces *ideas*, not technical philosophy.
- Keep explanations concrete and relational.
- Focus on **purpose**, not terminology.

Teaching Narrative (Read Aloud)

In the Middle Ages, people believed that **truth mattered deeply**. They did not think learning was just for personal success. They believed learning was a responsibility – a duty.

Most medieval thinkers believed that God created the world with order and meaning. Because of this, they believed the human mind was meant to **seek understanding**, not invent truth for itself. Learning was a way of honouring God.

Medieval philosophers asked careful questions. They studied Scripture, observed the natural world, and read the writings of earlier thinkers. They believed faith and reason worked together. Faith guided the mind, and reason helped explain what faith taught.

Schools and universities slowly developed, often connected to churches or monasteries. Teachers and students gathered to listen, debate respectfully, and seek wisdom. Disagreements were allowed, but pride

was discouraged. The goal was not to win arguments, but to understand truth more clearly.

Medieval thinkers believed that knowledge brought responsibility. If you understood something to be true, you were expected to live according to it. Learning was never meant to be separated from character.

Narration

Tell back everything you can remember … or…

- **F–2:** Tell one reason medieval people liked learning
- **Years 3–4:** Explain how faith guided learning
- **Years 5–6:** Describe how medieval learning involved responsibility

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Christian Worldview Connection

Read **Proverbs 1:7**…"*The fear of the LORD is the beginning of knowledge,*
but fools[a] despise wisdom and instruction…"

Discuss:

- Why does wisdom begin with God?
- How does learning become dangerous without humility?

LESSON 5.2 – GEOGRAPHY

Where Learning Took Place in the Middle Ages
Teaching Focus: Ideas grow in places shaped by community, safety, and purpose.

Parent/Tutor Says (Instructional Script)

"Today we are going to learn about **where learning took place in the Middle Ages**, and why certain places became important for education.

In medieval times, learning did not happen everywhere. Most people lived in small villages and worked on farms, and very few books existed. Because of this, learning tended to grow in **larger cities**, where people, books, and teachers could gather together."

"A **centre of learning** means a place where **knowledge, teachers, books, and students gathered together** in one location. These places slowly became what we now call **universities**."

(Pause.)

"Let's look at the map of Europe together."

(Allow time to open or point to the map.)

"First, let's find **Paris**."

(Point to Paris.)

"Paris was a large city with many churches and monasteries. These places kept books safe and taught reading, writing, and theology. Paris also had many respected teachers, so students travelled there to learn."

"Now let's find **Bologna**."

(Point to Bologna.)

"Bologna became famous for studying law. Teachers there were known for their deep knowledge, and students travelled from many regions to learn from them. Because Bologna already had a large population and safe streets, learning could grow there."

"Next, let's find **Oxford**."

(Point to Oxford.)

"Oxford grew near important travel routes. Like Paris and Bologna, it had churches, libraries, and teachers who were respected for their wisdom. Over time, it became known as a place where serious learning happened."

(Pause.)

"So why did these cities become centres of learning?"

"First, they already had **large populations**, which meant more people who could support teachers and students."

“Second, they had **churches or monasteries with libraries**. Books were rare and valuable in the Middle Ages, so learning stayed close to places that protected books.”

“Third, they had **teachers who were respected for their knowledge**. Students did not choose schools the way we do today. They followed teachers they trusted.”

“Fourth, these cities were **safer than rural areas**. The roads in and near cities were safer because many people were travelling on them. Thieves were less likely to attack busy roads.”

“Because of this safety, students were willing to travel long distances to reach these cities.”

(Pause.)

“So geography allowed students to gather. The **location** of these cities—near roads, rivers, and other travellers—made it possible for learning to grow.”

“As students arrived, more teachers followed. As more teachers arrived, learning increased. Slowly, schools grew into **universities**.”

“Once ideas began to gather in one place, they did not stay there. **Ideas spread along travel routes** as students returned home and shared what they had learned.”

(Brief pause.)

“This is how learning spread responsibly—through careful teaching, trusted communities, and safe places where people could think deeply.”

University of Bologna in 1250AD.

Parent/Tutor Says (Optional Visual Note)

"This picture shows the **University of Bologna around the year 1250**. It helps us imagine students and teachers gathering together long ago, listening carefully, and learning with purpose."

Parent/Tutor Says (Transition to Activities)

"Now we are going to choose an activity that matches your age. Each activity will help you remember that **learning grows best where people gather safely and with purpose**."

Differentiated Activities – Parent/Tutor Guidance

F–2

"I want you to draw a building where people learn.
As you draw, say with me: *'People came to learn together.'*"

Years 3–4

"You will label **one medieval learning centre** on your map.
Then write **one sentence** explaining why people travelled there to learn."

Years 5–6

"For this activity, explain **how geography helped ideas spread responsibly**.
Think about roads, safety, and how students carried ideas back to their homes. You may explain this in writing or by telling it aloud."

Christian Worldview Connection – Parent/Tutor Says

"Now I am going to read a verse from the Bible."

(Read slowly.)

'These were more fair-minded than those in Thessalonica, in that they received the word with all readiness, and searched the Scriptures daily to find out whether these things were so.'
— Acts 17:11

"This verse reminds us that **careful thinking and learning honour God**."

"In the Middle Ages, true learning required effort, travel, patience, and honesty. Students listened carefully, studied deeply, and tested ideas."

"When learning is done with humility and care, it becomes a way to honour God with our minds."

LESSON 5.3 – PICTURE STUDY

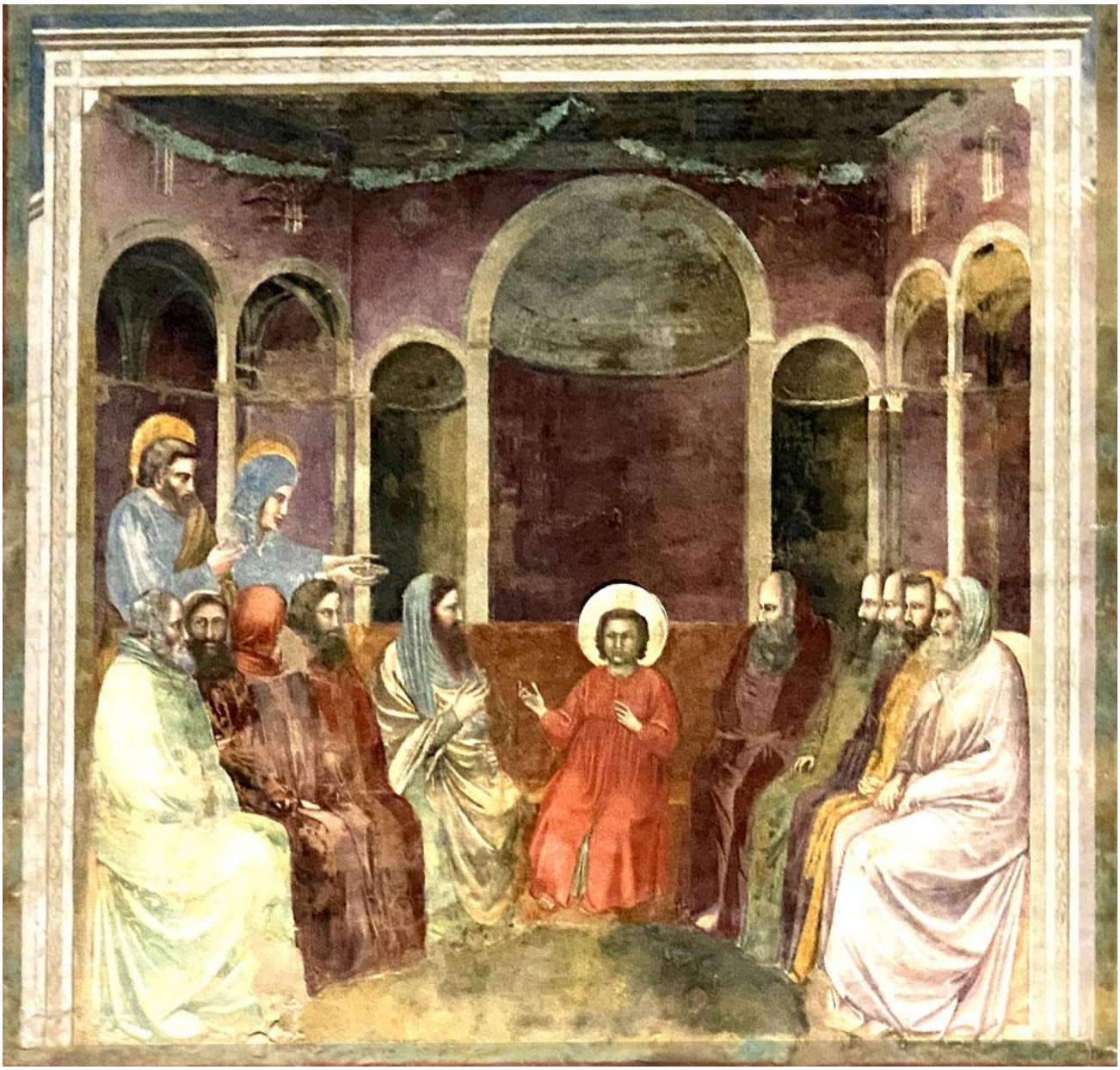
Painter = Giotto. **The painting =** ***Jesus Among the Doctors*** *(Scrovegni Chapel, Padua)*

Why This Painting Was Chosen

This scene shows **a young Jesus listening, questioning, and responding wisely** – a perfect model of dutiful learning.

Charlotte Mason Picture Study Method

1. Observe silently for one or two minutes
2. Remove the image



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3. Ask children to describe the picture in detail. If necessary ask…
    - In the painting, who is thinking?

    - Who is listening?
4. Re-show briefly … No interpretation lecture.

Gentle Reflection

Ask:

- Who shows humility in this picture?
- Who shows authority?

Christian Worldview Connection

Explain:
Jesus modelled **dutiful learning under God**, not pride.

LESSON 5.4 – COMPOSER STUDY

***The Prayer of Saint Francis* (Listening Again & Singing Together)**

Term Character Focus: DUTIFULNESS

Brief Reminder: Saint Francis

Saint Francis of Assisi

Remind the children briefly:

Saint Francis lived during the Middle Ages and believed it was his **duty to serve God by serving others**. He valued peace, humility, forgiveness, and faithfulness. The prayer we are listening to expresses these same ideas and helps us practise them with our hearts and voices.

Keep this reminder **very short** – no retelling needed.

Purpose of Today's Lesson (Say Aloud)

"Last time, we listened carefully to this music.
Today, we will listen again so the song becomes familiar to us – and then we will try singing along together."

Explain:
Getting to know a piece of music takes **time, patience, and attention**.

Step 1 – Listening Again (Recognition)

Listening Instructions

Ask children to:

- Sit comfortably and still
- Listen for parts they recognise
- Notice when the melody rises or becomes quieter

Do not interrupt the music.

Play the same recording again:
https://www.youtube.com/watch?v=fYz14jEoaeU

Step 2 – Gentle Recognition Narration

After listening, ask **one simple question per age group**.

Foundation–Year 2

- "Did this music sound familiar?"
- "Was it calm or strong?"

Years 3–4

- "What part of the song do you remember most?"

Years 5–6

- "Did the music help you understand the prayer more clearly this time? Why?"

Accept all thoughtful responses without correction.

Step 3 – Preparing to Sing

Explain gently:

In the Middle Ages, people often learned prayers and Scripture by **singing them together**. Singing helped people remember words, stay focused, and worship with unity.

Say:

"We are not singing to perform. We are singing to learn and remember."

Encourage:

- Gentle voices
- No shouting
- Careful listening to one another

Step 4 – Singing Along (Participation)

Play the recording again and invite the children to **sing along quietly**, especially on:

- the repeated lines
- the familiar phrases (e.g. *"make me an instrument of your peace"*)

Options for different comfort levels:

- Younger children may hum
- Older children may sing the words
- Some may sing only the chorus or key lines

All participation is valid.

Step 5 – Reflection on Singing

After singing, pause briefly.

Ask:

- "How did singing feel different from listening?"
- "Was it easier to remember the words this time?"

Explain:
Singing together requires **attention, self-control, and cooperation** – all parts of dutiful living.

Character Formation – Dutifulness

Explain gently:

Saint Francis believed that being faithful in small things – words, attitudes, actions – mattered greatly.
Singing carefully and respectfully is one way we practise **dutiful attention**.

Ask:

- How can we show duty when we sing?
- How can we show duty when we listen?

Christian Worldview Connection

Read **Colossians 3:16**:

"Let the word of Christ dwell in you richly… singing to God with gratitude in your hearts."

Explain:
Music helps God's Word stay in our hearts, not just our minds.

Optional Quiet Closing

Invite the children to sit quietly for a moment.

You may say:

"Think of one way you could be an instrument of peace today."

Close with a short prayer, thanking God for music that teaches us how to live faithfully.

Teacher / Parent Notes (Charlotte Mason Emphasis)

- Repetition is intentional – it builds relationship with the music
- Singing is **participation, not performance**
- One or two repetitions across the term is sufficient
- Stop before children become tired

LESSON 5.5 – CHARACTER FORMATION

Dutifulness in Thinking & Learning

Teaching Aim

To help children understand that **thinking itself carries moral responsibility**.

Teaching Discussion

Explain:

- Medieval students studied even when learning was hard
- They believed truth was worth effort
- Dutiful thinking means listening carefully and learning honestly

Ask:

- Is it dutiful to ignore truth because it is difficult?
- How can thinking become selfish instead of faithful?

Character Practice

Choose one:

- Listen without interrupting
- Complete a difficult task carefully
- Admit when you don't know something

Connect to **Luke 16:10**… [10] "Whoever can be trusted with very little can also be trusted with much, and whoever is dishonest with very little will also be dishonest with much."

TOPIC 6	KINGS & QUEENS

Rule, Responsibility & Dutiful Leadership

Term Character Focus: DUTIFULNESS

Big Idea:
In the Middle Ages, kings and queens were expected to rule with justice, self-control, and responsibility. Authority was seen as a duty before God, not a privilege for personal gain.

Christian Worldview Thread:
God appoints authority to serve, protect, and uphold justice. Leaders are accountable to God for how they rule (Psalm 72:1–4; Romans 13:1).

LESSON 6.1 – HISTORY

Kings and Queens in the Middle Ages

Parent / Teacher Guidance

- Keep the focus on **role and responsibility**, not lists of monarchs.
- Emphasise *expectations* of leadership.
- Require narration.

Teaching Narrative (Read Aloud)

In the Middle Ages, kings and queens were not only rulers – they were **guardians of order**. People believed that God allowed certain individuals to rule so that society could be protected from chaos and injustice.

A medieval king was expected to defend the land, enforce laws, and ensure peace. A queen often helped govern, advised wisely, and cared for the needs of the people. Their lives were shaped by ceremony, duty, and responsibility.

Coronations were serious events. Kings promised before God to rule justly. This reminded everyone that authority was not absolute – it was **given** and could be misused.

Some rulers ruled wisely and faithfully. Others ruled selfishly. Medieval people understood that when rulers forgot their duty, the whole kingdom suffered.

Because of this, stories, laws, and traditions developed to remind rulers that power must be exercised with humility and care. The stories about King Arthur and about Robyn Hood reminded rulers of their duty to be fair and just.

Narration

Tell back everything you can remember … or…

- **F–2:** Tell one job a king had
- **Years 3–4:** Explain why kings had rules to follow
- **Years 5–6:** Describe why authority was seen as a responsibility

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Christian Worldview Connection

Read **Psalm 72:1–2**.
A Psalm of Solomon.

[1] Endow the king with your justice, O God,
the royal son with your righteousness.
[2] May he judge your people in righteousness,
your afflicted ones with justice

Discuss:

- What does God expect from leaders?
- Why is justice important?

Activity Options:

1. Make a royal costume for a king or queen including a tunic or long dress, and tie with a decorative rope. Kings and queens often had a robe with fur around the neck and shoulders, sometimes a diagonal sash, plus a crown or tiara, and a royal sceptre.

2. For younger children, look through Mother Goose's Nursery Rhymes to find references to kings and queens. Dramatise several (eg., Old King Cole, Good King Wenceslas, or the Queen of Hearts).

3. Sing the song "God Save the King".

4. How is a present-day palace of a king or queen different from a castle of the past?
(Watch the video… “Castle” by David Macaulay.

5. Noblemen were given land by the king. When a nobleman received the land (called his manor), he put his hands between the king’s hands saying “I am your man”. The king then gave him a coat of arms or symbol of his kingdom. It’s not really a ‘coat’. It’s a special design that can include a shield, helmet, a special motto, and other decorations, plus ‘supporters’ (ie., humans or animals at the sides holding up the shield). However, it was often painted on a ‘surcoat’ which was a robe covering a knight’s armour. Does your family have coat of arms or heraldic shield? If not, learn more about a coat of arms (try youtube or a library book) then make your own with appropriate symbols.

LESSON 6.2 – GEOGRAPHY

Kingdoms, Borders & Responsibility for Land
Teaching Focus: Kings ruled real places, not imaginary lands.

Parent/Tutor Says (Instructional Script)

"Today we are going to learn about **kingdoms, borders, and responsibility for land** in the Middle Ages.

In medieval times, kings did not rule imaginary lands or ideas on paper. They ruled **real places** with rivers, forests, farms, towns, roads, and people living there."

"Let's look carefully at our **map of medieval Europe**."

(Pause while the map is opened or displayed.)

"First, let's find **England**."

(Point to England.)

"England is an island. Being surrounded by water helped protect it from enemies, but it also meant kings had to guard ports and coastlines carefully."

"Now let's find **France**."

(Point to France.)

"France is much larger and is connected to other lands by long borders. This meant the king of France had many neighbouring kingdoms and many places to protect."

(Pause.)

"Let's look closely at the **borders** between these kingdoms."

(Trace a border line with your finger.)

"A border is a line that shows where one kingdom ended and another began. Borders mattered because they helped kings know **which land they were responsible for**."

"Borders were important for **defence**. If an enemy crossed a border, the king knew he needed to protect his people."

"Borders were also important for **trade**. Goods like food, cloth, and tools moved across borders. Kings needed to control roads and crossings to keep trade fair and safe."

"Borders mattered for **law** as well. Inside a kingdom, the king's laws applied. People expected protection, order, and justice within those borders."

(Pause.)

"So geography shaped how kings ruled. A king had to understand the **shape of the land**, where borders lay, where people lived, and how far his rule reached."

“A wise king did not just think about power. He thought about **protection, responsibility, and care** for the land and the people who lived on it.”

“Geography helped kings decide where to build castles, where to station soldiers, and how to keep peace within their kingdom.”

Parent/Tutor Says (Transition to Activities)

“Now we are going to choose an activity that matches your age. Each activity will help you remember that **kings were responsible for real land and real people**.”

Differentiated Activities – Parent/Tutor Guidance

F–2

“For this activity, you will colour **one kingdom** on your map.
As you colour, say with me: *‘This land belongs to the king.’*”

(Encourage clear pointing and repetition.)

Years 3–4

“You will label **one kingdom** and draw or trace a **border line**.
Then write **one sentence** explaining how a king protected the land inside that border.”

Years 5–6

“For this activity, explain **how geography affected leadership decisions**.
Think about borders, size of land, neighbouring kingdoms, and defence. You may explain this in writing or by telling it aloud.”

Christian Worldview Connection – Parent/Tutor Says

“Now I am going to read a verse from the Bible.”

(Read slowly.)

‘The earth is the Lord’s, and everything in it, the world, and all who live in it.’
— Psalm 24:1

“This verse reminds us that **all land belongs to God**.”

“In the Middle Ages, kings were not meant to see themselves as owners of the land. They were **caretakers**.”

“A good ruler understood that he was responsible to God for how he protected the land and cared for the people.”

“So when we study geography and kingdoms, we remember that leadership involves more than taking control. It’s about **stewardship, responsibility, and care**.”

LESSON 6.3 – PICTURE STUDY

This painting is called “The Order of the Bath”, a hand-painted oil reproduction on canvas by Charles Burton Barber.

Charlotte Mason Picture Study Method

1. Observe silently for one full minute
2. Remove the image
3. Narrate from memory
4. Re-view briefly

Artist & Artwork

Charles Burton Barber was a British artist known for paintings that gently reflect loyalty, imagination, and care.

This painting playfully echoes medieval ideas of **knighthood, ceremony, and preparation for duty**.

About the Painting

“The Order of the Bath” is an interesting name. I think it’s a fun play on words.

The Most Honourable Order of the Bath is a British order of chivalry founded by King George I on 18 May 1725. The king gave out the knighthood award to senior military officers (and sometimes civil servants) who had shown exceptional bravery or outstanding service to the country. The name derives from an elaborate medieval ceremony for preparing a candidate to receive his knighthood, of which ritual bathing (as a symbol of purification) was part of the process. While not all knights went through such an elaborate bathing ceremony, knights who did were known as "knights of the Bath".

It is easy to imagine that the little girl in the picture had read the stories of the brave knights of old; and perhaps she had named her dog “Sir Galahad” and the cat “Lady Guinevere” from the King Arthur stories. So, Lady Guinevere is sitting in the royal grandstand applauding the brave knight being ceremonially washed in readiness to receive his award.

Christian Worldview Connection

Explain:
Preparation and ceremony remind us that **important duties deserve respect**.

Read **Luke 16:10** again…. *‘“Whoever can be trusted with very little can also be trusted with much, and whoever is dishonest with very little will also be dishonest with much.”*

LESSON 6.4 – COMPOSER STUDY

Courtly Music & *Greensleeves*

Greensleeves is a very old English song that people have been singing for hundreds of years. It is often linked with the time of knights, castles, and royal courts, and it was likely played on instruments such as the **lute** or **flute**. The melody is gentle and a little sad, which helps listeners imagine life long ago, when music was often played quietly in halls or homes rather than on big stages. Songs like *Greensleeves* remind us that medieval music was meant to be **listened to carefully**, not rushed, and that it followed patterns and rules – just like many parts of medieval life.

Preparation

Parent/Tutor prepares the space:

- Quiet room, minimal distractions
- Comfortable seating
- No pencils, paper, or distractions
- Music ready to play

Listening

1. *Greensleeves* – male vocal sung with lyric – a medieval love song = https://www.youtube.com/watch?v=-3iE4IStfRs

2. *Greensleeves* – medieval lute/flute version (instrumental no words) = https://www.youtube.com/watch?v=_VtpGAwFCiU

3. *Fantasia on Greensleeves* – orchestral arrangement by Vaughan Williams = https://www.youtube.com/watch?v=oWz-Hfw4fnk

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Guided Discussion

- Which sounds older?
- Which feels more formal?
- How does music reflect the setting of kings and courts?

Explain:
Courtly music followed rules and form, just like court life.

Christian Worldview Connection

Read **Ecclesiastes 3:1**… "There is a time for everything,
and a season for every activity under the heavens:
Explain that order and timing honour God."

LESSON 6.5 – CHARACTER FORMATION

Dutiful Leadership & Obedience

Teaching Aim

To understand **Dutifulness** as faithfulness in responsibility.

Teaching Discussion

Explain:

- Kings were expected to obey God's law
- Authority without self-control leads to harm
- Dutiful leaders serve others, not themselves

Ask:

- Can someone be powerful but not dutiful?
- Why is obedience important even for leaders?

Character Practice

Choose one:

- Complete a responsibility without reminders
- Lead a small task fairly
- Practise respectful obedience

Connect to **Luke 16:10**… *''"Whoever can be trusted with very little can also be trusted with much, and whoever is dishonest with very little will also be dishonest with much."*

TOPIC 7	CHINA (MING DYNASTY)

Order, Responsibility & Service in a Great Civilisation

Term Character Focus: DUTIFULNESS

Big Idea:
During the Ming Dynasty, Chinese society was organised around duty – duty to family, duty to ruler, and duty to tradition. Order and responsibility were considered essential for a stable society.

Christian Worldview Thread:
All people are made in God's image and seek order, justice, and meaning. While cultures differ in belief, God's moral law written on the heart can be seen in how societies value duty, respect, and responsibility (Romans 2:15).

LESSON 7.1 – HISTORY

Life in Ming Dynasty China

Parent / Teacher Guidance

- Present Ming China as a **real, complex civilisation**, not an "exotic" curiosity.
- Focus on **daily life, structure, and responsibility**.
- Encourage narration.

Introduction:

For the next two weeks we are going to explore traditional Chinese culture. After reading and narrating the story about China in the Ming Dynasty, go to your local library and collect a number of books about traditional Chinese culture (living in China, in the past and now). Try to find out how your way of life is the same and different to a child in a Chinese family. Also, how are Chinese celebrations and commemorations the same or different from ours?

Teaching Narrative (Read Aloud)

Now…Listen carefully to this story, so you can tell it back to me at the end….

The Ming Dynasty ruled China for nearly three hundred years, from 1368 to 1644. During this time, China was one of the most organised and advanced societies in the world. Cities were large, trade was busy, and government systems were carefully structured.

Family life was extremely important. Children were taught from a young age to respect parents and elders. Obedience and loyalty were seen as duties that helped keep harmony within the family and the wider community.

Many people worked as farmers, craftsmen, or traders. Others served the government as officials. Government workers were expected to act honestly and responsibly, because their actions affected many people. Failing in duty was considered a serious matter.

Education was valued, especially for boys who hoped to become government officials. Students studied for many years to pass difficult exams. These exams tested knowledge, memory, and careful thinking. Success brought honour, but it also brought responsibility.

Although Ming China did not worship the Christian God, many of its values reflected God's design for order: respect for authority, commitment to learning, and responsibility to others.

Narration

- **F–2:** Tell one thing people did each day
- **Years 3–4:** Explain why family duty mattered
- **Years 5–6:** Describe how duty shaped Ming society

Optional Activities:

- **Collect books:** Go to your local library and take out a selection of books → stories about Chinese children, families, lifestyle. See how many of the following questions and activities you can accomplish; or just choose some.
- **Discuss Family Roles:** What are the various roles of mothers, fathers, children, grandparents, other relatives? How have these roles changed from previous eras?
- **Celebrations:** How do Chinese people celebrate birthdays, seasons, and special cultural festivals?
- **Houses:** What kinds of houses do they live in? Were traditional Chinese houses different in earlier years? (100 years ago; 500 years ago; etc)
- **Clothing:** What kind of clothes did traditional Chinese people wear? Are there any traditional costumes or clothing for special occasions?
- **Silk:** What is silk? How is silk made?
- **Fun & Games:** What do Chinese children do for fun and games (traditional & modern)? Are there Chinese games that are different from games played in Australia?
- **Food:** What kind of food do Chinese people eat; and how do they cook or prepare their food? Was there a traditional food?
- Learn how to use chopsticks for eating.
- Prepare and cook some traditional Chinese food.
- Dress up in Chinese costume, and have a Chinese meal while listening to Chinese music.
- **Significant historical sites:** Find pictures and information about these historical sites…. The Great Wall; Emperor Quin's Terracotta Soldiers and the Forbidden City.
  Discuss what they reveal about the past. Discuss what is a historical site and why we need to preserve them.
- **Animals:** What sort of animals are in China? Are there any that we do not have in Australia?

- **Folktales:** Read Chinese folktales or myths. Some examples of folktales you might find include the story of the *Nightingale*, the *Five Chinese Brothers*, *The Story of Ping*, and *The Tale of the Blue Willow*. Do they sound like any story you know from European, American or Australian folklore? Create an illustration for the folktale you read.
  Dramatise (act out) a play of one of the stories.

Christian Worldview Connection

Read **Romans 13:7**… *" Give to everyone what you owe them: If you owe taxes, pay taxes; if revenue, then revenue; if respect, then respect; if honour, then honour."*
Discuss:

- Why do societies need order?
- How does responsibility help communities flourish?

LESSON 7.2 – GEOGRAPHY

China's Land, Rivers & Responsibility
Teaching Focus: China's geography shaped how people lived and governed.

Parent/Tutor Says (Instructional Script)

"Today we are going to learn about **China's land and rivers**, and how geography shaped the way people lived, worked together, and governed their land.

When we study geography, we are not just learning names on a map. We are learning how the land itself **influences responsibility, cooperation, and leadership**."

"Let's look at our **map of China** together."

(Pause while the map is opened or displayed.)

"First, let's find the **Yellow River**."

(Point to the Yellow River.)

"The Yellow River is one of the most important rivers in China's history. It flows through wide plains where people could farm crops like grain."

"Now let's find the **Yangtze River**."

(Point to the Yangtze River.)

"The Yangtze River is even longer. It provided water for farming, fishing, and travel. Along this river, large cities grew because people needed water, food, and ways to move goods."

(Pause.)

"Let's also notice the **mountains and plains** on the map."

(Trace mountainous areas, then flatter land.)

"Mountains made travel difficult and protected regions, while plains allowed farming and settlements to grow. This meant people did not live evenly across the land. They gathered where the land could **support life**."

(Pause.)

"Rivers supported farming by providing water for crops. They also helped people transport food and supplies. But rivers could also flood, which meant people had to work together carefully."

"Because of this, geography required **cooperation and careful planning**."

"People had to build canals, organise farming schedules, store food, and protect cities from floods. This could not be done by one person alone."

(Pause.)

“Leaders in China had to understand the land well. They needed to organise workers, plan irrigation, and make decisions that helped many people at once.”

“So geography shaped how people lived and how they were governed. The land itself required **organisation, shared effort, and responsible leadership**.”

Parent/Tutor Says (Transition to Activities)

“Now we are going to choose an activity that matches your age. Each activity will help you remember that **the land required people to work together wisely**.”

Differentiated Activities – Parent/Tutor Guidance

F–2

“I want you to draw a **river with farms nearby**.
As you draw, say with me: *‘People worked together.’*”

(Encourage simple drawings and repetition.)

Years 3–4

“You will label **one river** and **one city** on your map.
Then write **one sentence** explaining how the river helped people farm.”

Years 5–6

“For this activity, explain **how geography required organised leadership**.
Think about rivers, flooding, farming, and large populations. You may explain this by writing or by telling it aloud.”

All Ages: Geography… Where do Chinese families live? Where do they shop? Where do they play? Mapwork: show where they live on a world map or globe, then compare with our own location on the map or globe. Photocopy or print a world map, then draw a possible pathway (shipping route) that a trading ship would need to take to travel from Hong Kong (a major trading centre) to Sydney or Brisbane.

Christian Worldview Connection – Parent/Tutor Says

“Now I am going to read a verse from the Bible.”

(Read slowly and clearly.)

‘The Lord God took the man and put him in the Garden of Eden to work it and take care of it.’
— Genesis 2:15

“This verse reminds us that God gave humanity the responsibility to **care for the land wisely**.”

“In China, people learned that caring for land required planning, cooperation, and leadership.”

“When people respected the land and worked together, communities could grow and thrive.”

“So geography teaches us not only about places—but about **responsibility, stewardship, and working together in God’s world**.”

LESSON 7.3 – PICTURE STUDY

Ming Dynasty Porcelain

Beauty Through Order

Why This Artwork Was Chosen

Ming porcelain shows:

- Careful craftsmanship
- Order and balance
- Respect for tradition

These qualities reflect **dutiful work**.

Charlotte Mason Picture Study Method

1. Observe silently for one full minute
2. Remove the image
3. Ask children to describe:
    - Colours
    - Patterns
    - Shapes
4. Re-view briefly

Avoid lecturing about symbolism.

Gentle Reflection

Ask:

- What does this object tell us about the maker?
- Why does careful work matter?

Christian Worldview Connection

Explain:
Skill and beauty reflect God’s creativity, even when people do not know Him fully.

LESSON 7.4 – COMPOSER STUDY

Traditional Chinese Music

Order, Restraint & Harmony

Traditional Chinese music

Listening

Choose one piece for:

- Guqin
- Bamboo flute (dizi)

Instructions:

- Sit still
- Listen quietly
- Notice pauses and tone

Guided Discussion

- Is the music busy or calm?
- How does it show self-control?

Explain:
Traditional Chinese music valued **restraint and harmony**, not loudness.

Christian Worldview Connection

Read **1 Corinthians 14:33**… "For God is not a God of disorder but of peace—as in all the congregations of the Lord's people."

Explain that peace and order reflect God's character.

LESSON 7.5 – CHARACTER FORMATION

Dutifulness in Family & Society

Teaching Aim

To help children understand **duty beyond self**.

Teaching Discussion

Explain:

- Ming children learned duty early
- Respect maintained peace
- Duty sometimes required sacrifice

Ask:

- Why is thinking only about yourself harmful?
- How does duty protect others?

Character Practice

Choose one:

- Honour parents or elders through obedience
- Complete chores carefully
- Show respect in speech

Connect to **Ephesians 6:1–3**… "*Children, obey your parents in the Lord, for this is right.* **2** *"Honor your father and mother"—which is the first commandment with a promise—* **3** *"so that it may go well with you and that you may enjoy long life on the earth."*[a]

TOPIC 8	CHINA (MING DYNASTY)

Trade, Art & Responsibility in a Connected World

Term Character Focus: DUTIFULNESS

Big Idea:
During the Ming Dynasty, China was connected to the wider world through trade, craftsmanship, and diplomacy. Duty extended beyond family and nation to responsibility in dealings with others.

Christian Worldview Thread:
God is Lord of all nations. As people trade, travel, and share ideas, they are responsible to act justly, honestly, and peaceably (Micah 6:8; Acts 17:26).

LESSON 8.1 – HISTORY

Trade, Craft & Global Influence in Ming China

Parent / Teacher Guidance

- Emphasise **connection**, not conquest.
- Show how responsibility grows with influence.
- Encourage narration.

Teaching Narrative (Read Aloud)

By the time of the Ming Dynasty, China was not isolated from the rest of the world. Chinese goods such as silk, porcelain, paper, and tea were highly valued far beyond China's borders. Merchants travelled great distances to trade these goods, and foreign traders came to Chinese ports.

Chinese craftsmen were known for their patience and skill. Porcelain makers, for example, followed careful processes that took time and discipline. Their work reflected a belief that quality mattered, and that careless work dishonoured both the maker and the community.

The Ming government carefully controlled trade. Officials believed that order and responsibility were necessary to protect society. Trade brought wealth, but it also brought risk. Leaders believed they had a duty to manage trade wisely.

China's influence reached many parts of Asia and beyond. With influence came responsibility. Decisions made by leaders and merchants affected many people, reminding us that duty grows as our reach grows.

Narration

- **F–2:** Name one thing China traded
- **Years 3–4:** Explain why careful work mattered
- **Years 5–6:** Describe how trade increased responsibility

Optional Activities

- **Virtues:** The Chinese were taught that there were Five Virtues that lead to right living. These virtues were kindness, good manners, knowledge, uprightness, and honour. Make a list of five Christian virtues that you think are necessary for right living. Are they the same as the Chinese list?
- Theatre: Find out about traditional Chinese theatre and puppetry.
- Movie: Watch the old movie about the life of Gladys Aylward the missionary to China, to get an understanding of the traditional way of life of the Chinese.
  The movie is called "The Inn of the Sixth Happiness".

Christian Worldview Connection

Read **Luke 12:48**. . *"From everyone who has been given much, much will be demanded; and from the one who has been entrusted with much, much more will be asked."*
Discuss:

- Why does responsibility increase with opportunity?
- How should influence be used wisely?

LESSON 8.2 – GEOGRAPHY

Trade Routes, Seas & Responsibility Between Nations
Teaching Focus: Trade connects places and people.

Parent/Tutor Says (Instructional Script)

"Today we are going to learn about **trade routes, seas, and responsibility between nations**, and how geography shaped the way goods and ideas travelled in the medieval world.

Trade is what happens when people in different places **exchange goods** they have for goods they need. Trade helps people survive, but it also helps people **connect**."

"Let's look at our **map of Asia** together."

(Pause while the map is opened or displayed.)

"First, let's find **China**."

(Point to China on the map.)

"China is a very large land with mountains, deserts, rivers, and long coastlines. Because of its size and location, China had many valuable goods that other regions wanted."

"These goods included silk, tea, spices, porcelain, and tools."

(Pause.)

"Now let's trace some **land trade routes**."

(Slowly trace routes across the map.)

"These land routes crossed mountains, plains, and deserts. Traders travelled on foot, with animals, or in caravans. These routes later became known as parts of the **Silk Road**."

"Land routes were slow and difficult, but they allowed goods to move between far-away places. Along these routes, people also shared **ideas, stories, inventions, and beliefs**."

(Pause.)

"Now let's look at the **sea routes**."

(Trace routes from Chinese ports across the sea.)

"China also traded by sea. Ships travelled from Chinese ports to other parts of Asia and beyond."

"Sea travel allowed people to carry larger loads and reach distant places more quickly, but it also required knowledge of winds, weather, and navigation."

(Pause.)

“So geography shaped how goods and ideas travelled. Mountains and deserts shaped land routes. Seas and coastlines shaped sea routes.”

“Because trade connected nations, it also created **responsibility**. Traders needed to act honestly. Leaders needed to protect routes. Nations needed to cooperate.”

“Trade helped people understand that they were not alone in the world. They were connected to others beyond their borders.”

Parent/Tutor Says (Transition to Activities)

“Now we are going to choose an activity that matches your age. Each activity will help you remember that **trade connects people and places**.”

Differentiated Activities – Parent/Tutor Guidance

F–2

“I want you to draw a **boat on the sea**.
As you draw, say with me: *‘People traded goods.’*”

(Encourage simple drawings and clear speech.)

Years 3–4

“You will label **China** on your map and draw or label **one trade route**.
Then write **one sentence** explaining why people travelled to trade.”

Years 5–6

“For this activity, explain **how geography helped China connect with other regions**.
Think about land routes, sea routes, and the goods people wanted. You may explain this in writing or by telling it aloud.”

Christian Worldview Connection – Parent/Tutor Says

“Now I am going to read a verse from the Bible.”

(Read slowly and clearly.)

‘From one man He made all the nations, that they should inhabit the whole earth; and He marked out their appointed times in history and the boundaries of their lands.’
— Acts 17:26

“This verse reminds us that God placed nations **where they are for a reason**.”

“Different lands have different resources, and trade allows people to share what they have with others.”

“When trade is done honestly and wisely, it helps nations cooperate rather than compete.”

“So, geography teaches us that we are connected—and that with connection comes **responsibility, fairness, and care for others**.”

LESSON 8.3 – PICTURE STUDY

Ming Dynasty Scroll Painting

Life, Work & Harmony

Why This Artwork Was Chosen

Scroll paintings often show:

- Daily work
- Community life
- Harmony and order

They reflect a society shaped by **duty and responsibility**.

Charlotte Mason Picture Study Method

1. Observe silently for one full minute
2. Remove the image
3. Ask children to describe:
    - People
    - Activities
    - Setting
4. Re-view briefly

Avoid interpretation lectures.

Reflection

Ask:

- What duties do you see?
- How do people depend on one another?

Christian Worldview Connection

Explain:
All honest work has dignity because God created humans to work and care for one another.

LESSON 8.4 – COMPOSER STUDY

Traditional Chinese Music (Second Selection)

Calm, Balance & Order

Traditional Chinese music

Listening

Choose a **different piece** from Week 7, such as:

- Erhu solo
- Xiao (vertical bamboo flute)

Guided Discussion

- Is the music loud or quiet?
- How does it use space and silence?

Explain:
This music values **balance and restraint**, much like Ming society valued order.

Christian Worldview Connection

Read **Psalm 46:10**.

He says, "Be still, and know that I am God;
I will be exalted among the nations,
I will be exalted in the earth."

Explain that stillness helps us listen and reflect.

LESSON 8.5 – CHARACTER FORMATION

Dutifulness in Trade, Work & Relationships

Teaching Aim

To help children understand **ethical responsibility**.

Teaching Discussion

Explain:

- Trade requires honesty
- Work affects others
- Duty includes fairness and trust

Ask:

- What happens when people cheat?
- Why does God care about honesty?

Character Practice

Choose one:

- Practise honesty in a game
- Complete work carefully
- Share fairly

Connect to **Proverbs 11:1**. *"The LORD detests dishonest scales, but accurate weights find favour with him."*

UNIT CLOSING REFLECTION

Gather students and reflect together:

Ask:

- How did different cultures value duty?
- What did kings, knights, craftsmen, and families have in common?
- How can *we* live dutifully today?

Explain:
Although cultures and beliefs differ, God's design for **order, responsibility, and faithfulness** can be seen across history.

Close with prayer, thanking God for:

- History that teaches us
- Other cultures
- The call to live faithfully in our own time

TOPIC 9	CULMINATING PROJECT OR ASSESSMENT

TERM ASSESSMENTS – MIDDLE AGES

Primary (Foundation–Year 6)
Character Focus: DUTIFULNESS

ASSESSMENT 1 – ORAL NARRATION & DISCUSSION

(Ongoing / Informal)

Purpose

To assess:

- Understanding of historical and cultural ideas
- Ability to communicate ideas clearly
- Growth in attentive listening and responsible participation

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Foundation–Year 2

Task

- Student orally tells:
  - One thing they remember about medieval life **or**
  - One thing they learned about China

Teacher/Parent Observes

- Can the child recall details?
- Can they stay on topic?
- Are they respectful when others speak?

✔ Evidence of dutifulness: listening carefully, waiting their turn

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Years 3–4

Task

- Student gives a short oral narration explaining:

    - A role (king, knight, monk, craftsman, official), **or**
    - How duty helped a society work well

Teacher/Parent Observes

- Clear sequence of ideas
- Use of topic vocabulary
- Willingness to speak thoughtfully

✔ Evidence of dutifulness: careful explanation, effort to be accurate

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Years 5–6

Task

- Student orally explains:
    - How duty shaped leadership, learning, or work in one culture studied
    - One comparison between medieval Europe and Ming China

Teacher/Parent Observes

- Depth of explanation
- Ability to connect ideas
- Respectful tone

✔ Evidence of dutifulness: responsibility in thinking and speaking

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ASSESSMENT 2 – WRITTEN / DRAWN NARRATION

(1–2 lessons at end of term)

Purpose

To assess:

- Historical understanding
- Communication skills
- Careful completion of work

Foundation–Year 2

Task

- Draw a picture of:
    - A knight, king, town, or Chinese worker
- Adult writes down the child's explanation

✔ Evidence of dutifulness:

- Completing the task
- Attempting to explain clearly

Years 3–4

Task

- Write one short paragraph (or 4–5 sentences):
  - "A dutiful person in the Middle Ages was…"
  - OR "People in Ming China showed duty by…"

✔ Evidence of dutifulness:

- Neatness
- Staying focused
- Completing the task carefully

Years 5–6

Task

- Write a short response (1–2 paragraphs):
  - Explain how **duty shaped daily life or leadership**
  - Include one example from Europe or China

✔ Evidence of dutifulness:

- Thoughtful organisation
- Accurate detail
- Careful editing

ASSESSMENT 3 – CHARACTER REFLECTION

(Very simple, end of term)

Purpose

To assess:

- Internalisation of **DUTIFULNESS**
- Ability to connect history to personal life

Foundation–Year 2

Task

- Answer orally or draw:
  - "One way I can be dutiful is…"

✔ Evidence of dutifulness:

- Willingness to reflect
- Honest effort

Years 3–4

Task

- Complete the sentence (spoken or written):
  - "Dutifulness means…"
  - "I can show dutifulness by…"

✔ Evidence of dutifulness:

- Sincere answers
- Thoughtful examples

Years 5–6

Task

- Short written reflection:
  - "Which person or group we studied showed dutifulness best, and why?"
  - "How does duty help communities work well?"

✔ Evidence of dutifulness:

- Personal insight
- Connection to learning

ASSESSMENT 4 – TEACHER / PARENT OBSERVATION CHECKLIST

(Simple tick or notes)

Observe across the term:

- ☐ Listens attentively
- ☐ Completes tasks responsibly
- ☐ Shows respect in discussion
- ☐ Attempts careful work
- ☐ Demonstrates growing understanding of duty

This supports **HASS inquiry and communication skills** without formal testing.

OPTIONAL: SINGLE SUMMARY TASK (ALL AGES)

Task

"Choose one person we studied (king, knight, monk, craftsman, or official) and explain how they showed duty."

You may allow:

- Oral narration
- Drawing + explanation
- Short written response

FINAL NOTE FOR PARENTS & TEACHERS

These assessments are designed to:

- Honour **Charlotte Mason principles**
- Respect **child development**
- Emphasise **formation over performance**

They give you **clear evidence of learning** without turning history into a burden.

TERM RUBRIC – MIDDLE AGES

Primary (Foundation–Year 6)
Character Focus: DUTIFULNESS

FOUNDATION – YEAR 2 RUBRIC

Area	Developing	Satisfactory	Strong
Historical Understanding	Recalls a few details with support	Retells key ideas with help	Retells ideas clearly and confidently
Communication (Narration)	Shares short or incomplete responses	Gives a simple oral explanation	Speaks clearly with detail
Engagement & Effort	Needs reminders to stay focused	Completes tasks with guidance	Works attentively and willingly
Dutifulness (Character)	Beginning to follow responsibilities	Usually follows instructions	Shows responsibility and care

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YEARS 3–4 RUBRIC

Area	Developing	Satisfactory	Strong
Historical & Cultural Understanding	Identifies basic facts	Explains ideas with examples	Explains ideas clearly and accurately
Communication (Oral/Written)	Narration lacks detail	Narration is clear and organised	Narration is thoughtful and detailed
Use of Learning Skills	Needs guidance to complete work	Completes work responsibly	Works carefully and independently
Dutifulness (Character)	Sometimes avoids responsibility	Usually shows responsibility	Consistently shows faithfulness

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YEARS 5–6 RUBRIC

Area	Developing	Satisfactory	Strong
Historical & Geographical Understanding	Describes ideas simply	Explains ideas with reasons	Explains ideas with insight
Communication & Thinking	Responses lack clarity	Responses are organised	Responses are clear and reflective
Learning Responsibility	Needs reminders to stay focused	Completes work reliably	Works diligently and thoughtfully
Dutifulness (Character)	Inconsistent responsibility	Usually faithful in duties	Models responsibility and care

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OPTIONAL: SINGLE OVERALL GRADE (ALL AGES)

If you prefer a **single summary judgement**, use:

- **Developing** – Student is beginning to understand ideas and responsibilities
- **Satisfactory** – Student understands key ideas and fulfils responsibilities
- **Strong** – Student shows clear understanding and faithful effort

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HOW TO USE THIS RUBRIC (Parent / Teacher Notes)

- Base judgments on:
  - Narration
  - Participation
  - Care shown in work
  - Growth over time
- No tests are required
- Written work may be brief
- Oral narration is valid evidence

This rubric aligns naturally with:

- Inquiry skills
- Communication
- Civic understanding
- Character formation