Unit 7

“Middle Ages

(& Dutifulness)”

Prep to Grade 6

ENGLISH

ENGLISH (Grades 0-6)

“Middle Ages (& Dutifulness)”

SUMMARY:

This English & literature and writing course uses classic medieval moral storytelling to build listening, narration, thinking, and writing skills. Through carefully written stories inspired by St Francis, medieval saints, *Everyman*, Robin Hood, Sir Gawain, King Arthur, and Boethius, students explore themes of kindness, obedience, responsibility, courage, integrity, leadership, consequences, and true wisdom. Each week includes two story-based lessons and one related writing lesson, all following a consistent structure of attentive listening, mental imagery, oral narration, discussion, and age-appropriate writing, enabling students to grow in comprehension, expression, and character while learning to see literature as a guide for wise and thoughtful living.

RESOURCES:

The lessons are designed to provide the parent with comprehensive instructions for everything they need to say and do with the students. However, they will also need a few extra items...

- You will also need an **English Journal** (i.e., a lined exercise book for writing responses to questions, planning notes for creative projects, and other activities).
- A **Bible**
- It is also helpful to have a good **dictionary**.

To enjoy a richer learning experience, you could supplement the lessons with extra classic literature 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	Description	Page
Topic 1	**Kindness & Humility** **Source Inspiration:** *St Francis of Assisi* stories **Big Idea:** True goodness is gentle, humble, and kind **Story World:** Simple medieval villages, care for others, quiet faithfulness **Writing Focus (1.3):** Sentence building through gentle descriptive language and actions	
Topic 2	**Obedience & Faithfulness** **Source Inspiration:** Medieval **saints' stories** (selected, age-appropriate) **Big Idea:** Obeying God and doing what is right, even when it is hard **Story World:** Trust, perseverance, keeping promises **Writing Focus (2.3):** Retelling events in clear sequence (beginning–middle–end)	
Topic 3	**Responsibility & Repentance** **Source Inspiration:** *Everyman* **Big Idea:** Our choices matter, and repentance leads to restoration **Story World:** Allegory, conscience, eternal priorities **Writing Focus (3.3):** Writing about choices and consequences	
Topic 4	**Courage to Do Right** **Source Inspiration:** *The Adventures of Robin Hood* **Big Idea:** Standing up for justice and protecting the weak **Story World:** Sherwood Forest, fairness, generosity **Writing Focus (4.3):** Character actions and motives	
Topic 5	**Honesty & Integrity** **Source Inspiration:** *Sir Gawain and the Green Knight* (retold) **Big Idea:** Doing what is right even when failure is tempting **Story World:** Knights, promises, truthfulness **Writing Focus (5.3):** Writing about inner thoughts and moral struggle	
Topic 6	**Leadership & Justice** **Source Inspiration:** *King Arthur* stories **Big Idea:** Leadership requires fairness, wisdom, and service **Story World:** The Round Table, law, responsibility **Writing Focus (6.3):** Writing about leadership decisions	
Topic 7	**Consequences of Choices**	

	Source Inspiration: Arthurian failure stories (Lancelot, broken trust, division) **Big Idea:** Wrong choices have lasting effects on others **Story World:** Loyalty tested, consequences revealed **Writing Focus (7.3):** Cause-and-effect writing
Topic 8	**True Wisdom vs Worldly Success** **Source Inspiration:** *Boethius* (ideas retold as stories) **Big Idea:** True wisdom comes from God, not wealth or power **Story World:** Allegory, wisdom, reflection **Writing Focus (8.3):** Reflective and wisdom-based writing
Topic 9	Assessment

TOPIC 1	KINDNESS & HUMILITY

Lesson 1.1 The Right Choice When No One Is Watching

Theme: Kindness & Humility
Moral Focus: Choosing what is right, even when no one is watching
Historical Setting: A medieval village and abbey
Lesson Type: Moral story (St Francis–inspired worldview)

Parent/Tutor Says (Before the Story)

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

Lesson Story

Long ago, in the days when stone walls circled villages and church bells marked the hours of the day, there lived a boy named Martin. He was not a knight, nor a lord, nor the son of anyone important. He lived with his mother near the edge of a small medieval village, not far from the abbey where monks prayed, studied, and worked from sunrise to sunset.

Martin's job each morning was simple. After the early bell rang, he was to carry a small basket of bread from the village baker to the abbey gate. The bread was always warm when he collected it, and the smell of it drifted through the streets as he walked. The monks depended on this bread, and Martin had been trusted with the task for many months.

One morning, however, something felt different.

As Martin lifted the basket, the baker leaned down and said, "Be careful today. I've added an extra loaf. The brothers are working longer hours copying books."

Martin nodded and set off. The road to the abbey was quiet. The villagers were busy with their own tasks, and no one walked beside him. As he passed the old stone wall near the fields, Martin felt the weight of the basket pull against his arm—and the smell of the bread seemed stronger than ever.

His stomach growled.

Martin had eaten only a small crust that morning. His mother had promised more food later, but later felt far away. He slowed his steps. No one was watching. The abbey was still a little distance off. One loaf, he thought, would not be noticed. Surely the monks had plenty.

He stopped walking.

Martin sat on a low stone and lifted the cloth from the basket just enough to see the golden crusts beneath. His fingers hovered over the bread. At that moment, he remembered the words the priest had spoken the Sunday before: *"A good life is built on faithful choices, even in small things."*

Martin felt uneasy. This was not a grand choice like those in the stories of kings and warriors. No battle would be fought here. No one would cheer or scold him. But the choice felt heavy all the same.

If he took the bread, he would be fed for the morning. If he did not, his stomach would ache until midday. Slowly, Martin covered the basket again and stood.

"I will do what is right," he said quietly, though no one was there to hear him.

When Martin reached the abbey gate, the porter smiled and thanked him. Inside, the monks were already at work. Some bent over long tables, carefully copying words onto parchment. Others tended the garden. When Martin handed over the basket, the brother counting the loaves paused.

"There is one extra today," the monk said. "Good. That will help."

Martin felt warmth spread through his chest—not from bread, but from something deeper.

As Martin turned to leave, the abbot himself approached. He looked at Martin carefully, then said, "Faithfulness in small duties builds a strong heart. You have done well."

Martin walked home with empty hands but a full spirit. He had learned something important that day: even when no one is watching, our choices matter.

And from that day forward, whenever Martin faced a hard decision, he remembered the quiet road, the basket of bread, and the right choice made in silence.

Narration

Parent/Tutor Says:
"Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember."

Thinking Questions

For all ages (oral discussion):

1. What job was Martin trusted to do each day?
2. What temptation did Martin face on the road?
3. Why do you think the choice felt hard, even though no one was watching?
4. What helped Martin decide to do the right thing?
5. How did Martin feel after he made the right choice?

Optional deeper thinking (Years 3–6):

- Why do small choices matter, even when no one sees them?
- How does this story connect to kindness and humility?
- Can you think of a time when you had to make a right choice quietly?

Lesson 1.2 The Cloak by the Road

Theme: Kindness & Humility
Moral Focus: Showing kindness without seeking praise
Historical Setting: A medieval town road and marketplace
Lesson Type: Moral story

Parent/Tutor Says (Before the Story)

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

Lesson Story

In a small medieval town where stone houses leaned close together and narrow roads twisted between them, there lived a girl named Agnes. She was the daughter of a wool merchant and spent many of her days helping her mother card wool or carry folded cloth to the market.

Agnes owned one warm cloak. It was brown and plain, fastened with a wooden pin at the shoulder. Her mother had stitched it carefully the year before, and Agnes wore it whenever the air grew cold. She liked the cloak, not because it was beautiful, but because it kept her warm and safe on long walks.

One autumn morning, Agnes was sent to deliver a bundle of wool to a buyer who lived beyond the town gate. The road outside the walls was quiet, bordered by fields that had already been harvested. The wind tugged at her cloak, and Agnes pulled it closer around herself.

As she walked, she noticed something dark lying near the side of the road. At first she thought it was a bundle of rags, but as she drew closer, she saw that it was a man sitting on the ground. His clothes were thin and worn, and he held his arms close to his chest to keep warm.

Agnes slowed her steps.

The man looked up but did not speak. His face was tired, and his hands were rough and red from the cold. Agnes felt a tightness in her chest. She had been taught to be kind, but she also knew she was not rich. She had no spare cloak, no extra food, and the wind was growing stronger.

She thought of her warm home and the fire that would be burning when she returned. Then she thought of the man, sitting alone by the road.

Agnes stood still for a long moment. No one else was nearby. No neighbours were watching. No one would know what she did.

Slowly, Agnes unpinned her cloak.

She stepped forward and placed it gently around the man's shoulders. He looked up in surprise, then bowed his head.

“Thank you,” he said softly.

Agnes did not stay to hear more. She turned and continued on her way, the wind biting at her arms now. Her steps felt lighter, even though she was cold.

When Agnes returned home later that day, her mother noticed at once.

“Where is your cloak?” she asked.

Agnes told her the story, expecting to be scolded. Instead, her mother nodded and wrapped her in a blanket.

“Kindness given quietly is precious,” she said. “You have done well.”

That evening, as Agnes sat by the fire, she felt warmth again—not just from the flames, but from the knowledge that she had chosen kindness without being asked, praised, or seen.

And she learned that true humility is not thinking less of yourself, but thinking of others when it matters most.

Narration

Parent/Tutor Says:
“Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember.”

Thinking Questions

For all ages (oral discussion):

1. Where was Agnes going at the beginning of the story?
2. What did Agnes see beside the road?
3. What made the choice difficult for her?
4. What did Agnes give to the man?
5. How did Agnes feel after she helped him?

Optional deeper thinking (Years 3–6):

- Why do you think Agnes helped even though no one was watching?
- How does this story show kindness and humility?
- Why is it sometimes harder to do good when no one will praise us?

Lesson 1.3 Writing Kind Actions Clearly

Theme: Kindness & Humility
Writing Focus: Writing clear sentences that show kind actions
Literary Focus: Actions reveal character
Lesson Type: Writing skills through story

Parent/Tutor Says (Before the Story)

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

Lesson Story

In the same medieval village where stone houses lined the narrow streets, there lived a boy named Thomas. He was not known for great strength or clever speech, but he was known for noticing small things.

One afternoon, Thomas was sent to fetch water from the well near the village square. As he carried the wooden bucket carefully, he saw an elderly woman sitting on a low step nearby. Her basket had tipped over, and apples had rolled across the ground.

Many people passed by. Some did not see her at all. Others saw but kept walking.

Thomas stopped.

He set down his bucket and began picking up the apples, one by one. He placed them back into the basket and helped the woman lift it onto her lap. She smiled at him, but Thomas did not wait for thanks. He picked up his bucket and continued on his way.

Later that evening, Thomas told his mother what had happened. He spoke simply. He did not add extra words or make the moment sound bigger than it was.

“I saw her apples fall,” he said. “So I helped.”

His mother nodded. “That is how kind actions should be told,” she said. “Clearly and truthfully.”

Thomas learned that day that kindness does not need many words. It only needs honest ones.

Narration

Parent/Tutor Says:
“Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember.”

Thinking Questions

For all ages (oral discussion):

1. What job was Thomas given at the beginning of the story?
2. What problem did he notice near the well?
3. What kind action did Thomas take?
4. How did Thomas describe his action later?
5. Why do you think simple words were enough?

Writing Skills Instruction

Parent/Tutor Explains:

“When we write about kindness, we don’t need fancy words. We need **clear sentences** that show:

- **Who** did something
- **What** they did
- **Why** it mattered”

Explain that good writing, like good character, is **honest and clear**.

Guided Writing Activities

Foundation – Year 2

- Orally complete sentences such as:
  - "I helped when ___."
  - "I showed kindness by ___."
- Draw a picture of a kind action and dictate one sentence to an adult.

Years 3–4

- Write **3 clear sentences** about a kind action:
  1. What happened
  2. What the person did
  3. How it helped someone

Example structure:

"I saw ___.
I chose to ___.
This helped because ___."

Years 5–6

- Write a **short paragraph (4–6 sentences)** describing:
  - A kind action
  - What choice was involved
  - Why the action mattered

Encourage students to:

- Use **action verbs**
- Avoid exaggeration
- Focus on **truthful detail**

Optional Extension

- Rewrite one scene from Lesson 1.1 or 1.2 using **simple, clear sentences**.
- Share writing aloud and discuss how actions are shown through words.

TOPIC 2	OBEDIENCE & FAITHFULNESS

Lesson 2.1

The Bell Before Dawn

Theme: Obedience & Faithfulness
Moral Focus: Obeying what is right, even when it is difficult
Historical Setting: A medieval monastery
Lesson Type: Moral story (saint-inspired)

1. *A monastery bell, used to mark the hours of the day and call people to duty.*

Parent/Tutor Says (Before the Story)

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

Lesson Story

Before the sun rose above the hills, while the world outside still slept, a small bell rang inside the stone walls of a medieval monastery. Its sound was gentle but clear, echoing along the corridors and into the simple rooms where the brothers slept.

A young novice named Elias opened his eyes.

Elias had come to the monastery only a year before. He was still learning the rhythms of the place—the hours of prayer, the work in the garden, the copying of books, and the silence that filled the spaces between words. Some days he felt strong and eager. Other days, like this one, his body felt heavy and tired.

The bell rang again.

Elias sat up and wrapped his woollen robe around himself. His bed was warm. The stone floor beside it was cold. For a moment, he thought of lying back down. Surely, he reasoned, missing one prayer would not matter. The others would still go. No one would notice.

But Elias remembered the promise he had made when he entered the monastery: to obey faithfully, even when it was hard.

Slowly, he stood.

In the chapel, candles flickered softly as the brothers gathered. Some were old, some young, but all bowed their heads together. Elias took his place near the back. As the prayers began, his sleepiness faded. A quiet peace settled over him.

Later that morning, Elias was given the task of sweeping the long stone corridor. It was not an important job, and no one watched him work. Dust gathered quickly, and the broom felt heavy in his hands.

Again, Elias felt the temptation to hurry or leave some corners untouched.

Again, he chose obedience.

He swept carefully, moving furniture aside and clearing dust from places no one would see. When he finished, the corridor looked the same as before—plain and silent—but Elias knew the work had been done faithfully.

That evening, the prior passed Elias in the corridor and paused.

"You have learned something important," he said quietly. "Faithfulness is shown in obedience, especially when no one is watching."

Elias bowed his head. He understood now that obedience was not about being seen or praised. It was about doing what was right because it was right.

And from that day on, whenever the bell rang before dawn, Elias rose—not because it was easy, but because it was faithful.

Narration

Parent/Tutor Says:
"Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember."

Thinking Questions

For all ages (oral discussion):

1. What woke Elias before dawn?
2. What temptation did he face when the bell rang?
3. What choices did Elias make during the day?
4. Why was sweeping the corridor an important test of faithfulness?
5. What did Elias learn about obedience?

Optional deeper thinking (Years 3–6):

- Why is it sometimes harder to obey when no one is watching?
- How does obedience help build faithfulness?
- How is Elias's obedience similar to the choices made by Martin or Agnes in Week 1?

Lesson 2.2 The Promise at the River Crossing

Theme: Obedience & Faithfulness
Moral Focus: Keeping promises, even when it becomes difficult
Historical Setting: A medieval village and river crossing
Lesson Type: Moral story (saint-inspired)

1. *A medieval river crossing, where travellers depended on guidance and safety.*

Parent/Tutor Says (Before the Story)

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

Lesson Story

Near a shallow river that marked the edge of a medieval village, there lived a young woman named Clara. Her family kept a small inn where travellers rested before crossing the water on their journeys. Some travellers came with carts, some on horseback, and some on foot, but all depended on the river being crossed safely.

Each morning, Clara's father checked the river path and the stepping stones that lay just beneath the surface of the water. When he grew ill one spring, Clara took over the task. She promised her father she would check the crossing every day and warn travellers if the water was unsafe.

At first, Clara did this gladly. She rose early, walked to the river, and made sure the stones were steady. When the water was high, she stood by the path and guided people to wait.

One afternoon, however, the sky darkened suddenly. Rain began to fall, and the river swelled faster than Clara expected. At the same time, a group of travellers arrived, eager to cross before nightfall.

“The water does not look too deep,” one of them said. “We will hurry.”

Clara hesitated. She knew the stones had shifted slightly that morning. The rain made the river harder to judge. If she stopped the travellers, they might be angry. They might think she was foolish or overly cautious.

No one else was there. Her father was resting. The choice was hers alone.

Clara remembered her promise.

She stepped forward and raised her hand. “Please wait,” she said. “The crossing is not safe today.”

The travellers argued at first, but Clara stood firm. At last, they turned back toward the inn. Later that evening, the river flooded over the stones completely. Had the travellers crossed earlier, they would have been swept into the current.

When Clara’s father heard what had happened, he reached for her hand.

“You were faithful,” he said. “You obeyed what was right, even when it was uncomfortable.”

Clara felt tired but peaceful. She understood now that faithfulness is not proven when obedience is easy, but when keeping a promise costs us something.

And from that day on, the travellers trusted Clara’s word, knowing she spoke not for herself, but for their safety.

Narration

Parent/Tutor Says:
“Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember.”

Thinking Questions

For all ages (oral discussion):

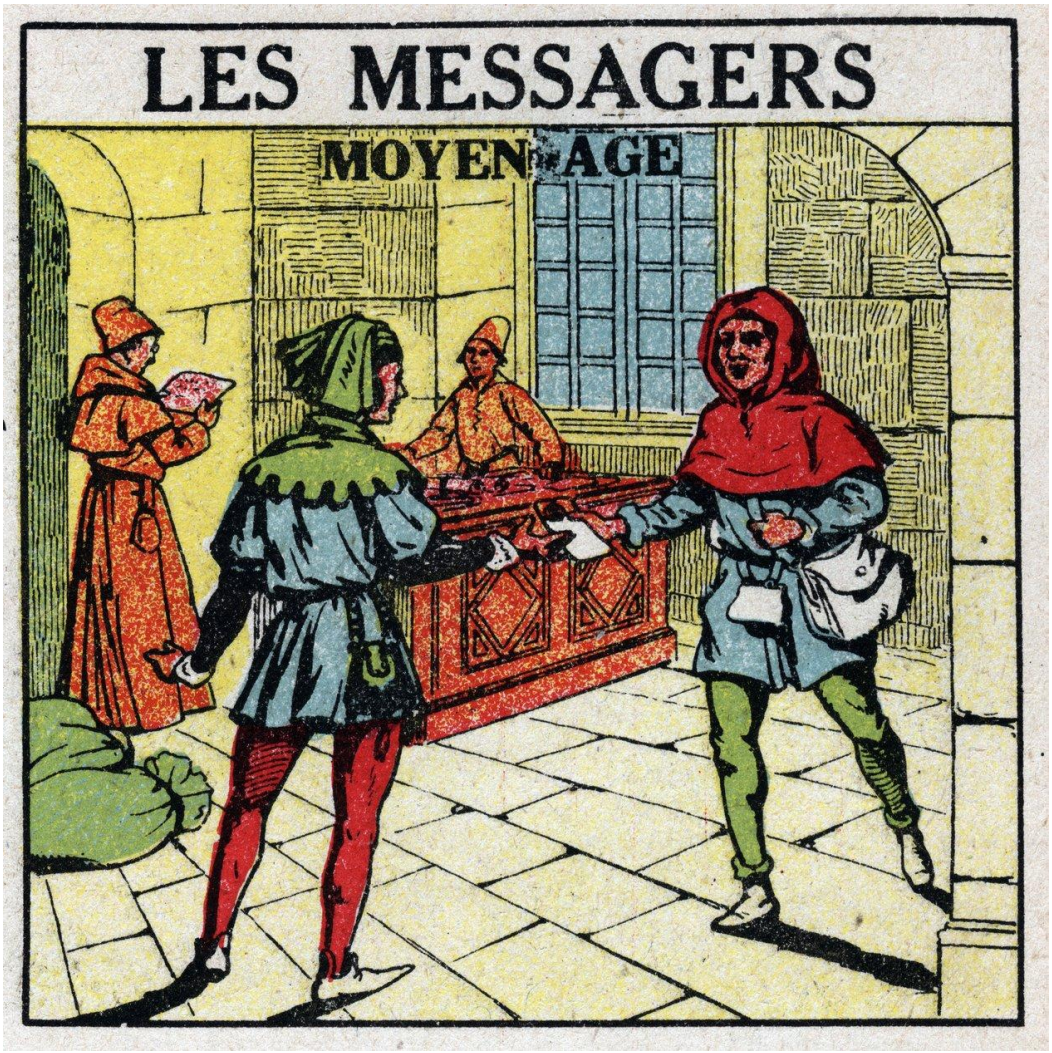
1. What promise did Clara make to her father?
2. Why was it hard for Clara to keep her promise that day?
3. What might have happened if Clara had stayed silent?
4. How did Clara show obedience and faithfulness?
5. How did the travellers benefit from Clara’s choice?

Optional deeper thinking (Years 3–6):

- Why does keeping a promise sometimes require courage?
- How is Clara's obedience similar to Elias's obedience in Lesson 2.1?
- What promises do we sometimes find difficult to keep?

Lesson 2.3 Writing Faithful Choices in Order

Theme: Obedience & Faithfulness
Writing Focus: Retelling events in clear sequence (beginning–middle–end)
Literary Focus: Order helps meaning
Lesson Type: Writing skills through story



1. *A young medieval messenger, symbolising promises and trust.*

Parent/Tutor Says (Before the Story)

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

Lesson Story

In a small medieval village surrounded by fields, there lived a boy named Peter who sometimes struggled to finish what he began.

One morning, Peter's uncle asked him to carry a message to the miller at the far end of the village. The message was important, and Peter promised he would deliver it straight away.

At first, Peter walked quickly along the path. But soon he saw his friends playing near the stream. They called out to him and asked him to join them. Peter hesitated. He wanted to keep his promise, but he also wanted to play.

"I will only stop for a moment," he thought.

Peter sat by the stream longer than he planned. When he finally remembered the message, the sun was already high. He ran to the mill, but the miller had already left for the fields. The message was delivered late.

That evening, Peter told his uncle what had happened. He spoke honestly and in order, from the moment he was given the message to the moment he realised he had delayed.

His uncle listened carefully. "You see," he said, "when we tell a story in the right order, we understand where the choice went wrong."

Peter nodded. He learned that day that faithfulness requires not only good intentions, but timely obedience—and that telling events in order helps us see the truth clearly.

Narration

Parent/Tutor Says:
"Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember."

Thinking Questions

For all ages (oral discussion):

1. What task was Peter given?
2. What promise did he make?
3. What distracted Peter along the way?
4. What happened because Peter delayed?
5. What lesson did Peter learn?

Writing Skills Instruction

Parent/Tutor Explains:

"When we write about obedience and faithfulness, we need to tell events in the **right order**, so the reader understands:

- **What happened first**
- **What happened next**
- **What happened in the end**

This is called writing in **sequence**."

Explain that many medieval stories help us learn by showing **where a choice changed the outcome**.

Guided Writing Activities

Foundation – Year 2

- Orally retell the story using:
  - "First…"
  - "Then…"
  - "At the end…"
- Draw three pictures showing:

1. The task given
2. The distraction
3. The result

Years 3–4

- Write **3–4 sentences** using sequence words:
  - First
  - Next
  - Then
  - Finally

Prompt:

"First, ___.
Then, ___.
Finally, ___."

Years 5–6

- Write a **short paragraph (5–7 sentences)** that:

    - Retells a faithful or unfaithful choice
    - Clearly shows the order of events
    - Explains what was learned at the end

Encourage students to check:

- Is the order clear?
- Does the lesson make sense because of the order?

Optional Extension

- Rewrite Peter’s story, but change one choice and explain how the ending changes.
- Retell Elias’s or Clara’s story using clear sequence words.

TOPIC 3	RESPONSIBILITY & REPENTANCE

Lesson 3.1

The Weight of the Satchel

Theme: Responsibility & Repentance
Moral Focus: Taking responsibility for one's choices
Historical Setting: A medieval town and road
Lesson Type: Moral story (Everyman-inspired allegory)

1. *A traveller's satchel, symbolising the weight of responsibility.*

Parent/Tutor Says (Before the Story)

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

Lesson Story

In a busy medieval town where carts rattled over stone streets and bells rang out from the church tower, there lived a young man named Matthew. He was old enough to make his own choices, and he liked to think of himself as careful and sensible.

Each morning, Matthew carried a leather satchel as he went about his work. At first, the satchel held only what he needed: bread for the day, a small knife for his trade, and a coin or two. It rested easily on his shoulder.

But as time passed, Matthew began to add other things.

When he was asked to help a neighbour but chose not to, he placed a small stone into the satchel and told himself it did not matter. When he spoke sharply to his mother and did not apologise, another stone went in. When he ignored a task he had promised to finish, he added yet another.

Matthew did not think much of it at first. The stones were small, and the satchel still hung comfortably at his side.

One afternoon, Matthew set out along the road beyond the town. As he walked, the satchel pulled more heavily on his shoulder. He stopped to rest and looked inside. To his surprise, the satchel was full of stones—far more than he remembered placing there.

Matthew tried to remove a few, but they seemed stuck fast. He grew tired and frustrated. Each step felt harder than the last.

As he struggled forward, he met an old man sitting by the roadside.

“Why do you walk with such a heavy burden?” the man asked.

Matthew opened the satchel and showed him the stones. “I don’t know when it became so heavy,” he said. “I only added small things.”

The old man nodded. “Small choices carry great weight when they are not set right.”

“What can I do?” Matthew asked.

The old man pointed back toward the town. “Go back. Take responsibility. Set right what you have left undone.”

Matthew turned around. One by one, he retraced his steps. He apologised where he had spoken harshly. He finished the work he had promised. He helped the neighbour he had ignored.

With each right action, a stone slipped from the satchel.

By the time Matthew returned to the road, the satchel was light again. He walked forward freely, understanding at last that responsibility begins with honesty—and repentance clears the way to move forward.

Narration

Parent/Tutor Says:
“Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember.”

Thinking Questions

For all ages (oral discussion):

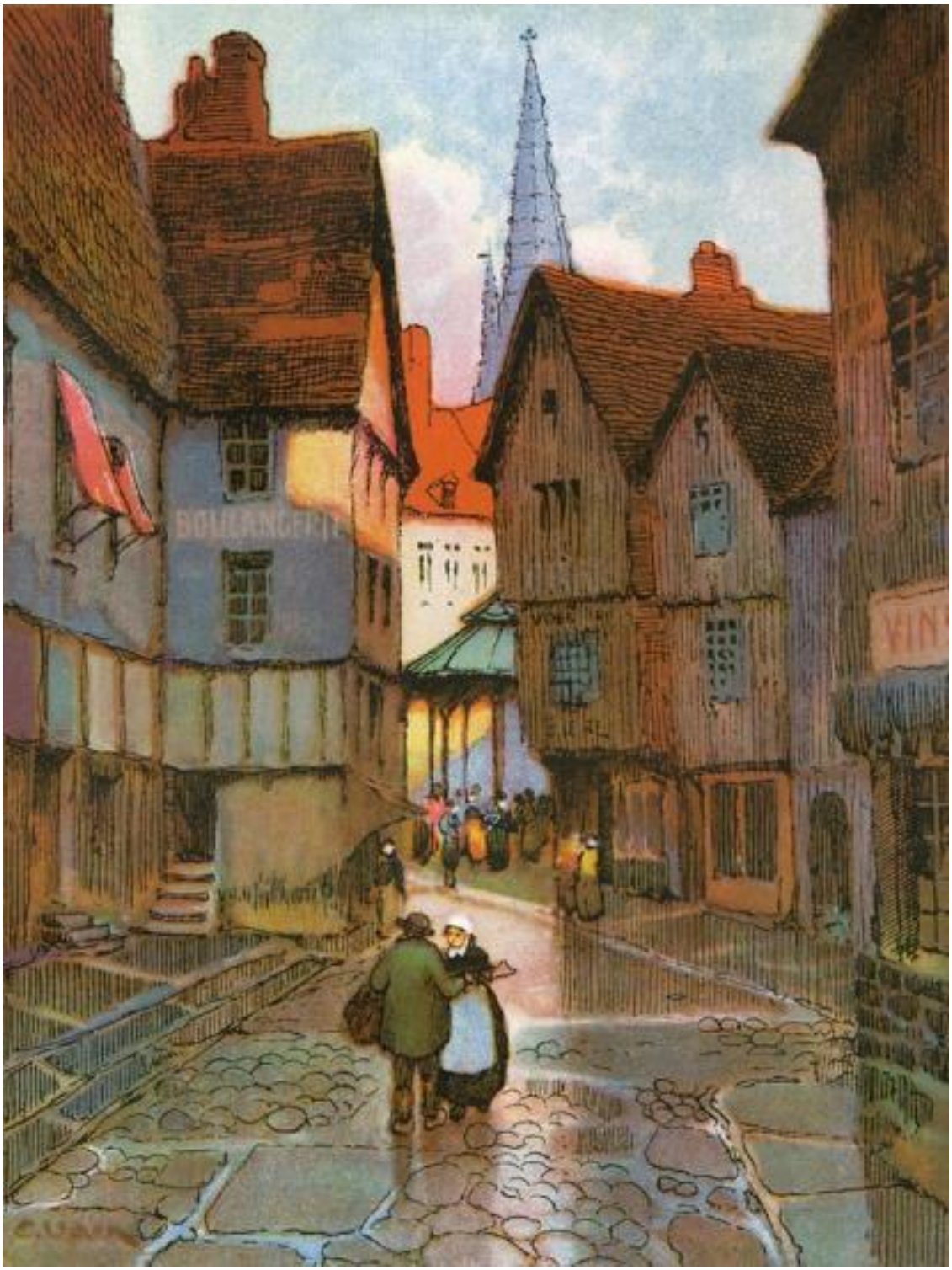
1. What did Matthew carry in his satchel at the beginning?
2. What did the stones represent?
3. How did Matthew feel when the satchel became heavy?
4. What advice did the old man give?
5. What happened when Matthew took responsibility for his actions?

Optional deeper thinking (Years 3–6):

- Why do small wrong choices become heavy over time?
- How does repentance help us move forward?
- How is Matthew's journey similar to the message in *Everyman*-style stories?

Lesson 3.2 The Door That Would Not Open

Theme: Responsibility & Repentance
Moral Focus: Admitting wrong and choosing to make things right
Historical Setting: A medieval town and guild hall
Lesson Type: Moral story (Everyman-inspired allegory)



1. *A medieval town street, where trades and apprentices worked each day.*

Parent/Tutor Says (Before the Story)

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

Lesson Story

In a medieval town known for its busy workshops and skilled craftspeople, there lived a young apprentice named Thomas. He worked in a carpenter's shop, learning how to measure wood carefully and shape it with steady hands.

One morning, Thomas was asked to deliver a finished wooden chest to the guild hall. The master carpenter warned him, "Carry it carefully. The lid is newly fitted."

Thomas nodded, eager to prove himself. As he carried the chest through the narrow streets, he began to hurry. He wanted to finish quickly and return to his workbench.

At a corner near the market, the chest slipped from his grasp and struck the stone ground. The lid cracked slightly along the edge.

Thomas froze.

No one else seemed to notice. The damage was small. Perhaps, he thought, no one would see it once the chest was inside the hall. He lifted it again and continued on his way.

When Thomas reached the guild hall, he placed the chest before the steward and stepped back. The steward opened the lid. It caught and would not open smoothly.

He looked at Thomas. "Something is wrong," he said.

Thomas felt his face grow warm. He wanted to explain. He wanted to pretend it had happened before the chest left the shop. Instead, he stood silent.

The steward closed the chest and pointed to the great wooden door of the hall. "You may not enter today," he said. "Go and consider your work."

Thomas returned to the carpenter's shop, but he could not focus. The cracked lid weighed on his thoughts. At last, he went to his master and told him everything—from the fall of the chest to his silence afterward.

The master listened carefully. Then he nodded. "You have taken the first step," he said. "Go back. Speak the truth. Offer to repair what was damaged."

Thomas returned to the guild hall. He knocked on the heavy door and spoke honestly to the steward. He admitted his mistake and offered to fix the lid.

The steward studied him for a moment, then stepped aside. The door opened.

"Responsibility opens what silence keeps closed," the steward said.

Thomas repaired the chest carefully. When he finished, the lid opened smoothly again. More importantly, Thomas understood that repentance is not only feeling sorry—it is choosing to make things right.

Narration

Parent/Tutor Says:
"Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember."

Thinking Questions

For all ages (oral discussion):

1. What job was Thomas given?
2. What mistake did he make along the way?
3. Why did Thomas stay silent at first?
4. What changed when Thomas told the truth?
5. How did repentance help fix the situation?

Optional deeper thinking (Years 3–6):

- Why can silence make a problem worse?
- How is repentance more than just saying "sorry"?
- How does this story connect to Matthew's story in Lesson 3.1?

Lesson 3.3 Writing About Choices and Making Things Right

Theme: Responsibility & Repentance
Writing Focus: Writing about choices, mistakes, and consequences
Literary Focus: Cause and effect in moral stories
Lesson Type: Writing skills through story

1. *A medieval apprentice learning his trade, representing responsibility.*

Parent/Tutor Says (Before the Story)

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

Lesson Story

In a medieval town not far from the marketplace, there lived a boy named Lucas who often tried to avoid trouble instead of facing it.

One afternoon, Lucas was asked to watch over a small stall while his aunt went to fetch more goods. She warned him to stay close and keep careful watch. Lucas promised he would.

At first, he stood beside the stall just as he had been told. But before long, he grew restless. He stepped away to look at a group of musicians nearby, thinking he could still keep an eye on the stall.

While Lucas was distracted, a basket tipped over. Several items rolled onto the ground and were damaged. When Lucas noticed, his heart sank.

His aunt returned soon after and saw the mess. Lucas felt his face grow warm. He could tell her the truth, or he could pretend it had happened while he was standing nearby.

Lucas hesitated.

Finally, he told her exactly what had happened. He admitted he had stepped away and had not kept his promise.

His aunt was quiet for a moment. Then she said, “Thank you for telling me the truth. We will fix what we can.”

Together, they repaired what was broken and cleaned the stall. The work took time, but when they finished, Lucas felt lighter. He had learned that taking responsibility does not remove consequences—but it helps restore trust.

Narration

Parent/Tutor Says:
“Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember.”

Thinking Questions

For all ages (oral discussion):

1. What job was Lucas given?
2. What choice did he make that led to trouble?
3. What mistake did Lucas admit?
4. What happened after he told the truth?
5. How did Lucas feel at the end of the story?

Writing Skills Instruction

Parent/Tutor Explains:

“When we write about responsibility and repentance, we need to show:

- **The choice** that was made
- **The mistake** that followed
- **What was done to make things right**

This helps the reader understand why repentance matters.”

Explain that medieval morality stories often teach by showing **cause and effect** clearly.

Guided Writing Activities

Foundation – Year 2

- Orally complete sentences such as:
  - "I chose to ___."
  - "This caused ___."
  - "I made it right by ___."
- Draw a picture of a mistake and one of fixing it.

Years 3–4

- Write **3–4 sentences** explaining:
  1. A choice
  2. What went wrong
  3. How it was fixed

Sentence starters:

"I chose to ___.
Because of this, ___.
I made things right by ___."

Years 5–6

- Write a **short paragraph (6–8 sentences)** describing:
  - A responsibility
  - A mistake or wrong choice
  - How repentance helped repair the situation

Encourage students to:

- Be honest and clear
- Show cause and effect
- End with what was learned

Optional Extension

- Rewrite Lucas's story with a different choice and explain how the ending would change.
- Write a short reflection comparing Lucas's story with Matthew's or Thomas's from Lessons 3.1 and 3.2.

TOPIC 4	COURAGE TO DO RIGHT

Lesson 4.1 The Arrow at the Forest Edge

Theme: Courage to Do Right
Moral Focus: Doing what is right, even when it is risky
Historical Setting: A medieval forest road near a market town
Lesson Type: Moral story (inspired by **The Adventures of Robin Hood**)

1. *A forest road, where moral choices are made in quiet moments.*

Parent/Tutor Says (Before the Story)

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

Lesson Story

Along the edge of a great forest, where tall oaks cast long shadows across the road, a young man named Hugh stood quietly with a bow in his hand. He was not a knight, and he wore no fine clothes. His boots were worn, and his cloak was patched, but his eyes were sharp and watchful.

Hugh had learned to shoot in the forest, where skill mattered more than title. He used his bow to hunt small game and help his family through hard seasons. He did not seek trouble, but he had learned to recognise it.

That morning, Hugh heard raised voices along the road. He stepped back among the trees and watched.

A group of soldiers had stopped an old farmer and his daughter as they returned from the market. The soldiers demanded a payment the farmer could not afford. The man's hands trembled as he tried to explain, but the soldiers laughed and reached for his cart.

Hugh felt his heart pound.

He could walk away. The forest offered safety. No one had asked him to help. The soldiers were armed, and stepping forward would be dangerous.

But Hugh remembered the stories told by the fire at night—stories of men who used courage to protect the weak, even when it cost them something.

Slowly, Hugh stepped from the trees.

He did not shout or threaten. He simply raised his bow and let an arrow fly—not at the soldiers, but into the dirt at their feet. It struck the ground with a sharp sound.

The soldiers turned. Seeing Hugh's steady aim and the forest behind him, they hesitated. After a tense moment, they backed away, muttering, and disappeared down the road.

Hugh lowered his bow.

The farmer stared in disbelief. "You didn't have to do that," he said.

Hugh nodded. "But it was right."

Without waiting for thanks, Hugh returned to the forest. His heart still raced, but a deep calm followed. He knew now that courage is not the absence of fear—it is choosing to act rightly despite it.

And the forest seemed a little brighter as he disappeared among the trees.

Narration

Parent/Tutor Says:
"Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember."

Thinking Questions

For all ages (oral discussion):

1. Where was Hugh standing at the beginning of the story?
2. What problem did Hugh see on the road?
3. What made helping dangerous?
4. What choice did Hugh make?
5. How did Hugh show courage?

Optional deeper thinking (Years 3–6):

- Why is courage often needed to do what is right?
- How is Hugh's courage different from fighting?
- How does this story connect to earlier lessons about quiet faithfulness and responsibility?

Lesson 4.2 The Bread on the Bridge

Theme: Courage to Do Right
Moral Focus: Standing up for others when it would be easier to stay silent
Historical Setting: A medieval bridge outside a market town
Lesson Type: Moral story

1. *A medieval stone bridge, symbolising crossing points and difficult choices.*

Parent/Tutor Says (Before the Story)

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

Lesson Story

Just beyond the walls of a busy market town, a stone bridge crossed a narrow river. Each day, people passed over it—farmers carrying produce, travellers leading pack animals, and villagers returning home with small bundles of food.

On one side of the bridge stood a toll post, where guards collected payment. Officially, the toll was small and fair. But lately, the guards had begun asking for more than was required, especially from those who looked poor or unsure.

One afternoon, a young baker's helper named Will approached the bridge. He carried a basket of bread balanced carefully on his arm. The bread was not for sale. It was meant for families who had little to eat that day.

As Will reached the toll post, a guard stepped forward and blocked his path.

"You must pay," the guard said.

Will shook his head. "I have no coins," he replied. "This bread is for others."

The guard laughed and reached into the basket. "Then we will take payment this way."

Will felt fear rise in his chest. He was small, and the guards were strong. People nearby pretended not to notice. It would be safer to step back and say nothing.

But across the bridge, an older man named Stephen watched the scene. He was a woodsman who lived near the forest and had learned, over many years, that silence can sometimes be a kind of agreement.

Stephen stepped forward.

“That bread is not yours,” he said calmly.

The guards turned, surprised. “Move on,” one of them warned.

Stephen did not raise his voice or his hands. He stood firmly between the guards and the boy. “The toll is not paid with hunger,” he said. “You know this is wrong.”

For a long moment, no one spoke. Other villagers began to gather. The guards saw the watching eyes and the steady stance of the woodsman.

With a scowl, they stepped back.

Will crossed the bridge quickly, his basket still full. Stephen nodded to him, then turned and walked away, his heart pounding.

That evening, as the bread was shared among waiting families, Will told them what had happened. He understood then that courage does not always look loud or fierce. Sometimes it looks like a quiet voice that refuses to step aside.

And the bridge felt safer after that day—not because it had changed, but because someone had chosen to do what was right.

Narration

Parent/Tutor Says:
“Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember.”

Thinking Questions

For all ages (oral discussion):

1. Where did the story take place?
2. What unfair action were the guards taking?
3. Why was Will afraid to speak up?
4. What choice did Stephen make?
5. How did Stephen show courage without fighting?

Optional deeper thinking (Years 3–6):

- Why is it sometimes hard to speak when something is unfair?
- How did Stephen’s courage help others besides Will?
- How is this kind of courage similar to Hugh’s courage in Lesson 4.1?

Lesson 4.3 Writing Courageous Choices and Motives

Theme: Courage to Do Right
Writing Focus: Writing about actions *and* the reasons behind them
Literary Focus: Motive reveals character
Lesson Type: Writing skills through story

A brave girl on a medieval forest path, showing a moment of decision.

Parent/Tutor Says (Before the Story)

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

Lesson Story

On a narrow path that ran between the forest and the fields, a girl named Elin walked quickly toward her village. She carried a small bundle of firewood tied with twine. The path was quiet, and the late afternoon sun slanted through the trees.

As Elin rounded a bend, she saw two older boys standing near the road. Between them was a younger child from her village, no more than six years old. The child looked frightened, and his bundle lay scattered on the ground.

Elin slowed her steps.

She could see what was happening. The boys were not hurting the child, but they were blocking his way and laughing as he tried to retrieve his things. Elin felt a knot form in her stomach. She was alone. The boys were bigger than she was.

Elin thought of turning back. No one would blame her. The child's home was nearby, and surely someone else would come.

But Elin also remembered the stories she had heard—stories of people who stepped forward when others stepped away.

She took a deep breath and walked toward them.

"Leave him alone," she said, her voice steady though her hands trembled.

The boys looked surprised. For a moment, they laughed. But Elin did not move aside. She stood between them and the child, looking directly at them.

“This is wrong,” she said simply.

Something in her calm firmness made the boys hesitate. After a moment, they stepped back, muttering, and disappeared down the path.

Elin helped the child gather his things and walked him home. Her legs felt weak afterward, but her heart felt strong.

That evening, as Elin told her family what had happened, she realised something important: courage is not just about what we do—it is about *why* we do it.

Narration

Parent/Tutor Says:
“Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember.”

Thinking Questions

For all ages (oral discussion):

1. What problem did Elin see on the path?
2. Why did Elin feel afraid?
3. What choice did she make?
4. How did Elin’s words and actions stop the problem?
5. How did Elin feel afterward?

Writing Skills Instruction

Parent/Tutor Explains:

“When we write about courage, we need to show **two things**:

- **What the person did**
- **Why they chose to do it**

The *reason* behind the action is called the **motive**. Motives help us understand character.”

Explain that medieval moral stories often teach courage by showing **right motives**, not just brave actions.

Guided Writing Activities

Foundation – Year 2

- Orally complete sentences:
  - "I was afraid, but I ___."
  - "I did this because ___."
- Draw a picture of a courageous moment and dictate one sentence explaining why.

Years 3–4

- Write **3–4 sentences** describing:
  1. A problem
  2. A courageous action
  3. The reason for the action

Sentence starters:

"I saw ___.
I felt ___.
I chose to ___.
I did this because ___."

Years 5–6

- Write a **short paragraph (6–8 sentences)** that:
  - Describes a courageous choice
  - Explains the fear involved
  - Clearly states the motive for acting

Encourage students to:

- Use feeling words
- Explain *why* the choice mattered
- End with what was learned

Optional Extension

- Rewrite Elin's story from the younger child's point of view.
- Compare Elin's courage with Hugh's or Stephen's from Lessons 4.1 and 4.2.

TOPIC 5	HONESTY & INTEGRITY

Lesson 5.1 The Promise Beneath the Oak

Theme: Honesty & Integrity
Moral Focus: Keeping one's word, even when it is difficult
Historical Setting: A medieval countryside near a great oak tree
Lesson Type: Moral story (inspired by **Sir Gawain and the Green Knight**)

A medieval oath, showing the seriousness of one's word.

Parent/Tutor Says (Before the Story)

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

Lesson Story

On a quiet stretch of land where a wide oak tree stood alone, a young knight named Edmund waited. The oak was old, its branches spreading far above him, and many travellers used it as a meeting place. Edmund had come there because he had given his word.

The day before, Edmund had made a promise to a stranger he had met on the road. The stranger had asked him to meet beneath the oak at dawn to settle a matter of honour. Edmund had agreed, though he had not fully understood what the meeting would require.

Now, as the morning light filtered through the leaves, Edmund felt a tightness in his chest.

He could turn back. No one else knew of the promise. The stranger might never come. Edmund was young, and the road ahead of him was long. Breaking the promise would be easy—and safe.

Edmund shifted his weight and looked down the road.

As he waited, he thought about the stories he had heard in the great hall—stories of knights whose honour was not measured by strength or victory, but by truthfulness. A knight's word, he had been taught, was not a thing to be given lightly.

Footsteps sounded on the path.

The stranger appeared, just as promised. He nodded to Edmund, then spoke plainly. "You came."

Edmund nodded in return. "I gave my word."

The stranger smiled slightly. "That is all I needed to know."

There was no fight, no challenge, no test of strength. The meeting ended as quietly as it had begun. The stranger turned and walked away, leaving Edmund alone beneath the oak.

Only then did Edmund understand. The promise itself had been the test.

Edmund mounted his horse and continued on his journey, knowing that integrity is shown not when others are watching, but when honesty costs us something—and we choose it anyway.

Narration

Parent/Tutor Says:
"Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember."

Thinking Questions

For all ages (oral discussion):

1. Where did Edmund wait, and why?
2. What temptation did Edmund face while waiting?
3. Why would it have been easy for Edmund to leave?
4. What choice did Edmund make?
5. What lesson did Edmund learn about honesty and integrity?

Optional deeper thinking (Years 3–6):

- Why does keeping a promise show integrity?
- How is honesty tested when no one else knows the truth?
- How is Edmund's choice similar to choices made by characters in earlier weeks?

Lesson 5.2 The Unspoken Half

Theme: Honesty & Integrity
Moral Focus: Telling the whole truth, not just the convenient part
Historical Setting: A medieval manor and surrounding woodland
Lesson Type: Moral story

A medieval manor hall, where authority and trust were tested.

Parent/Tutor Says (Before the Story)

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

Lesson Story

At the edge of a great manor estate, where the forest met the open fields, lived a young squire named Roland. He served a knight who was known for his fairness and clear judgment. Roland admired him and wanted greatly to earn his trust.

One afternoon, Roland was sent into the forest to collect firewood. Before he left, his master warned him, "Do not go beyond the old stone marker. The ground is unsafe there."

Roland promised to obey.

At first, he gathered wood carefully, staying within the boundary. But deeper in the forest, he spotted a fallen branch that would burn well and save time later. It lay just beyond the stone marker.

Roland hesitated. He remembered the warning—but the branch was close. He stepped past the marker, gathered the wood, and returned safely.

Nothing had happened.

That evening, as Roland stacked the firewood, his master asked, “Did you follow my instructions?”

Roland opened his mouth to answer. He could say yes and mean it—mostly. After all, he had gathered the wood and returned unharmed. The small step beyond the marker seemed unimportant now.

“Yes,” Roland said.

But the word felt heavy as soon as he spoke it.

Later that night, Roland could not sleep. He realised that while his answer had not been completely false, it had not been fully true either. He had hidden part of the truth to protect himself.

The next morning, Roland went to his master and spoke again. He explained what he had done and admitted that he had crossed the boundary after promising not to.

His master listened quietly.

“You were not asked whether harm came to you,” he said. “You were asked whether you obeyed. Integrity means telling the whole truth, not just the part that helps us.”

Roland felt relief wash over him. He knew he had risked losing trust—but he also knew he had chosen honesty.

From that day on, Roland learned that integrity is not proven by avoiding trouble, but by speaking truthfully even when silence would be safer.

Narration

Parent/Tutor Says:
“Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember.”

Thinking Questions

For all ages (oral discussion):

1. What instruction was Roland given before entering the forest?
2. What choice did Roland make beyond the stone marker?
3. Why did Roland’s first answer feel wrong to him?
4. What did Roland do to make things right?
5. What did Roland learn about integrity?

Optional deeper thinking (Years 3–6):

- Why is hiding part of the truth still dishonest?

- How is Roland's test different from Edmund's test in Lesson 5.1?
- Why does integrity often require courage?

Lesson 5.3 Writing Truthful Words and Inner Struggle

Theme: Honesty & Integrity
Writing Focus: Writing about inner thoughts and moral struggle
Literary Focus: Inner conflict reveals character
Lesson Type: Writing skills through story

A young medieval boy writing by candlelight, symbolising careful honesty.

Parent/Tutor Says

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

Lesson Story

In a quiet room lit by a single candle, a young page named Hugh sat alone at a wooden table. Before him lay a letter he had been asked to deliver to a nearby lord. The message was simple, but the truth within it was not easy.

Earlier that day, Hugh had made a mistake while carrying out his duties. The error was small, but it had delayed important work. Now the letter explained what had gone wrong and why.

Hugh read the words again. They told the truth—but not all of it. He had left out his own part in the mistake.

No one else was in the room. The candle flickered. Hugh imagined how easy it would be to seal the letter as it was. The lord might never know. Hugh's place would be safe.

But Hugh's thoughts would not rest.

He remembered the stories he had heard—stories of knights tested not by battle, but by truthfulness. He knew that integrity was not only about actions, but about honesty in words.

Slowly, Hugh picked up the quill and added one more sentence. It was short, but it told the missing truth.

When Hugh finished, he sealed the letter and blew out the candle. His heart still beat quickly, but his mind was calm.

He had chosen honesty, even though it might cost him something.

Narration

Parent/Tutor Says:
"Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember."

Thinking Questions

For all ages (oral discussion):

1. What task was Hugh given?
2. What part of the truth did he first leave out?
3. Why was it tempting not to add the final sentence?
4. What helped Hugh decide to be honest?
5. How did Hugh feel after telling the whole truth?

Writing Skills Instruction

Parent/Tutor Explains:

"When we write about honesty and integrity, we must show **what is happening inside a person**, not just what happens on the outside.

This is called **inner conflict**—the struggle between what is easy and what is right."

Explain that medieval morality stories often focus on **the heart and conscience**, not just visible actions.

Guided Writing Activities

Foundation – Year 2

- Orally complete sentences:
  - "I wanted to ___, but I knew I should ___."
  - "I chose to tell the truth about ___."
- Draw a picture showing a 'thinking moment' and dictate one sentence.

Years 3–4

- Write **3–4 sentences** describing:
  1. A situation where telling the truth was hard
  2. What the person thought or felt

3. What truthful choice was made

Sentence starters:

"At first, I wanted to ___.
I felt ___.
I chose to ___ because ___."

Years 5–6

- Write a **short paragraph (6–8 sentences)** that:
  - Describes an inner struggle
  - Explains the temptation to hide the truth
  - Shows why honesty mattered in the end

Encourage students to:

- Use feeling words
- Show thinking, not just action
- End with the lesson learned

Optional Extension

- Rewrite Hugh's story as a diary entry.
- Compare Hugh's struggle with Roland's struggle in Lesson 5.2 or Edmund's test in Lesson 5.1.

TOPIC 6	LEADERSHIP & JUSTICE

Lesson 6.1 The Judgment at the Crossroads

Theme: Leadership & Justice
Moral Focus: A good leader listens carefully and judges fairly
Historical Setting: A medieval kingdom during the early days of wise rule
Lesson Type: Moral story (inspired by **King Arthur**)

Parent/Tutor Says (Before the Story)

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

Lesson Story

In the early days of his rule, when many still doubted whether a young king could lead wisely, Arthur travelled through his kingdom to listen to the people. He did not always wear his crown. Often, he rode simply, with only a few companions, so he could hear the truth rather than flattery.

One morning, Arthur came upon a crossroads where two villages met. There, he found a crowd gathered, voices raised in disagreement. At the centre stood two men, each claiming the same narrow strip of land that lay between their homes.

“This path belongs to my village,” one man said. “Our people have used it for years.”

“No,” the other replied. “It was our hands that cleared it first.”

The argument had gone on for days, and anger had grown on both sides. Crops had been trampled. Neighbours no longer greeted one another.

Arthur dismounted and stepped forward.

“Tell me your story,” he said—not to one man, but to both.

One by one, the villagers spoke. Arthur listened without interrupting. He asked questions. He examined the land itself—the worn stones, the bent grass, the marks of carts and feet. He noticed that the path curved gently, as if shaped by many journeys rather than one claim.

When all had spoken, Arthur stood silent for a long moment.

“This path was not made to divide you,” he said at last. “It was made to serve you.”

Arthur declared that the land would belong to neither village alone. Instead, it would remain a shared road, kept clear by both, used freely by all. Those who damaged it would answer to the law. Those who cared for it would be honoured.

The crowd grew quiet. Slowly, heads nodded. The anger that had filled the crossroads began to fade.

As Arthur mounted his horse to leave, one villager called out, “How did you know what was right?”

Arthur replied, “Justice begins by listening—and leadership serves before it commands.”

And the crossroads became not a place of argument, but a reminder that wise leadership seeks peace and fairness for all.

Narration

Parent/Tutor Says:
“Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember.”

Thinking Questions

For all ages (oral discussion):

1. Why was King Arthur travelling through his kingdom?
2. What problem did he find at the crossroads?
3. How did Arthur show he was listening carefully?
4. What decision did Arthur make?
5. How did his decision bring peace?

Optional deeper thinking (Years 3–6):

- Why is listening important for good leadership?
- How did Arthur's decision help *both* villages?
- How is justice different from simply choosing one side?

Lesson 6.2 The King Who Shared the Burden

Theme: Leadership & Justice
Moral Focus: True leaders serve others and share responsibility
Historical Setting: King Arthur's court and surrounding countryside
Lesson Type: Moral story (Arthurian-inspired)

The Round Table, symbolising fairness, equality, and shared leadership among Arthur's knights.

Parent/Tutor Says (Before the Story)

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

Lesson Story

Not long after the matter of the crossroads had been settled, news reached King Arthur of another problem in his kingdom. A long road that connected several villages to the market town had fallen into disrepair. Deep ruts filled with water made travel slow and dangerous, especially for the poor who walked rather than rode.

Each village claimed the road was not their responsibility.

Arthur summoned the leaders of the villages to his hall. They stood before him, each explaining why the work should fall to someone else. Some said the road passed too far from their homes. Others said they had no spare hands.

Arthur listened carefully, but his expression grew thoughtful.

"The road serves all," he said at last. "It is not right that its burden should fall on one alone."

The next morning, Arthur rode out to the damaged road—not with an army, but with tools. When the villagers arrived, expecting orders, they instead found their king lifting stones, clearing mud, and working beside them.

At first, they were silent in surprise. Then one man picked up a shovel. Another followed. Soon, people from each village worked together, repairing the road section by section.

As they laboured, Arthur spoke with them—not as a distant ruler, but as a fellow worker. He explained that leadership does not mean avoiding hardship, but guiding others by example.

By the end of the day, the road was passable once more. The villagers stood together, tired but proud of what they had accomplished.

Arthur thanked them. "Justice is not only about fair decisions," he said. "It is also about shared responsibility."

From that day on, the villages cared for the road together. And the people remembered that their king did not merely command justice—he helped carry its weight.

Narration

Parent/Tutor Says:
"Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember."

Thinking Questions

For all ages (oral discussion):

1. What problem did King Arthur hear about?
2. Why did the villages argue about the road?
3. What surprised the villagers when they arrived at the road?
4. How did Arthur show leadership through his actions?
5. How did sharing the work change the villagers' attitudes?

Optional deeper thinking (Years 3–6):

- Why is it important for leaders to share responsibility?
- How did Arthur's actions encourage cooperation?
- How is this kind of leadership different from giving orders from far away?

Lesson 6.3 Writing About Fair Leadership Decisions

Theme: Leadership & Justice
Writing Focus: Writing about decisions, reasons, and outcomes
Literary Focus: How choices affect a whole community
Lesson Type: Writing skills through story

Parent/Tutor Says

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

Lesson Story

In a small medieval town near the river, a young apprentice named Samuel was chosen to lead a simple task. The town well needed cleaning, and the master craftsman asked Samuel to decide who would help and when the work would be done.

Samuel felt proud, but also nervous. This was the first time others would follow his decision.

At first, Samuel thought of choosing only his friends. They worked quickly together and would make the task easy. But then he remembered the words he had often heard spoken by wise leaders: *a fair decision serves everyone, not just a few.*

Samuel walked through the town and listened. Some people could help in the morning. Others could only come later. Some were strong, others careful and patient.

That evening, Samuel made his choice. He invited people from different households and planned the work in short turns so no one carried the burden alone.

The next day, the well was cleaned smoothly. No one was exhausted, and no one felt left out. When the master craftsman returned, he nodded with approval.

"You chose wisely," he said. "Good leadership thinks beyond convenience."

Samuel learned that leadership is not about choosing what is easiest, but what is fairest — and that good decisions are built on listening and care.

Narration

Parent/Tutor Says:
"Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember."

Thinking Questions

For all ages (oral discussion):

1. What job was Samuel given?
2. What made the decision difficult?
3. What did Samuel do before deciding?
4. How did his decision help everyone?
5. What did Samuel learn about leadership?

Writing Skills Instruction

Parent/Tutor Explains:

"When we write about leadership and justice, we need to explain:

- **The problem**
- **The decision that was made**
- **Why that decision was fair**
- **What happened because of it**

This helps the reader understand *good leadership*, not just the action."

Explain that medieval stories often teach leadership by showing **wise decisions and their outcomes**.

Guided Writing Activities

Foundation – Year 2

- Orally complete sentences:
  - "The problem was ___."
  - "The leader chose to ___."
  - "This was fair because ___."
- Draw a picture of a leader helping others and dictate one sentence.

Years 3–4

- Write **3–4 sentences** explaining:
  1. A problem
  2. A fair decision
  3. What happened afterward

Sentence starters:

“There was a problem with ___.
The leader decided to ___.
This was fair because ___.
After that, ___.”

Years 5–6

- Write a **short paragraph (6–8 sentences)** that:
  - Describes a leadership problem
  - Explains the decision made
  - Shows how the outcome affected others

Encourage students to:

- Use clear reasons
- Think about fairness
- End with what good leadership looks like

Optional Extension

- Rewrite Samuel’s story from the point of view of one of the helpers.
- Compare Samuel’s leadership with King Arthur’s decisions in Lessons 6.1 and 6.2.

TOPIC 7	CONSEQUENCES OF CHOICES

Lesson 7.1 The Broken Trust

Theme: Consequences of Choices
Moral Focus: Wrong choices affect others, not just ourselves
Historical Setting: King Arthur's court and a nearby stronghold
Lesson Type: Moral story (Arthurian failure–inspired)

Parent/Tutor Says

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

Lesson Story

In the days when King Arthur's kingdom was strong and hopeful, the knights of the Round Table were bound together by trust. Each knight promised to act with honour—not only for his own sake, but for the good of the whole realm.

Among them was a knight named Alaric. He was brave and skilled, and many admired him. Arthur trusted him with important duties, believing his heart was as strong as his sword.

One evening, Alaric was given a message to carry between two allied castles. The message warned of danger and needed to be delivered quickly. Alaric set out at once.

As he rode, he came upon a small village celebrating a feast. Music filled the air, and laughter echoed across the fields. Alaric slowed his horse. He had ridden far that day, and the warmth of the fire looked inviting.

"I will stop only briefly," he thought. "The message can wait."

Alaric joined the feast. One song became many. When he finally remembered his duty, the night was deep and the roads were dark.

By the time Alaric reached the second castle the next day, it was too late. The warning had not arrived in time. Guards had been unprepared, and the castle had suffered damage that could have been prevented.

When Alaric returned to Arthur's court, he bowed his head in shame. He had not meant to cause harm. His choice had seemed small at the time.

Arthur listened quietly, his face grave.

"A single broken promise can weaken many bonds," Arthur said. "Not every wrong choice begins with bad intentions."

Alaric understood then that consequences do not wait for us to feel ready. They follow our choices, whether we notice them or not.

From that day on, the knights spoke often of the message that was delayed—and of the trust that must be guarded as carefully as any treasure.

Narration

Parent/Tutor Says:
"Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember."

Thinking Questions

For all ages (oral discussion):

1. What responsibility was Alaric given?
2. What choice did he make along the way?
3. Why did the choice seem small at first?
4. What were the consequences of Alaric's delay?
5. What did Alaric learn about trust?

Optional deeper thinking (Years 3–6):

- Why do small choices sometimes have large consequences?
- How did Alaric's choice affect people other than himself?
- How does this story connect with earlier lessons about responsibility and integrity?

Lesson 7.2 The Quiet Division

Theme: Consequences of Choices
Moral Focus: Hidden wrong choices can slowly damage trust and unity
Historical Setting: King Arthur's court and surrounding lands
Lesson Type: Moral story (Arthurian failure–inspired)

The Round Table, representing unity and shared responsibility among Arthur's knights.

Parent/Tutor Says (Before the Story)

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

Lesson Story

At the height of King Arthur's reign, the Round Table stood as a symbol of unity. The knights gathered there as equals, bound by shared promises and mutual trust. Yet even in times of peace, small choices could quietly change the course of the kingdom.

Among the knights was Sir Corin, a man respected for his wisdom and calm speech. He rarely raised his voice and often helped settle disputes. Because of this, others trusted him easily.

When a disagreement arose between two knights over land near the border, Arthur asked Sir Corin to help advise a fair solution. Corin listened carefully to both sides. He understood the matter well.

But Corin had a secret.

One of the knights involved was his close friend. Though Corin knew what was fair, he chose not to speak fully. He softened his words, leaving out details that might trouble his friend. The decision felt small. After all, he told himself, he was not lying—only remaining quiet.

Arthur made his judgment based on the counsel given. At first, no one noticed a problem.

But over time, the effects became clear. One village felt unfairly treated. Murmurs of complaint spread. The knights involved began to distrust one another. The harmony of the Round Table weakened, not through loud rebellion, but through quiet division.

At last, Arthur called Sir Corin to him.

“You were chosen because you were trusted,” Arthur said. “Justice cannot stand on half-truths.”

Corin bowed his head. He understood that his silence had caused harm far beyond the moment of decision.

From that day on, the knights remembered that truth withheld can be as damaging as truth denied—and that unity depends on honesty, even when it is uncomfortable.

Narration

Parent/Tutor Says:
“Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember.”

Thinking Questions

For all ages (oral discussion):

1. What was the Round Table meant to represent?
2. What role was Sir Corin given?
3. What choice did Sir Corin make that seemed small?
4. How did his silence affect others over time?
5. What lesson did Arthur teach Sir Corin?

Optional deeper thinking (Years 3–6):

- Why can silence sometimes be as harmful as lying?
- How did Sir Corin’s choice affect people he did not expect?
- How does this story connect with Alaric’s story in Lesson 7.1?

Lesson 7.3 Writing About Cause and Consequence

Theme: Consequences of Choices
Writing Focus: Cause-and-effect writing
Literary Focus: How one choice leads to many outcomes
Lesson Type: Writing skills through story

A young Arthurian squire shown in regret, symbolising the weight of consequences.

Parent/Tutor Says (Before the Story)

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

Lesson Story

In a stone tower overlooking King Arthur's lands, a young squire named Owen was given a simple task. He was to deliver a message from one knight to another before nightfall. The message was not urgent, but it was important.

Owen set out quickly at first. But along the way, he noticed a shortcut—a narrow path through the hills that would save time. The path looked safe enough, though he had never travelled it before.

Owen paused.

If he took the path, he might arrive early. If he stayed on the main road, he would arrive safely, but later. Owen chose the shortcut.

At first, the path seemed fine. But soon the ground became uneven. His foot slipped on loose stones, and he fell. The message was not damaged, but Owen was hurt and had to turn back.

The message was delivered the next morning instead of that evening. Because of the delay, plans were changed, and several people were inconvenienced.

Later, as Owen rested, an older knight visited him.

“One choice,” the knight said gently, “can set many things in motion.”

Owen understood then that while he had not meant harm, his decision had consequences beyond what he could see at the moment.

Narration

Parent/Tutor Says:
“Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember.”

Thinking Questions

For all ages (oral discussion):

1. What task was Owen given?
2. What choice did he make along the way?
3. Why did the shortcut seem like a good idea at first?
4. What happened because of Owen’s choice?
5. What lesson did Owen learn?

Writing Skills Instruction

Parent/Tutor Explains:

“When we write about consequences, we explain:

- **The cause** — the choice that was made
- **The effect** — what happened because of it

Good cause-and-effect writing helps the reader understand *why* events happen.”

Explain that many medieval morality stories teach lessons by clearly showing **how one decision leads to another**.

Guided Writing Activities

Foundation – Year 2

- Orally complete sentences:
  - "Because I chose to ___, ___ happened."
- Draw two pictures:

1. The choice
2. What happened next

Years 3–4

- Write **3–4 sentences** using cause-and-effect words:
  - because
  - so
  - as a result

Sentence starters:

"I chose to ___.
Because of this, ___.
As a result, ___."

Years 5–6

- Write a **short paragraph (6–8 sentences)** that:
  - Describes a choice
  - Explains at least two consequences
  - Reflects on what was learned

Encourage students to:

- Clearly link actions and outcomes
- Avoid skipping steps
- End with a lesson or reflection

Optional Extension

- Rewrite Owen's story and change the choice. Explain how the consequences would be different.
- Compare Owen's choice with Alaric's choice (Lesson 7.1) or Sir Corin's silence (Lesson 7.2).

TOPIC 8	TRUE WISDOM VS WORLDLY SUCCESS

Lesson 8.1 The Man Who Measured Riches

Theme: True Wisdom vs Worldly Success
Moral Focus: True wisdom is found in what lasts, not in what impresses
Historical Setting: A medieval town and scholar's chamber
Lesson Type: Moral story (inspired by **Boethius**)

Parent/Tutor Says (Before the Story)

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

Lesson Story

In a thriving medieval town filled with merchants, craftsmen, and travellers, there lived a man named Lucien who was admired by many. His house was large, his clothes were fine, and his name was spoken with respect in the marketplace.

Lucien believed he was wise.

Each day, he counted his wealth carefully. He measured success by the number of coins in his chest and the praise he received from others. When people asked for advice, he spoke confidently, certain that prosperity proved wisdom.

One winter evening, when the streets were quiet and the fire burned low, Lucien sat alone in his chamber. The room was full of fine objects, yet he felt uneasy. His thoughts would not rest.

As Lucien stared into the fire, he imagined a calm presence beside him—not frightening, but steady and clear. In his thoughts, a voice spoke gently.

“You have counted many things,” the voice said. “But have you counted what cannot be taken from you?”

Lucien frowned. “My wealth is proof of my success,” he replied.

The voice answered, “Wealth can leave as quickly as it comes. Praise fades. Fortune turns.”

Lucien thought of the merchant ruined by fire, the proud man forgotten after death, the strong man weakened by illness. None of their riches had remained.

“What, then, is wisdom?” Lucien asked.

“Wisdom,” the voice replied, “is knowing what truly matters and living by it.”

Lucien sat in silence. He understood that kindness, truth, and faithfulness had lasted longer than gold. These could not be stolen or destroyed.

From that night on, Lucien began to measure success differently. He still worked diligently, but he no longer trusted wealth to give him peace. He sought wisdom instead—something quiet, steady, and lasting.

And though fewer people praised him, Lucien discovered something greater than success: he found contentment.

Narration

Parent/Tutor Says:
“Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember.”

Thinking Questions

For all ages (oral discussion):

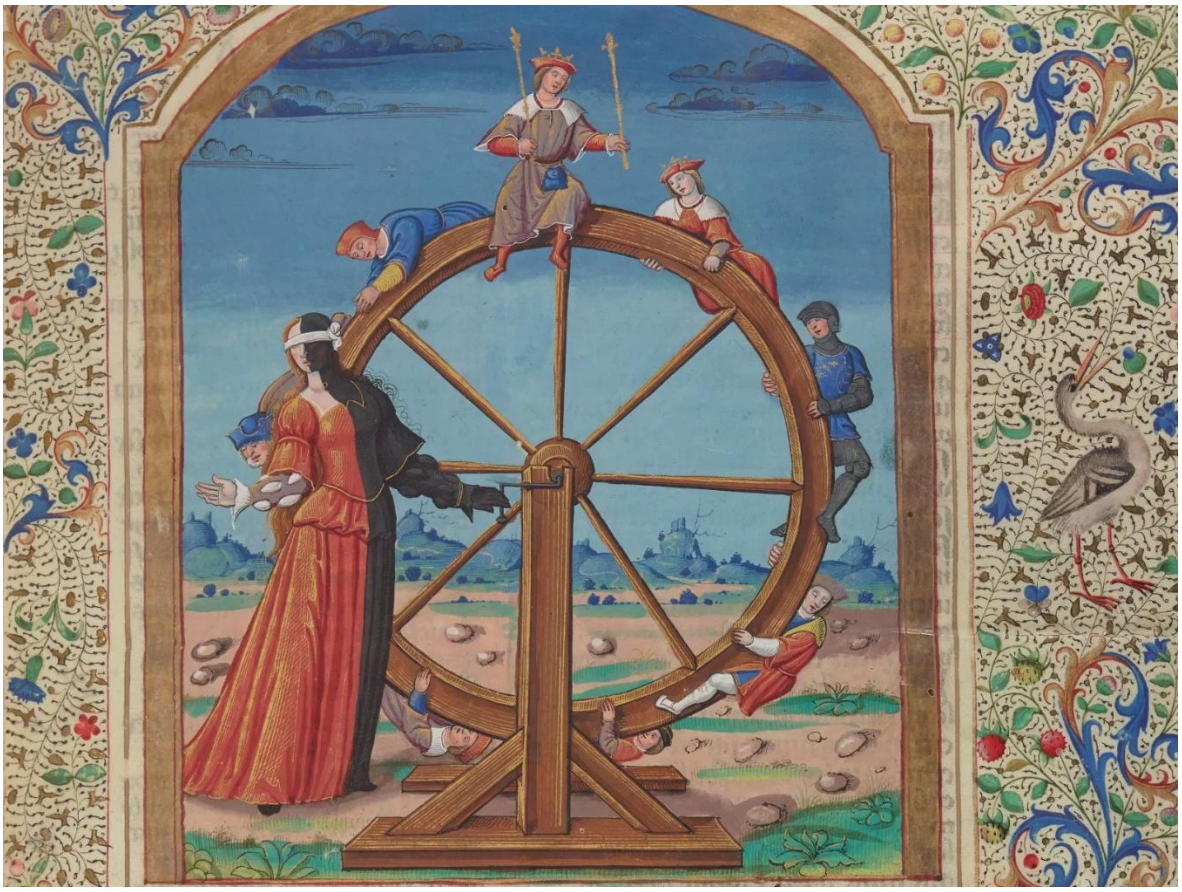
1. How did Lucien measure success at the beginning of the story?
2. Why did Lucien feel uneasy even though he was wealthy?
3. What did the voice help Lucien understand?
4. What things did Lucien learn would last longer than wealth?
5. How did Lucien’s idea of success change?

Optional deeper thinking (Years 3–6):

- Why doesn’t wealth always bring peace?
- What are some things that cannot be taken away from us?
- How does this story connect to earlier lessons about integrity, leadership, and choices?

Lesson 8.2 The Wheel That Turned

Theme: True Wisdom vs Worldly Success
Moral Focus: Worldly success changes, but true wisdom remains steady
Historical Setting: A medieval town, courtroom, and quiet chamber
Lesson Type: Moral story (Boethius-inspired)



The medieval Wheel of Fortune, symbolising how worldly success rises and falls.

Parent/Tutor Says (Before the Story)

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

Lesson Story

For many years, a man named Stephanus had enjoyed the favour of powerful people. He had spoken well, given advice, and been rewarded with comfort and respect. When he walked through the town, others greeted him warmly. He believed his position was secure.

Then, in a short time, everything changed.

A new ruler came to power, and old friendships were forgotten. Stephanus was accused of wrongdoing he had not committed. His words were twisted, and his former supporters fell silent. He was removed from his position and placed in a small stone room to wait for judgment.

At first, Stephanus was filled with anger and fear. He thought of all he had lost—his work, his reputation, his future. He asked himself how fortune could turn so quickly.

As the days passed, the noise of the world faded. In the quiet, Stephanus began to think more deeply than he ever had before. He realised that the praise he once trusted had vanished, but his thoughts, his conscience, and his understanding remained.

In his reflection, Stephanus imagined wisdom speaking to him—not with harsh words, but with calm truth.

“You trusted the turning wheel,” the voice seemed to say. “But the wheel does not stop. Only what is eternal stands firm.”

Stephanus considered this carefully. He saw that power, wealth, and approval could be taken away, but patience, integrity, and trust in what is right could not.

Though his situation remained uncertain, his heart grew steadier. He learned to endure without bitterness and to hope without pride.

And in that waiting, Stephanus discovered a deeper wisdom than he had known in success: the wisdom to remain faithful when fortune turns against you.

Narration

Parent/Tutor Says:
“Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember.”

Thinking Questions

For all ages (oral discussion):

1. What happened to Stephanus after the ruler changed?
2. How did Stephanus feel at first about his situation?
3. What did Stephanus begin to understand while he waited?
4. What things did Stephanus realise could not be taken from him?
5. How did patience help Stephanus grow in wisdom?

Optional deeper thinking (Years 3–6):

- Why does worldly success change so quickly?
- How can difficult times help us grow wiser?
- How does Stephanus’s experience connect with Lucien’s story in Lesson 8.1?

Lesson 8.3 Writing About True Wisdom

Theme: True Wisdom vs Worldly Success
Writing Focus: Reflective and wisdom-based writing
Literary Focus: Reflection helps us understand what truly matters
Lesson Type: Writing skills through story

A medieval scholar writing by candlelight, showing careful thought and reflection.

Parent/Tutor Says (Before the Story)

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

Lesson Story

In a quiet corner of a monastery library, where light filtered softly through a narrow window, a young student named Marcus sat with a piece of parchment before him. He had been asked to write about what he believed mattered most in life.

At first, Marcus hesitated. He thought of the things people often admired—fine clothes, strong houses, busy work, and praise from others. These seemed important, but the more he thought about them, the less certain he felt.

Marcus remembered the stories he had heard recently. He remembered the man who thought wealth proved wisdom, and the one who lost his position yet gained patience and understanding. Those stories stayed with him.

Marcus dipped his quill into the ink and began to write slowly.

He wrote about truth that does not change when fortune turns. He wrote about kindness that lasts longer than success. He wrote about wisdom that grows quietly, often in hardship rather than comfort.

When Marcus finished, he read his words again. They were simple, but they were honest.

His teacher came and read the parchment in silence. Then he nodded.
"You have written wisely," he said. "True wisdom is not loud. It is steady."

Marcus understood then that writing can help us see clearly—not only the world around us, but what matters most within us.

Narration

Parent/Tutor Says:
"Now, close your eyes and try to picture the story like a movie in your mind. Then, in your own words, tell me the whole story – as much as you can remember."

Thinking Questions

For all ages (oral discussion):

1. What task was Marcus given?
2. What ideas did Marcus think about at first?
3. Which stories helped Marcus understand wisdom better?
4. What kinds of things did Marcus decide truly mattered?
5. How did writing help Marcus understand his thoughts?

Optional deeper thinking (Years 3–6):

- Why is wisdom sometimes quieter than success?
- How can writing help us think more clearly?
- How does Marcus's reflection connect to Lucien's and Stephanus's stories?

Writing Skills Instruction

Parent/Tutor Explains:

"When we write about wisdom, we are not just telling what happened. We are **reflecting**—thinking carefully about what we have learned and why it matters.

Reflective writing often:

- Looks back at experiences or stories
- Explains what was learned
- Shares why the lesson is important"

Explain that medieval writers often used stories to teach wisdom, then reflected on their meaning.

Guided Writing Activities

Foundation – Year 2

- Orally complete sentences:
  - "Something important is ___."
  - "I think wisdom means ___."
- Draw a picture of something that truly matters and dictate one sentence.

Years 3–4

- Write **3–4 sentences** answering:
  - What is something people think is important?
  - What is something that truly matters?
  - Why is it important?

Sentence starters:

"Many people think ___ is important.
I think true wisdom is ___.
This matters because ___."

Years 5–6

- Write a **short reflective paragraph (6–8 sentences)** that:
  - Explains the difference between success and wisdom
  - Refers to one story from Week 8
  - Shares a personal or thoughtful conclusion

Encourage students to:

- Write thoughtfully, not quickly
- Use examples from stories
- End with a clear lesson

Optional Extension

- Create a short "wisdom saying" inspired by the stories of Week 8.
- Compare what Marcus learned with lessons from earlier weeks (integrity, courage, leadership).

TOPIC 9	CULMINATING PROJECT OR ASSESSMENT

0–6 Middle Ages English

Final Assessment Tasks (Differentiated by Year Band)

Foundation – Year 2 Assessment

Listening, Retelling, and Moral Understanding

Assessment Type: Oral + Drawing + Simple Sentence (dictated or independent)

Task

1. The parent/tutor **chooses ONE story** from the course (any week).
2. Read the story aloud **once only**.
3. The student completes the following:

A. Oral Narration

- Retell as much of the story as they can in their own words.

B. Picture Response

- Draw a picture of:
  - The main character
  - OR the most important moment in the story

C. Simple Moral Statement

- Student completes one sentence (spoken or written):
  - "This story teaches us to ___."

What This Assesses

- Listening and recall
- Ability to retell a story orally
- Basic understanding of right and wrong
- Expressing ideas through drawing and simple language

Years 3–4 Assessment

Story Retelling and Moral Explanation

Assessment Type: Oral Narration + Short Written Response

Task

1. The student chooses **ONE story** from the course.
2. Complete the following:

A. Oral or Written Narration

- Retell the story in order:
  - Beginning
  - Middle
  - End

B. Written Response (5–7 sentences)
Students respond in writing:

1. Who was the main character?
2. What choice did the character make?
3. Was it a good or poor choice? Why?
4. What happened because of that choice?
5. What lesson does the story teach?

What This Assesses

- Understanding of narrative structure
- Cause and effect
- Moral reasoning
- Clear sentence writing
- Ability to explain ideas in their own words

Years 5–6 Assessment

Reflective Moral Writing Based on a Medieval Story

Assessment Type: Written Reflection (Paragraph)

Task

1. The student selects **ONE story** from the course.
2. Write a **reflective paragraph (8–12 sentences)** that includes:

Required Elements

- A brief summary of the story
- The main choice or problem faced
- The consequences of the choice
- The moral or wisdom taught
- A personal reflection:
    - "What does this story teach us about how we should live?"

Encourage students to:

- Refer to **integrity, courage, responsibility, leadership, or wisdom**
- Write thoughtfully rather than quickly

What This Assesses

- Comprehension of complex moral ideas
- Ability to summarise and reflect
- Cause-and-effect reasoning
- Clear paragraph writing
- Personal response to literature

Final Assessment Rubrics & AC v9 Mapping

Foundation – Year 2 Rubric

Listening, Retelling, and Moral Understanding

Assessment Criteria

- Listening and recall
- Oral narration
- Understanding of the moral idea
- Communication through drawing and simple language

Rubric

Level	Listening & Recall	Oral Retelling	Moral Understanding	Expression
Excellent	Remembers key events clearly	Retells story in logical order	Clearly identifies the lesson of the story	Drawing and sentence clearly match the story
Good	Remembers several main events	Retells most of the story	Identifies a basic moral idea	Drawing or sentence shows understanding
Satisfactory	Remembers some details	Retells parts of the story	Shows emerging understanding of right and wrong	Drawing or sentence is simple but relevant
Developing	Remembers few details	Retelling is unclear or incomplete	Moral idea is unclear	Limited or unclear expression
Beginning	Needs support to recall story	Unable to retell	Does not identify moral idea	Minimal response

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AC v9 Achievement Standards Mapping (F–2)

This assessment addresses the following **Foundation–Year 2 English Achievement Standard expectations**:

Students:

- **Listen to spoken texts and recall key ideas and details**
- **Retell familiar texts using spoken language**
- **Identify characters and events in stories**
- **Express ideas through drawing, speaking, and simple writing**
- **Recognise how stories can teach lessons about behaviour and relationships**

Years 3–4 Rubric

Story Retelling and Moral Explanation

Assessment Criteria

- Story structure (beginning–middle–end)
- Explanation of character choice
- Understanding of cause and effect
- Written clarity

Rubric

Level	Story Structure	Moral Explanation	Cause & Effect	Writing Clarity
Excellent	Clear beginning, middle, and end	Clearly explains the lesson	Explains consequences clearly	Sentences are clear and well organised
Good	Mostly clear structure	Explains lesson with some detail	Links choice to outcome	Writing mostly clear
Satisfactory	Some structure evident	States a basic lesson	Mentions outcome	Simple but understandable writing
Developing	Structure unclear	Moral explanation limited	Cause and effect unclear	Writing lacks clarity
Beginning	No clear structure	No moral explanation	No link between choice and result	Writing very limited

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AC v9 Achievement Standards Mapping (Years 3–4)

This assessment addresses the following **Years 3–4 English Achievement Standard expectations**:

Students:

- **Retell and summarise key ideas and events in texts**
- **Describe characters, settings, and events**
- **Explain how choices and actions affect outcomes**
- **Express ideas clearly in sentences and short texts**
- **Discuss how texts teach lessons or values**

Years 5–6 Rubric

Reflective Moral Writing Based on a Medieval Story

Assessment Criteria

- Understanding of the story
- Analysis of choice and consequence
- Explanation of moral or wisdom
- Reflective writing quality

Rubric

Level	Story Understanding	Choice & Consequence	Moral Insight	Reflective Writing
Excellent	Accurate and concise summary	Insightful explanation of consequences	Deep understanding of moral or wisdom	Clear, thoughtful, well-structured paragraph
Good	Clear understanding of story	Explains main consequences	Explains moral clearly	Mostly clear and organised writing
Satisfactory	Basic understanding	Mentions consequences	States moral lesson	Writing is simple but coherent
Developing	Partial understanding	Consequences unclear	Moral idea vague	Writing lacks structure
Beginning	Limited understanding	No clear consequence	No moral insight	Minimal writing

---

AC v9 Achievement Standards Mapping (Years 5–6)

This assessment addresses the following **Years 5–6 English Achievement Standard expectations**:

Students:

- **Summarise and analyse key ideas and themes in texts**
- **Explain how characters' choices influence events**
- **Identify moral, ethical, or social lessons in stories**
- **Write coherent paragraphs for a specific purpose**
- **Reflect on texts and connect ideas to personal understanding**