

**“Origins & Ancient Times  
(& Orderliness)”**

**Year A, Term 1**

**SAMPLE EXTRACT ONLY**



Homeward  
Education Support

Grades  
Prep - 6

History & Social Studies

# **SAMPLE EXTRACT ONLY**

## **History & Social Studies**

### **Origins & Ancient Times**

#### **Foundations/Prep to Grade 6**

##### **COURSE SUMMARY: God's Orderly Hand in History**

In this 8-week journey through time, students will explore the wonders of ancient history through the lens of God's Word. From the first moments of creation and the intelligence of early mankind, to the great events of Noah's Flood and the Tower of Babel, children will see how God's hand has guided people and nations from the very beginning. As we uncover the stories of Mesopotamia, Abraham's family, and the mighty pyramids of Egypt, we'll discover that history is not a random chain of events – but a beautiful unfolding of God's plan for the world.

Designed for curious young minds in Foundations to Year 6, this course helps students see history as a testimony to God's order, wisdom, and promises. Each lesson highlights how people have responded to God's truth – either by walking in His ways or turning aside – and invites children to reflect on how they can live with purpose in God's great story.

##### **RESOURCES:**

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

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

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

Three lessons a week will provide the basic learning. An extra lesson or two are also provided for extension. To enjoy a richer learning experience, you could **supplement the lessons with extra books** about the topics in this unit, from your local library.

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

- To be advised

Prior to starting each week, review the recommended resources.

## Contents

Week	Description	Page
Week 1	Introduction to History	
Week 2	The Intelligence of Early Mankind	
Week 3	The Intelligence of Early Mankind	
Week 4	Noah & the Flood	
Week 5	The Tower of Babel	
Week 6	Mesopotamia	
Week 7	Abraham, Isaac & Jacob	
Week 8	Egypt & the Pyramids	
Week 9	End of Term Project	
<p><b>Assessment:</b> Section 9 includes an assessment task and rubrics for marking.</p> <p>If you are enrolled in a school or correspondence course, then they may require you to hand in your English Journal including the final project “Reflections on God’s Orderly Hand in History”.</p> <p>You could include photographs of any practical activities or creative projects.</p> <p>To provide valuable feedback on the lessons in this study guide, contact Homeward Education Support 2226 Murphys Creek Rd., Ballard, Qld 4352 or via email at <a href="mailto:info@hesupport.com.au">info@hesupport.com.au</a> or 0438614452.</p>		

**Note to parent-tutor:** The practice of ‘narration’ will be a key learning tool during this course. ‘Narration’ is where the child has listened to a story, or read it themselves – and then they retell the story with as much detail as possible. It will take some lessons for the child to be in the habit of listening attentively enough to retell the story confidently. Because this skill takes a while to master, the early stories are very short. Later they will be able to retell longer stories.

## Lesson 1: What Is History and Why Does It Matter?

**Unit Theme:** God’s Orderly Hand in History

**Character Focus:** Orderliness – Remembering helps us live with wisdom and care.

### Learning Objectives

By the end of this lesson, students will be able to:

- Understand that history is the study of real people and events from the past.
- Recognise that the Bible is a historical record of God’s work through generations.
- Describe what a historian or archaeologist does and why remembering is important.
- Create a simple timeline of their life and reflect on God’s faithfulness.
- Ask and answer questions about a story using evidence and memory.
- Communicate their own story using historical thinking skills like sequencing and narration.

### A) Informational Story: “Sophie and the Strange Stone”

*Read aloud the story carefully and with expression.*

One bright morning, Sophie was walking in the woods behind her house. She loved looking for butterflies and listening to the birds. But today, something different caught her eye. Half-buried in the dirt was a large, mossy rock. It looked like it didn’t belong there. Sophie knelt down and brushed away the moss and dirt. To her surprise, she saw some strange shapes carved into the stone – almost like writing!

She ran to get her Grandpa. “Grandpa, look what I found!”

Grandpa’s eyes widened. “That’s very old, Sophie. Someone long ago made those marks. Maybe it was a signpost, or a part of a wall.”

“Wow,” said Sophie. “Who do you think put it there?”

“That’s a good question,” said Grandpa. “That’s what people called historians and archaeologists do. They look at old things to learn about the people who came before us.”

Sophie looked back at the stone. “So... this rock is telling a story?”

“Yes! History is full of stories. But it’s not pretend – it’s about real people who lived in real places and made real choices. Some followed God. Some didn’t. Some were kings. Some were workers. But all of them mattered.”

Grandpa opened his Bible. “The Bible is full of history too.

Abraham, Moses, David, Jesus – they all lived in real times and places.”

Sophie nodded. “It’s like God is telling His big story through lots of little ones.”



“That’s right,” said Grandpa. “And you are part of that story, too.”  
Sophie looked at the stone one more time. “I want to learn history. I want to remember the stories and what they teach us.”  
“God tells us in the Bible,” Grandpa smiled, “‘Remember the days of old.’ That means we should learn from the past – so we can live wisely today.”

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## **B) Narration (Retell the Story)**

*Teacher/Tutor/Parent reads instructions aloud.*

"Now I'd like you to tell me everything you remember about the story. Pretend you are the historian! You can tell it in your own words."

Ask helpful prompts if needed:

- What did Sophie find?
- What did Grandpa say the stone might be?
- What is history, according to Grandpa?
- What part of the Bible did Grandpa read?

**Content Descriptions addressed in this section:**

- F: AC9HSFS05 – share narratives and observations, using sources and terms about the past and places
  - Y1-2: AC9HS1S06, AC9HS2S06 – develop narratives and share observations using sources
  - Y3-6: AC9HS3S07, AC9HS4S07, AC9HS5S07, AC9HS6S07 - present descriptions and explanations, using ideas from sources and relevant subject-specific terms
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## **C) Thinking Questions – Differentiated by Age Group**

*These questions help you reflect on why history is important.*

### **For Ages 5–7 (Foundation–Year 1):**

- What did Sophie find in the forest?
- Why do people look at old things?
- Who are some real people in the Bible?

### **For Ages 8–10 (Years 2–4):**

- Why is it important to learn about people who lived before us?
- How does the Bible help us understand history?
- What might happen if we forget God’s story?

### **For Ages 11–12 (Years 5–6):**

- What do historians and archaeologists do?
- Why does God want us to “remember the days of old”?
- How can history help bring order to our world?

*Character Trait Discussion (All ages):*

“How does remembering stories from the past help us live better today? Can learning history bring order instead of confusion?”

**Content Descriptions addressed in this section:**

- F-Y2: AC9HSFS04, AC9HS1S04, AC9HS2S04 – discuss perspectives related to objects, people, places and events
- Y3-6: AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04 – analyse information and data, and identify perspectives

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## D) Creative Activity – “My Life So Far” Timeline

Create your own personal timeline to see how your story fits into history! As well as events in your own life, try to include your parents & grandparents in the timeline if you can. Are there any other people, places or buildings that have been important to you? Include them in your timeline.

### Materials Needed:

- Blank paper
- Pencil or crayons
- Ruler (optional)

### Instructions:

1. Draw a straight line across the page.
2. At the far left, write: *When I was born*.
3. Add 4–6 major life events (e.g. moving, starting school, first pet, etc.).
4. Add 1–2 faith milestones (e.g. first prayer, baptism, favourite Sunday School memory).
5. At the top, write a title: **“My Life So Far: God’s Hand in My Story”**

### Discussion:

- Which part of your story is your favourite?
- How can you see God’s care in your life?

### Extension:

Ask a grandparent to tell you a story from when they were your age. Think up (and write down) some questions you can ask your parents & grandparents about their part in your story.

Ask these questions & record significant information/events in your timeline.

So, you might have one layer of the timeline being “My Story”, and add a second layer: “*My Family Story*”

### Content Descriptions addressed in this section:

- (Y1) **AC9HS1K02** – continuity and change between aspects of their daily lives and their parents’ and grandparents’ childhoods
- (Y2) **AC9HS2K01** – a local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance
- (F): **AC9HSFS01** ) – **pose questions** about familiar objects, people, places and events
- **AC9HS1S01; AC9HS2S01** (Y1) – **develop questions** about objects, people, places and events in the past and present
- (Y2) – **develop questions** about objects, people, places and events
  
- (Y3-6) **AC9HS3S01, AC9HS4S01, AC9HS5S01, AC9HS6S01**
- F-2: **AC9HSFS02, AC9HS1S02, AC9HS2S02** – sort and record information using timelines
- Y3-6: **AC9HS3S02, AC9HS4S02, AC9HS5S02, AC9HS6S02** – locate, collect and organise information using timelines

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## E) Biblical Connection

*Read aloud and reflect together:*

**Deuteronomy 32:7** – “Remember the days of old; consider the years of many generations.”

**Psalms 78:4** – “We will not hide them from their children but tell the next generation...”

Ask:

- Why does God want us to remember the past?

- What can we learn from the people in the Bible?
- How has God shown His faithfulness through history?

Encourage the student to write or say a prayer thanking God for being the Author of history.

**Content Descriptions addressed in this section:**

- Cross-curricular biblical integration supports moral and reflective thinking, complementing:
    - AC9HSFS04, AC9HS1S04, AC9HS2S04 – discuss perspectives
    - AC9HS3S05–AC9HS3S06 – draw conclusions; propose actions based on reflection
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**Australian Curriculum Content Descriptions Used in this Lesson**

**History Knowledge and Understanding:**

- AC9HS1K02 (Year 1) – **continuity and change** between aspects of their daily lives and their parents’ and grandparents’ childhoods
- AC9HS2K01 (Year 2) – a local individual, group, place or building and the reasons for their **importance**, including social, cultural or spiritual significance

**HASS Skills: Questioning and Researching**

- AC9HSFS01 (F) – **pose questions** about familiar objects, people, places and events
- AC9HS1S01 (Y1) – **develop questions** about objects, people, places and events in the past and present
- AC9HS2S01 (Y2) – **develop questions** about objects, people, places and events
- AC9HS3S01, AC9HS4S01, AC9HS5S01, AC9HS6S01 (Y3–6) – **develop questions** to guide investigations about people, events, places and issues

**HASS Skills: Sorting, Recording, Interpreting**

- AC9HSFS02, AC9HS1S02, AC9HS2S02 (F-2) – **collect, sort and record information**, including pictorial or unscaled timelines
- AC9HS3S02, AC9HS4S02, AC9HS5S02, AC9HS6S02 (Year 3-6) – **locate, collect and organise information** using timelines and sources

**HASS Skills: Communicating and Reflecting**

- AC9HSFS05, AC9HS1S06, AC9HS2S06 (F-2) – **share narratives and observations**, using sources and terms about the past
- AC9HS3S07, AC9HS4S07, AC9HS5S07, AC9HS6S07 (Year 3-6) – **present descriptions and explanations**, drawing from sources and using relevant terms
- AC9HSFS04, AC9HS1S04, AC9HS2S04 (F-2) – **discuss perspectives**
- AC9HS3S04 to AC9HS6S04 (Year 3-6) – **analyse perspectives** in information and sources



# Lesson 2: How Do We Know About the Past?

**Unit Theme:** God's Orderly Hand in History

**Character Focus:** Orderliness – Learning about the past brings understanding and structure to the present.

## Learning Objectives

By the end of this lesson, you will be able to:

- Understand how historians and archaeologists learn about the past through objects and writings.
- Recognise that the Bible contains reliable history.
- Ask and answer questions about evidence from the past.
- Use imagination and observation to interpret an everyday object as a piece of history.
- Explain how knowing the past helps us make sense of God's story and our place in it.

(AC links after each section and summarised at the end.)

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## A) Informational Story: “Ben and the Broken Pot”

*Read or listen carefully to the story below. Imagine you are a “history detective” just like Ben.*

Ben loved helping his dad in the garden. One sunny morning, as he was digging a hole to plant some tomato seedlings, his small shovel hit something hard.

Clink!

“What was that?” he asked.

He dug carefully and pulled out a broken piece of pottery. It was smooth on one side and had a painted swirl on it. It looked very old.

Ben ran inside. “Dad! Look what I found!”

His dad smiled. “That’s a piece of pottery. Someone made this a long, long time ago. Maybe even hundreds of years ago.”

“Wow!” said Ben. “How can we know who made it? Or what it was used for?”

“That’s what archaeologists do,” said Dad. “They look at things people left behind – like tools, buildings, and even bones. Historians also study old books and letters to learn what life was like in the past.”

“So, this little broken pot could tell a story?” Ben asked.

“Yes!” Dad said. “Every object, when studied carefully, helps us understand more about people who lived before us.”

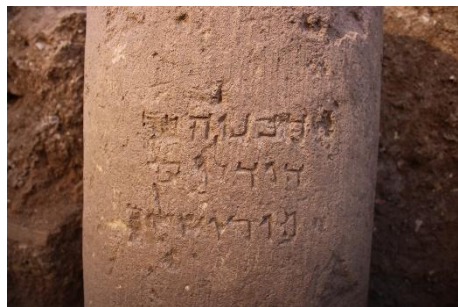
Ben turned the pottery piece over in his hand. “It’s like being a detective, but for history!”

“That’s right,” said Dad. “We weren’t there, but we can still learn. And you know what? The Bible is filled with things that really happened. We can check the places and names – and we find those same places in the land of Israel today!”

Ben grinned. “I want to be a history detective when I grow up!”

His dad nodded. “God tells us in His Word to ‘remember the days of old.’ That means we should study the past carefully. It helps us understand how people lived, and how God has been at work in the world.”

Ben picked up the piece of pottery again. “Even broken things can help tell the story!”



This Jerusalem inscription dating to the first century B.C. spells the city's name as *Yerushalayim*.

*Photo: Danit Levy, Israel Antiquities Authority.*



## **B) Narration – Retell the Story**

*Tutor or student reads aloud the instructions:*

Now it's your turn to be the storyteller. Can you remember what happened in Ben's story? Tell the story in your own words.

You may be asked:

- What did Ben find in the garden?
- How did they try to learn more about it?
- What did Dad say about historians, archaeologists, and the Bible?

Content Descriptions addressed in this section:

- F-2: AC9HSFS05, AC9HS1S06, AC9HS2S06 – share or develop narratives and observations using sources
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## **C) Thinking Questions – Differentiated**

*Age-based reflection helps students engage with the story's ideas.*

### **Ages 5–7 (Foundation–Year 1):**

- What did Ben find?
- Why was it special?
- What does a historian do?

### **Ages 8–10 (Years 2–4):**

- How do archaeologists and historians help us understand the past?
- Why do you think God tells us to remember the “days of old”?
- What might you leave behind that could help someone in the future learn about your life?

### **Ages 11–12 (Years 5–6):**

- What tools do historians and archaeologists use?
- How is the Bible a source of real history?
- Why does learning about the past help bring order and wisdom to the world?

## **Character Trait Reflection – All Ages:**

Ask:

“How does learning about the past help us understand the present and trust God's plan?”

Content Descriptions addressed in this section:

- F-2: AC9HSFS04, AC9HS1S04, AC9HS2S04 – discuss perspectives related to objects, people, places and events
  - Y3–6: AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04 – analyse perspectives in information and data
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## **D) Activity – Become a History Detective!**

Let's practise being like Ben. Choose an object, imagine its story, and share what it teaches us.

### **Materials:**

- Paper
- Pencil or crayons
- Optional: An old-looking object (a rock, nail, coin, button, shell, etc.)

## Instructions:

1. Choose a small item that looks “interesting” or “mysterious.”
2. Draw the object carefully.
3. Ask yourself:
  - What was it used for?
  - Who might have owned it?
  - What does it tell us about life?
4. Make up a short story or explanation for your drawing.
5. Write the title: **“The Story This Object Tells”**

## Extension Options:

- Write one question you’d ask the person who used the object long ago.
- **For older students:** Choose one real artifact from history (e.g., Dead Sea Scrolls, Viking sword, Rosetta Stone). Research who found it, what it teaches, and how it connects to real events in the Bible or world history.

Dead Sea Scrolls =



A Viking Sword =



The Rosetta Stone =



Content Descriptions addressed in this section:

- F-6: AC9HSFS01 to AC9HS6S01 - develop questions
- F-2: AC9HSFS02, AC9HS1S02, AC9HS2S02 – collect, sort and record information from observations
- Y3-6: AC9HS3S02, AC9HS4S02, AC9HS5S02, AC9HS6S02 – locate, collect and organise information from sources

## E) Biblical Connection

*Read these verses and reflect together.*

- **Deuteronomy 32:7** – “Remember the days of old...”
- **Romans 15:4** – “Everything that was written in the past was written to teach us...”
- **Psalms 78:4** – “We will not hide them from their children, but tell the next generation...”

### Discussion Questions:

- Why does God tell us to remember history?
- What are some examples of stories from the Bible that teach us about God’s faithfulness?
- Has your family ever told you a story about the past that helped you learn something?

### Orderliness Reflection:

“God works in patterns and through time. History helps us see how God brings order, justice, and hope step by step.”

Content Descriptions addressed in this section:

- Cross-curricular support of history understanding and personal reflection:
    - F-6: AC9HSFS04, AC9HS1S04, AC9HS2S04, AC9HS3S05, AC9HS4S05, AC9HS5S05, AC9HS6S05 – **discuss perspectives and draw conclusions**
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## Full Content Descriptions by Sub-Strand

### History Knowledge and Understanding

- AC9HS1K02 (Year 1) – **continuity and change** between aspects of their daily lives and their parents’ and grandparents’ childhoods
- AC9HS2K01 (Year 2) – a local individual, group, place or building and the reasons for their **importance**
- AC9HS3K01 (Year 3) – **causes and effects of changes** to the local community, and how people from diverse backgrounds have contributed

### HASS Skills – Questioning and Researching

- AC9HSFS01, AC9HS1S01, AC9HS2S01 – **develop questions** about objects, people, places and events
- AC9HS3S01 to AC9HS6S01 – **develop questions** to guide investigations

### HASS Skills – Sorting, Recording, Interpreting

- AC9HSFS02, AC9HS1S02, AC9HS2S02 – **collect, sort and record information** using observations
- AC9HS3S02, AC9HS4S02, AC9HS5S02, AC9HS6S02 – **locate, collect and organise information**

### HASS Skills – Analysis, Reflection, Communication

- AC9HSFS04–05, AC9HS1S04–06, AC9HS2S04–06 – **discuss perspectives**, draw conclusions, and **share narratives**
- AC9HS3S04–07, AC9HS4S04–07, AC9HS5S04–07, AC9HS6S04–07 – **analyse perspectives**, draw conclusions, and **present descriptions**

# Lesson 3: What Can We Learn from the Past?

**Unit Theme:** God's Orderly Hand in History

**Character Focus:** Orderliness – Learning from others' lives brings wisdom, structure, and understanding to our own.

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## Learning Objectives

By the end of this lesson, you will be able to:

- Reflect on how historical artefacts and stories help us learn from the past.
- Understand that both the Bible and real-life objects are sources of wisdom.
- Express your own ideas about the value of history using drawings or writing.
- Describe how lessons from history can help you live wisely today.
- Consider how remembering past people and events helps bring order to families, communities, and nations.

(AC links after each section and summarised at the end.)

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## A) Informational Story – “Mila and the Mysterious Shoes”

*Read the story aloud, once only, asking the student to listen carefully like a “wisdom-seeker from history.”*

Mila was visiting a museum with her mum. They wandered through rooms filled with strange and wonderful things – old toys, shiny armour, and dusty books.

But Mila's favourite thing was a small pair of shoes sitting behind glass. They were made of leather and looked very worn. “Who do you think wore these?” she asked.

Her mum read the sign. “These belonged to a girl your age who lived more than 100 years ago.”

Mila's eyes widened. “She was like me?”

“Yes,” her mum said. “She lived a long time ago, but she probably played with friends, helped her parents, and liked to laugh – just like you.”

Mila stared at the shoes. “I wonder what kind of world she lived in.”

“That's why we study history,” her mum said. “We learn about people from the past – how they lived, what they believed, and what they experienced.”

“But why is that important?” Mila asked.

“Well,” her mum replied, “when we learn what others did right, we can follow their good example. And when we learn what people did wrong, we can avoid making the same mistakes. That's called wisdom.” Her mum opened her Bible and showed her Romans 15:4: “Everything that was written in the past was written to teach us...”

“That means even Bible stories teach us important lessons,” she explained. “And all through the Bible, God says we should remember the past. That's what helps us live in a good and wise way today.”

“So, even those old shoes help us learn?” Mila asked.

“Yes,” said Mum. “History helps us walk in someone else's shoes – even if they're 100 years old.”



## B) Narration – Retell the Story

*Tutor or student reads the prompt:*

“Now, tell the story back in your own words. What happened to Mila? What did she see? What did she learn?”

Prompts if needed:

- Where was Mila?
- What did she see?
- What did her mum teach her about history and the Bible?

Content Descriptions addressed in this section:

- F-2: AC9HSFS05, AC9HS1S06, AC9HS2S06 – develop or share narratives based on a historical story
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## C) Thinking Questions – Differentiated by Age

*Help the student think more deeply about the lesson and connect to their own life.*

### Ages 5–7 (F-1):

- What did Mila find in the museum?
- What do old things tell us?
- Why do we read Bible stories?

### Ages 8–10 (Y2–4):

- What can we learn from people in history?
- Why does God want us to remember?
- What happens when people forget history?

### Ages 11–12 (Y5–6):

- How does learning from the past help us live better today?
- What are some mistakes people in history have made?
- How does studying history bring order to the world?

### Character Trait Focus – All Ages:

“When we learn from the past, we make better choices in the present. That brings order into our families, communities, and even whole countries.”

Content Descriptions addressed in this section:

- F-2: AC9HSFS04, AC9HS1S04, AC9HS2S04 – discuss perspectives related to people and events
  - Y3–6: AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04 – analyse information and identify perspectives
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## D) Biblical Connection

*Read together:*

- **Romans 15:4** – “Everything that was written in the past was written to teach us...”
- **Deuteronomy 32:7** – “Remember the days of old...”

### Discuss:

- What stories in the Bible have taught you something important?
- Why does God say to “remember”?
- How can God’s faithfulness in history help you today?

## Orderliness Reflection:

“God doesn’t want us to live in confusion. He gives us true stories from the Bible and from history to help us live with wisdom, courage, and understanding.”

Content Descriptions addressed in this section:

- F-6: Supports skills of reflection and analysis:
    - F-2: AC9HSFS04, AC9HS1S04, AC9HS2S04
    - Y3-6: AC9HS3S05, AC9HS4S05, AC9HS5S05, AC9HS6S05 – draw conclusions from information
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## E) Activity – “If I Had Old Shoes” Writing & Drawing Page

This creative activity helps students reflect on the idea of stepping into someone else’s shoes.

### Materials:

- Paper
- Crayons or markers
- Pencil



### Instructions:

1. Draw a pair of old-fashioned shoes at the top of the page.
2. At the bottom, write or dictate the sentence:  
**“If I wore someone’s shoes from the past, I would learn...”**  
(e.g., “...what life was like long ago, how they worked, what they believed, and how God helped them.”)
3. Decorate your page with colours, people, or scenery from the past.

### Extension for older students:

- Choose a real person from the Bible or history (e.g., Ruth, David, Mary, Martin Luther, Florence Nightingale)
- Write 3 lessons their life teaches us today.

### Wrap-Up Discussion Questions:

- “Why is it good to learn from people who lived before us?”
- “What Bible story teaches something important about how to live?”
- “How can learning from history help you walk wisely in today’s world?”

### Optional Prayer Prompt:

“Dear God, thank You for the people who came before me. Help me to remember their stories, learn from them, and walk in Your ways with wisdom. Amen.”

**Content Descriptions addressed in this section:**

- F-2: AC9HSFS02, AC9HS1S02, AC9HS2S02 – **sort and record information** or ideas using drawings and words
  - Y3-6: AC9HS3S02, AC9HS4S02, AC9HS5S02, AC9HS6S02 – **locate and organise information** from imagined or real sources
  - All levels: AC9HS3S07–AC9HS6S07 – **present descriptions** using ideas and relevant terms
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## **Australian Curriculum Content Descriptions Used in this Lesson**

### **History Knowledge and Understanding**

- AC9HS1K02 (Year 1) – **continuity and change** between aspects of their daily lives and their parents' and grandparents' childhoods
- AC9HS2K01 (Year 2) – a local individual, group, place or building and the reasons for their **importance**
- AC9HS3K01 (Year 3) – **causes and effects of changes** to the local community, and contributions from diverse backgrounds

### **HASS Skills – Questioning and Researching**

- AC9HSFS01, AC9HS1S01, AC9HS2S01 – **develop questions** about people, objects and events
- AC9HS3S01–AC9HS6S01 – **develop questions** to guide investigations

### **HASS Skills – Sorting, Recording, Interpreting**

- AC9HSFS02, AC9HS1S02, AC9HS2S02 – **record information** using drawings or timelines
- AC9HS3S02–AC9HS6S02 – **organise information** from stories, drawings, and imagined scenarios

### **HASS Skills – Perspectives and Communication**

- AC9HSFS04–05, AC9HS1S04–06, AC9HS2S04–06 – **discuss perspectives** and **share narratives**
- AC9HS3S04–07, AC9HS4S04–07, AC9HS5S04–07, AC9HS6S04–07 – **analyse, reflect and present** ideas from sources



# Lesson 4: What Is My Place in God's Big Story?

**Unit Theme:** God's Orderly Hand in History

**Character Focus:** Orderliness – God's story moves through time with purpose, and we each have a meaningful place in it.

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## Learning Objectives

By the end of this lesson, you will be able to:

- Understand that the Bible is a real historical timeline of God's work through people.
- Recognise that your life is part of God's ongoing story.
- Reflect on how biblical history helps us understand our purpose today.
- Create a personal "story map" showing your place in God's unfolding plan.
- Appreciate the order and direction God brings through history.

(Australian Curriculum links after each section and summarised at the end.)

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## A) Informational Story – "Nevill's Map"

*Read this story aloud carefully. Ask students to listen closely, as they will retell the story afterwards.*

[Note: If possible, in a classroom, show a timeline book to the students.]

Nevill was lying on the floor of his living room, looking at a giant paper map. His Sunday school teacher had given it to him after their last lesson. It showed a timeline – like a road stretching across history – with pictures of important people from the Bible. At the beginning was Adam and Eve. Then came Noah's Ark, Abraham, Moses parting the Red Sea, David and Goliath, and Jesus on the cross.



Nevill traced his finger along the line. "Wow, so many people."

His big sister came over and sat beside him. "That's God's story," she said. "All those people really lived, and God used each one for something special."

"But what about now?" Nevill asked. "Where are we on the map?"

She smiled and pointed to the blank space at the end. "That's where you are. The story isn't finished yet. We're still living in God's big story."

"You mean, I'm in history too?" Nevill asked.

"Yes! God has a plan for you. He made you to love Him, help others, and follow Jesus. Just like Moses had his part, and Mary had her part – you have a part too."

Nevill looked at the blank space again. "So, I'm walking on the same path?"

"That's right," she said. "That's why we study history. It reminds us that God has always been faithful, and He's still working in our world today."

Then she opened her Bible and read: "For I know the plans I have for you," declares the Lord... (Jeremiah 29:11)

Nevill stood up and said, "I'm going to make my own map. And I'm going to put me right on it!"

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## **B) Narration – Retell the Story**

*Tutor or student reads the following aloud:*

“Can you retell the story of Nevill and his map in your own words?”

Prompts (if needed):

- What was Nevill looking at?
- Who helped him understand it?
- Where did Nevill place himself in the story?

Content Descriptions addressed in this section:

- F-2: AC9HSFS05, AC9HS1S06, AC9HS2S06 – share narratives and observations
  - Y3-6: AC9HS3S07–AC9HS6S07 – present descriptions and explanations from historical stories
- 

## **C) Thinking Questions – Differentiated by Age Group**

*Help students reflect on their role in God’s plan.*

### **Ages 5–7 (Foundation–Year 1):**

- Who were some people on Nevill’s map?
- Do you think you’re part of God’s big story too?
- What kinds of things might God want you to do?

### **Ages 8–10 (Years 2–4):**

- How do the people in the Bible show us God’s plan through history?
- Why is it exciting to be part of that same story today?
- How can learning about the past help you follow God now?

### **Ages 11–12 (Years 5–6):**

- What do you think it means to live “in God’s big story”?
- How does knowing our place in history help us live with purpose?
- How does being part of God’s story bring order and direction?

### **Character Trait Reflection – All Ages:**

“God’s story is not random. It moves through time with purpose. When we understand where we are in His story, we live with more direction and less confusion.”

Content Descriptions addressed in this section:

- F-2: AC9HSFS04, AC9HS1S04, AC9HS2S04 – discuss perspectives related to people and events
  - Y3-6: AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04 – analyse information and identify perspectives
- 

## **D) Biblical Connection**

*Read and discuss these verses together:*

- **Jeremiah 29:11** – “For I know the plans I have for you,” declares the Lord...
- **Psalms 78:4** – “We will tell the next generation about the Lord’s power and His mighty miracles...”

### Discuss Together:

- Why is it important to know that you're part of God's plan?
- How does knowing Bible history help us understand today?
- What part might you have in God's story?

### Orderliness Reflection:

"God's history is purposeful. You are not here by accident. God has a part for you to play – just like Moses, Ruth, David, or Mary."

#### Content Descriptions addressed in this section:

- F-6: Reflecting on God's purpose through history supports:
    - F-2: AC9HSFS04-05, AC9HS1S04-06, AC9HS2S04-06
    - Y3-6: AC9HS3S04-06, AC9HS4S04-06, AC9HS5S04-06, AC9HS6S04-06 – analyse, conclude, and propose reflections on historical understanding
- 

### E) Activity – Create "My Story Map"

This creative activity helps children visualise their place in God's historical timeline.

#### Materials:

- Large sheet of paper
- Pencil and colouring materials
- Ruler (optional)

#### Instructions:

1. Draw a long path or timeline across your page.
2. On the left side, include 3–5 biblical figures (e.g., Adam, Noah, Moses, David, Jesus).
3. In the middle or toward the end, draw *yourself*. Write your name and add pictures or notes about your life.
4. Add moments in your life where you've seen God working (e.g., praying, serving, growing).
5. Decorate the rest with stars, arrows, or drawings that show where you think God might lead you next.

#### Optional (for older children):

- At the bottom, write: "God has a plan for me, and I am part of His big story!"
- Choose one Bible person and explain in writing how their life gives you direction.

#### Wrap-Up Reflection Questions:

- What did you learn about your place in God's story?
- What kind of story do you want your life to tell?
- How can we live with purpose, knowing we are part of something so big?

#### Optional Prayer:

"Dear God, thank You that I am part of Your story. Help me live each day for You, remembering the past and trusting You for the future. Amen."

#### Content Descriptions addressed in this section:

- F-2: AC9HSFS02, AC9HS1S02, AC9HS2S02 – record information using drawings and text
- Y3-6: AC9HS3S02, AC9HS4S02, AC9HS5S02, AC9HS6S02 – locate and organise information to show understanding of history and identity
- Y3-6: AC9HS3S07-AC9HS6S07 – present explanations using ideas and appropriate terms

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## Australian Curriculum Content Descriptions Used in this Lesson

### History Knowledge and Understanding

- AC9HS1K02 (Y1) – **continuity and change** between children’s lives and those of past generations
- AC9HS2K01 (Y2) – a local individual, group, place or building and the reasons for their **importance**
- AC9HS3K01 (Y3) – **causes and effects of changes** to the local community and how people from diverse backgrounds contributed

### HASS Skills – Questioning and Researching

- AC9HSFS01, AC9HS1S01, AC9HS2S01 – **develop questions** about people and events
- AC9HS3S01–AC9HS6S01 – **develop questions** to guide investigations

### HASS Skills – Sorting, Recording, Interpreting

- AC9HSFS02, AC9HS1S02, AC9HS2S02 – **sort and record information** using drawings and observations
- AC9HS3S02–AC9HS6S02 – **locate, collect and organise information**

### HASS Skills – Perspectives, Communication and Reflection

- AC9HSFS04–05, AC9HS1S04–06, AC9HS2S04–06 – **discuss perspectives, draw conclusions, and develop narratives**
- AC9HS3S04–07, AC9HS4S04–07, AC9HS5S04–07, AC9HS6S04–07 – **analyse information, propose actions, and present explanations**

## Bonus Optional Lesson:

Today could be used for Field Trips or a Homeschool Co-op Group; or if you are at home then you might try this fun wrap-up of the week.

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### History Unit Quiz – For Ages 5–12

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This quiz reviews Lessons 1–4 of the primary history unit.

#### Lesson 1: What Is History and Why Does It Matter?

1. What did Sophie find in the forest?
2. What did her grandpa say history helps us do?
3. What does God tell us to do in Deuteronomy 32:7?
4. How is your life part of history?
5. (Bonus) Can you name a person from the Bible whose story is part of history?

#### Lesson 2: How Do We Know About the Past?

1. What did Ben find in the garden?
2. What do archaeologists do?
3. How do old things help us learn about the past?
4. What does Romans 15:4 say about the past?
5. What do YOU want people in the future to know about your life?

#### Lesson 3: What Can We Learn from the Past?

1. What did Mila see in the museum?
2. Why was the old pair of shoes special?
3. What can Bible stories teach us?
4. How can learning from the past help us today?
5. (Bonus) What is something you have learned from someone else's story?

#### Lesson 4: What Is My Place in God's Big Story?

1. What did Noah look at in his living room?
2. Who did he see on the timeline?

3. What did his sister say about the blank space?
4. How are YOU part of God's story?
5. What does Jeremiah 29:11 say about God's plan for you?

# Answer Key – History Unit Quiz (Primary – Lessons 1 to 4)

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## Lesson 1: What Is History and Why Does It Matter?

1. Sophie found a mossy rock with markings on it in the forest.
2. Her grandpa said history helps us understand people from the past and God's big story.
3. God tells us to 'remember the days of old' – meaning to think about and learn from the past.
4. Each person's life is part of history because our lives are part of God's ongoing story.
5. Answers may include: Abraham, Moses, David, Jesus, etc.

## Lesson 2: How Do We Know About the Past?

1. Ben found a broken piece of pottery.
2. Archaeologists study old objects to learn about people from long ago.
3. Old things give us clues about how people lived, worked, and worshipped.
4. Romans 15:4 says everything written in the past was written to teach us.
5. Open-ended (look for ideas like family, faith, learning, friendship, etc.).

## Lesson 3: What Can We Learn from the Past?

1. Mila saw a pair of very old shoes in the museum.
2. They belonged to a girl who lived over 100 years ago, showing what life was like back then.
3. Bible stories teach us lessons about faith, obedience, and God's faithfulness.
4. Learning from the past helps us avoid mistakes and make wise choices.
5. Open-ended (look for a personal reflection or a Bible character story).

## Lesson 4: What Is My Place in God's Big Story?

1. Noah looked at a timeline that showed important people from the Bible.
2. He saw people like Adam, Noah, Moses, David, and Jesus.
3. His sister said the blank space was where Noah's own story belonged.
4. We are part of God's story because we are alive today and God has a plan for us.
5. Jeremiah 29:11 says that God has good plans for us, to give us a future and a hope.



# TOPIC

## 2

# THE INTELLIGENCE OF EARLY MANKIND

## Early Ancient Mankind (Ages 5–12)

**Overview:** This week's lessons teach children that humans were created intelligent from the beginning, as shown in the Bible, archaeology, and ancient inventions. Through stories, hands-on projects, and biblical reflection, students will explore the creativity and orderliness of early mankind.

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## Lesson 5: The Bible and Early Human Intelligence

**Unit Theme:** God's Orderly Hand in History

**Character Focus:** Orderliness – God created humans with intelligence, creativity, and responsibility from the beginning.

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### Learning Objectives

By the end of this lesson, you will be able to:

- Understand that Adam was created intelligent and purposeful from the start.
- Recognise that naming animals was a God-given task requiring wisdom and observation.
- Explore the meaning of being made in God's image.
- Reflect on the difference between people and animals in God's creation.
- Demonstrate imagination and intelligence through a creative naming activity.

(AC links after each section and summarised at the end.)

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### A) Informational Story – *Adam and the Garden of Names*

*Read this story slowly and with expression. Children will retell it afterward.*

Adam walked through the beautiful Garden of Eden. The sky above him was bright blue, and the warm sun lit up the colours of every tree and flower. The garden was full of life. Birds chirped in the trees, and butterflies danced among the blossoms. The ground was soft beneath Adam's feet, and a gentle river flowed through the garden, watering everything in its path.

God had made this garden especially for Adam, and He had given Adam a very special job.

"Adam," God had said, "I want you to name every living creature I have made."

Adam's eyes widened. "Every one?"

"Yes," said God with a smile. "I have made you in My image. That means you can think, speak, observe, and create. I want to see what names you will choose."

So, Adam began his work. A small furry creature with long ears bounced up to him. “You look gentle,” Adam said thoughtfully. “I will call you Rabbit.” Next came a tall, slow-moving animal with a long neck. Adam studied its shape and movement. “Giraffe,” he said. “That suits you well.” A buzzing insect landed on his arm. “You are tiny, but you fly fast. I will call you a little name like Bee. You’re my little ‘buzzing bee’.”

All day long, Adam observed, listened, and named. He didn’t need to go to school to learn how to do this – God had made him smart, right from the beginning. Adam didn’t grunt like an animal or scribble pictures. He used real language. He thought carefully, chose wisely, and remembered each name.

Later, Adam sat under a large tree and looked around. The branches spread wide above his head like a giant umbrella. Birds fluttered into nests high in the tree, and the sound of rushing water filled the air.

He noticed the patterns in the leaves. No two were the same, and yet every tree grew in a perfect design. He saw how birds worked together to build nests, and how beavers shaped branches into homes. He watched a deer walk through the grass so quietly that the rabbits didn’t even run away.



Adam smiled. “Everything You made, Lord, is full of wonder and order,” he said aloud. “And You gave me the ability to see it, name it, and care for it.”

God was pleased. “I made you to reflect Me, Adam. You are not like the animals. You can reason, create, speak, and love. This garden is your home – and your responsibility.”

Adam stood up and stretched. He wasn’t tired or bored. The task had been joyful and meaningful. He looked forward to each new day of caring for the garden and discovering more of God’s beautiful design.

Although some ancient people may have taken shelter in caves, they weren’t animal-like stupid cavemen just making animal-like grunts ( “Ooga, ooga”).



...or...



From the very beginning, humans were not confused or primitive. They were made intelligent, capable, and responsible. God gave them language, order, and purpose.

## **B) Narration – Retell the Story**

*Tutor reads aloud:*

“Can you tell me everything you remember from the story about Adam in the Garden of Eden?”

Let the student retell in their own words. Prompt if needed:

- What job did God give Adam?
- How did Adam name the animals?
- What did Adam notice about the world around him?
- What made Adam different from the animals?

**Content Descriptions addressed in this section:**

- F-2: AC9HSFS05, AC9HS1S06, AC9HS2S06
  - Y3-6: AC9HS3S07–AC9HS6S07 – Retelling and reflecting on narrative content
- 

## **C) Thinking Questions – Age-Differentiated**

Use these reflection questions to deepen understanding.

### **Ages 5–7 (F-1):**

- What job did God give Adam?
- Can animals talk like people?
- Who made Adam smart?

### **Ages 8–10 (Y2–4):**

- What does it mean to be made in God’s image?
- Why is naming animals a smart job?
- How does this story show that early humans were not “cavemen”?

### **Ages 11–12 (Y5–6):**

- What’s the difference between how God made animals and people?
- What does the story teach us about early human intelligence?
- How does the order in creation reflect God’s character?

### **Character Trait Reflection:**

God gave Adam a task that required thinking, order, and language. This shows that God values structure, responsibility, and creativity.

**Content Descriptions addressed in this section:**

- F-2: AC9HSFS04, AC9HS1S04, AC9HS2S04 – discuss perspectives
  - Y3-6: AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04 – analyse perspectives
- 

## **D) Creative Activity – Name the Animals Game**

This activity celebrates intelligence, observation, and creativity.

### **Materials:**

- Animal toys, printed animal pictures, or animals from a book
- Paper and crayons or pencils (optional)

## Instructions:

1. Show your child an animal. Ask: “What do we call this animal?”
2. Ask: “If you could make up a new name for it, what would you call it?”
3. Celebrate their answers and creativity.

## Optional Extension:

- Choose a favourite animal to draw or colour.
- Under the picture, write the “new name” they created.
- For older students: Write 2–3 sentences explaining why they chose that name and what features the name reflects (e.g., speed, colour, behaviour).

### Content Descriptions addressed in this section:

- F-2: AC9HSFS02, AC9HS1S02, AC9HS2S02 – **collect and record information** (e.g., names, features)
  - Y3–6: AC9HS3S02, AC9HS4S02, AC9HS5S02, AC9HS6S02 – **organise and present information** using drawings and written explanations
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## E) Biblical Connection

### *Read together:*

- **Genesis 2:19** – “And whatever the man called each living creature, that was its name.”
- **Psalms 8:5–6** – “You have made him a little lower than the angels... You made him ruler over the works of your hands.”

### Reflect Together:

- What does it mean that Adam could name the animals right away?
- How does that show orderliness in God’s design?
- How are you also made to think, speak, and care like Adam?

## Character Trait Focus – Orderliness:

Naming the animals was not a random act – it was structured and thoughtful. Adam’s role showed that God values intelligence, careful observation, and creativity.

### Content Descriptions addressed in this section:

- F-2: AC9HSFS04–05, AC9HS1S04–06, AC9HS2S04–06
  - Y3–6: AC9HS3S05–07, AC9HS4S05–07, AC9HS5S05–07, AC9HS6S05–07
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## Australian Curriculum (v.9) Content Descriptions by Sub-Strand

### History Knowledge and Understanding

- **AC9HS1K02** (Y1) – **continuity and change** between aspects of their daily lives and their parents’ and grandparents’ childhoods
- **AC9HS2K01** (Y2) – the **importance** of individuals and their contributions to the past
- **AC9HS3K01** (Y3) – **causes and effects of change** in community and contributions from individuals

### HASS Skills – Questioning and Researching

- **AC9HSFS01, AC9HS1S01, AC9HS2S01** – **develop questions** about people, objects and events
- **AC9HS3S01–AC9HS6S01** – **develop questions** to guide investigations

#### **HASS Skills – Recording and Interpreting**

- AC9HSFS02, AC9HS1S02, AC9HS2S02 – **record observations** using drawings or text
- AC9HS3S02–AC9HS6S02 – **organise information** to show understanding

#### **HASS Skills – Perspectives and Communication**

- AC9HSFS04–05, AC9HS1S04–06, AC9HS2S04–06 – **discuss perspectives**, draw conclusions, and **share narratives**
  - AC9HS3S04–07, AC9HS4S04–07, AC9HS5S04–07, AC9HS6S04–07 – **analyse**, conclude, and **present explanations**
-

# Lesson 6: The First Cities and Inventions

**Unit Theme:** God's Orderly Hand in History

**Character Focus:** Orderliness – People used God-given creativity to build, organise, and bless their communities.

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## Learning Objectives

By the end of this lesson, you will be able to:

- Identify the early inventions and skills described in Genesis 4.
- Understand that early people were intelligent and creative, not primitive.
- Recognise that God designed humans to organise and improve their world.
- Use imagination and design skills to build or draw a simple city.
- Reflect on how your creativity can reflect God's order and goodness.

(AC links after each section and summarised at the end.)

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## A) Informational Story – *Lamech's Busy Town*

*Read this story aloud once, encouraging students to listen for the names of people and the inventions they made.*

Long ago, after Adam and Eve were sent out of the Garden of Eden, their family began to grow. Sons, daughters, grandchildren, and great-grandchildren spread out across the land. As they filled the earth, people started inventing new ways to live, work, and create.

One of Adam's descendants was a man named Lamech. He lived many generations after Cain and Abel. Lamech had a large family, and his children were famous for the amazing things they made and did.

His son Jabal was the first person to live in tents and care for herds of animals. Before Jabal, people lived close to the land, but he taught others how to raise flocks and move from place to place, finding good pasture. Soon, groups of people were learning how to live in travelling communities – herding sheep, goats, and cattle. They learned to care for animals, find fresh water, and protect their camps.



Jabal's brother was named Jubal. He loved music. One day, while listening to birds sing in the trees and hearing the wind blow through the grass, Jubal got an idea. He carved a flute from a branch and stretched strings over a wooden frame to make a harp. Then he taught others how to play gentle songs. In the evenings, families would gather to listen, sing, and worship. Jubal brought beauty and joy to his community with the gift of music. He is remembered as the "father of all who play stringed instruments."

Another of Lamech's sons, Tubal-Cain, was a blacksmith. He worked with fire, hammer, and stone to shape tools from bronze and iron. Tubal-Cain didn't just make sharp weapons – he also made tools to help farmers dig the soil, builders shape stone, and craftsmen cut wood. His work made life easier and more productive.



People came from far away to ask for his tools. His forge glowed late into the night with sparks flying and the clang of metal ringing through the hills.

Even before Lamech's children, Cain – the son of Adam and Eve – had built a city. He planned roads, marked out homes, and worked with others to make a place where people could live together. It had gardens, walls, marketplaces, and places for worship. People had to plan carefully so that water could flow through the town and everyone had what they needed. It was hard work, but it

was good work – work that required planning, tools, and cooperation.

Lamech walked through his town one morning and smiled as he saw all that his family had built. He heard the sound of hammering in the workshop, the laughter of children playing near the tents, and the soft music of a flute drifting through the trees.

Even though it was still early in human history, people were already inventing, building, organising, and creating. They were not grunting, wild cavemen dragging sticks. They were intelligent, creative image-bearers of God.



Lamech sat down beside a stream and looked at the mountains beyond. “Thank You, Lord,” he said. “Everywhere I look, I see signs that You have made us to think, to work, and to bring order to our world.”

Even though Lamech was a little ‘hot-tempered’ (easily angered) and accidentally killed a young man in a fight, he still felt guilty when he had broken God’s laws, and had a sense that God was in control.

Although many of these ancient people forgot about God or just wanted their own selfish ways, some of them called on the name of the Lord, and understood that God had created humans with minds ready to explore, hands ready to build, and hearts ready to worship.

From the very beginning, God created people with intelligence, and the work of humans was not chaotic or random – it was full of beauty, design, and purpose.

## B) Narration – Retell the Story

*Tutor or parent says:*

“Now it’s your turn to retell the story of Lamech’s family. Can you remember who did what?”

Prompts (if needed):

- What did Jabal do?
- What instruments did Jubal create?
- What did Tubal-Cain invent?
- What kind of place did Cain build?
- What did Lamech see when he looked around?

Content Descriptions addressed in this section:

- F-2: AC9HSFS05, AC9HS1S06, AC9HS2S06
- Y3-6: AC9HS3S07–AC9HS6S07 – storytelling and explanation



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## C) Thinking Questions – Differentiated by Age

### Ages 5–7 (F–1):

- What did Jubal make?
- What kind of tools did Tubal-Cain build?
- Who built a city?

### Ages 8–10 (Y2–4):

- What does it show when people build cities or play music?
- Why do you think God gave people creative abilities?
- How is early human life different from how some people describe “cavemen”?

### Ages 11–12 (Y5–6):

- Why do we study the skills of early humans in the Bible?
- What does it say about God’s design that people invented things so early in history?
- How does making things and organizing cities show orderliness?

Content Descriptions addressed in this section:

- F-2: AC9HSFS04, AC9HS1S04, AC9HS2S04 – **discuss perspectives** related to people, tools, and actions
- Y3–6: AC9HS3S04–AC9HS6S04 – **analyse** people’s roles, choices, and achievements

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## D) Creative Activity – Build a Mini City

### Materials:

- Blocks, LEGO, cardboard, or drawing supplies
- Optional: small animal toys, bottle caps, or recycled materials

### Instructions:

1. Build a simple town using blocks or draw one on paper.
2. Include:
  - Homes or tents (like Jabal’s people)
  - A place for music (like Jubal’s gatherings)
  - A blacksmith’s shop (like Tubal-Cain’s forge)
  - Roads, farms, and gathering places (like Cain’s city)
3. As you build or draw, talk about what each part is for and how it shows intelligence and order.

### Optional Extension:

- Name your city.
- Write one or two sentences: “In my city, people...” (e.g., “...play music, care for animals, and use tools to build.”)

Content Descriptions addressed in this section:

- F-2: AC9HSFS02, AC9HS1S02, AC9HS2S02 – **sort and record information** using models or drawings
- Y3–6: AC9HS3S02–AC9HS6S02 – **organise and present ideas** in a constructed or drawn setting

## E) Biblical Connection

*Read together:*

- **Genesis 4:21–22** – “Jubal... was the father of all who play stringed instruments... Tubal-Cain forged all kinds of tools out of bronze and iron.”
- **Psalm 104:24** – “How many are your works, Lord! In wisdom you made them all.”

### Reflection Questions:

- Why do you think God included these inventions in the Bible?
- How can we use our creativity to bring joy or help others?
- How does this story show that God loves design and order?

### Character Trait Focus – Orderliness:

Even in the earliest generations, people used their intelligence and creativity to bring structure to their communities. Music, tools, and cities were not random – they were signs of thoughtful, organised living made possible by God’s image in us.

Content Descriptions addressed in this section:

- F–2: AC9HSFS04–05, AC9HS1S04–06, AC9HS2S04–06 – reflect on and communicate ideas
  - Y3–6: AC9HS3S04–07, AC9HS4S04–07, AC9HS5S04–07, AC9HS6S04–07
- 

## Australian Curriculum Content Descriptions Used in this Lesson

### History Knowledge and Understanding

- AC9HS2K01 (Y2) – how people and places gain **importance** over time
- AC9HS3K01 (Y3) – **causes and effects of changes** in community and contributions from individuals
- AC9HS4K01 (Y4) – **diversity of people** and their roles in past societies

### HASS Skills – Questioning and Researching

- AC9HSFS01, AC9HS1S01, AC9HS2S01 – **develop questions** about people and places
- AC9HS3S01–AC9HS6S01 – **develop questions** to guide investigation

### HASS Skills – Sorting and Organising

- AC9HSFS02, AC9HS1S02, AC9HS2S02 – **record ideas** with drawings or models
- AC9HS3S02–AC9HS6S02 – **organise and represent information**

### HASS Skills – Perspectives, Reflection and Communication

- AC9HSFS04–05, AC9HS1S04–06, AC9HS2S04–06 – **discuss, reflect and narrate**
- AC9HS3S04–07, AC9HS4S04–07, AC9HS5S04–07, AC9HS6S04–07 – **analyse, conclude and present explanations**

# Lesson 7: Ancient Megalithic Structures

**Unit Theme:** God’s Orderly Hand in History

**Character Focus:** Orderliness – Ancient monuments reflect the wisdom, planning, and cooperation God designed into humanity.

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## Learning Objectives

By the end of this lesson, you will be able to:

- Understand that ancient people were intelligent, organised, and capable of large-scale construction.
- Identify examples of megalithic structures from history and their features.
- Recognise the God-given intelligence used in teamwork, measurement, and design.
- Reflect on how wise building shows God’s order and intention for human society.
- Construct or model a simple version of a monument to explore how early builders may have worked.

(AC links after each section and summarised at the end.)

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## A) Informational Story – *The Builders of Stone*

*Read this story aloud once. Encourage active listening so the student can later retell the story.*

In a wide, open land – long before cities and skyscrapers – there stood a village of builders. These people had no trucks, no metal cranes, and no engines. But they had something powerful: minds full of ideas and hands ready to work.

In this village lived a young boy named Kael. He liked to run across the wide grassy fields and watch the grown-ups work with tools made of stone, wood, and rope. One morning, Kael followed the sound of deep voices and heavy thuds. When he reached the edge of the village, he stopped and gasped.

Men were pulling a huge stone – taller than a man and heavy as a boulder – across the ground. Others were laying logs beneath it, and one man stood on a ramp shouting, “Pull! Pull! Keep it steady!”

Kael’s father spotted him and waved. “Come here, son,” he said with a smile. “Want to see what we’re building?”

Kael nodded, his eyes wide. “What is it for?”

His father bent down beside him and pointed. “This is a monument. We’re placing the stones in a circle to mark important seasons. By watching the position of the sun during various seasons, we have calculated accurately to position all the stones with their shadows facing directions that show us the times and seasons so we know when to prepare the soil, when to plant seeds, when to expect the rains, and when to harvest our crops.”

Kael looked around. Each person had a job. Some carved the sides of the stones to make them smoother. Others used rope to guide them into place. A few older men walked around the site with sticks marked with lines – they were measuring and checking the angles.

“I didn’t know you needed math to build a monument,” Kael said.

“Oh yes,” said his father. “You need measuring, lifting, planning, and a lot of teamwork. Nothing this big happens by accident.”

As days passed, Kael helped bring small stones for filling the base. He listened carefully to his father's instructions and admired how the stones fit so neatly together.



One evening, the villagers gathered around the nearly finished circle. The final stone was raised just as the sun began to set. It cast a shadow that lined up perfectly with the entrance stones – just as planned.

Kael stood proudly beside his father. “Do you think people will still see this one day, long after we’re gone?”

“I do,” said his father. “And they’ll wonder how we did it. But we’ll know – we did it with minds and hands that God gave us.”

Many years later, people would travel from far places to see that stone circle and others like it – Stonehenge in England, the pyramids in Egypt, and the carved pillars of Göbekli Tepe in Turkey. Some would say, “How did they build this without machines?” Others would guess strange ideas, like aliens or accidents.

But the truth is simple: God made people smart from the beginning. Even before modern machines, people understood design, measurement, and how to work together. These ancient monuments still stand because they were built with wisdom and care.

Kael grew up telling his own children the story of the builders of stone.

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## **B) Narration – Retell the Story**

*Tutor or parent says:*

“Can you tell me everything you remember about Kael and the builders of stone?”

Encourage free retelling, with these optional prompts:

- What did Kael see the builders doing?
- What were the big stones for?
- What tools did they use?
- How did teamwork and planning help the builders?

**Content Descriptions addressed in this section:**

- F-2: AC9HSFS05, AC9HS1S06, AC9HS2S06
- Y3-6: AC9HS3S07–AC9HS6S07 – communicating historical ideas

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## **C) Thinking Questions – Differentiated by Age**

**Ages 5–7 (F-1):**

- What were the big stones used for?
- Did the builders work alone or together?
- Who made people smart enough to do this?

**Ages 8–10 (Y2-4):**

- Why do you think people wanted to build big monuments like this?
- What does this show about early people’s intelligence?
- How do you think God helped them work in an orderly way?

## Ages 11–12 (Y5–6):

- What do megalithic structures teach us about ancient math, design, and tools?
- How do teamwork and careful planning reflect God’s nature?
- How is building something wisely a way to show worship and order?

Content Descriptions addressed in this section:

- F-2: AC9HSFS04, AC9HS1S04, AC9HS2S04 – discuss perspectives related to actions and ideas
- Y3-6: AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04 – analyse information and identify perspectives

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### D) Creative Activity – Build a Mini Megalith

#### Materials:

- Sugar cubes, clay, toy blocks, cardboard, or stacking items
- Optional: string, spoons, sticks, or paper for ramps

#### Instructions:

1. Use your chosen materials to build a small version of a monument – like a stone circle, pyramid, or tall pillar.
2. Try using only simple tools (hands, string, a spoon as a lever).
3. As you build, talk about the challenges. How would you move a big stone without machines?



#### Optional Extension:

- Look at photos or a video of:
  - Stonehenge
  - Göbekli Tepe
  - The Great Pyramids
- Discuss what is similar about these structures.

Content Descriptions addressed in this section:

- F-2: AC9HSFS02, AC9HS1S02, AC9HS2S02 – record and model information
- Y3-6: AC9HS3S02–AC9HS6S02 – organise and represent data through models or visual projects

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### E) Biblical Connection

*Read and reflect together:*

- **Proverbs 24:3** – “By wisdom a house is built, and through understanding it is established.”
- **Exodus 31:3–5** – “[God] has filled him with the Spirit of God, with wisdom... to design artistic works in gold, silver and bronze.”

#### Reflection Questions:

- What do these ancient buildings show us about God’s gift of wisdom to people?
- How do design and teamwork reflect God’s character?
- How can you use your creativity to bring order and beauty?

#### Character Trait Focus – Orderliness:

These great monuments weren’t accidents. They show that ancient people followed careful plans, worked with others, and honoured something greater than themselves. When we build with care and wisdom, we reflect the orderliness of our Creator.

**Content Descriptions addressed in this section:**

- F-2: AC9HSFS04-05, AC9HS1S04-06, AC9HS2S04-06
  - Y3-6: AC9HS3S04-07, AC9HS4S04-07, AC9HS5S04-07, AC9HS6S04-07
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## **Australian curriculum (v.9) Content Descriptions used in this lesson**

### **History Knowledge and Understanding**

- AC9HS2K01 (Y2) – important people, places or buildings and their **significance**
- AC9HS3K01 (Y3) – **causes and effects of changes** and how people contributed
- AC9HS4K01 (Y4) – **diversity** and contributions of individuals in the past

### **HASS Skills – Questioning and Researching**

- AC9HSFS01, AC9HS1S01, AC9HS2S01 – **develop questions** about the past
- AC9HS3S01–AC9HS6S01 – **develop questions** to guide historical inquiry

### **HASS Skills – Sorting and Representing**

- AC9HSFS02, AC9HS1S02, AC9HS2S02 – **record and model ideas**
- AC9HS3S02–AC9HS6S02 – **organise and represent findings** visually or spatially

### **HASS Skills – Perspectives and Communication**

- AC9HSFS04-05, AC9HS1S04-06, AC9HS2S04-06 – **discuss, conclude, and share observations**
- AC9HS3S04-07, AC9HS4S04-07, AC9HS5S04-07, AC9HS6S04-07 – **analyse, draw conclusions, and present explanations**

# Lesson 8: Early Writing and Mathematics

**Unit Theme:** God's Orderly Hand in History

**Character Focus:** Orderliness – Writing and mathematics show God's design for truth, memory, and peaceful living.

## Learning Objectives

By the end of this lesson, you will be able to:

- Understand how ancient people used writing and numbers to organise daily life.
- Identify different writing systems such as cuneiform and hieroglyphics.
- Recognise that early mathematics was used to measure, count, and trade.
- Reflect on how writing and numbers bring order and help us remember truth.
- Create and practise a simple writing system using clay or symbols.

(AC links after each section and summarised at the end.)

## A) Informational Story – *Messages in Clay*

*Read this story aloud once. Encourage active listening for names, tools, and what writing was used for.*

In a hot, dry land called Sumer, a young boy named Tarek ran through the dusty village streets toward the market. His father, a scribe, was finishing a trade with the local grain merchant. Beside him was a small wooden table with soft clay tablets laid out like squares of bread dough. His father held a thin reed in his hand and carefully pressed it into the clay. Straight lines and wedge-shaped marks began to appear.

“What are you writing, Father?” Tarek asked, leaning over the table.

“I’m keeping track of the grain we just traded,” said his father. “These marks are cuneiform. It’s how we remember what we traded, how much we gave, and what we’ll receive.”



Tarek looked closer. “It’s like a secret code!”

His father chuckled. “Not so secret – just very old. When I was a boy, my father taught me how to press these signs in clay. It takes practice. Would you like to try?”

Tarek’s eyes sparkled. He sat at the table, picked up a fresh tablet, and gently pressed the reed into the clay. His marks were a little crooked, but he was proud of them. “I’m going to write my name,” he said. “Then I’ll draw how many goats we have.”



Far away across the deserts, in the land of Egypt, another boy named Amari sat beside a priest in a tall stone temple. The priest held a thin brush and painted symbols on a long scroll of papyrus. There were pictures of birds, snakes, suns, and eyes.

“These are hieroglyphs,” the priest explained. “Each symbol stands for a sound or a word. We use them to write laws, prayers, and stories about the pharaohs.”

Amari asked, “Why do we need to write all that down?”

The priest replied, “Because people forget. But when we write, the truth is remembered. Writing is a gift from the gods, passed down through generations.” Amari was still young, but he practised every day with his brush on scraps of limestone.

Back in Sumer, Tarek’s father looked at the clay tablet Tarek had made. “You’re learning quickly,” he said. “Writing isn’t just for remembering trades. It helps us record stories, write down laws, and measure what we own. Without writing, everything would be confusing.”

Tarek nodded. “And messy,” he added.

His father smiled. “God made people intelligent from the beginning. Writing brings order, and order helps us live wisely. That’s how the world should be.”

That afternoon, Tarek and Amari – though living in different lands – were both learning the same thing: that writing, symbols, and numbers were powerful tools. They helped people remember promises, count their herds, measure land for farming, and pass on important ideas.

And just like Tarek’s father and Amari’s teacher, God also gave written truth. One day, God Himself would write words on tablets of stone and give them to Moses, showing that truth matters and must be preserved.

Writing was more than a tool – it was a treasure. And from the earliest days, it helped people reflect the order and wisdom of the God who made them.

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## **B) Narration – Retell the Story**

*Tutor or parent says:* “Can you tell me what you remember about Tarek and his father? Or about Amari and the Egyptian temple?”

Prompts if needed:

- What did Tarek’s father use to write?
- What kind of writing did Amari learn?
- Why did both boys want to learn how to write?
- What did their teachers say about why writing was important?

Content Descriptions addressed in this section:

- F-2: AC9HSFS05, AC9HS1S06, AC9HS2S06
- Y3-6: AC9HS3S07–AC9HS6S07 – narrating and retelling using key historical details

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## **C) Thinking Questions – Differentiated by Age**

**Ages 5–7 (F–1):**

- What did Tarek’s dad use to write?
- What do you use writing for today?
- Who gave people the idea to write?

**Ages 8–10 (Y2–4):**

- Why was early writing so important?
- How does writing help keep order in life?
- What are some ways you can use writing to help others or serve God?



### Ages 11–12 (Y5–6):

- What do early writing systems teach us about ancient intelligence?
- How is writing and counting a sign of civilisation?
- How does written communication reflect God’s orderly nature?

Content Descriptions addressed in this section:

- F-2: AC9HSFS04, AC9HS1S04, AC9HS2S04 – discuss perspectives
- Y3-6: AC9HS3S04–AC9HS6S04 – analyse the role of ideas and practices in the past

## D) Creative Activity – Make Your Own Ancient Writing

### Materials:

- Clay or playdough
- Stick, toothpick, or end of a paintbrush
- Optional: printable chart of cuneiform or hieroglyph symbols

### Instructions:

1. Flatten your clay into a square tablet.
2. Use a stick or toothpick to press marks or symbols into the clay.
3. Try writing your name, your age, or an idea – either using your own made-up code or a real symbol system.
4. Optional: Use a hieroglyph chart to write your name in Egyptian style.



A Vulture	B Foot	C Folded Cloth	D Hand	E Double Reed
F Viper	G Pot Stand	H Shelter	I Reed	J Cobra
K Basket	L Urn	M Owl	N Water	O Rope Loop
P Stool	Q Hillside	R Mouth	S Folded Cloth	T Loaf
U Chick	V Viper	W Chick	X Bolt	Y Reed
Z Bolt	CH Rope	PH Viper	SH Pool	TH Rope

### For older students:

- Create a short “law” or story to press into the clay – something you want others to remember.
- Explain: “Why is this worth writing down?”

Content Descriptions addressed in this section:

- F-2: AC9HSFS02, AC9HS1S02, AC9HS2S02 – record and display information through creative modelling
- Y3-6: AC9HS3S02–AC9HS6S02 – organise and represent ideas through visual or symbolic formats

## E) Biblical Connection

*Read together:*

- **Exodus 24:12** – “I will give you the tablets of stone, with the law and commands I have written for their instruction.”
- **Habakkuk 2:2** – “Write down the vision; make it plain on tablets so that a runner may read it.”

### Reflection Questions:

- How does writing help us remember what’s important?
- What does it mean that God wrote His law on stone?
- How can you use writing to honour God and help others?

## Character Trait Focus – Orderliness:

God designed writing and mathematics to help people live wisely and peacefully. When we write down what’s true, or count and plan carefully, we reflect God’s desire for structure and wisdom in His world.

Content Descriptions addressed in this section:

- F-2: AC9HSFS04–05, AC9HS1S04–06, AC9HS2S04–06 – reflection and communication
  - Y3–6: AC9HS3S04–07, AC9HS4S04–07, AC9HS5S04–07, AC9HS6S04–07 – reflection, conclusion, and explanation
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## Australian Curriculum (v.9 ) Content Descriptions Used in this Lesson

### History Knowledge and Understanding

- AC9HS2K01 (Y2) – a local individual or group and the **significance** of their actions
- AC9HS3K01 (Y3) – **causes and effects of changes**, including communication
- AC9HS4K01 (Y4) – **diversity** and innovation in early societies

### HASS Skills – Questioning and Researching

- AC9HSFS01, AC9HS1S01, AC9HS2S01 – **develop questions** about events and people
- AC9HS3S01–AC9HS6S01 – **develop questions** to guide investigation

### HASS Skills – Recording and Representing

- AC9HSFS02, AC9HS1S02, AC9HS2S02 – **record information** using creative tools
- AC9HS3S02–AC9HS6S02 – **organise and represent information** using symbolic formats

### HASS Skills – Perspectives and Communication

- AC9HSFS04–05, AC9HS1S04–06, AC9HS2S04–06 – **discuss and present ideas**
- AC9HS3S04–07, AC9HS4S04–07, AC9HS5S04–07, AC9HS6S04–07 – **analyse, conclude, and explain** ideas

## Lesson 9: Ancient Technology and Metalworking

**Unit Theme:** God's Orderly Hand in History

**Character Trait Focus:** Orderliness – Wise use of tools and resources reflects God's design

**Target Age Range:** Foundation to Year 6 (with differentiated activities)

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### Learning Objectives

By the end of this lesson, students will be able to:

- Understand that early humans were capable inventors, craftspeople, and organisers.
- Describe the ancient process of metalworking and how it required order, planning, and cooperation.
- Identify the importance of tools in early human societies.
- Reflect on how creativity and tool-making reflect God's image.
- Compare ancient and modern tools and how they meet people's needs.
- Create a model using basic materials that imitates the purpose or appearance of ancient metal artefacts.
- Pose questions and share conclusions about the past using narrative forms.

(AC links after each section and summarised at the end.)

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### A) Introduction and Storytime – “Tubal-Cain the Metal Maker”

#### Tutor/Teacher Says:

"Today we're going to learn about people who lived long ago – and how they made tools and useful things from metal, even though they didn't have machines like we do today. I'm going to read you a story about one of the earliest metalworkers named Tubal-Cain. I want you to listen carefully because when the story is finished, I'll ask you to tell me everything you can remember. Are you ready?"

#### Informational Story

In a lush green valley between steep hills, the rhythmic clang of metal echoed through the morning mist. Smoke curled gently from the chimney of a simple forge, where the village's metalworker, Tubal-Cain, was already hard at work. Sparks danced through the air like fireflies as his hammer struck red-hot metal on the anvil.



Jamin, Tubal-Cain's grandson, tiptoed into the forge, careful not to disturb his grandfather. The heat and light from the fire made the whole place glow like a furnace. Jamin had always been fascinated by the forge – the glowing stones, the hissing coals, and especially the transformation that happened right before his eyes. Something rough and dull would go into the fire... and come out shaped, shining, and strong.

“Grandfather,” Jamin asked, “why do those stones glow like fire when you heat them?”

Tubal-Cain chuckled and set down his hammer. “Those aren't just stones, my boy. They're *ore*. That means they're rocks with treasure inside – metals like bronze, copper, or iron. When you heat them in the forge, the metal hidden inside comes free, and *that* is what we use to make tools, pots, and even jewellery.”

He carefully picked up a pair of tongs and pulled out a long, glowing strip of iron. Laying it across the metal anvil, he began to hammer it methodically. Each strike was strong and sure. “This one,” he said, pausing to catch his breath, “will be a plough blade. It's for your uncle Jonah. His oxen are ready, but his old blade cracked last week.”

Jamin's eyes widened. “You mean this will help him grow food?”



“Yes,” Tubal-Cain nodded. “Tools help people work, build, and feed their families. A strong plough cuts the soil deep and turns it, so the seeds can grow. God gave us hands to work and minds to solve problems. That's why I do this.”

Outside the forge, other members of the village were busy too. One young man was polishing a bowl made of hammered bronze. Another shaped arrowheads with careful strokes. Nearby, a woman soaked strips of leather in water to soften

them before attaching them as handles. Even the children were sorting kindling for the fire or gathering bits of charcoal.

Jamin wandered over to a wooden box. “What's in here?” he asked.

Tubal-Cain lifted the lid. Inside were coiled bracelets, small rings, and metal pendants in the shapes of flowers, birds, and fish. “That's jewellery,” he said. “Your aunt sells them at the market.”

“Why do people wear shiny things?” Jamin asked, tilting his head.

“Because God gave us beauty in His creation. And when we make beautiful things, we reflect His glory. He created gold in the mountains and silver in the rivers. When we shape those gifts into something lovely, we're being creative like our Maker.”

Just then, a traveller appeared at the doorway. He carried a small satchel and wore dusty sandals. “Peace to you,” the man said. “I've come from the hill village. I've heard of your tools.”

Tubal-Cain greeted him warmly. “What do you need?”

“I have cheese and dried figs to trade,” the traveller said. “In return, I need a cooking pot and a blade to cut bark from our trees.”



Tubal-Cain handed him a rounded bronze pot and a sharp knife wrapped in cloth. The man examined them, smiled, and nodded in approval. “You must be an excellent workman to make things like this.”

Tubal-Cain smiled humbly. “Oh. It’s not just work. It’s a form of worship to me. God made us in His image. He gave us minds to learn, hands to build, and hearts to honour Him. What we do here – every hammer strike and every plan – is part of His purpose.”

That night, Jamin sat by the fire beside his mother. He was deep in thought. “I want to be like Grandfather,” he said. “I want to use my hands to make things that help people and honour God.”

His mother smoothed his hair. “Then start learning now. Listen. Watch. Ask questions. Grandfather didn’t become a master craftsman in one day. It takes patience, planning, and care – just like how God created the world: day by day, step by step.”

Jamin nodded solemnly. “I’ll start by learning to sort the ore and turn the bellows. Maybe one day, I’ll make a plough blade or even a beautiful cup.”

His mother smiled. “And one day, someone will say of you: ‘He used his hands to serve others and his mind to glorify God.’ That’s a legacy worth forging.”

In the distance, the hammer rang again in the forge – shaping more than tools and treasures – shaping a whole generation of godly creativity and purpose.

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## **B) Narration Activity (Immediately follows story):**

### **Tutor/Teacher Says:**

“Now, I’d like you to tell me as much as you remember from the story. What happened? Who was in the story? What did they make? What did they believe about their work?”

Encourage students to retell the story in their own words. Prompt if needed:

- “Who was Tubal-Cain?”
- “What were the people making?”
- “What was Jamin learning?”
- “What was the fire for?”
- “How did they use teamwork?”

### **Content Descriptions Addressed:**

AC9HSFS01, AC9HS1S01, AC9HS2S01, AC9HS3S01, AC9HS5S01  
AC9HSFS06, AC9HS1S06, AC9HS2S06, AC9HS3S07, AC9HS5S07

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## **C) Thinking & Discussion Questions**

Ask age-appropriate questions from the lists below. Discuss in small groups or individually with journaling.

### **Foundation–Year 2:**

- What did Tubal-Cain make with metal?
- What do we use tools for today?



- Who gave people the idea to make tools?

### Years 3–4:

- Why was metalworking important for early people?
- What does it show about their intelligence?
- How is careful metalworking like being orderly?

### Years 5–6:

- How does discovering and using materials like metal reflect the image of God in us?
- What tools today still use the same idea as ancient ones?
- How can making things be a way to honour God?

#### Content Descriptions Addressed:

AC9HSFS03–04, AC9HS1S03–04, AC9HS2S03–04, AC9HS3S03–04, AC9HS5S03–04

## D) Hands-On Activity – Make “Gold” Coins or Tool Replicas

### Materials:

- Cardboard or thick paper
- Aluminium foil
- Pencil, toothpick or stylus
- Optional: twine or fabric to make a pouch or wrap
- Extension: Use air-dry clay or salt dough if available
- DK Books: Mesopotamia (or Internet search for Ancient Mesopotamia – coins & tools)

### Instructions:

#### Foundation–Year 2:

1. Cut circles from cardboard.
2. Wrap each one in aluminium foil.
3. Use a pencil to draw shapes or initials like ancient coins or decorations.
4. Talk about what the coin/tool might have been used for.

#### Years 3–4:

1. Choose to make either coins or a simple tool



- design (knife, plough blade).
2. Draw your design first. Then build it with foil or shaped cardboard.
3. Explain what it would be used for and how it helps a community.

### Years 5–6:

1. Research a real ancient tool or coin and try to imitate its shape.
2. Use additional materials like string, clay, strips of leather or material, or sticks to show how it was used or carried.
3. Present your design to your group/class/family and describe its purpose.

### Tutor Prompt for Discussion:

“How does this activity help us understand the careful work of early inventors like Tubal-Cain? Do you think what they made took skill and planning?”

### Content Descriptions Addressed:

AC9HSFK01, AC9HS1K02, AC9HS2K02, AC9HS3K01, AC9HS5K08  
AC9HSFS02, AC9HS1S02, AC9HS2S02, AC9HS3S02, AC9HS5S02

## E) Biblical Connection & Reflection

### Scripture:

Genesis 4:22 – “Tubal-Cain forged all kinds of tools out of bronze and iron.”

Reflection Verse: 1 Corinthians 10:31 – “Whatever you do, do all to the glory of God.”

### Tutor/Teacher Says:

"God gave people the ability to think, create, and build. Even in early times, people used their minds and hands to make tools and objects that helped others. These were not simple people – they were made in God's image, like you and me."

### Reflection Questions:

- How can you use your creativity today to build something that helps others?
- What would you like to learn to make with your hands?

### Content Descriptions Addressed:

AC9HSFS05, AC9HS1S05, AC9HS2S05, AC9HS3S05, AC9HS5S05

## E) Australian Curriculum v9 Content Descriptions

Grouped by Sub-Strand – with **common threads** bolded across year levels.

### Knowledge and Understanding: History / Technology

- **AC9HS1K02** – **continuity and change** between aspects of their daily lives and their parents' and grandparents' childhoods
- **AC9HS2K02** – how **technological developments changed people's lives** at home, and in the ways they worked, travelled and communicated
- **AC9HS3K01** – causes and effects of **changes to the local community**, and how people who may be from **diverse** backgrounds have contributed to these changes
- **AC9HS5K08** – types of **resources**, including natural, human and capital, and how they **satisfy needs and wants**

#### **Skills: Questioning and Researching**

- AC9HSFS01 – **pose questions** about familiar objects, people, places and events
- AC9HS1S01 – **develop questions** about objects, people, places and events in the past and present
- AC9HS2S01 – **develop questions** about objects, people, places and events in the past and present
- AC9HS3S01 – **develop questions to guide investigations** about people, events, places and issues
- AC9HS5S01 – **develop questions** to investigate people, events, developments, places and systems

#### **Skills: Interpreting, Analysing, and Evaluating**

- AC9HSFS03–04 – **interpret** and **discuss perspectives** related to objects, people, places, and events
- AC9HS1S03–04 – **interpret** information and **discuss perspectives**
- AC9HS2S03–04 – **interpret** information and **discuss perspectives**
- AC9HS3S03–04 – **interpret** and **analyse** information and **identify perspectives**
- AC9HS5S03–04 – **evaluate** information and sources and determine **perspectives**

#### **Skills: Concluding and Decision-Making**

- AC9HSFS05 – **draw conclusions** in response to questions
- AC9HS1S05 – **draw conclusions** and make proposals
- AC9HS2S05 – **draw conclusions** and make proposals
- AC9HS3S05 – **draw conclusions** based on analysis
- AC9HS5S05 – **develop evidence-based conclusions**

#### **Skills: Communicating**

- AC9HSFS06 – **share narratives** and observations using sources and terms
  - AC9HS1S06 – **develop narratives** and share observations
  - AC9HS2S06 – **develop narratives** and share observations using sources and subject-specific terms
  - AC9HS3S07 – **present descriptions and explanations** using sources and relevant subject-specific terms
  - AC9HS5S07 – **present descriptions and explanations**, drawing ideas and using conventions
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# Lesson 10: Global Flood Stories and Lost Knowledge

**Unit Theme:** God's Orderly Hand in History

**Character Trait Focus:** *Orderliness – Remembering truth keeps minds and societies in order.*

## **Learning Objectives:**

By the end of this lesson, students will be able to:

- Recognise that many ancient cultures share memories of a global flood
- Compare Biblical and non-Biblical stories of the flood
- Understand that remembering and passing down God's truth brings order to our lives
- Identify global locations where flood myths exist and map them accurately
- Reflect on how knowledge can be lost when truth is forgotten

(AC links after each section and summarised at the end.)

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## **A) Lesson Content**

### **Parent/Teacher says:**

"Today's story helps us understand how many people around the world remember a massive flood long ago – but only one story tells the full truth. Listen carefully as I read about Lani and her grandpa. Afterward, I'll ask you to tell me everything you can remember."

### **Story: "The Story in the Rain"**

Rain tapped gently on the tin roof of Grandpa's old cottage. Outside, the trees swayed in the wind and puddles formed on the ground.

Inside the cottage, Lani snuggled into a blanket, watching her grandpa stir the fire.

"Grandpa," she said thoughtfully, "I wonder if the creek will flood like last time it rained. It wasn't a big flood, but it did block the track to go into town. Have you ever been in a really big flood?"

Her grandfather paused. "Not too big – but you know – I was reading a book about how many cultures have stories about a massive flood that wipes out most of the people of the world and only a few survive. Let me show you something."

He walked over to a tall shelf and pulled out a book filled with maps and old photos. Lani leaned closer. Grandpa pointed to a place on the map.

"In Mesopotamia – this area right here – there's a story called the Epic of Gilgamesh. It tells of a man who built a huge boat to survive a flood sent by the gods."

Lani's eyebrows lifted. "That sounds like Noah's story!"

"It does. And listen to this –" Grandpa turned the pages. "In Thailand there is a legend about the first two people on earth; and how, when a thousand years passed, their descendants were wicked and crude as well as not interested in worshiping the supreme god. The god got angry and punished them with a great flood. Fortunately, some descendants survived because they fled into an enormous magical gourd which floated until it landed on dry ground in a new land."

In Australia, Aboriginal elders tell of water covering the land and wiping out earlier people. The Incas in South America remember a flood that left only one man and one woman alive. In India there is a story about how [Pūluga](#), the creator god in the religion of the [Andaman Islands](#), sends a devastating flood to punish people who have forgotten his commands. In their story, only four people survive this flood: two men and two women. In South America, the Muisca people of Colombia narrate a legend of a devastating flood brought upon by the wrath of the god Chibchacum. ”

Lani blinked. “Wow! That’s a lot of flood stories! Grandpa - Why are there so many different flood stories from different cultures?”

“That’s a good question Lani” Grandpa nodded. “After the actual big flood (that’s the one God sent to cover the whole world in Noah’s time) Noah’s descendants spread across the earth. They carried the story with them. But over time, people forgot parts of the truth, added myths, or turned it into legends.”

He reached for the Bible and opened it to Genesis. “But God made sure His Word stayed true. Let’s read the real story.”

Lani listened as Grandpa read about Noah, the animals, the ark, and the rainbow covenant. “God said He would never again flood the whole earth. The rainbow is His promise.”

They sat quietly for a while, watching the rain. Then Lani asked, “What happened to all the people’s knowledge before the flood? If they were smart and creative like Adam and Tubal-Cain, where did it all go?”

Grandpa nodded solemnly. “Much of that earlier knowledge was probably lost. Ancient people were smart and invented lots of things. But imagine if a whole world of builders, inventors, and artists vanished in a single disaster. That’s why we sometimes find great structures like the sphynx and pyramids, and other ancient ruins or tools and say, ‘How did they do this?’”

Lani looked at the fire, thinking deeply. “So, people forgot the truth?”

“Yes,” said Grandpa. “That’s why God tells us to remember His Word. When we forget, we become confused. But when we teach truth, we build lives on order and wisdom.”

“I want to be a truth-keeper,” Lani said quietly. “I want to remember the real story and tell it.”

Grandpa smiled and squeezed her hand. “That’s the best kind of person to be.”



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## B) Narration

### Tutor Instructions:

Ask your child:

“Can you retell the story about Lani and the flood myths?”

Encourage as much detail as possible. Prompt with:

- What did Grandpa show Lani?

- What are some flood stories from around the world?
- What did they read together?
- What does God's rainbow promise mean?

**Content Descriptions Addressed:**  
AC9HS2S04, AC9HS4S04

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### **C) Thinking Questions**

**Ask age-appropriate reflective questions:**

**F–2:**

- Who built the ark?
- What happened during the flood?
- Why do people tell flood stories?

**Years 3–4:**

- Why do many cultures remember a big flood?
- How does this help us trust the Bible's history?
- What happens when people forget the truth?

**Years 5–6:**

- How do global flood legends support the truth of Noah's story?
- What kind of knowledge might have been lost after the flood?
- How does remembering God's Word keep us in order today?

**Content Descriptions Addressed:**  
AC9HS2K02, AC9HS4K04, AC9HS5K04, AC9HS6S04

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### **D) Activity – World Map Flood Myths**

**Materials Needed:**

- A simple printable world map
- Markers or stickers
- A children's Bible or Genesis 6–9

**Instructions:**

**Parent/Teacher says:**

“We’re going to make a special map showing where different flood stories come from. But we’ll also show that only the Bible gives us the full truth.”

**Step-by-Step:**

1. Read Genesis 6–9 with your child or as a class.
2. Print or display a world map.
3. Mark the following areas where flood stories are known:

- Mesopotamia (Iraq)
  - Andaman Islands (India)
  - Aboriginal Australia
  - Thailand
  - Inca lands (Peru)
  - North America (Native legends)
  - Columbia (South America)
  - Africa (tribal flood myths)
4. At each point, draw a small boat symbol or place a sticker.
  5. Write “God’s True Flood Story” above the area of the Middle East, where Noah’s Ark story is centred.
  6. Reflect together: “Why do many stories sound alike? Why do we trust the Bible most of all?”

### Differentiated Extension Activities:

- **F–2:** Colour the map and draw a rainbow over the ark.
- **Years 3–4:** Add one sentence to each place on the map about what the flood myth says.
- **Years 5–6:** Write a paragraph comparing the Bible story with one other myth and explaining which is more trustworthy and why.

#### Content Descriptions Addressed:

AC9HS3K03, AC9HS4K03, AC9HS2S04, AC9HS4S04, AC9HS6S04

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## E) Biblical Connection

### Read together:

Genesis 9:13 – *“I have set my rainbow in the clouds... a sign of the covenant.”*

### Reflection Question:

“Why is it important to remember the truth of God’s story instead of only the stories people tell?”  
(Discuss how forgetting truth leads to confusion, but God’s Word brings light and clarity.)

#### Content Descriptions Addressed:

AC9HS2K02, AC9HS4K04

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### Character Trait Focus – Orderliness

From the beginning, God asked His people to remember His truth and teach it to the next generation. The rainbow reminds us of a faithful promise, and the Bible keeps us grounded in what is real. Remembering well is an act of worship and order.

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## Australian Curriculum (v.9) Content Descriptions Used in this Lesson

### History – Knowledge and Understanding

- **AC9HSFK02 (F):** Identify perspectives about familiar places, people, and events.
- **AC9HS1K02 (Yr 1):** Identify perspectives about the past using stories, images, and cultural traditions.
- **AC9HS2K02 (Yr 2):** Identify perspectives of people in the past and compare with those of today.
- **AC9HS4K04 (Yr 4):** Describe the effects of significant events on individuals and groups.

- **AC9HS5K04 (Yr 5): Explain** the impact of significant events and developments on individuals, groups and environments.

#### **Geography – Knowledge and Understanding**

- **AC9HS3K03 (Yr 3): Identify** connections between people and their environment in different places.
- **AC9HS4K03 (Yr 4): Describe** diverse cultures, environments and places, and explain how they are represented.

#### **Inquiry and Skills – Research and Analysis**

- **AC9HS2S04 (Yr 2): Collect** data and information from observations and sources provided.
  - **AC9HS4S04 (Yr 4): Locate** and **collect** information and data from different sources, including observations.
  - **AC9HS6S04 (Yr 6): Locate, collect** and **organise** relevant data and information from primary and secondary sources using ethical protocols.
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# Lesson 11: Why This Matters – Faith and Science

**Unit Theme:** God's Orderly Hand in History

**Character Trait:** Orderliness – Seeing God's wisdom in science and creation

**Target Age Group:** Foundation to Year 6

## Learning Objectives:

By the end of this lesson, students will be able to:

- Understand that science and faith are not opposed, but both reveal God's creation.
- Describe examples of scientific thinking in biblical stories (e.g. Adam naming animals, Noah's ark).
- Express how using our minds to investigate creation is a God-given ability.
- Create a visual or written reflection showing how they can use both faith and science to honour God.
- Understand that studying the natural world is a way to bring order and reflect God's design.

(AC links after each section and summarised at the end.)

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## A) Introduction and Lesson Content

### Parent/Teacher Script:

"Today's lesson will help us think about a big question – can you love God and also love science? Many people think those things don't go together. But we're going to read a story that shows how God made our minds to think, explore, and understand His world. When we do that in an orderly way, we're honouring Him. Please listen carefully and think deeply – I'll ask you to tell me what you remember after the story."

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### Story: "The Big Question"

Emma was a thinker. She asked questions from the time she could talk. "Why do trees grow up instead of down?" "What's inside a caterpillar's cocoon?" "Why does lightning zigzag?" Her curiosity filled her days – and sometimes her parents' ears!

Her room was full of science books, bug jars, smooth stones, and drawings of volcanoes. She even had a small microscope from her birthday.

On weekends, she and her mum would go for 'science walks', collecting leaves, examining clouds, and taking photos of ants at work.

One sunny afternoon, Emma was playing in the creek at the park with her friend Toby. They were building a little dam with pebbles and sticks when Toby suddenly said, "You like science and church? That's weird. I heard someone say you can't believe both."



Emma's smile faded. "Why not?"  
"Because science is about facts and church is about believing," Toby shrugged.

Emma didn't know what to say. Her heart felt confused.

Emma's smile faded. "Why not?"  
"Because science is about facts and church is about believing," Toby shrugged.

Emma didn't know what to say. Her heart felt confused.

That night at dinner, Emma was quiet. Her mum asked gently, "What's wrong, sweetheart?"

Emma told her about what Toby said. Her mum smiled kindly and said, "Let me show you something." She



turned to *Psalm 111:2* and read aloud: ‘Great are the works of the Lord; they are studied by all who delight in them.’

“Emma,” her mum explained, “God made the world, and He invites us to study it. Science is like reading the story He wrote into the world. And you’re one of the readers.”

Emma’s eyes brightened. “So, scientists are reading God’s creation?”

“Yes,” said Mum. “When Adam named the animals, that was the first biology class! Noah followed God’s measurements to build a ship – that’s engineering. And when people study stars, weather, or bugs, they’re learning how wisely God made everything.”

Emma ran to her room, opened her science journal, and drew a big picture of the night sky. She wrote at the top, “*The heavens declare the glory of God*” (Psalm 19:1).

Later, looking up at the stars, Emma prayed, “Thank You, God, for making me curious – and for making a world worth exploring.”

That night, she dreamed of studying insects in a rainforest – and telling people that faith and science belong together.



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## B) Narration

### Parent/Teacher Instructions:

“Can you tell me what Emma learned in the story? What made her confused – and how did she find the truth? Try to remember the story and use your own words.”

(Encourage detail, including the Bible verse, the journal drawing, and Emma’s prayer.)

Content Description Codes Addressed: AC9HSFK01, AC9HS2K01

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## C) Thinking and Reflection Questions

### Foundation–Year 2:

- Who made the world?
- What is science?
- Can we learn more about God by studying what He made?

### Years 3–4:

- Why do some people think science and faith don’t go together?
- How does the Bible show that early people used science?
- What kind of science are you most curious about?

### Years 5–6:

- How can scientific knowledge be used for good or evil?
- How does studying science help us worship God more deeply?
- How can you defend your faith while learning science?

Content Description Codes Addressed: AC9HS2S03, AC9HS4S03, AC9HS6S03

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## D) Activity Options – My Faith and Thinking Page

### Materials:

- Blank paper or journal page
- Crayons, pencils, markers
- Optional: access to nature photos or science tools

### Instructions by Age Group:

#### Foundation to Year 2:

1. Draw or paste pictures of something you like in God’s creation (e.g. animals, stars, water).
2. Add a sentence: “God made me smart to think about...”
3. Write the word *science* in big letters and decorate it.

#### Years 3–4:

1. Create a poster called “Science Is a Gift from God.”
2. Include at least 3 things science helps us learn about God’s creation.
3. Write a short sentence explaining how science and faith go together.

#### Years 5–6:

1. Write a short reflection or persuasive paragraph:  
“*Can Christians be scientists?*”  
Use examples from the Bible and the story of Emma.
2. Optional: design a badge or poster for your wall that says:  
“*I explore God’s world with wonder and truth.*”

Content Description Codes Addressed: AC9HS2S04, AC9HS4S04, AC9HS6S04

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## E) Biblical Connection and Reflection

**Bible Verse:** *Psalm 111:2 – “Great are the works of the Lord; they are studied by all who delight in them.”*

### Parent/Teacher Says:

“God made a beautiful world – and He wants us to study it, enjoy it, and learn from it. Just like Emma did in the story, you can love science and still love the Bible. They are not enemies. They are friends.”

### Reflection Prompt:

“How can you use both faith and your mind to learn about God and His world?”

### Character Trait Focus – Orderliness:

Science shows that the world is full of order. Every pattern, design, and discovery points us back to the mind of God. When we study carefully and think clearly, we are imitating the God of order.

Content Description Codes Addressed: AC9HSFK02, AC9HS2S05, AC9HS4S05



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## AUSTRALIAN CURRICULUM (v.9) CONTENT DESCRIPTIONS ADDRESSED

### Knowledge and Understanding: History

- AC9HSFK01 – Identify perspectives about **familiar and community events**, including stories of the past.
- AC9HS2K01 – Describe a **person, site and/or event of significance** in the local community.
- AC9HS4K01 – Describe the **experiences of people in the past** and explain how these have shaped the present.
- AC9HS6K01 – Explain the **significance of people or events** in bringing about change.

### Skills: Inquiry and Analysis

- AC9HS2S02 – Pose **questions** about the past, the world around them, and their own lives.
- AC9HS4S02 – Develop **questions** to guide investigations about people, events, places or environments.
- AC9HS6S02 – Develop **appropriate questions** to guide investigations of people, events, developments, places, systems and challenges.

### Skills: Interpretation, Analysis and Communication

- AC9HS2S03 – Collect and record **information** and data from observations and from provided sources, including **visual representations**.
- AC9HS4S03 – Locate, collect and record **information** and data from a range of sources, including **annotated timelines and maps**.
- AC9HS6S03 – Locate, collect and **organise information** and data from primary and secondary sources using appropriate methods.

### Skills: Communication and Reflection

- AC9HS2S04 – Sort and record **information** and **present findings** using everyday and discipline-specific terms.
- AC9HS4S04 – Organise and **represent data** in different formats to identify patterns and relationships.
- AC9HS6S04 – Organise and **represent information and data in a range of formats**, using discipline-specific conventions and terms.

### Skills: Reflecting and Responding

- AC9HSFK02 – Reflect on learning to suggest **ways they can care for places and sites of significance**.
- AC9HS2S05 – Draw **simple conclusions** based on data and information.
- AC9HS4S05 – Draw **conclusions** based on analysis of data and information.

**SAMPLE EXTRACT ONLY**  
**(For access to Topics 4 to 8,**  
**please purchase the study guides)**

# TOPIC 9

# ASSESSMENTS

## FINAL ASSESSMENT EXAMS FOR EACH AGE BAND:

- Each exam is **tailored to the year-level Achievement Standards** (F-Yr 2; Years 3 & 4; Years 5 & 6).
- Each draws directly on the **knowledge, skills, and content focus areas** covered in the lessons in weeks 1 - 8 .
- The exams include a mix of **knowledge recall, source use, skills demonstration, and short written answers.**

## Final Assessment Exam – Years F–2

**Subject:** HASS – Ancient History (Creation to Ancient Egypt)

**Theme:** Orderliness

### Relevant Achievement Standards

- Identify the significance of a person, group, place and/or building.
- Identify how people and places are interconnected both at local and broader scales.
- Develop questions, and collect, sort and record related information.
- Use sources and subject-specific terms to present narratives and observations.

### Exam Questions

#### Q1. Creation

Who made the world, and what did He say about it?

*Write or draw your answer here:*

.....

#### Q2. Noah's Flood

What did God tell Noah to build? Why?

*Answer:*

.....

.....Q

### 3. Tower of Babel

What happened when people tried to build a tower to the sky?

*Answer:*

.....

.....

### Q4. Abraham

God changed Abram's name to Abraham. What did that mean?

*Answer:*

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.....

### Q5. Ancient Egypt

What river made Egypt a good place to live? Draw something you remember about life along the Nile.

*(Space for drawing provided)*

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# Final Assessment Exam – Years 3–4

**Subject:** HASS – Ancient History (Creation to Ancient Egypt)

**Theme:** Orderliness

## Relevant Achievement Standards

- A. Describe aspects of life and significant beliefs in ancient societies.
  - B. Describe the importance of environments, and how natural factors influence where people live and work.
  - C. Interpret and analyse information to identify perspectives, and draw conclusions.
  - D. Use ideas from sources and relevant subject-specific terms to present descriptions and explanations.
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## Exam Questions

### Q1. Early Mankind

Give two examples that show early people were intelligent and orderly.

*Answer:*

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### Q2. Noah's Flood

How does the Bible describe the Flood? What evidence do we see today that reminds us of it?

*Answer:*

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### Q3. Tower of Babel

Why did God confuse the people's language? What does this story teach us about pride?

*Answer:*

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**Q4. Mesopotamia**

Name one invention or achievement from Mesopotamia. Why was it important?

*Answer:*

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.....

**Q5. Ancient Egypt**

Why did people settle along the Nile River? How did it bring order to their lives?

*Answer:*

.....

.....

.....

**Q6. Source Analysis**

Read this description of a clay tablet:

“The tablet is small, about the size of your hand. It is covered in wedge-shaped marks pressed into the clay. These marks are the world’s first form of writing, called cuneiform.”

Questions:

a) What do you think is a probable source for this information?

.....b)

b) What does it tell us about Mesopotamian people?

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# Final Assessment Exam – Years 5–6

**Subject:** HASS – Ancient History (Creation to Ancient Egypt)

**Theme:** Orderliness

## Relevant Achievement Standards (Year 6 excerpts)

- A. Explain the roles of significant people, events and ideas in the past.
  - B. Explain the geographical diversity of places and the effects of human–environment interactions.
  - C. Evaluate sources to determine origin, purpose and perspectives.
  - D. Select and organise ideas and findings to present descriptions and explanations.
- 

## Exam Questions

### Q1. Significant People

Explain why Noah, Abraham, or Joseph is an important figure in ancient history.

*Answer:*

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### Q2. Causes & Effects

Describe the cause and effect of one major event (Creation, Flood, or Tower of Babel).

*Answer:*

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### Q3. Mesopotamia

Evaluate one invention or practice (e.g., writing, farming methods). How did it show orderliness?

*Answer:*

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### Q4. Ancient Egypt

How did the Nile River bring order to Egyptian civilisation? How is this different from what Egyptians believed about their gods?

*Answer:*

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**Q5. Extended Response**

Compare the legacy of ancient Egyptian pyramids with God’s eternal kingdom. What does this teach us about order, belief, and human effort?

*Answer (extended):*

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**Q6. Source Analysis**

Read this short passage from a description of the Great Pyramid of Giza:

“The pyramid rises higher than any building of its time. Built from over two million stone blocks, each weighing as much as a car, it shows the Egyptians’ skill in planning and organisation.”

Questions:

a) Who created this pyramid? .....

b) What does this source show us about Egyptian society?

.....

.....

c) Do you think the author admires the Egyptians’ achievement? Why or why not?

# Marking Guide – Years F–2

## Relevant Achievement Standards:

- A. Identify the significance of a person, group, place and/or building.
- B. Identify how people and places are interconnected.
- C. Collect and sort information.
- D. Present simple narratives and observations.

Achievement Standards ↓ / Levels →	5 – Excellent	4 – Strong	3 – Sound	2 – Basic	1 – Limited
<b>Standard A:</b> Identify the significance of a person, group, place and/or building	Clearly identifies people, places, or events studied; <b>explains significance with detail.</b>	Identifies key people, places, or events; <b>explains significance in a basic way.</b>	Names people, places, or events; <b>gives limited explanation</b> of significance.	Recognises a person/place but gives <b>minimal or unclear explanation.</b>	Unable to identify key people/places/events.
<b>Standard B:</b> Identify how people and places are interconnected	<b>Makes simple connections</b> between people and places accurately.	<b>Makes at least one correct connection</b> between people and places.	Shows <b>some awareness of connections.</b>	Shows <b>little evidence of connections.</b>	Responses are unrelated or missing.
<b>Standard C:</b> Collect and sort information	<b>Uses correct terms</b> (e.g., “Nile River”) and sorts/collects information clearly.	Collects and sorts information with <b>basic accuracy</b> ; uses some correct terms.	Collects or sorts information with <b>limited accuracy.</b>	Collects or sorts information <b>minimally</b> or inconsistently.	Does not collect or sort information.
<b>Standard D:</b> Present simple narratives and observations	<b>Retells stories in order with accuracy</b> and gives clear, simple observations.	<b>Retells most of a story</b> with some detail.	<b>Retells story with partial accuracy</b> or limited detail.	Retelling <b>lacks detail or is incomplete.</b>	Unable to retell stories; responses are unrelated or missing.



# Marking Guide – Years 3–4

## Relevant Achievement Standards:

- A. Describe aspects of life and significant beliefs in ancient societies.
- B. Describe the importance of environments for human settlement.
- C. Interpret and analyse information to identify perspectives.
- D. Use sources and subject-specific terms to present explanations.

Achievement Standards ↓ / Levels →	5 – Excellent	4 – Strong	3 – Sound	2 – Basic	1 – Limited
<b>Standard A</b> Describe aspects of life and significant beliefs in ancient societies	Provides <b>clear, detailed descriptions</b> of ancient life (Creation → Egypt).	Provides descriptions of ancient life with <b>some detail</b> .	Provides <b>general description</b> of ancient life.	Gives <b>minimal description</b> of ancient life.	Unable to describe ancient life or environments.
<b>Standard B</b> Describe the importance of environments for human settlement	Explains <b>environmental importance</b> (e.g., Nile) with <b>insight and examples</b> .	Explains environmental factors at a <b>basic level</b> .	Mentions environment but with <b>limited explanation</b> .	Makes <b>vague reference</b> to environment.	Does not reference environment.
<b>Standard C</b> Interpret and analyse information to identify perspectives	Interprets sources with <b>insight &amp; identifies perspectives</b> clearly.	Interprets sources with <b>reasonable accuracy</b> .	Interprets source <b>literally without depth</b> .	Shows <b>little interpretation</b> of source.	Does not interpret sources.
<b>Standard D</b> Use sources and subject-specific terms to present explanations	Uses <b>historical terms accurately</b> (e.g., “Mesopotamia,” “cuneiform”) in <b>well-formed explanations</b> .	Uses <b>some subject terms correctly</b> .	Uses <b>some correct terms but inconsistently</b> .	Uses <b>few subject terms</b> .	Responses are <b>incomplete or irrelevant</b> .

# Marking Guide – Years 5–6

## Relevant Achievement Standards:

- A. Explain roles of significant people, events, and ideas.
- B. Explain human–environment interactions (e.g., Nile).
- C. Evaluate sources for origin, purpose, and perspectives.
- D. Select and organise ideas to present explanations.

Achievement Standards ↓ / Levels →	5 – Excellent	4 – Strong	3 – Sound	2 – Basic	1 – Limited
<b>Standard A</b> Explain roles of significant people, events, and ideas	<b>Explains roles of key figures/events with depth</b> (e.g., Noah, Abraham, Joseph).	Explains roles of figures/events with <b>some depth</b> .	Describes roles of figures/events but with <b>limited explanation</b> .	Gives <b>minimal explanation</b> of figures/events.	Unable to explain figures/events.
<b>Standard B</b> Explain human–environment interactions (e.g., Nile)	<b>Clearly links environment to human order</b> (e.g., Nile’s role).	Links environment to human settlement in <b>basic terms</b> .	Mentions environment but <b>without analysis</b> .	Makes <b>vague or inaccurate reference</b> to environment.	Cannot explain environment links.
<b>Standard C</b> Evaluate sources for origin, purpose, and perspectives	<b>Evaluates sources</b> for origin, purpose, and perspective <b>with clear insight</b> .	Evaluates sources with <b>partial insight</b> .	<b>Interprets sources literally</b> with little evaluation.	Attempts source analysis but <b>shows misunderstanding</b> .	Cannot interpret or evaluate sources.
<b>Standard D</b> Select and organise ideas to present explanations	<b>Presents structured, well-supported extended response; uses precise historical terms</b> .	Presents <b>mostly structured response</b> ; uses some historical terms accurately.	Extended response <b>lacks organisation</b> .	Extended response is <b>incomplete</b> .	Extended response <b>missing or unrelated</b> .

### **Individual Marking Templates:**

Each **question cell** is where you'd record the **rubric level (1–5)** for that question. The **Overall Level** can be an average or your judgment based on the student's strongest evidence.

## **Marking Template – Years F–2**

<b>Student Name</b>	<b>Q1 Creation</b>	<b>Q2 Flood</b>	<b>Q3 Babel</b>	<b>Q4 Abraham</b>	<b>Q5 Egypt</b>	<b>Overall Level (1–5)</b>	<b>Comments</b>
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Student Name	Q1 Creation	Q2 Flood	Q3 Babel	Q4 Abraham	Q5 Egypt	Overall Level (1–5)	Comments
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# Marking Template – Years 3–4

Student Name	Q1 Early Mankind	Q2 Flood	Q3 Babel	Q4 Mesopotamia	Q5 Egypt	Q6 Source Analysis	Overall Level (1–5)	Comments
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Student Name	Q1 Early Mankind	Q2 Flood	Q3 Babel	Q4 Mesopotamia	Q5 Egypt	Q6 Source Analysis	Overall Level (1–5)	Comments
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## Marking Template – Years 5–6

Student Name	Q1 Significant People	Q2 Cause & Effect	Q3 Mesopotamia	Q4 Egypt	Q5 Extended Response	Q6 Source Analysis	Overall Level (1–5)	Comments
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Student Name	Q1 Significant People	Q2 Cause & Effect	Q3 Mesopotamia	Q4 Egypt	Q5 Extended Response	Q6 Source Analysis	Overall Level (1–5)	Comments
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