

Grades

0-6

Unit 9

**“Age of Exploration
(& Proactive Courage)”**

History & Social Studies



Unit 9

History & Social Studies (Prep to Grade 6)

“Age of Exploration (& Proactive Courage)”

SUMMARY:

This term students examine how and why people chose to explore beyond the known world, emphasising decision-making, risk, and responsibility. Organised into eight thematic topics – from the nature and motivations of exploration to life at sea, global mapping, encounters between cultures, and the exploration of Australia – the course presents history as a series of purposeful choices shaped by geography, trade, faith, and leadership. Each week integrates history, geography, and character development, using proactive courage as the central lens through which students analyse exploration as thoughtful, prepared action rather than reckless adventure. Through rich informational storytelling, explicit teaching, narration, differentiated activities, and biblical worldview reflection, students learn that exploration involved weighing risk against purpose, acting without guarantees, and taking responsibility for consequences, helping them develop both historical understanding and wise, courageous decision-making.

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, planning notes for creative projects, and other activities). It is also helpful to have a good **dictionary**.

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

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

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FULL COURSE SCOPE & SEQUENCE

TOPIC 1 – What Is Exploration?

From Wonder to Action
Completed and approved

- **1A:** What Is Exploration? (History & Civics)
 - **1B:** The Known World: Maps, Seas, and Trade (Geography + Economics)
 - **1C:** What Is Proactive Courage? (Character)
 - **1D:** Picture Study – Holbein: Seeing Before Acting
-

TOPIC 2 – Why Did Explorers Sail?

Motives That Required Courage

2A – History & Civics

Why People Chose to Sail into the Unknown

- Faith, competition, ambition, responsibility
- Role of rulers, sponsors, and nations
- Exploration as a deliberate choice, not impulse

2B – Geography + Economics

Trade Goods, Routes, and Barriers

- Spices, silk, gold
- Land routes vs sea routes
- Why geography pushed people toward oceans

2C – Character

Choosing Courage Without Guarantees

- Acting before outcomes are known
- Courage linked to preparation and trust

2D – Picture Study (Holbein)

Symbols of Knowledge and Power

- Objects that show purpose, learning, and authority
-

TOPIC 3 – Life at Sea

Daily Courage and Endurance

3A – History & Civics

Life on an Exploration Ship

- Roles, hierarchy, discipline
- Leadership and obedience
- Hardship as part of duty

3B – Geography + Economics

Oceans, Winds, and Survival

- Trade winds and currents
- Supplies, scarcity, rationing
- Distance and isolation

3C – Character

Endurance: Courage Over Time

- Staying brave when nothing changes
- Faithfulness in difficulty

3D – Picture Study (Holbein)

Human Strength, Posture, and Responsibility

TOPIC 4 – Early Explorers Who Acted

Leadership in Motion

4A – History & Civics

Early European Explorers (Overview)

- Columbus
 - Vasco da Gama
 - Magellan
- (Focus on decisions, not hero-worship)*

4B – Geography + Economics

Routes, Distance, and Cost

- Mapping journeys
- Measuring scale
- Risk vs reward

4C – Character

Leadership and Accountability

- Decisions that affect many lives
- Moral responsibility

4D – Picture Study (Holbein)
Action, Balance, and Choice

TOPIC 5 – Mapping the World

Making the Unknown Known

5A – History & Civics
How Exploration Changed World Knowledge

- New lands added to maps
- Sharing and controlling information

5B – Geography + Economics
Maps, Place Names, and Claims

- Naming places
- Early ideas of territory
- Power of maps

5C – Character
Responsibility That Comes with Knowledge

- Using knowledge wisely
- Courage to act truthfully

5D – Picture Study (Dürer)
Accuracy and Careful Observation

TOPIC 6 – New Lands, New Encounters

When Worlds Met

6A – History & Civics
Meeting New Peoples

- First encounters
- Choices explorers made
- Respect, misunderstanding, consequences

6B – Geography + Economics
Resources, Exchange, and Impact

- Trade and exchange
- Environmental changes
- Long-term effects

6C – Character
Moral Courage and Respect for Others

- Doing what is right, not easy
- Courage guided by conscience

6D – Picture Study (Dürer)

Nature Studies and Truthful Recording

TOPIC 7 – Exploration Reaches Australia

Edges of the Known World

7A – History & Civics

Early European Contact with Australia

- de Quirós
 - Janszoon
 - Tasman
- (Carefully framed, factual, age-appropriate)*

7B – Geography + Economics

Australia's Location and Sea Routes

- Distance from Europe
- Surrounding oceans
- Why Australia was difficult to reach

7C – Character

Courage at the Edge of the Map

- Acting where little is known
- Preparation and trust

7D – Picture Study (Dürer)

Landforms and Proportion

TOPIC 8 – Exploration Within Australia

From Coast to Inland

8A – History & Civics

Exploring Australia's Interior

- Cook (brief recap)
- Flinders
- Burke and Wills (carefully framed lessons)

8B – Geography + Economics

Land, Water, and Survival

- Australian environments
- Resources and challenges

- Decision-making in harsh conditions

8C – Character

When Courage Needs Wisdom

- Learning from mistakes
- Courage guided by understanding and humility

8D – Picture Study (Dürer)

Review: Seeing the World Carefully

Prior to starting each week, review the recommended resources.

Contents

TOPIC	Description	Page
TOPIC 1	What is Exploration?	
TOPIC 2	Why Did Explorers Sail?	
TOPIC 3	Life at Sea	
TOPIC 4	Early Explorers Who Acted	
TOPIC 5	Mapping the World	
TOPIC 6	New Lands, New Encounters	
TOPIC 7	Exploration Reaches Australia	
TOPIC 8	Exploration Within Australia	
TOPIC 9	Assessment	

FOUNDATION–YEAR 2 (SKILLS-LED PARTICIPATION)

Key Content Descriptions Addressed

- **AC9HSFK03** – features of familiar places
- **AC9HS2K03** – spatial representation from local to broader scales
- **AC9HS2K02** – technological developments and travel
- **AC9HSFS01–05 / AC9HS2S01–06** – questioning, recording, narrating

How the course meets them

- Mapping “known vs unknown”
- Simple comparisons of travel then/now
- Picture study narration
- Asking and answering historical questions

✓ Fully consistent with **Year 2 Achievement Standard** expectations

HASS F-6 Achievement Standards

YEARS 3–4 (HISTORY + GEOGRAPHY BALANCE)

Key Content Descriptions Addressed

- **AC9HS3K01** – causes and effects of change
- **AC9HS3K05** – similarities and differences between places
- **AC9HS3K06–07** – rules, participation, responsibility
- **AC9HS4K05–06** – environments, resource use
- **AC9HS3S01–07 / AC9HS4S01–07** – inquiry cycle

How the course meets them

- Why exploration caused global change
- How geography shaped decisions
- Rule-making aboard ships
- Proposing actions and responses

✓ Aligns with **Year 4 Achievement Standard**

HASS F-6 Achievement Standards

YEARS 5–6 (DECISION-MAKING & CONSEQUENCES)

Key Content Descriptions Addressed

- **AC9HS5K08** – resources (natural, human, capital)
- **AC9HS5K04** – people influencing place
- **AC9HS6K05** – interconnections with other countries
- **AC9HS5S03–06 / AC9HS6S03–06** – evaluating, concluding, proposing

How the course meets them

- Trade motivations
- Risk vs reward decisions
- Mapping interconnections
- Ethical consequences of exploration

✓ Supports **Year 6 Achievement Standard reasoning depth**

TOPIC 1	WHAT IS EXPLORATION?

LESSON 1.1 – What Is Exploration?

Unit: Age of Exploration

Character Focus (Unit lens): Proactive Courage

Historical Anchor (Topic 1):

The Age of Exploration began when people chose to act beyond what was known, even when the journey was uncertain.

A) Introduction

Whole-Group Teaching

Parent/Teacher Says (script):

“Today we are starting a new history unit called **The Age of Exploration**. This was a time when people did more than wonder about the world – they decided to **go**. They sailed beyond familiar coastlines, crossed wide oceans, and stepped into places they did not fully understand yet.

Exploration did not happen because people were careless. It happened because some people were brave enough to act **before** they knew exactly what would happen. Today, we’re going to learn what *exploration* really means, and why it required courage.”

Vocabulary (Teach explicitly)

Teach these words before the story. Keep explanations clear and concrete.

- **Exploration:** travelling to places that are not well known in order to learn about them.
- **Known world:** the parts of the world people already knew about and had maps for.
- **Unknown:** places people had not seen or understood yet.
- **Voyage:** a long journey, especially by sea.
- **Courage:** choosing to do what is right or necessary even when it feels risky or difficult.
- **Proactive Courage:** choosing to act bravely *before* you are forced to, with preparation and purpose.

Quick Check (whole group):

Ask: “If something is unknown, does that mean it is safe or unsafe?”

Expected responses: “Unsafe / risky / not certain.”

B) Informational Story

Shared Core Story (Read aloud to all ages)

For much of history, people lived close to where they were born. Most families did not travel far from home. Roads were rough, travel was slow, and journeys could be dangerous. People knew their own villages, nearby towns, and familiar coastlines. Beyond that, the world felt uncertain.

Maps from long ago looked very different from maps today. They often showed only parts of Europe, small sections of Africa, and nearby seas. Large areas of the world were blank. Some maps included drawings of sea monsters or warnings at the edges, reminding travellers that these places were unknown and possibly dangerous.

Even so, people were curious. Merchants wanted new goods to trade. Rulers wanted stronger kingdoms. Missionaries wanted to share their faith. Sailors wondered what lay beyond the horizon. But wondering was not enough. To explore meant more than thinking – it meant **acting**.

Exploration required planning. Ships had to be built. Crews had to be gathered. Food and water had to be stored. Leaders had to decide whether the risk was worth taking. Families had to accept that loved ones might be gone for years – or might never return.

Some people chose to stay where life felt safer and familiar. Others chose to go.

These explorers did not know what storms they would face. They did not know if the land ahead would be friendly or harsh. They did not know if their maps were correct. But they prepared as carefully as they could, and then they stepped forward anyway.



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That choice is what makes exploration different from ordinary travel.

Exploration is not an accident. It is a decision to leave the known world and enter the unknown – not because it is easy, but because the journey matters.

This is why the Age of Exploration is remembered in history. It was a time when people chose **proactive courage**: they acted with bravery before certainty, trusting preparation, leadership, and purpose to guide them.

“Listen for” Prompts (optional, to keep younger students engaged)

- “Raise your hand when you hear something that made exploration dangerous.”
 - “Put your hand on your heart when you hear about courage.”
-

Extension for Years 5–6 (Read aloud or independent)

Historians describe exploration as a combination of motivation, preparation, and decision-making. Explorers were not simply curious individuals – they often represented kingdoms, trading companies, or religious missions. Their actions affected economies, cultures, and future generations. Understanding exploration means understanding not just where people went, but **why they chose to act** when outcomes were uncertain.

C) Narration

F–2

Task: Tell back the story in your own words.

Support prompts:

- “What is exploration?”
- “What is the known world?”
- “Why was exploration brave?”

Option: Draw a ship leaving land and orally narrate.

Years 3–4

Task: Write 4–6 sentences using these starters:

1. “Exploration means ...”
 2. “The known world was ...”
 3. “The unknown was ...”
 4. “Explorers had to ...”
 5. “Exploration required courage because ...”
-

Years 5–6

Task: Write one paragraph explaining:

- What exploration is
- Why it was risky
- Why proactive courage was needed

Required words: exploration, unknown, courage, decision

D) Explicit Teaching

Mini-Lesson: “What Makes Exploration Different?”

Teach this as a simple comparison chart on paper or a whiteboard.

Write two headings:

- Staying in the Known World
- Exploration into the Unknown

Guide the discussion step by step:

Staying in the Known World

- Familiar places
- Safer routes
- Fewer surprises

Exploration into the Unknown

- Unmapped areas
- Greater danger
- New discoveries possible

Key Teaching Point (say clearly):

“Exploration requires **proactive courage** because people must decide to act before they know what will happen.”

Check for Understanding (whole group):

Ask: “Why did explorers need courage *before* they left, not just during the journey?”

Expected responses: “Because they chose to go / they didn’t know what would happen / they had to decide first.”

E) Thinking Questions

F–2 (Identify / describe)

1. What does exploration mean?

2. Was exploration safe or risky?
-

Years 3–4 (Explain)

1. Why did people need courage to explore?
 2. What is the difference between travelling and exploring?
-

Years 5–6 (Analyse / justify)

1. Why do you think some people chose *not* to explore?
 2. Explain why preparation is part of courage, not the opposite of it.
-

F) Learning Activities

Activity 1 (Whole Group): “Known or Unknown?”

Purpose: Build concrete understanding of exploration decisions.

Materials:

- Two signs: KNOWN and UNKNOWN
- Simple place cards (home, nearby town, open ocean, distant land)

Steps:

1. Place the two signs on the floor or wall.
 2. Show one place card at a time.
 3. Ask: “Known or unknown?”
 4. Students move or point to their choice.
 5. Discuss why unknown places require courage.
-

Activity 2 (F–2): “Safe or Risky?” Sorting

Purpose: Build early reasoning about risk.

Steps:

1. Say simple scenarios (e.g. “walking to the next room”, “sailing across the ocean”).
 2. Child says “safe” or “risky”.
 3. End with sentence together:
“Exploration is risky because ...”
-

Activity 3 (Years 3–4): “Decision Map”

Purpose: Practise thinking about choices.

Steps:

1. Draw a simple map with land → ocean → unknown land.
 2. Write next to it:
 - What might go wrong?
 - What might be gained?
 3. Write two sentences beginning with:
 - “Explorers chose to go because ...”
-

Activity 4 (Years 5–6): “Courage Paragraph”

Purpose: Develop reasoning and justification.

Steps:

1. Write the historical anchor at the top of the page.
 2. Underline key words: act, unknown, courage.
 3. Write a paragraph answering:
 - Why exploration required proactive courage
 4. Finish with:
“One risk explorers accepted was ...”
-

G) Biblical Worldview Reflection

Whole Group (short):

Parent/Teacher Says:

“The Bible shows us that courage does not mean rushing ahead without thinking. It means trusting God and acting wisely when He calls us forward.”

Reflect (tiered):

- **F–2:** “What is something brave you can do with help?”
 - **Years 3–4:** “Why does God want us to think before we act?”
 - **Years 5–6:** “How is proactive courage different from fearlessness?”
-

H) Wrap-Up

1. Re-read the historical anchor together.
 2. Ask: “What is one reason exploration required courage?”
 3. Close with a short prayer asking for wisdom and courage to do what is right.
-

LESSON 1.2 – Maps, Seas, and the Known World

Unit: Age of Exploration

Character Focus (Unit lens): Proactive Courage

Geographical Anchor (Topic 1):

Exploration decisions were shaped by geography – what people knew about land and sea, and what they did not yet understand.

A) Introduction

Whole-Group Teaching

Parent/Teacher Says (script):

“Yesterday we learned that exploration began when people chose to leave the known world and enter the unknown. Today we’re going to look more closely at **how geography shaped those decisions**.

Explorers didn’t travel randomly. They used maps, followed coastlines, and relied on seas to move between places. What people knew – and didn’t know – about the world strongly affected where they went and how brave they needed to be.”

Vocabulary (Teach explicitly)

Teach these words before the story. Keep explanations concrete and visual if possible.

- **Map:** a drawing that shows places and where they are.
- **Coastline:** where land meets the sea.
- **Ocean:** a very large body of salt water.
- **Route:** the path taken to travel from one place to another.
- **Trade:** buying and selling goods between places.
- **Known world:** the parts of the Earth people had already mapped and travelled.

Quick Check (whole group):

Ask: “If a place is on a map, does that mean it is easy to reach?”

Expected responses: “No / it could still be far / dangerous.”

B) Informational Story

Shared Core Story (Read aloud to all ages)

Long before satellites and digital maps, people relied on hand-drawn maps to understand the world. These maps were made using travellers’ stories, sailors’ notes, and careful observations of coastlines. Because journeys were slow and dangerous, many places remained unknown for a very long time.

Early maps often showed Europe quite clearly. Nearby coastlines of Africa and parts of Asia were sometimes included too. But as the distance from home increased, the maps became less detailed. Some areas were only guessed at. Other areas were left completely blank.



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The sea played a special role in exploration. On land, travel was slow. Mountains, deserts, and forests made journeys difficult. Roads were poor, and carrying goods over long distances was expensive. But the sea, although dangerous, allowed ships to carry large amounts of cargo much more efficiently.

Because of this, explorers usually stayed close to coastlines. Sailing near land made it easier to find food, fresh water, and safe places to stop. Open oceans were far more frightening. Storms could push ships off course, and sailors could be lost for weeks without seeing land.

Geography also shaped trade. People in Europe wanted goods that came from far away – spices, silk, and precious metals. These goods travelled along long land routes through many countries, making them slow and expensive. If sea routes could be found, trade could become faster and cheaper.

Explorers studied maps carefully before they left. They planned routes along coasts and across seas they believed could be crossed. But even with preparation, they knew their maps were incomplete. Every voyage meant facing the unknown.

This is why geography mattered so much. Maps and seas did not remove danger – but they helped explorers decide **where courage was needed most**.

“Listen for” Prompts (optional)

- “Point to the floor when you hear about land.”
 - “Wave your hand gently when you hear about the sea.”
-

Extension for Years 5–6 (Read aloud or independent)

Geographers study how physical features such as oceans, coastlines, and landforms influence human decisions. During the Age of Exploration, geography shaped trade, movement, and power. Explorers used the information they had, knowing that every map reflected both knowledge and uncertainty.

C) Narration

F–2

Task: Tell back one thing about maps and one thing about the sea.

Option: Point to a drawn map and explain.

Years 3–4

Task: Write 4–6 sentences using these starters:

1. “Maps helped explorers by ...”
 2. “The sea was important because ...”
 3. “Sailing near coastlines was ...”
 4. “Open oceans were risky because ...”
-

Years 5–6

Task: Write one paragraph explaining:

- How geography affected exploration
- Why seas were both helpful and dangerous

Required words: geography, map, coastline, ocean, route

D) Explicit Teaching

Mini-Lesson: “How Geography Affected Exploration Decisions”

Teach this using a simple labelled diagram.

Draw three simple shapes on the board:

- Land
- Coastline
- Open ocean

Talk through each clearly:

Land

- Slow travel
- Difficult to carry goods
- Many barriers

Coastlines

- Easier navigation
- Access to food and water
- Safer stopping points

Open Ocean

- Faster travel
- More cargo
- Much higher risk

Key Teaching Point (say clearly):

“Explorers used geography to reduce risk – but they still needed proactive courage to leave the coastline and cross open seas.”

Check for Understanding:

Ask: “Why didn’t explorers just walk to new places instead of sailing?”

Expected responses: “Too slow / mountains / carrying goods / oceans were faster.”

E) Thinking Questions

F–2 (Identify / describe)

1. What does a map show?
 2. Were oceans safe or risky?
-

Years 3–4 (Explain)

1. Why were coastlines important for explorers?
 2. How did geography help people trade?
-

Years 5–6 (Analyse / justify)

1. Why do you think explorers chose sea routes even though they were dangerous?
 2. How did maps both help and limit explorers?
-

F) Learning Activities

Activity 1 (Whole Group): “Land or Sea?” Movement Game

Purpose: Reinforce geographic concepts physically.

Steps:

1. Say a scenario (e.g. “Carrying spices far away”).
 2. Students move to one side of the room for LAND or the other for SEA.
 3. Discuss why that choice makes sense.
-

Activity 2 (F–2): “Follow the Coast” Drawing

Purpose: Build spatial awareness.

Steps:

1. Draw a simple land shape on paper.
 2. Trace the edge – explain this is the coastline.
 3. Draw a boat following the coastline.
 4. Say together:
“Explorers followed coastlines to stay safer.”
-

Activity 3 (Years 3–4): “Route Planner”

Purpose: Practise reasoning about routes.

Steps:

1. Provide a simple map outline (or draw one).
 2. Mark a start and end point.
 3. Students draw a route and explain:
 - Why they chose it
 4. Write one sentence:
“This route is safer because ...”
-

Activity 4 (Years 5–6): “Geography & Decision-Making”

Purpose: Connect geography to proactive courage.

Steps:

1. Write two headings:
 - Geography Helps
 - Geography Makes It Hard
2. List 3 points under each.

3. Write a paragraph answering:
“How did geography shape the risks explorers took?”
-

G) Biblical Worldview Reflection

Whole Group:

Parent/Teacher Says:

“God created the land and the seas with order and purpose. Learning about geography helps us act wisely, not fearfully.”

Reflect (tiered):

- **F–2:** “What did God make – land or sea?” (Answer: both)
 - **Years 3–4:** “Why is it good to learn before acting?”
 - **Years 5–6:** “How does understanding God’s world help us make courageous decisions?”
-

H) Wrap-Up

1. Re-read the geographical anchor together.
 2. Ask: “Name one way geography affected exploration.”
 3. Close with a short prayer of thanks for wisdom, learning, and guidance.
-

LESSON 1.3 – Character Training: Proactive Courage

Unit: Age of Exploration

Character Focus: Proactive Courage

Purpose: To help students recognise, understand, and practise proactive courage in history and in their own lives.

A) Introduction

Whole-Group (Short & Relational)

Parent/Teacher Says (script):

“This week we’ve been learning about explorers who chose to leave the known world and travel into places they didn’t fully understand yet. Today we’re going to focus on the **kind of courage** they needed – not rushing forward without thinking, but choosing to act wisely even when the outcome was uncertain.”

B) Character Focus Teaching

Teach the Definition (Explicit but brief)

Parent/Teacher Says:

“**Proactive courage** means choosing to act bravely *before* you are forced to, after thinking carefully and preparing wisely.”

Say it again together:

“Proactive courage means acting bravely before you are forced to, with wisdom and preparation.”

Clarifying the Idea (Contrast)

Parent/Teacher Says:

“Not all brave actions are the same. Let’s think about the difference.”

- **Proactive courage:**
 - Thinks first
 - Prepares carefully
 - Acts for a good reason
- **Recklessness:**
 - Rushes ahead
 - Ignores danger
 - Acts without thinking
- **Avoiding courage:**
 - Waits forever
 - Avoids responsibility

- Lets fear decide

Key idea (say clearly):

“Proactive courage is not about being fearless – it’s about choosing to do what is right even when you feel unsure.”

C) Short Illustrative Scenario

Parent/Teacher Reads:

“Imagine a sailor who has studied maps carefully. He knows the journey will be dangerous, but he also knows the ship is prepared, the crew is trained, and the voyage has a purpose. He feels nervous, but he chooses to step onto the ship anyway. He is not careless – he is courageous.”

Pause and say:

“This is the kind of courage explorers needed before they ever left the shore.”

D) Guided Discussion (Oral, Tiered)

F–2

- “Was the sailor brave or silly?”
 - “What helped him be brave?”
-

Years 3–4

- “Why was it hard for the sailor to decide?”
 - “What helped him choose courage instead of fear?”
-

Years 5–6

- “What could have gone wrong on the journey?”
- “Why does preparation matter when we talk about courage?”

Allow discussion – no writing required.

E) Simple Practice Activity

“What Would You Do?”

Parent/Teacher Says:

“I’m going to describe a situation. Let’s talk about what proactive courage might look like.”

Choose **one or two** scenarios:

- Trying something new that takes effort
- Speaking kindly when it feels uncomfortable
- Telling the truth even when it's hard

For each scenario, ask:

- “What would be reckless?”
- “What would be avoiding courage?”
- “What would proactive courage look like?”

Optional (Years 5–6):

Have students give one sentence beginning with:

“Proactive courage would mean ...”

F) Biblical Connection

Brief & Anchoring

Parent/Teacher Says:

“The Bible often shows people acting courageously before they know the outcome. God does not ask us to rush ahead without thinking – He asks us to trust Him and act wisely.”

You may paraphrase or briefly mention:

- Abraham leaving his home
- Trusting God while stepping forward

Key idea:

“Godly courage is guided by wisdom and trust, not fear or pride.”

G) Closing Reflection & Prayer

Reflection (oral):

- **F–2:** “What is one brave thing you can do with help?”
- **Years 3–4:** “How can thinking first help us be brave?”
- **Years 5–6:** “Why is proactive courage better than reckless bravery?”

Closing Prayer (short):

“Lord, help us to be brave in the right way – thinking carefully, trusting You, and choosing to do what is right. Amen.”

LESSON 1.4 – Picture Study: Knowledge, Preparation, and Seeing the World Clearly

Unit: Age of Exploration

Character Focus: Proactive Courage

Artist (Weeks 1–4): Hans Holbein the Younger

A) Introduction

Parent/Teacher Says:

“This week we learned what exploration is and why people began to look beyond what they already knew. Today we will slow down and practise *careful looking*. Explorers needed to observe the world closely, and artists help train our eyes to do the same.”

B) Artwork Focus

Parent/Teacher Says:

“Today we are studying a painting called *The Ambassadors* (1533) by Hans Holbein the Younger. This painting shows two important men surrounded by objects that represent learning, maps, and tools for understanding the world.”



The Ambassadors (1533) – A detailed portrait filled with globes, books, and measuring instruments that symbolise knowledge and preparation.



1. **Hans Holbein the Younger** – A Renaissance artist known for careful detail and realistic portraits.

C) Quiet Looking

- Look silently for **2–3 minutes**
- No talking or pointing

Teacher Says:

“Let your eyes move slowly. Try to notice details you might miss at first.”

D) Guided Observation

Whole group prompts:

- “What objects did you notice?”
- “What might these objects be used for?”

Tiered:

- **F–2:** “Name one thing you saw.”
 - **3–4:** “Which object shows learning?”
 - **5–6:** “Why might the artist include tools and maps?”
-

E) Character Connection

Teacher Says:

“This painting reminds us that proactive courage begins with preparation and learning before action.”

F) Narration

- **F–2:** Draw one object you remember
 - **3–4:** Say or write 3 sentences describing the painting
 - **5–6:** Write a short paragraph explaining how the painting shows preparation
-

G) Biblical Reflection

“God values wisdom and careful thinking. Learning helps courage become wise.”

H) Wrap-Up

Say together: “Proactive courage begins with learning.”

TOPIC 2	WHY DID EXPLORERS SAIL?

LESSON 2.1 – Why Did Explorers Sail?

Unit: Age of Exploration

Character Focus (Unit lens): Proactive Courage

Historical Anchor (Topic 2):

People sailed into the unknown because faith, trade, and responsibility motivated them to act despite risk.

A) Introduction

Whole-Group Teaching

Parent/Teacher Says (script):

“In our last topic, we learned what exploration is and how geography shaped the risks explorers faced. Today we’re going to answer an important historical question: **Why did people decide to sail at all?**”

Exploration was dangerous and expensive. Ships could sink. Crews could get sick. Voyages could fail. So today we’re going to learn why people believed the journey was worth the risk – and how courage and responsibility were involved in that decision.”

Vocabulary (Teach explicitly)

Teach these words before the story. Keep explanations short and clear.

- **Motivation:** a reason for doing something.
- **Faith:** strong belief and trust, especially in God.
- **Trade:** buying and selling goods between places.
- **Responsibility:** being accountable for decisions and their effects on others.
- **Sponsor:** a person or ruler who provides money or support.

Quick Check (whole group):

Ask: “Can people have more than one motivation at the same time?”

Expected responses: “Yes / they can want many things.”

B) Informational Story

Shared Core Story (Read aloud to all ages)

Explorers did not sail just because they were bored or adventurous. Most voyages began with **serious reasons**. Sailing into the unknown required ships, supplies, crews, and money. These things only came together when people believed the journey mattered.

One reason explorers sailed was **faith**. Some explorers believed God wanted the world to be known and cared for. Missionaries hoped to share their beliefs with people they had never met before. For them, sailing into unknown lands felt like a calling, not a game.

Another reason was **trade**. People in Europe wanted goods that came from faraway places – spices to flavour food, silk for clothing, and precious metals for wealth. These goods were difficult to obtain. If explorers could find new routes, trade could become easier and less expensive. This would benefit kingdoms, merchants, and workers.

Explorers also sailed because of **responsibility and duty**. Kings and queens wanted strong nations. Leaders believed they had a duty to protect their people and increase their kingdom's influence. Explorers were often sent as representatives of their rulers, carrying not just supplies, but expectations.

For sailors, the decision to sail meant accepting responsibility as well. Crews had to obey leaders, work together, and trust one another. Their courage was not only shown during storms – it was shown when they agreed to join the voyage.

Many people chose **not** to sail. Staying home was safer. Families were familiar. Life, though difficult, was predictable. Those who sailed did so because they believed the purpose was greater than the fear.

This is why exploration required proactive courage. Explorers and their supporters chose to act for faith, trade, and responsibility – even when success was not guaranteed.

“Listen for” Prompts (optional)

- “Raise your hand when you hear a reason explorers sailed.”
 - “Touch your shoulder when you hear about responsibility.”
-

Extension for Years 5–6 (Read aloud or independent)

Historians often explain exploration as a combination of economic, religious, and political motivations. These motivations worked together. Understanding why people sailed helps historians evaluate decisions – not just judge outcomes.

C) Narration

(Placed immediately after the story)

F–2

Task: Tell one reason explorers sailed.

Prompt: “They sailed because ...”

Years 3–4

Task: Write 4–6 sentences using these starters:

1. “Explorers sailed because ...”
 2. “One reason was faith because ...”
 3. “Another reason was trade because ...”
 4. “Responsibility mattered because ...”
-

Years 5–6

Task: Write one paragraph explaining **two reasons** explorers sailed and why each required courage.

Required words: faith, trade, responsibility, courage

D) Explicit Teaching

Mini-Lesson: “Three Main Reasons Explorers Sailed”

Teach this as a **clear, simple categorisation**.

Write three headings on the board:

1. Faith
2. Trade
3. Responsibility

Talk through each slowly:

- **Faith:** believing God had a purpose beyond comfort
- **Trade:** wanting goods that improved life and wealth
- **Responsibility:** duty to rulers, nations, or families

Key Teaching Point (say clearly):

“Exploration was rarely about only one reason. Most voyages had **several motivations working together.**”

Check for Understanding:

Ask: “Which reason do you think required the most courage? Why?”

Accept thoughtful answers – there is no single correct response.

E) Thinking Questions

F–2 (Identify / describe)

1. Name one reason explorers sailed.
 2. Was sailing easy or hard?
-

Years 3–4 (Explain)

1. Why did faith encourage some people to explore?
 2. How did trade affect exploration?
-

Years 5–6 (Analyse / justify)

1. Which motivation do you think caused the greatest risk? Explain.
 2. Why does having responsibility make courage harder?
-

F) Learning Activities

Activity 1 (Whole Group): “Why Sail?” Sorting

Purpose: Reinforce motivations visually.

Steps:

1. Write FAITH, TRADE, RESPONSIBILITY on cards.
 2. Read short scenarios aloud.
 3. Students decide which motivation fits best.
 4. Discuss overlap.
-

Activity 2 (F–2): “Finish the Sentence”

Steps:

1. Say: “Explorers sailed because ...”
 2. Child completes orally or with drawing.
-

Activity 3 (Years 3–4): “Motivation Wheel”

Steps:

1. Draw a circle divided into three sections.
 2. Label: Faith / Trade / Responsibility.
 3. Write or draw one idea in each.
-

Activity 4 (Years 5–6): “Motivation Paragraph + Reflection”

Steps:

1. Write a paragraph explaining two motivations.
 2. Finish with:
“One responsibility explorers had was ...”
-

G) Biblical Worldview Reflection

Parent/Teacher Says:

“God sometimes calls people to act for reasons bigger than comfort. Faith helps us trust God, but responsibility reminds us our choices affect others.”

Reflect (tiered):

- **F–2:** “Who helps you make brave choices?”
 - **Years 3–4:** “Why does God care about our reasons?”
 - **Years 5–6:** “How can faith guide responsibility?”
-

H) Wrap-Up

1. Re-read the historical anchor together.
2. Ask: “Name one reason explorers sailed.”
3. Close with a short prayer asking for courage guided by wisdom.

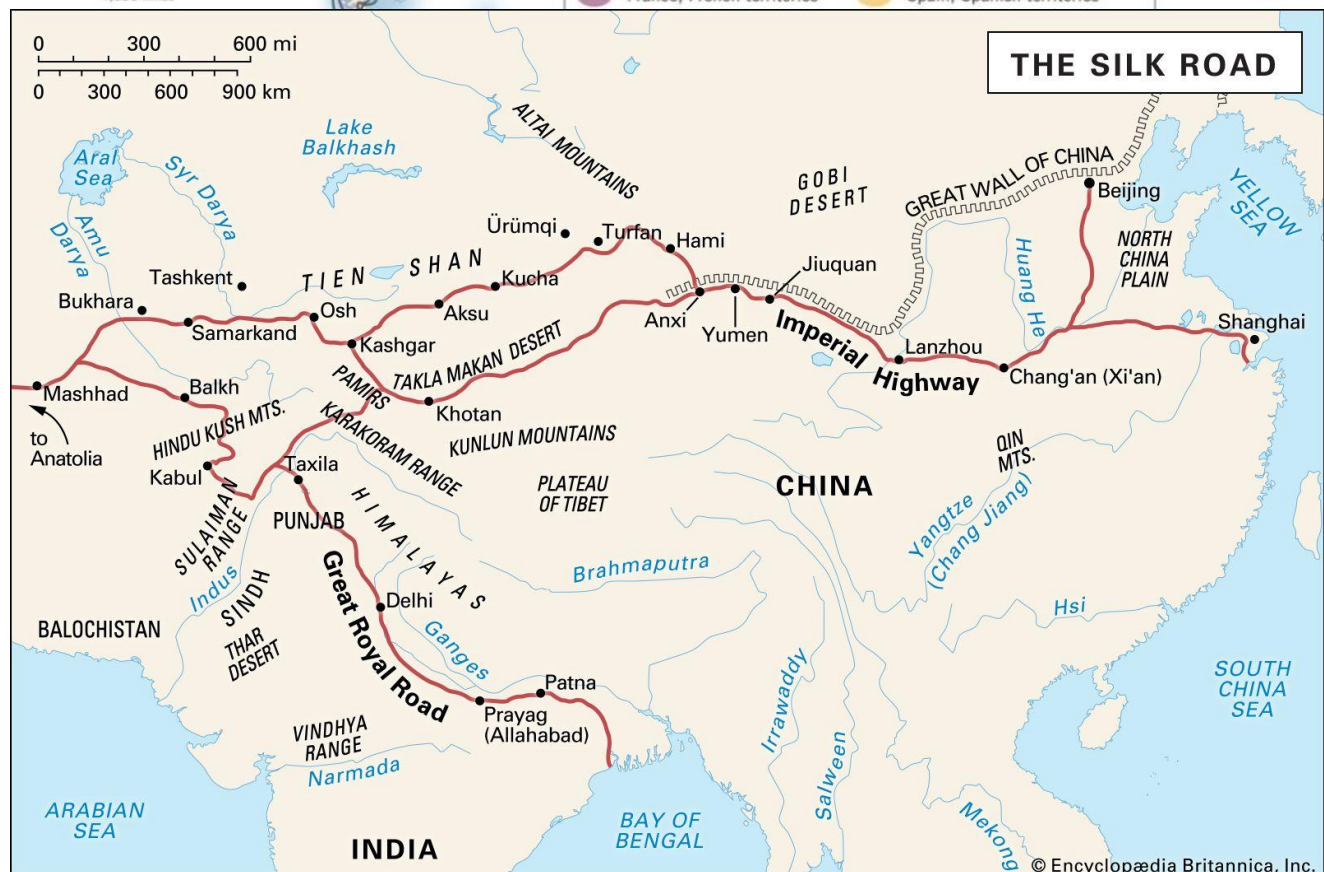
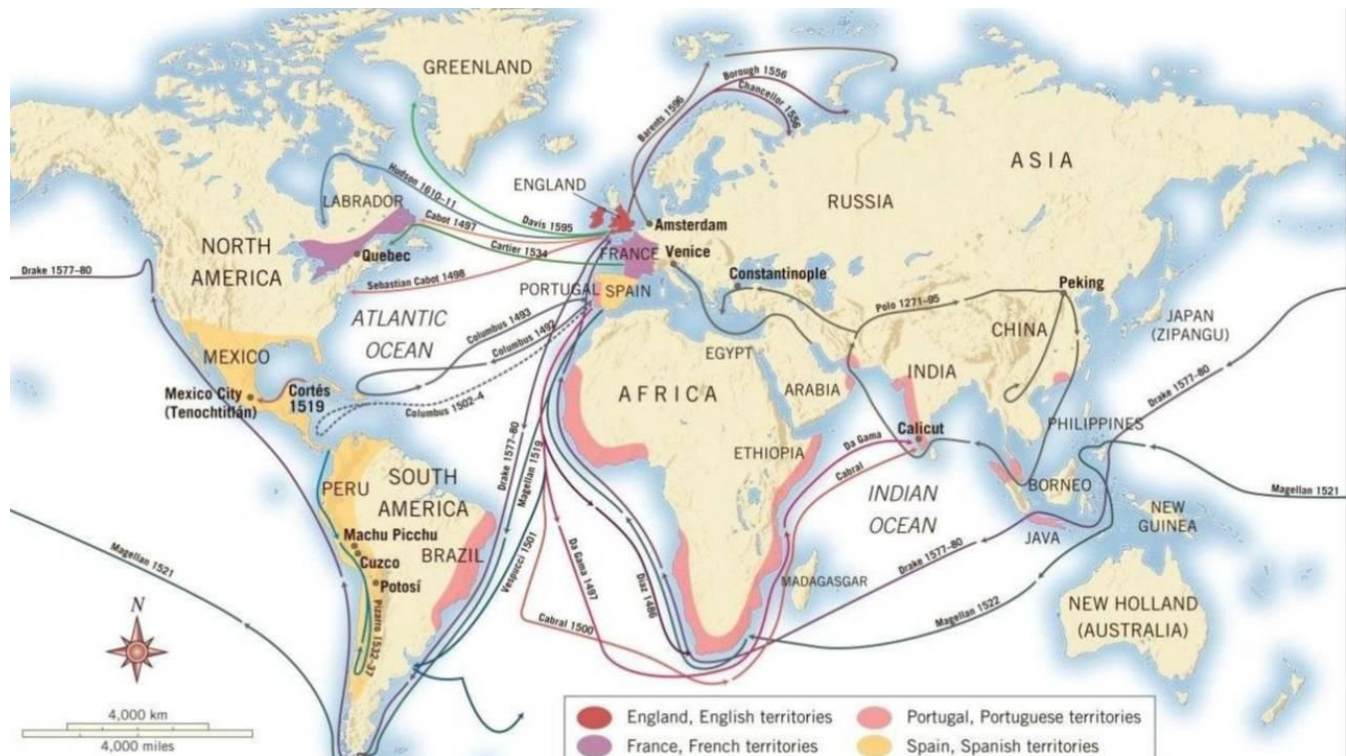
LESSON 2.2 – Trade Goods, Routes, and Barriers

Unit: Age of Exploration

Character Focus (Unit lens): Proactive Courage

Geographical Anchor (Topic 2):

Geography and trade routes shaped where explorers travelled, what they carried, and the risks they faced.





A) Introduction

Whole-Group Teaching

Parent/Teacher Says (script):

“Yesterday we learned *why* explorers sailed – for faith, trade, and responsibility. Today we’re going to look more closely at **what they were trying to get** and **how geography affected their choices**.

Explorers did not sail randomly. They followed routes that helped them reach valuable goods, and they had to decide which paths were worth the risk.”

Vocabulary (Teach explicitly)

Teach these words before the story. Keep explanations concrete.

- **Goods:** items that people make or trade.
- **Trade route:** a path used to move goods from one place to another.
- **Barrier:** something that blocks or makes travel difficult.
- **Spices:** strong-flavoured plant products used for cooking and preserving food.
- **Resources:** useful things that people value or need.

Quick Check (whole group):

Ask: “If a route has many barriers, is trade easier or harder?”

Expected responses: “Harder / slower / more risky.”

B) Informational Story

Shared Core Story (Read aloud to all ages)

During the Age of Exploration, many people in Europe wanted goods that could not be found nearby. Spices such as pepper, cinnamon, and cloves were especially valuable. They helped flavour food and preserve it for longer periods. Other goods, like silk, porcelain, and precious metals, were also in high demand.

Before long ocean voyages were common, most of these goods travelled along **land routes**. Merchants moved them by camel or wagon across deserts and mountains. These journeys took months or even years. Along the way, traders passed through many regions, each taking a share of the profit. This made goods very expensive.

Geography created serious **barriers**. Deserts were hot and dry. Mountains were steep and dangerous. Rivers could flood. Roads were rough and unsafe. Carrying heavy goods over long distances was difficult and slow.

Because of these barriers, people began to look to the **sea**. Ships could carry much more cargo than wagons. Although storms were dangerous, sea routes allowed traders to move goods faster and in larger amounts. If explorers could find new sea routes, trade could become cheaper and more reliable.

Explorers studied maps and listened to reports from sailors. They tried to plan routes that followed coastlines or crossed seas at narrower points. But no route was completely safe. Every decision involved weighing risk against reward.

Choosing a trade route required proactive courage. Leaders and explorers had to decide whether the danger of storms, unknown waters, and long journeys was worth the possibility of new resources and better trade.

“Listen for” Prompts (optional)

- “Raise your hand when you hear about a trade good.”
- “Tap the table when you hear about a barrier.”

Extension for Years 5–6 (Read aloud or independent)

Economists study how resources move between places. During the Age of Exploration, geography strongly influenced economic decisions. Barriers increased costs, while efficient routes increased wealth and power. These decisions shaped global connections that still affect the world today.

C) Narration

(Placed immediately after the story)

F–2

Task: Tell one thing people traded and one thing that made travel hard.

Years 3–4

Task: Write 4–6 sentences using these starters:

1. “People wanted goods like ...”
 2. “Land routes were hard because ...”
 3. “Sea routes were risky because ...”
 4. “Explorers chose routes by ...”
-

Years 5–6

Task: Write one paragraph explaining:

- What trade goods were
- How geography affected routes
- Why courage was needed

Required words: goods, route, barrier, geography, courage

D) Explicit Teaching

Mini-Lesson: “Routes, Barriers, and Choices”

Teach this using a simple cause-and-effect flow.

Write on the board:

1. People want certain goods
2. Goods must be transported

3. Geography creates barriers
4. Routes are chosen
5. Risk and reward are weighed

Talk through the chain slowly.

Key Teaching Point (say clearly):

“Trade routes are not chosen because they are easy – they are chosen because they are *worth the risk*.”

Check for Understanding:

Ask: “Why might someone choose a dangerous sea route instead of a safer land route?”

Expected responses: “Faster / cheaper / more goods / fewer barriers.”

E) Thinking Questions

F–2 (Identify / describe)

1. Name one good people traded.
 2. Was travel easy or hard?
-

Years 3–4 (Explain)

1. Why did land routes make goods expensive?
 2. How did the sea help trade?
-

Years 5–6 (Analyse / justify)

1. Why do you think people accepted dangerous journeys for trade?
 2. How do barriers change the choices people make?
-

F) Learning Activities

Activity 1 (Whole Group): “Goods or Barriers?”

Purpose: Reinforce key concepts.

Steps:

1. Read words aloud (spice, mountain, storm, silk, desert).
 2. Students say “good” or “barrier.”
 3. Briefly discuss each.
-

Activity 2 (F–2): “Trade Journey Drawing”

Steps:

1. Draw land, sea, and a destination.
 2. Draw one good being carried.
 3. Say together:
“Trade was hard because ...”
-

Activity 3 (Years 3–4): “Route Choice Chart”

Steps:

1. Draw two columns: LAND / SEA.
 2. List one advantage and one risk for each.
 3. Write one sentence:
“I would choose the ____ route because ...”
-

Activity 4 (Years 5–6): “Risk vs Reward Table”

Steps:

1. Draw a two-column table: Risk / Reward.
 2. List at least three of each.
 3. Write a paragraph answering:
“Why was trade worth the risk?”
-

G) Biblical Worldview Reflection

Parent/Teacher Says:

“God wants us to be wise when we make choices. Understanding risks and rewards helps us act courageously, not carelessly.”

Reflect (tiered):

- **F–2:** “What helps you make good choices?”
 - **Years 3–4:** “Why is planning important?”
 - **Years 5–6:** “How does wisdom guide courage?”
-

H) Wrap-Up

1. Re-read the geographical anchor together.
 2. Ask: “Name one barrier explorers faced.”
 3. Close with a short prayer thanking God for wisdom in decision-making.
-

LESSON 2.3 – Character Training: Choosing Courage Without Guarantees

Unit: Age of Exploration

Character Focus: Proactive Courage

Purpose: To help students understand that proactive courage often requires acting **without guarantees**, using wisdom, preparation, and trust.

A) Introduction

Whole-Group (Short & Relational)

Parent/Teacher Says (script):

“This week we learned that explorers sailed for reasons like faith, trade, and responsibility, and that they had to choose routes that were risky but worthwhile. Today we’re going to focus on one important truth: **explorers never had guarantees**. They had to decide whether to act bravely even when they could not be sure of success.”

B) Character Focus Teaching

Teach the Idea Clearly

Parent/Teacher Says:

“Sometimes we think courage means knowing everything will work out. But most of the time, courage means acting **without guarantees**.”

Say together:

“Proactive courage means acting wisely even when the outcome is uncertain.”

Clarifying the Idea (Contrast)

Parent/Teacher Says:

“Let’s compare three different responses to risk.”

- **Proactive Courage**
 - Thinks carefully
 - Prepares as well as possible
 - Acts even without certainty
- **Waiting for Guarantees**
 - Wants perfect safety
 - Delays action forever
 - Lets fear decide
- **Recklessness**
 - Ignores danger

- Acts without planning
- Hopes for the best

Key idea (say clearly):

“Explorers could not wait for guarantees – if they did, exploration would never have happened.”

C) Short Illustrative Scenario

Parent/Teacher Reads:

“An explorer and his crew stand on the shore, ready to sail. They have planned carefully, packed supplies, and studied maps. But they still do not know what storms they will face or what land they will find. There is no promise of success. After a moment of silence, the leader gives the order to sail.”

Pause and say:

“This moment required proactive courage – not because it was safe, but because it was necessary.”

D) Guided Discussion (Oral, Tiered)

F–2

- “Was the explorer sure everything would be okay?”
 - “Why did he go anyway?”
-

Years 3–4

- “What might the explorer have been worried about?”
 - “What helped him decide to go?”
-

Years 5–6

- “Why is waiting for guarantees sometimes a problem?”
- “How does preparation help when guarantees are missing?”

Encourage thoughtful discussion. No writing required.

E) Simple Practice Activity

“Guarantee or Courage?”

Parent/Teacher Says:

“I will describe a situation. You tell me whether waiting for a guarantee or using proactive courage is the better choice.”

Use 2–3 examples:

- Trying a new learning challenge
- Standing up kindly for someone else
- Beginning a task that looks difficult

For each, ask:

- “Is there a guarantee?”
- “What would proactive courage look like?”

Optional (Years 5–6):

Have students complete the sentence orally:

“Even without guarantees, proactive courage means ...”

F) Biblical Connection

Brief & Anchoring

Parent/Teacher Says:

“The Bible shows many people who acted before they knew the outcome. God does not promise easy results, but He does promise wisdom and guidance.”

Key idea:

“Faith means trusting God even when the path ahead is unclear.”

G) Closing Reflection & Prayer

Reflection (oral):

- **F–2:** “What helps you be brave when you feel unsure?”
- **Years 3–4:** “Why is it sometimes good to try even if you might fail?”
- **Years 5–6:** “How can trusting God help when there are no guarantees?”

Closing Prayer (short):

“Lord, help us to act with wisdom and courage, even when we don’t know what will happen. Help us trust You and make good choices. Amen.”

LESSON 2.4 – Picture Study: Moral Courage and Steady Responsibility

Unit: Age of Exploration

Character Focus: Proactive Courage

Artist: Hans Holbein the Younger

A) Introduction

Parent/Teacher Says:

“This week we learned why explorers sailed and how they chose risky routes. Today we will study a painting that shows a person who needed courage to make responsible choices.”

B) Artwork Focus

Parent/Teacher Says:

“Our artwork today is *Portrait of Sir Thomas More* (1527), painted by Hans Holbein the Younger. Sir Thomas More was a leader known for standing by his beliefs.”

C) Quiet Looking

Observe silently for **2 minutes**.



Portrait of Sir Thomas More (1527) – A calm, thoughtful portrait showing a man known for moral courage and responsibility.



Hans Holbein the Younger – Painter to important leaders during the Renaissance.

D) Guided Observation

Prompts:

- “How does the man look – calm or rushed?”
- “What might his clothing tell us about responsibility?”

Tiered:

- **F-2:** “Does he look brave?”
 - **3-4:** “What clues show seriousness?”
 - **5-6:** “Why might quiet courage matter?”
-

E) Character Connection

Teacher Says:

“Proactive courage is not always loud. Sometimes it looks like calm obedience and doing what is right.”

F) Narration

- **F-2:** Tell one thing you noticed
 - **3-4:** Write 3 describing sentences
 - **5-6:** Write a paragraph on moral courage
-

G) Biblical Reflection

“God values faithfulness even when choices are hard.”

H) Wrap-Up

Say together:

“Courage includes doing what is right.”

TOPIC 3	LIFE AT SEA
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LESSON 3.1 – Life on an Exploration Ship

Unit: Age of Exploration

Character Focus (Unit lens): Proactive Courage

Historical Anchor (Topic 3):

Exploration required daily courage as sailors lived and worked together in difficult conditions at sea.

A) Introduction

Whole-Group Teaching

Parent/Teacher Says (script):

“In the past two topics, we’ve learned why explorers chose to sail and how geography shaped their journeys. Today we’re going to step *onto the ship* with them.

Exploration was not just brave at the beginning – it required courage **every single day**. Life on an exploration ship was crowded, uncomfortable, and sometimes frightening. Today we’re going to learn what daily life at sea was really like.”

Vocabulary (Teach explicitly)

Teach these words before the story.

- **Crew:** the group of people who work together on a ship.
- **Captain:** the leader of the ship who makes final decisions.
- **Deck:** the flat surface of a ship where people work.
- **Cabin:** a small room on a ship.
- **Rations:** fixed amounts of food or water given each day.
- **Discipline:** following rules and instructions to keep order.

Quick Check (whole group):

Ask: “Would it be easy or hard to live in a small space with many people?”

Expected responses: “Hard / crowded / noisy.”

B) Informational Story

Shared Core Story (Read aloud to all ages)

Exploration ships were not large or comfortable by modern standards. Most were wooden sailing ships that rocked constantly with the movement of the sea. Space was very limited. Sailors slept close together, often on hard surfaces, and many shared the same small areas for eating, resting, and working.

Every sailor had a role. Some climbed masts and handled sails. Others repaired ropes, cleaned the deck, or helped prepare food. The captain gave orders, and officers helped keep discipline. Everyone depended on one another. If someone refused to do their job, the whole ship could be put at risk.

Food and water were carefully rationed. Fresh food spoiled quickly, so sailors ate dried biscuits, salted meat, and whatever fish they could catch. Water could become dirty or run low. Hunger and thirst were common, especially on long journeys.

The sea was unpredictable. Storms could arrive suddenly, tossing ships violently and soaking everything on board. Sailors worked together in dangerous conditions to keep the ship moving and prevent damage. Fear was a normal part of life at sea.

Illness also spread easily. Crowded spaces and poor hygiene meant sickness could affect many crew members at once. Despite this, sailors still had to work. Rest was limited, and discomfort was constant.

Life on a ship required more than physical strength. It required **discipline, cooperation, and endurance**. Sailors had to obey orders, support one another, and keep working even when they were tired or afraid.

This is why exploration demanded proactive courage every day — not just at the moment of departure, but in the small, difficult choices sailors made to keep going together.

“Listen for” Prompts (optional)

- “Tap your knee when you hear about teamwork.”
- “Raise your hand when you hear something that would be uncomfortable.”

Extension for Years 5–6 (Read aloud or independent)

Historians study daily life to understand how large events were possible. Exploration succeeded not only because of leaders, but because ordinary sailors worked together under harsh conditions. Discipline and cooperation were essential for survival.

C) Narration

F–2

Task: Tell one thing sailors did on a ship.

Prompt: “Sailors had to ...”

Years 3–4

Task: Write 4–6 sentences using these starters:

1. “Life on a ship was ...”
 2. “Sailors had to ...”
 3. “Food and water were ...”
 4. “Teamwork was important because ...”
-

Years 5–6

Task: Write one paragraph explaining:

- What daily life on a ship was like
- Why cooperation and discipline mattered

Required words: crew, discipline, rations, cooperation

D) Explicit Teaching

Mini-Lesson: “Why Order and Cooperation Mattered on Ships”

Teach this as a simple cause-and-effect explanation.

Write on the board:

1. Ships were small and crowded
2. The sea was dangerous
3. Everyone had a role
4. Rules kept people safe
5. Cooperation made exploration possible

Key Teaching Point (say clearly):

“Life at sea required proactive courage because sailors had to keep working and cooperating even when it was uncomfortable or frightening.”

Check for Understanding:

Ask: “What might happen if sailors ignored rules during a storm?”

Expected responses: “The ship could sink / people could get hurt.”

E) Thinking Questions

F–2

1. Was life on a ship comfortable?
 2. Did sailors work alone or together?
-

Years 3–4

1. Why was discipline important on ships?
 2. How did sailors help one another?
-

Years 5–6

1. Why do you think daily courage is sometimes harder than one brave moment?
 2. How does cooperation support proactive courage?
-

F) Learning Activities

Activity 1 (Whole Group): “Ship Roles”

Steps:

1. Name different ship roles aloud.
 2. Students act out simple movements (pulling rope, steering).
 3. Discuss how each role matters.
-

Activity 2 (F–2): “Ship Drawing”

Draw a ship and one sailor doing a job.
Say together:

“Sailors worked together.”

Activity 3 (Years 3–4): “Rules at Sea” List

Write 3 rules sailors might need and explain why.

Activity 4 (Years 5–6): “Endurance Paragraph”

Write a paragraph answering:

“Why did life on an exploration ship require daily courage?”

G) Biblical Worldview Reflection

Parent/Teacher Says:

“The Bible teaches us that working together and obeying wise leadership helps people accomplish difficult tasks.”

Reflect:

- **F-2:** “Who helps you when something is hard?”
 - **Years 3-4:** “Why does God value teamwork?”
 - **Years 5-6:** “How does faith support endurance?”
-

H) Wrap-Up

1. Re-read the historical anchor together.
2. Ask: “Name one hard part of life on a ship.”
3. Close with a short prayer asking for patience, cooperation, and courage.

LESSON 3.2 – Oceans, Winds, and Survival

Unit: Age of Exploration

Character Focus (Unit lens): Proactive Courage

Geographical Anchor (Topic 3):

Natural features such as oceans and winds shaped where ships could travel and how sailors survived at sea.

A) Introduction

Whole-Group Teaching

Parent/Teacher Says (script):

“In our last lesson, we learned what daily life was like on an exploration ship. Today we’re going to learn about the **natural forces** that affected every voyage – the oceans and the winds.

Explorers could not control the sea or the wind. They had to **observe, learn, and plan carefully** in order to survive. Understanding geography helped sailors make courageous choices instead of reckless ones.”

Vocabulary (Teach explicitly)

Teach these words before the story. Keep explanations concrete and visual if possible.

- **Ocean:** a very large body of salt water that covers much of the Earth.
- **Wind:** moving air that can push ships across the sea.
- **Current:** a steady movement of ocean water in a particular direction.
- **Storm:** strong wind and rain that can make the sea dangerous.
- **Navigation:** finding the way from one place to another.
- **Survival:** staying alive in difficult conditions.

Quick Check (whole group):

Ask: “Can people control the wind and ocean?”

Expected responses: “No / they have to work with them.”

B) Informational Story

Shared Core Story (Read aloud to all ages)

The oceans were the greatest pathways of the Age of Exploration – and also the greatest dangers. Ships were powered mainly by wind, which meant sailors depended on something they could not see or control. A strong wind could help a ship travel quickly, but the wrong wind could slow it down or push it far off course.

Over time, sailors noticed patterns. Winds often blew in similar directions during certain seasons. Some ocean waters moved steadily, creating **currents** that could carry ships along. These patterns became very important. Learning to use them made travel safer and faster.

However, the ocean was never completely predictable. Storms could rise suddenly. Heavy winds could tear sails or knock sailors off their feet. Waves could crash over the deck, soaking supplies and making work dangerous. When storms hit, sailors had to work together quickly and obey orders without hesitation.

Navigation depended on careful observation. Sailors watched the sky, the stars, and the movement of the sea. They learned to read signs in nature to decide when to continue, when to change direction, and when to wait. These decisions affected everyone on board.

Survival at sea required courage that was calm and steady. Sailors needed to trust their knowledge, their leaders, and one another. They could not panic or give up when conditions became frightening.

This is why understanding oceans and winds was so important. Geography did not remove danger, but it helped sailors act wisely. Proactive courage meant **using knowledge of God’s world to make the best possible choices** in uncertain conditions.

“Listen for” Prompts (optional)

- “Raise your hand when you hear about wind.”
 - “Tap the table when you hear about storms.”
-

Extension for Years 5–6 (Read aloud or independent)

Geographers study how physical systems such as winds and currents affect human movement. During the Age of Exploration, learning these patterns slowly reduced risk and increased success. Knowledge of geography turned fear into informed courage.

C) Narration

F–2

Task: Tell one thing the ocean or wind could do.
Prompt: “The ocean can ...” or “The wind can ...”

Years 3–4

Task: Write 4–6 sentences using these starters:

1. “Sailors depended on the wind because ...”
 2. “Oceans were dangerous because ...”
 3. “Sailors learned to observe ...”
 4. “This helped them survive by ...”
-

Years 5–6

Task: Write one paragraph explaining:

- How winds and oceans affected ships
- Why knowledge was important for survival

Required words: ocean, wind, current, navigation, survival

D) Explicit Teaching

Mini-Lesson: “How Oceans and Winds Affected Survival”

Teach this using a simple cause-and-effect explanation.

Write on the board:

1. Ships depended on wind
2. Winds and currents followed patterns
3. Sailors learned to observe nature
4. Better navigation improved survival
5. Courage worked together with knowledge

Key Teaching Point (say clearly):

“Explorers did not fight the ocean – they learned how to work with it.”

Check for Understanding:

Ask: “Why would learning about winds help sailors be safer?”

Expected responses: “They could plan / avoid storms / travel faster.”

E) Thinking Questions

F–2 (Identify / describe)

1. What helped ships move across the sea?
 2. Were storms safe or dangerous?
-

Years 3–4 (Explain)

1. Why did sailors need to watch the wind?
 2. How did learning about nature help sailors?
-

Years 5–6 (Analyse / justify)

1. Why is understanding nature important when people face danger?

2. How does learning turn fear into proactive courage?
-

F) Learning Activities

Activity 1 (Whole Group): “Wind or Water?”

Purpose: Reinforce key ideas.

Steps:

1. Say a statement (e.g. “Moves the ship”, “Causes waves”).
 2. Students respond “wind” or “ocean.”
-

Activity 2 (F–2): “Wind Painting”

Steps:

1. Draw a simple ship.
2. Draw arrows to show wind pushing it.
3. Say together:

“The wind helped ships move.”

Activity 3 (Years 3–4): “Survival Chart”

Steps:

1. Draw two columns: Help / Danger.
 2. List ocean or wind features under each.
 3. Write one sentence:
“Sailors survived by ...”
-

Activity 4 (Years 5–6): “Nature & Choice Paragraph”

Steps:

1. Write a paragraph answering:
“How did understanding oceans and winds help explorers make better decisions?”
-

G) Biblical Worldview Reflection

Parent/Teacher Says:

“God created the oceans and winds with order. When we learn how His world works, we can act wisely instead of fearfully.”

Reflect:

- **F-2:** “Who made the wind and sea?”
 - **Years 3-4:** “Why does God want us to learn about His creation?”
 - **Years 5-6:** “How does understanding God’s world help us act courageously?”
-

H) Wrap-Up

1. Re-read the geographical anchor together.
 2. Ask: “Name one way the ocean affected survival.”
 3. Close with a short prayer thanking God for wisdom, learning, and protection.
-

LESSON 3.3 – Character Training: Endurance and Daily Courage

Unit: Age of Exploration

Character Focus: Proactive Courage

Purpose: To help students understand that courage is not only shown in big moments, but also in **faithful, daily perseverance**.

A) Introduction

Whole-Group (Short & Relational)

Parent/Teacher Says (script):

“This week we’ve been learning about life on exploration ships and how sailors had to survive storms, hunger, and hard work. Today we’re going to talk about a special kind of courage – **endurance**.”

Explorers didn’t just need courage on the first day of a voyage. They needed courage **every single day**, even when nothing exciting happened and the journey felt long.”

B) Character Focus Teaching

Teach the Idea Clearly

Parent/Teacher Says:

“**Endurance** means continuing to do what is right and necessary over time, even when it is difficult or uncomfortable.”

Say together:

“Endurance is daily courage that does not give up.”

Clarifying the Idea (Contrast)

Parent/Teacher Says:

“Let’s think about different kinds of courage.”

- **Endurance (daily courage)**
 - Keeps working when tired
 - Obeys rules even when it’s hard
 - Supports others over time
- **One-time bravery**
 - Acts bravely once
 - May fade quickly
- **Giving up**
 - Stops trying

- Lets discomfort decide

Key idea (say clearly):

“Explorers needed endurance because most days at sea were hard, boring, or uncomfortable – not exciting.”

C) Short Illustrative Scenario

Parent/Teacher Reads:

“Imagine a sailor weeks into a voyage. There are no storms today – just endless water, the same food, and the same hard work. The sailor feels tired and homesick. But he still gets up, follows instructions, and helps the crew. No one is cheering. This is endurance.”

Pause and say:

“This kind of courage helped explorers finish their journeys.”

D) Guided Discussion (Oral, Tiered)

F–2

- “Was the sailor brave even without danger?”
 - “What helped him keep going?”
-

Years 3–4

- “Why is it sometimes harder to keep going than to start?”
 - “How did endurance help the whole crew?”
-

Years 5–6

- “Why do you think history remembers voyages but not daily endurance?”
- “How does endurance support proactive courage over time?”

Encourage thoughtful responses. No writing required.

E) Simple Practice Activity

“Daily Courage Examples” (10 minutes)

Parent/Teacher Says:

“Let’s think about situations where daily courage matters.”

Ask students to give examples such as:

- Finishing a task even when tired
- Being kind consistently
- Practising a skill regularly

For each example, ask:

- “What makes this hard?”
- “How does endurance help?”

Optional (Years 5–6):

Students complete the sentence orally:

“Endurance helps me when ...”

F) Biblical Connection

Brief & Anchoring

Parent/Teacher Says:

“The Bible teaches us to be faithful and patient, not just brave once. God values steady obedience and perseverance.”

Key idea:

“God strengthens us to keep going, even when the journey feels long.”

G) Closing Reflection & Prayer

Reflection (oral):

- **F–2:** “What helps you keep trying?”
- **Years 3–4:** “Why does God care about daily faithfulness?”
- **Years 5–6:** “How does endurance shape character over time?”

Closing Prayer (short):

“Lord, help us to keep going when things are hard. Give us patience, strength, and daily courage. Amen.”

LESSON 3.4 – Picture Study: Trade, Work, and Everyday Courage

Unit: Age of Exploration

Character Focus: Proactive Courage

Artist: Hans Holbein the Younger

A) Introduction

Parent/Teacher Says:

“This week we learned about daily life on ships and the courage needed to endure hard work. Today we’ll study a painting that shows courage in everyday work.”

B) Artwork Focus

Parent/Teacher Says:

“Our artwork today is *The Merchant Georg Gisze* (1532), painted by Hans Holbein the Younger. It shows a merchant surrounded by objects used for trade.”

C) Quiet Looking

Silent observation for **2–3 minutes**.



The Merchant Georg Gisze (1532) – A merchant shown with letters, coins, and tools of trade, representing responsibility and economic life.



Hans Holbein the Younger – Known for including meaningful objects in his portraits.

D) Guided Observation

Prompts:

- “What objects relate to trade?”
- “Does this look like easy work or careful work?”

Tiered:

- **F-2:** “Name one object.”
 - **3-4:** “What does this tell us about his job?”
 - **5-6:** “How is this connected to exploration?”
-

E) Character Connection

Teacher Says:

“This painting shows that proactive courage includes daily responsibility and careful work.”

F) Narration

- **F-2:** Draw one object
 - **3-4:** Describe the job shown
 - **5-6:** Paragraph on courage in everyday work
-

G) Biblical Reflection

“God honours faithful work done with care.”

H) Wrap-Up

Say together:

“Proactive courage is shown in daily responsibility.”

TOPIC 4	EARLY EXPLORERS WHO ACTED

LESSON 4.1 – Early Explorers Who Acted

Unit: Age of Exploration

Character Focus (Unit lens): Proactive Courage

Historical Anchor (Topic 4):

Some individuals chose to act boldly, setting exploration in motion despite uncertainty and risk.

A) Introduction

Whole-Group Teaching

Parent/Teacher Says (script):

“In the past three topics, we learned what exploration is, why people sailed, and what daily life at sea was like. Today we’re going to meet **real people** who made the choice to act.

Exploration didn’t happen by accident. It began because certain individuals were willing to step forward, accept responsibility, and lead others into the unknown.”

Pause and add:

“These explorers were not fearless. They acted even though they did not know exactly what would happen.”

Vocabulary (Teach explicitly)

Teach these words before the story.

- **Explorer:** a person who travels to unknown or unfamiliar places.
- **Voyage:** a long journey, especially by sea.
- **Leadership:** guiding others and making decisions for a group.
- **Risk:** the chance that something harmful or difficult could happen.
- **Responsibility:** being accountable for choices and their effects.

Quick Check (whole group):

Ask: “Can someone feel afraid and still lead?”

Expected responses: “Yes.”

B) Informational Story

Shared Core Story (Read aloud to all ages)

During the Age of Exploration, many people dreamed about new routes and distant lands. But dreaming was not enough. Someone had to step forward and actually lead a voyage. These early explorers accepted responsibility not only for themselves, but also for their crews, ships, and sponsors.

Becoming an explorer required preparation and commitment. Leaders studied maps, listened to sailors' reports, and gathered supplies. They convinced others – including rulers and crew members – that the voyage was worth the risk. This required confidence, planning, and courage.

Once a voyage began, explorers carried heavy responsibility. They made decisions about routes, supplies, and safety. If storms came or food ran low, the explorer had to decide what to do next. Mistakes could cost lives.

Explorers also acted as representatives of their nations and cultures. Their behaviour affected relationships with people they met along the way. Leadership meant showing self-control and discipline, not just bravery.

Many explorers faced criticism. Some people believed exploration was foolish or dangerous. Others worried about the cost. Choosing to lead meant accepting disagreement and uncertainty.

What set early explorers apart was not recklessness, but **proactive courage**. They prepared carefully, accepted responsibility, and acted when others hesitated. Their choices changed the course of history.

“Listen for” Prompts (optional)

- “Raise your hand when you hear about leadership.”
 - “Tap your knee when you hear about responsibility.”
-

Extension for Years 5–6 (Read aloud or independent)

Historians evaluate explorers by examining decisions, leadership, and outcomes. Early exploration depended on individuals who could plan, persuade, and endure criticism while guiding others through uncertainty.

C) Narration

F–2

Task: Tell one thing an explorer had to do.

Prompt: “An explorer had to ...”

Years 3–4

Task: Write 4–6 sentences using these starters:

1. “Explorers were leaders because ...”
 2. “They took risks by ...”
 3. “Responsibility meant ...”
 4. “Courage helped them ...”
-

Years 5–6

Task: Write one paragraph explaining:

- What made someone an explorer-leader
- Why leadership required courage

Required words: explorer, leadership, risk, responsibility, courage

D) Explicit Teaching

Mini-Lesson: “What Made Someone an Explorer-Leader?”

Teach this as a clear set of qualities.

Write on the board:

1. Willingness to act
2. Preparation and planning
3. Responsibility for others
4. Decision-making under pressure
5. Endurance through difficulty

Key Teaching Point (say clearly):

“Explorers were leaders first – their courage affected everyone who followed them.”

Check for Understanding:

Ask: “Why is responsibility an important part of courage?”

Expected responses: “Because others depend on you / choices affect others.”

E) Thinking Questions

F–2

1. Did explorers lead others?
 2. Were their choices important?
-

Years 3–4

1. Why did explorers need to prepare carefully?
 2. How did their decisions affect others?
-

Years 5–6

1. Why is leading others more challenging than acting alone?
 2. How does proactive courage guide leadership decisions?
-

F) Learning Activities

Activity 1 (Whole Group): “Leader or Follower?” (10–15 min)

Steps:

1. Describe a situation (planning a journey, fixing a problem).
 2. Students decide whether it needs a leader, followers, or both.
 3. Discuss why.
-

Activity 2 (F–2): “Explorer Role Play” (15–20 min)

Act out giving simple directions and following them.

Activity 3 (Years 3–4): “Explorer Qualities Chart” (20–25 min)

Create a list of qualities explorers needed and explain each.

Activity 4 (Years 5–6): “Leadership Reflection Paragraph” (25–35 min)

Write a paragraph answering:

“Why did early exploration require leadership and courage?”

G) Biblical Worldview Reflection

Parent/Teacher Says:

“God often calls people to lead with wisdom and courage. Leadership is not about being fearless — it’s about being faithful and responsible.”

Reflect:

- **F-2:** “Who helps lead you?”
 - **Years 3-4:** “Why does God care about responsibility?”
 - **Years 5-6:** “How does faith guide leadership?”
-

H) Wrap-Up

1. Re-read the historical anchor together.
 2. Ask: “Name one quality explorers needed.”
 3. Close with a short prayer asking for wisdom and courage in leadership.
-

LESSON 4.2 – Routes, Regions, and Early Voyages

Unit: Age of Exploration

Character Focus (Unit lens): Proactive Courage

Geographical Anchor (Topic 4):

Explorers chose routes across oceans and regions by weighing geography, distance, resources, and risk.

A) Introduction

Whole-Group Teaching

Parent/Teacher Says (script):

“Yesterday we learned that early explorers were leaders who chose to act and guide others. Today we’re going to look closely at **where they travelled** and **how geography shaped their decisions**.”

Explorers did not travel randomly. They planned routes across oceans and along coastlines, thinking carefully about distance, wind, supplies, and safety.”

Vocabulary (Teach explicitly)

Teach these words before the story.

- **Route:** a path or way from one place to another.
- **Region:** a large area of land or sea with shared features.
- **Coastline:** the land beside the sea.
- **Supply:** food, water, or materials needed for a journey.
- **Distance:** how far one place is from another.

Quick Check (whole group):

Ask: “Would a very long route need more or fewer supplies?”

Expected responses: “More supplies.”

B) Informational Story

Shared Core Story (Read aloud to all ages)

Early explorers studied the shape of the world as carefully as they could. Although their maps were incomplete, they used coastlines, islands, and known ports to plan routes that might keep them safe. Sailing close to land made it easier to stop for supplies and repairs, but sometimes explorers had to cross wide oceans with no land in sight.

Geography strongly affected these choices. Oceans were vast and unpredictable. Some regions had steady winds that could help ships travel, while others were known for storms or calm waters that slowed progress. Explorers learned which routes worked best at different times of the year.

Distance mattered greatly. Longer routes required more food and water. Ships had limited space, so explorers had to decide how much they could carry and how far they could safely travel before resupplying. Choosing a route that was too long could end a voyage in disaster.

Regions also differed in resources. Some ports offered fresh water, food, and friendly trade opportunities. Others were dangerous or unfamiliar. Explorers needed to think carefully about where they might stop and what help they could expect.

These decisions required proactive courage. Leaders had to weigh risk against reward, using geographic knowledge to choose routes that balanced safety, speed, and purpose. Every voyage was shaped by the land and sea it crossed.

“Listen for” Prompts (optional)

- “Raise your hand when you hear about a route.”
- “Tap the table when you hear about supplies.”

Extension for Years 5–6 (Read aloud or independent)

Geographers explain that human movement is always influenced by physical features. During the Age of Exploration, knowledge of regions, coastlines, and distances helped explorers make decisions that affected trade, survival, and global connections.

C) Narration

F–2

Task: Tell one thing explorers thought about when choosing a route.
Prompt: “Explorers thought about ...”

Years 3–4

Task: Write 4–6 sentences using these starters:

1. “Explorers chose routes by ...”
2. “Distance mattered because ...”
3. “Supplies were important because ...”
4. “Geography helped explorers ...”

Years 5–6

Task: Write one paragraph

D) Explicit Teaching

Mini-Lesson: “How Explorers Chose Routes”

Teach this as a simple planning sequence.

Write on the board:

1. Decide the destination
2. Study oceans and coastlines
3. Estimate distance
4. Plan supplies
5. Choose the safest possible route

Key Teaching Point (say clearly):

“Choosing a route was a decision that affected everyone on board.”

Check for Understanding:

Ask: “Why might a safer route sometimes take longer?”

Expected responses: “It follows land / avoids storms / allows stops.”

E) Thinking Questions

F–2

1. Did explorers think before they travelled?
 2. Was the ocean always safe?
-

Years 3–4

1. Why did explorers prefer coastlines when possible?
 2. How did distance change planning?
-

Years 5–6

1. Why is route planning a form of responsibility?
 2. How does geography help leaders make wise choices?
-

F) Learning Activities

Activity 1 (Whole Group): “Short or Long Route?” (10–15 min)

Steps:

1. Draw two routes on paper: one straight, one along the coast.

2. Discuss which might be safer and why.
-

Activity 2 (F–2): “Route Drawing” (15–20 min)

Draw a ship travelling along a coastline and stopping at a port.

Activity 3 (Years 3–4): “Route Planner” (20–25 min)

Draw a simple map and choose a route, explaining:

- Where you would stop
 - Why you chose that path
-

Activity 4 (Years 5–6): “Planning Paragraph” (25–35 min)

Write a paragraph answering:

“Why was route planning essential for early explorers?”

G) Biblical Worldview Reflection

Parent/Teacher Says:

“The Bible teaches us that planning and wisdom help guide our steps. Courage works best when it is guided by understanding.”

Reflect:

- **F–2:** “Who helps you make plans?”
 - **Years 3–4:** “Why does God care about careful choices?”
 - **Years 5–6:** “How does faith guide planning?”
-

H) Wrap-Up

1. Re-read the geographical anchor together.
 2. Ask: “Name one thing explorers thought about when planning routes.”
 3. Close with a short prayer asking for wisdom and courage in decision-making.
-

LESSON 4.3 – Character Training: Leading with Responsibility

Unit: Age of Exploration

Character Focus: Proactive Courage

Purpose: To help students understand that courageous leadership means **accepting responsibility for others**, not just acting boldly.

A) Introduction

Whole-Group

Parent/Teacher Says (script):

“This week we’ve learned that early explorers were leaders, and that they had to plan routes carefully, overcome obstacles and set-backs to make a way forward. They had proactive courage.”

Pause and add:

“True courage is not just being brave. It’s pushing forward in spite of obstacles, set-backs and uncertainties.”

B) Character Focus Teaching

Teach the Idea Clearly

Parent/Teacher Says:

“Proactive Courage means converting your faith into action... or ‘expressing your faith through action’...”

Say together:

“Courage is when you put your faith into action.”

C) Message From ‘Vision Word for Today’

Parent/Teacher Says:

“Let’s here a little devotional message from the radio program called ‘Vision Word for Today’.

Accessed at <https://vision.org.au/read/bible-study/the-word-for-today/> on January 10, 2026.

Demonstrate Your Faith

“Seeing their faith, Jesus said to the paralysed man... ‘Stand up.’” Mark 2:5, 11 NLT

The Bible says: “*While he was preaching... four men arrived carrying a paralysed man on a mat. They couldn’t bring him to Jesus because of the crowd, so they dug a hole through the roof... Then they lowered*

the man on his mat, right down in front of Jesus. Seeing their faith, Jesus said to the paralysed man... ‘Stand up, pick up your mat, and go home!’ And the man jumped up, grabbed his mat, and walked out through the stunned onlookers. They were all amazed and praised God, exclaiming, ‘We’ve never seen anything like this before!’” (vv. 2-5, 11-12 NLT).

Notice the words “*when Jesus saw their faith*” (NKJV). Do you have faith God can see? What are you doing to show God, you truly believe Him and are taking Him at His Word? It’s important to pray and believe, but you must also do something to demonstrate your faith. For the four men who carried their sick friend to Jesus, demonstrating their faith meant refusing to let the crowd get in their way, or the roof stop them from getting to Jesus. Sometimes you are closest to your victory when you face your greatest obstacles or opposition. A lot of people give up too easily. You say, “I’ve tried, but nothing I have done has worked.” You must be more determined than that. If you can’t get through the crowd, climb up and come down through the roof. Be relentless. That’s what these men did, and Jesus rewarded them with a miracle. And when you are willing to demonstrate a determined faith, He can do the same for you too.

D) Guided Discussion (Oral, Tiered) [to be completed]

F–2

- “Who.....?”
 - “What.....”
-

Years 3–4

- “Where.....?”
 - “When.....?”
-

Years 5–6

- “Why is ?”
- “How does?”

Encourage thoughtful responses. No writing required.

E) Simple Practice Activity

“Proactive Courage” Discussion

Parent/Teacher Says:

“I will describe a situation. You tell me what a courageous person should do.”

Examples:

- To be completed

For each, ask:

- “.....?”
- “.....?”

Optional (Years 5–6):

Students complete the sentence orally:

“A courageous person must decide.....”

F) Biblical Connection

Brief & Anchoring

Parent/Teacher Says:

“The Bible teaches that faith and actions work together.

James 2:18 *Now someone may argue, “Some people have faith; others have good deeds.” But I say, “How can you show me your faith if you don’t have good deeds? I will show you my faith by my good deeds.”*

G) Closing Reflection & Prayer

Reflection (oral):

- **F-2:** “.....?”
- **Years 3–4:** “.....?”
- **Years 5–6:** “.....?”

Closing Prayer (short):

“Lord, help us to be Amen.”

LESSON 4.4 – Picture Study: Leadership, Duty, and Moral Courage

Unit: Age of Exploration

Character Focus: Proactive Courage

Artist (Weeks 1–4): Hans Holbein the Younger

A) Introduction

Whole-Group (Quiet, Settling Tone)

Parent/Teacher Says (script):

“This week we learned that early explorers were leaders who had to make responsible decisions that affected others. Today we’re going to look at a painting that helps us think about **duty, conscience, and moral courage**.

Picture study helps us learn to notice carefully and think deeply – just as leaders must do before acting.”

B) Artwork Focus (Name the Painting Clearly)

Parent/Teacher Says:

“Today we are studying a painting called *Portrait of Henry VIII* (c. 1537) by Hans Holbein the Younger.

This portrait shows a powerful ruler during the Age of Exploration. We will observe how the artist shows authority, confidence, and responsibility.”

C) Quiet Looking (Core Charlotte Mason Practice)

Instructions:

1. Display the main artwork clearly.
2. Observe silently for **2 minutes**.
3. No talking or pointing.

Parent/Teacher Says:

“Let your eyes move slowly. Notice posture, clothing, and expression. Try to remember details.”



Portrait of Henry VIII (c.1537) – A powerful and commanding portrait showing a ruler who held great authority and responsibility during the Age of Exploration.



Hans Holbein the Younger – Court painter known for detailed portraits of leaders and statesmen.

D) Guided Observation (Oral, Gentle)

Whole-group prompts:

- “What do you notice about his posture?”
- “Where does your eye go first?”
- “Does this person look unsure or confident?”

Encourage noticing:

- Strong stance
 - Rich clothing
 - Direct gaze
-

Tiered Observation Prompts

F-2

- “Does he look strong or weak?”
- “Is he standing tall?”

Years 3-4

- “What details show power or authority?”
- “Why might leaders need confidence?”

Years 5-6

- “How does the artist show leadership without action?”
 - “What responsibilities might come with this power?”
-

E) Interpretation (Link to Character)

Parent/Teacher Says:

“This painting shows someone with great authority. Authority brings responsibility. Leaders must choose how they will use their power – wisely or selfishly.”

Pause and ask:

- “How does proactive courage help leaders use power responsibly?”

Allow short discussion.

F) Narration (Choose One Option)

F-2

- Draw the person in the painting standing tall.
- Tell one word that describes him.

Years 3-4

- Orally describe the painting in 3-4 sentences
OR
- Write three sentences:
 - “I noticed ...”
 - “This shows power because ...”
 - “A leader must ...”

Years 5-6

- Write a short paragraph answering:
“How does this painting help us think about leadership and responsibility?”
-

G) Biblical Connection (Very Brief)

Parent/Teacher Says:

“The Bible teaches that leaders are accountable to God. Power should be guided by wisdom, humility, and responsibility.”

Key idea:

“True courage guides power toward what is right.”

H) Wrap-Up

1. Ask: “Name one detail you noticed today.”
2. Say together:

“Proactive courage guides leadership.”
3. Close with a short prayer asking God to help us use responsibility wisely.

TOPIC 5	MAPPING THE WORLD

LESSON 5.1 – How the World Began to Be Mapped

Unit: Age of Exploration

Character Focus (Unit lens): Proactive Courage

Historical Anchor (Topic 5):

As explorers travelled further, people began to map the world more accurately, changing how they understood distance, direction, and place.

A) Introduction

Whole-Group Teaching

Parent/Teacher Says (script):

“In the last topic, we learned about early explorers and the courage it took to lead others into the unknown. Today we’re going to learn what happened **after explorers returned**.”

Exploration didn’t just change where people travelled – it changed how people **understood the world itself**. Today we’re going to learn how maps began to change as explorers brought back new information.”

Pause and add:

“Making maps required courage too – because people had to admit that their old ideas were incomplete.”

Vocabulary (Teach explicitly)

Teach these words before the story.

- **Map:** a drawing that shows places and where they are located.
- **Cartographer:** a person who makes maps.
- **Accuracy:** being correct and precise.
- **Scale:** how distances on a map compare to real distances.
- **Direction:** the way something is located or moves (north, south, east, west).

Quick Check (whole group):

Ask: “Can a map be useful even if it isn’t perfect?”

Expected responses: “Yes.”

B) Informational Story

Shared Core Story (Read aloud to all ages)

Before the Age of Exploration, most maps were based on limited travel and second-hand stories. People drew what they believed the world looked like, not always what had been carefully measured. Many maps showed familiar places clearly but left distant regions blank, distorted, or imagined.

As explorers travelled further, they brought back new information. They described coastlines, islands, and distances between ports. Sailors recorded where they travelled, how long journeys took, and which directions they followed. This information helped cartographers redraw maps with greater detail.

Making better maps was not easy. Cartographers had to compare different reports and decide which ones were reliable. Sometimes explorers disagreed. Sometimes earlier maps were proven wrong. Accepting these changes required humility and courage.

Improved maps helped future explorers plan safer routes. They also helped rulers understand the size and shape of their world. Trade routes became clearer. Travel became more organised.

Mapping the world was a slow process. Each voyage added a little more knowledge. Over time, maps became more accurate and useful, helping people see the world as connected rather than mysterious.

This process shows proactive courage in a different form – the courage to learn, correct mistakes, and improve understanding based on new evidence.

“Listen for” Prompts (optional)

- “Raise your hand when you hear about maps changing.”
 - “Tap the table when you hear about learning from mistakes.”
-

Extension for Years 5–6 (Read aloud or independent)

Historians study maps to understand how people viewed the world at different times. Changes in maps reveal changes in knowledge, technology, and confidence. Mapping was both a scientific and cultural achievement.

C) Narration

F–2

Task: Tell one thing that changed about maps.

Prompt: “Maps changed because ...”

Years 3–4

Task: Write 4–6 sentences using these starters:

1. “Early maps were ...”
 2. “Explorers helped maps by ...”
 3. “Cartographers had to ...”
 4. “Maps became more accurate when ...”
-

Years 5–6

Task: Write one paragraph explaining:

- How exploration changed maps
- Why accuracy mattered

Required words: map, cartographer, accuracy, exploration

D) Explicit Teaching

Mini-Lesson: “Why Maps Changed During Exploration”

Teach this as a clear sequence.

Write on the board:

1. Early maps were based on limited knowledge
2. Explorers travelled further
3. New information was collected
4. Cartographers corrected maps
5. Understanding of the world improved

Key Teaching Point (say clearly):

“Maps change when people are willing to learn from experience.”

Check for Understanding:

Ask: “Why might it be hard to change a map people already believe?”

Expected responses: “People don’t like being wrong / it takes effort.”

E) Thinking Questions

F–2

1. Did maps stay the same or change?
 2. Did people learn new things?
-

Years 3–4

1. Why did explorers help mapmakers?
 2. How did better maps help travellers?
-

Years 5–6

1. Why does improving accuracy require courage?
 2. How does learning from mistakes show responsibility?
-

F) Learning Activities

Activity 1 (Whole Group): “Old Map or New Map?”

Steps:

1. Describe two maps verbally (one vague, one detailed).
 2. Students decide which would be more helpful and why.
-

Activity 2 (F–2): “My Map”

Draw a simple map of a familiar place (room, yard).

Activity 3 (Years 3–4): “Map Improvement”

Draw a simple map, then add details after “new information” is shared.

Activity 4 (Years 5–6): “Why Accuracy Matters” Paragraph

Write a paragraph answering:

“Why did improved maps change exploration?”

G) Biblical Worldview Reflection

Parent/Teacher Says:

“God calls us to seek truth and grow in understanding. Learning more about the world helps us act wisely.”

Reflect:

- **F–2:** “Who helps you learn?”

- **Years 3–4:** “Why is learning good?”
 - **Years 5–6:** “How does truth guide courage?”
-

H) Wrap-Up

1. Re-read the historical anchor together.
 2. Ask: “Name one reason maps changed.”
 3. Close with a short prayer thanking God for learning and discovery.
-

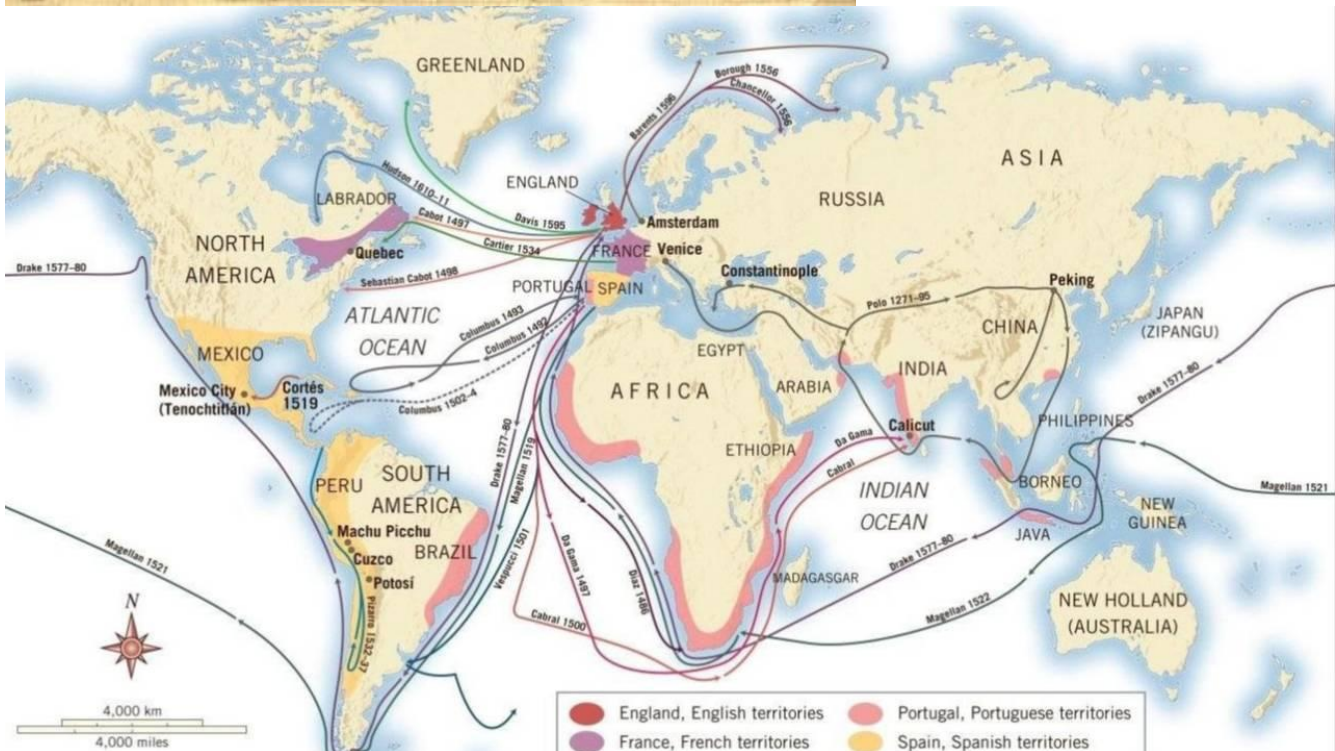
LESSON 5.2 – Naming Places, Claiming Land, and Changing Trade

Unit: Age of Exploration

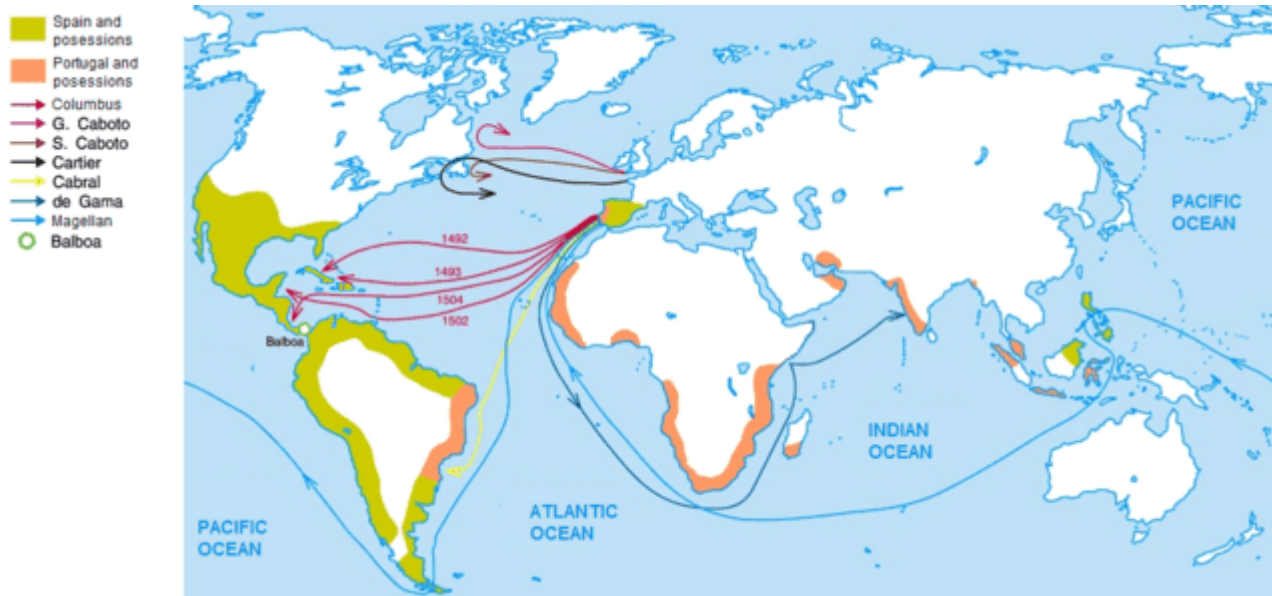
Character Focus (Unit lens): Proactive Courage

Geographical Anchor (Topic 5):

As maps improved, explorers named places, claimed land, and reshaped trade by connecting distant regions.







A) Introduction

Whole-Group Teaching

Parent/Teacher Says (script):

“In our last lesson, we learned how maps became more accurate as explorers returned with new information. Today we’re going to look at what happened **next**.”

As people mapped the world more clearly, they began to **name places**, **claim land**, and **change how trade worked** between regions. These actions had long-lasting effects and required serious responsibility.”

Pause and add:

“Understanding geography helped people act boldly – but it also meant their choices affected others.”

Vocabulary (Teach explicitly)

Teach these words before the story.

- **Name (place-name):** a word given to identify a location.
- **Claim:** to say something belongs to you or your nation.
- **Territory:** an area of land controlled by a group or country.
- **Trade network:** connected routes where goods are exchanged.
- **Port:** a place where ships load and unload goods.

Quick Check (whole group):

Ask: “Can naming a place change how people think about it?”

Expected responses: “Yes.”

B) Informational Story

Shared Core Story (Read aloud to all ages)

As maps improved, blank spaces slowly disappeared. Coastlines were drawn more clearly, islands were placed more accurately, and distances were better understood. With this new clarity came new decisions.

Explorers often **named places** they encountered. Sometimes they used familiar names from home. Other times they chose names connected to their leaders, ships, or beliefs. Naming a place made it easier to describe, map, and return to – but it also showed a sense of ownership.

Many voyages were sponsored by kings or queens. When explorers arrived in new regions, they were often instructed to **claim land** for their nation. Flags were raised, ceremonies were held, and reports were sent home. These actions were based on the belief that discovery gave rights to control.

Geography played a key role. Regions with good harbours, fresh water, and access to valuable resources became important ports. Once mapped and claimed, these places were added to growing **trade networks**. Goods moved between continents, and economies became more connected.

These changes brought wealth and opportunity for some, but they also caused conflict and injustice for others. Decisions made using maps and geography had human consequences.

This reminds us that proactive courage must be guided by responsibility. Understanding the world gives people power – and power must be used wisely.

“Listen for” Prompts (optional)

- “Raise your hand when you hear about naming places.”
 - “Tap the table when you hear about trade.”
-

Extension for Years 5–6 (Read aloud or independent)

Geographers and economists study how naming, claiming, and mapping land affect control, trade, and relationships. The Age of Exploration reshaped global trade networks, creating connections that still influence the modern world.

C) Narration

(Placed immediately after the story)

F–2

Task: Tell one thing people did when they found new places.

Prompt: “They named ...” or “They claimed ...”

Years 3–4

Task: Write 4–6 sentences using these starters:

1. “Explorers named places because ...”
 2. “Claiming land meant ...”
 3. “Ports were important because ...”
 4. “Trade changed when ...”
-

Years 5–6

Task: Write one paragraph explaining:

- How naming and claiming land affected trade
- Why geography mattered

Required words: map, claim, port, trade, region

D) Explicit Teaching

Mini-Lesson: “From Maps to Control”

Teach this as a cause-and-effect chain.

Write on the board:

1. Better maps showed new lands
2. Places were named
3. Land was claimed
4. Ports and routes were controlled
5. Trade networks expanded

Key Teaching Point (say clearly):

“Geographic knowledge often leads to power, so choices must be made carefully.”

Check for Understanding:

Ask: “Why would a good harbour be important for trade?”

Expected responses: “Ships can stop / load goods / stay safe.”

E) Thinking Questions

F–2

1. Did explorers give places names?
 2. Did ships use ports?
-

Years 3–4

1. Why did explorers name places?
 2. How did ports help trade?
-

Years 5–6

1. Why does naming land give power?
 2. How should courage be guided when decisions affect others?
-

F) Learning Activities

Activity 1 (Whole Group): “Name That Place” (10–15 min)

Steps:

1. Show or describe an unnamed island.
 2. Students suggest names and reasons.
 3. Discuss how names influence thinking.
-

Activity 2 (F–2): “Port Picture” (15–20 min)

Draw a port with ships and goods arriving or leaving.

Activity 3 (Years 3–4): “Trade Network Web” (20–25 min)

Draw circles for regions and lines showing trade connections.

Activity 4 (Years 5–6): “Geography & Power Paragraph” (25–35 min)

Write a paragraph answering:

“How did maps and geography change trade and control?”

G) Biblical Worldview Reflection

Parent/Teacher Says:

“God gives people knowledge, but He also expects justice and wisdom. Understanding the world brings responsibility.”

Reflect:

- **F-2:** “Who helps you make fair choices?”
 - **Years 3-4:** “Why should power be used carefully?”
 - **Years 5-6:** “How does faith guide responsibility when choices affect others?”
-

H) Wrap-Up

1. Re-read the geographical anchor together.
 2. Ask: “Name one way maps changed trade.”
 3. Close with a short prayer asking for wisdom, justice, and courage.
-

LESSON 5.3 – Character Training: Using Knowledge Wisely

Unit: Age of Exploration

Character Focus: Proactive Courage

Purpose: To help students understand that gaining knowledge brings **responsibility**, and that courage must be guided by wisdom and care for others.

A) Introduction

Whole-Group (Short & Reflective)

Parent/Teacher Says (script):

“This week we learned how exploration led to better maps, naming places, and changing trade. With this new knowledge came new power. Today we’re going to think about an important question: **How should knowledge be used wisely?**”

Knowing more does not automatically make decisions good. Courage must be guided by wisdom.”

B) Character Focus Teaching

Teach the Idea Clearly

Parent/Teacher Says:

“**Wisdom** means knowing how to use knowledge in ways that are good and fair.”

Say together:

“Proactive courage uses knowledge wisely.”

Clarifying the Idea (Contrast)

Parent/Teacher Says:

“Let’s compare three ways people can use knowledge.”

- **Wise Use of Knowledge**
 - Considers how actions affect others
 - Seeks fairness and care
 - Thinks long-term
- **Selfish Use of Knowledge**
 - Focuses on personal gain
 - Ignores harm to others
 - Acts without reflection
- **Avoiding Responsibility**
 - Refuses to act

- Pretends not to know
- Leaves problems unresolved

Key idea (say clearly):

“Explorers had new knowledge of the world. How they used that knowledge mattered greatly.”

C) Short Illustrative Scenario

Parent/Teacher Reads:

“An explorer returns home with accurate maps showing new lands and valuable ports. Leaders ask how these places can be used. The explorer realises his information will shape future decisions, trade, and relationships.”

Pause and say:

“This moment required courage guided by wisdom.”

D) Guided Discussion (Oral, Tiered)

F–2

- “Is it good to know more about the world?”
 - “Should we be kind when we use what we know?”
-

Years 3–4

- “Why does knowing more give people power?”
 - “How can knowledge be used to help others?”
-

Years 5–6

- “Why is knowledge without wisdom dangerous?”
- “How does responsibility guide proactive courage?”

Encourage thoughtful answers. No writing required.

E) Simple Practice Activity

“Knowledge Choice” Discussion (10 minutes)

Parent/Teacher Says:

“I will describe a situation where someone has new information. You tell me what a wise choice would be.”

Examples:

- Knowing a shortcut that could be unsafe
- Having information that could hurt someone
- Understanding a rule better than others

For each, ask:

- “Who might be affected?”
- “What choice shows wisdom?”

Optional (Years 5–6):

Students complete orally:

“Wisdom helps me use knowledge by ...”

F) Biblical Connection

Brief & Anchoring

Parent/Teacher Says:

“The Bible teaches that wisdom is more valuable than knowledge alone. God wants us to use what we know to do what is right.”

Key idea:

“True courage follows God’s wisdom.”

G) Closing Reflection & Prayer

Reflection (oral):

- **F–2:** “How can you use what you know to be kind?”
- **Years 3–4:** “Why does God care how we use knowledge?”
- **Years 5–6:** “How can wisdom guide courage in hard decisions?”

Closing Prayer (short):

“Lord, thank You for the gift of learning. Help us to use what we know wisely and lovingly. Guide our courage with Your wisdom. Amen.”

LESSON 5.4 – Picture Study: Observation, Movement, and the Wider World

Unit: Age of Exploration

Character Focus: Proactive Courage

Artist (Weeks 5–8): Pieter Bruegel the Elder

A) Introduction

Whole-Group (Quiet, Settling Tone)

Parent/Teacher Says (script):

“In the last few weeks, we’ve learned how explorers mapped the world, named places, and changed trade. Today we begin studying a **new artist** who painted the world in a very different way.

Instead of focusing on rulers or explorers, this artist helps us notice **people, movement, and everyday life across the land**. Picture study trains us to look carefully – the same skill explorers needed when they travelled through unfamiliar regions.”

B) Artwork Focus (Name the Painting Clearly)

Parent/Teacher Says:

“Today we are studying a painting called *The Harvesters* (1565), painted by **Pieter Bruegel the Elder**.

This painting shows ordinary people working across a wide landscape. We will look carefully at how the artist shows land, distance, movement, and daily life.”

C) Quiet Looking (Core Charlotte Mason Practice)

Instructions:

1. Display the main artwork clearly.
2. Observe silently for **2–3 minutes**.
3. No talking, pointing, or explaining.

Parent/Teacher Says:

“Let your eyes travel across the painting. Notice how many people there are and where they are placed.”



The Harvesters (1565) – A wide landscape showing people working, resting, and moving across the land, helping us notice how humans live within geography.



Pieter Bruegel the Elder – A Renaissance artist known for painting landscapes and everyday life rather than kings or heroes.

D) Guided Observation (Oral, Gentle)

Whole-group prompts:

- “What is happening in different parts of the picture?”
- “Where do you see people working? Where do you see people resting?”
- “Does the land look flat, hilly, near or far?”

Encourage noticing:

- Wide landscape
 - Many small figures
 - Movement across space
-

Tiered Observation Prompts

F–2

- “Can you point to someone working?”
- “What colours do you see the most?”

Years 3–4

- “How does the artist show that the land is large?”
- “Why might people be spread out?”

Years 5–6

- “Why do you think Bruegel chose to paint ordinary work instead of explorers?”
 - “How does this help us think about how people used land?”
-

E) Interpretation (Link to Character)

Parent/Teacher Says:

“This painting reminds us that exploration affected ordinary people, not just leaders. Proactive courage is not only about discovery – it’s also about faithfully working and caring for the land where God places us.”

Ask:

- “How can everyday work require courage and responsibility?”

Allow brief discussion.

F) Narration (Choose One Option)

(Short and unhurried)

F-2

- Draw one person you remember from the painting.
- Say what they were doing.

Years 3-4

- Orally describe the painting using 3-4 sentences
OR
- Write three sentences:
 - “I noticed ...”
 - “People are ...”
 - “The land looks ...”

Years 5-6

- Write a short paragraph answering:
“What does this painting show about people, land, and daily responsibility?”
-

G) Biblical Connection (Very Brief)

Parent/Teacher Says:

“The Bible teaches that God cares about everyday work and the land He created. Faithfulness in ordinary tasks is an important kind of courage.”

Key idea:

“Proactive courage is often quiet and faithful.”

H) Wrap-Up

1. Ask: “Name one detail you noticed today.”
2. Say together:

“We practise courage by being faithful where God places us.”

3. Close with a short prayer thanking God for work, land, and careful observation.

TOPIC 6	NEW LANDS, NEW ENCOUNTERS

LESSON 6.1 – Trade, Travel, and Technology

Unit: Age of Exploration

Character Focus (Unit lens): Proactive Courage

Historical Anchor (Topic 6):

Exploration changed how people travelled, traded, and used technology, shaping daily life and global connections.

A) Introduction

Whole-Group Teaching

Parent/Teacher Says (script):

“In the last topic, we learned how exploration changed maps, trade routes, and the way people understood the world. Today we’re going to look at what happened **because of those changes**.”

Exploration didn’t just affect explorers — it changed how people travelled, traded goods, and used new tools and technology. These changes shaped everyday life for many people.”

Pause and add:

“Today we will see that courage does not only start change — it also helps people adapt to change.”

Vocabulary (Teach explicitly)

Teach these words before the story.

- **Technology:** tools or methods people use to solve problems or do work.
- **Navigation:** finding direction and position while travelling.
- **Trade network:** connected routes where goods are exchanged.
- **Innovation:** a new idea or improvement.
- **Adapt:** to change in order to manage new situations.

Quick Check (whole group):

Ask: “Do new tools always make life easier right away?”

Expected responses: “Not always.”

B) Informational Story

Shared Core Story (Read aloud to all ages)

As exploration increased, travel and trade became more frequent. Ships sailed further and more often. Merchants relied on growing trade networks that connected continents. To support this movement, people developed better **technology**.

Navigation tools improved. Sailors used compasses more confidently and learned to measure direction and distance more accurately. Ship design changed as builders experimented with stronger hulls and better sails. These improvements made long journeys more possible, but they did not remove danger.

Trade also changed daily life. Goods that were once rare became more available. Spices, fabrics, and materials reached new regions. This affected how people cooked, dressed, and worked. Markets grew, and ports became busy centres of activity.

With innovation came challenges. Learning new tools took time. Mistakes were made. Some people resisted change because it felt unfamiliar or risky. Others embraced new technology because it improved trade and travel.

Adapting to change required proactive courage. People had to learn new skills, trust new systems, and adjust their routines. Exploration set these changes in motion, but everyday people carried them forward.

“Listen for” Prompts (optional)

- “Raise your hand when you hear about a new tool.”
 - “Tap the table when you hear about change.”
-

Extension for Years 5–6 (Read aloud or independent)

Historians explain that technological change often follows human movement and trade. The Age of Exploration encouraged innovation because people needed safer travel, better communication, and stronger connections between regions.

C) Narration

F–2

Task: Tell one thing that changed because of exploration.

Prompt: “Exploration changed ...”

Years 3–4

Task: Write 4–6 sentences using these starters:

1. “Exploration changed travel by ...”

2. “Trade increased because ...”
 3. “New tools helped people ...”
 4. “Daily life changed when ...”
-

Years 5–6

Task: Write one paragraph explaining:

- How trade and technology changed daily life
- Why adapting required courage

Required words: trade, technology, adapt, change

D) Explicit Teaching

Mini-Lesson: “How Exploration Changed Daily Life”

Teach this as a cause-and-effect sequence.

Write on the board:

1. Exploration increased travel
2. Travel increased trade
3. Trade required better tools
4. Technology improved
5. Daily life changed

Key Teaching Point (say clearly):

“Change spreads outward – from explorers to ordinary people.”

Check for Understanding:

Ask: “Why would busy ports encourage new technology?”

Expected responses: “More ships / more goods / more work.”

E) Thinking Questions

F–2

1. Did people use new tools?
 2. Did life stay the same?
-

Years 3–4

1. Why did trade encourage new technology?
 2. How did travel affect daily life?
-

Years 5–6

1. Why does change often feel difficult at first?
 2. How does courage help people adapt to change?
-

F) Learning Activities

Activity 1 (Whole Group): “Then and Now Tools” (10–15 min)

Steps:

1. Name a tool from the past (sailing ship, compass).
 2. Name a modern equivalent.
 3. Discuss how each helps people travel or trade.
-

Activity 2 (F–2): “Tool Drawing” (15–20 min)

Draw one tool explorers or traders used and say what it helped with.

Activity 3 (Years 3–4): “Change Chart” (20–25 min)

Create a two-column chart:

- Before Exploration
 - After Exploration
-

Activity 4 (Years 5–6): “Adapting to Change Paragraph” (25–35 min)

Write a paragraph answering:

“Why did new trade and technology require people to adapt?”

G) Biblical Worldview Reflection

Parent/Teacher Says:

“God allows change in the world, and He gives us wisdom to adapt. Courage helps us face change faithfully.”

Reflect:

- **F–2:** “Who helps you learn new things?”
- **Years 3–4:** “Why does God want us to keep learning?”
- **Years 5–6:** “How can faith guide us through change?”

H) Wrap-Up

1. Re-read the historical anchor together.
2. Ask: “Name one change exploration caused.”
3. Close with a short prayer thanking God for wisdom, learning, and courage.

LESSON 6.2 – Exploration’s Lasting Effects on Places and People

Unit: Age of Exploration

Character Focus (Unit lens): Proactive Courage

Geographical Anchor (Topic 6):

Exploration reshaped places, environments, and human connections, creating long-term geographic and economic change.

A) Introduction

Whole-Group Teaching

Parent/Teacher Says (script):

“In our last lesson, we learned how exploration changed travel, trade, and technology. Today we’re going to look at what those changes meant **over time** – for places, environments, and people.

Exploration created new connections between regions, but it also brought challenges. Geography helps us understand why these changes were lasting and why they still affect the world today.”

Pause and add:

“Understanding long-term effects helps us practise responsible and courageous thinking.”

Vocabulary (Teach explicitly)

Teach these words before the story.

- **Impact:** a strong effect or change.
- **Environment:** the natural world around people.
- **Settlement:** a place where people live.
- **Connection:** a link between people or places.
- **Economy:** how people produce, trade, and use goods and services.

Quick Check (whole group):

Ask: “Can one change affect many people?”

Expected responses: “Yes.”

B) Informational Story

Shared Core Story (Read aloud to all ages)

The Age of Exploration did not end when ships returned home. Its effects continued for generations. As routes became established, some places grew into busy ports and settlements. These locations were chosen because of their **geography** – safe harbours, fresh water, and access to trade routes.

As settlements grew, environments changed. Forests were cleared to build homes and ships. Crops were planted in new regions. Animals and plants were moved from one continent to another. These changes reshaped landscapes in lasting ways.

Exploration also changed how people were connected. Trade networks linked distant regions, allowing goods, ideas, and cultures to move across the world. This increased opportunity for cooperation and learning, but it also caused conflict and hardship.

Economic systems grew more complex. Some regions became wealthy trade centres, while others were affected by unequal control of resources. Geography influenced these outcomes – ports, rivers, and fertile land shaped economic power.

Understanding these effects reminds us that exploration involved responsibility as well as courage. Decisions made using geographic knowledge had consequences that lasted far beyond the original voyages.

“Listen for” Prompts (optional)

- “Raise your hand when you hear about places changing.”
 - “Tap the table when you hear about connections.”
-

Extension for Years 5–6 (Read aloud or independent)

Geographers study how human activity changes environments and economies over time. The Age of Exploration is an example of how movement and connection can bring both growth and challenge, depending on how knowledge and power are used.

C) Narration

F–2

Task: Tell one way exploration changed places.

Prompt: “Exploration changed ...”

Years 3–4

Task: Write 4–6 sentences using these starters:

1. “Exploration changed places by ...”
 2. “Settlements grew because ...”
 3. “The environment changed when ...”
 4. “Trade connected ...”
-

Years 5–6

Task: Write one paragraph explaining:

- How exploration changed places or environments
- Why these changes lasted

Required words: settlement, environment, connection, economy

D) Explicit Teaching

Mini-Lesson: “How Exploration Created Long-Term Change”

Teach this as a clear cause-and-effect chain.

Write on the board:

1. New routes were established
2. Settlements grew in key locations
3. Environments were changed
4. Trade connections increased
5. Long-term effects followed

Key Teaching Point (say clearly):

“Geography helps explain why some places changed more than others.”

Check for Understanding:

Ask: “Why would a good harbour become an important settlement?”

Expected responses: “Ships can stop / trade happens / people gather.”

E) Thinking Questions

F–2

1. Did places stay the same?
 2. Did people become more connected?
-

Years 3–4

1. Why did some places grow into settlements?
 2. How did trade change environments?
-

Years 5–6

1. Why do geographic changes last a long time?

2. How should courage be guided when changes affect many people?
-

F) Learning Activities

Activity 1 (Whole Group): “Place and Change” Discussion (10–15 min)

Steps:

1. Name a place near water and a place far from water.
 2. Discuss which might grow faster and why.
-

Activity 2 (F–2): “Changed Place Drawing” (15–20 min)

Draw a place before and after exploration.

Activity 3 (Years 3–4): “Connection Web” (20–25 min)

Draw regions connected by lines showing trade or movement.

Activity 4 (Years 5–6): “Long-Term Effects Paragraph” (25–35 min)

Write a paragraph answering:

“Why did exploration create long-lasting geographic and economic effects?”

G) Biblical Worldview Reflection

Parent/Teacher Says:

“God cares about people and the land He created. When humans change the world, He calls us to act responsibly and justly.”

Reflect:

- **F–2:** “Who made the world?”
 - **Years 3–4:** “Why should we care for places?”
 - **Years 5–6:** “How can faith guide responsible change?”
-

H) Wrap-Up

1. Re-read the geographical anchor together.
2. Ask: “Name one long-term effect of exploration.”

3. Close with a short prayer asking for wisdom and care in how we treat people and places.

LESSON 6.3 – Character Training: Responding Wisely to Change

Unit: Age of Exploration

Character Focus: Proactive Courage

Purpose: To help students understand that courage is not only needed to begin change, but also to **respond wisely and faithfully when change happens**.

A) Introduction

Whole-Group (Short & Reflective)

Parent/Teacher Says (script):

“In the last two lessons, we learned that exploration changed travel, trade, places, and people – and that these changes lasted for a long time. Today we’re going to talk about how people respond when life changes.

Change can feel exciting, confusing, or even uncomfortable. Proactive courage helps us respond wisely instead of reacting fearfully.”

B) Character Focus Teaching

Teach the Idea Clearly

Parent/Teacher Says:

“To **respond wisely** means to pause, think, and choose what is right when something new or unexpected happens.”

Say together:

“Proactive courage helps us respond wisely to change.”

Clarifying the Idea (Contrast)

Parent/Teacher Says:

“Let’s compare three ways people can respond to change.”

- **Wise Response**
 - Thinks carefully
 - Seeks understanding
 - Chooses what is right
- **Fearful Reaction**
 - Panics or avoids
 - Refuses to learn
 - Resists all change

- **Careless Reaction**
 - Rushes ahead
 - Ignores consequences
 - Learns from mistakes too late

Key idea (say clearly):

“Exploration caused many changes. Courage helped people respond with wisdom instead of fear or carelessness.”

C) Short Illustrative Scenario

Parent/Teacher Reads:

“A port town grows quickly after new trade routes are established. New people arrive. New goods appear. Some residents feel excited. Others feel unsure. Leaders must decide how to manage growth fairly and wisely.”

Pause and say:

“This moment requires courage that thinks carefully before acting.”

D) Guided Discussion (Oral, Tiered)

F–2

- “Is change always easy?”
 - “Who can help you when things change?”
-

Years 3–4

- “Why do people sometimes fear change?”
 - “How can learning help us respond better?”
-

Years 5–6

- “Why is responding wisely harder than reacting quickly?”
- “How does responsibility guide courage during change?”

Encourage thoughtful responses. No writing required.

E) Simple Practice Activity

“Wise Response Choices” (10 minutes)

Parent/Teacher Says:

“I will describe a change. You tell me what a wise response would look like.”

Examples:

- A new rule is introduced
- A new person joins a group
- A familiar routine changes

For each, ask:

- “What might someone feel?”
- “What choice shows wisdom?”

Optional (Years 5–6):

Students complete orally:

“A wise response to change includes ...”

F) Biblical Connection

Brief & Anchoring

Parent/Teacher Says:

“The Bible reminds us that God is with us when life changes. He gives wisdom to those who ask.”

Key idea:

“God helps us choose wisely, even when the future feels uncertain.”

G) Closing Reflection & Prayer

Reflection (oral):

- **F–2:** “What helps you feel calm when things change?”
- **Years 3–4:** “Why does God care how we respond to change?”
- **Years 5–6:** “How can faith guide wise responses?”

Closing Prayer (short):

“Lord, help us to respond to change with wisdom, patience, and courage. Guide our choices and calm our hearts. Amen.”

LESSON 6.4 – Picture Study: Change, Movement, and Human Response

Unit: Age of Exploration

Character Focus: Proactive Courage

Artist (Weeks 5–8): Pieter Bruegel the Elder

A) Introduction

Whole-Group (Quiet, Settling Tone)

Parent/Teacher Says (script):

“This week we learned that exploration caused lasting changes to places, environments, and people. Today we’re going to study a painting that shows how humans respond when the world around them is changing.

Picture study helps us slow down and notice carefully – just as people must do when facing change.”

B) Artwork Focus (Name the Painting Clearly)

Parent/Teacher Says:

“Today we are studying a painting called *The Peasant Wedding* (c. 1567) by **Pieter Bruegel the Elder**.

This painting shows ordinary people gathered together during a time of celebration. We will observe how people interact, work together, and respond to their circumstances.”

C) Quiet Looking (Core Charlotte Mason Practice)

Instructions:

1. Display the main artwork clearly.
2. Look silently for **2 minutes**.
3. No talking, pointing, or explaining.

Parent/Teacher Says:

“Let your eyes move slowly across the picture. Try to notice how many people there are and what each person might be doing.”



The Peasant Wedding (c.1567) – A lively scene of villagers eating, serving, and celebrating together, showing cooperation, routine, and human response to daily life.



Pieter Bruegel the Elder – An artist known for painting everyday people living and working within their environments.

D) Guided Observation (Oral, Gentle)

Whole-group prompts:

- “What is happening in this picture?”
- “What jobs do you see people doing?”
- “Does this look calm, busy, or both?”

Encourage noticing:

- Movement and teamwork
 - Serving and sharing food
 - Expressions and body posture
-

Tiered Observation Prompts

F–2

- “Can you find someone carrying food?”
- “Do people look happy?”

Years 3–4

- “How are people working together?”
- “What tells you this is an important event?”

Years 5–6

- “Why might Bruegel choose to paint ordinary people instead of leaders?”
 - “How does this scene show people adapting to their lives and surroundings?”
-

E) Interpretation (Link to Character)

Parent/Teacher Says:

“This painting reminds us that even when the world changes, people still need to live, work, and care for one another. Proactive courage includes responding to change by cooperating, persevering, and staying faithful in daily life.”

Ask:

- “How can cooperation be a courageous response to change?”

Allow brief discussion.

F) Narration (Choose One Option)

(Short and unhurried)

F-2

- Draw one person you remember from the painting.
- Tell what that person was doing.

Years 3-4

- Orally describe the painting in 3-4 sentences
OR
- Write three sentences:
 - “I noticed ...”
 - “People are ...”
 - “This shows ...”

Years 5-6

- Write a short paragraph answering:
“How does this painting show people responding to their circumstances?”
-

G) Biblical Connection

Parent/Teacher Says:

“The Bible teaches that God cares about everyday life – meals, work, and relationships. Faithfulness in ordinary moments is a strong form of courage.”

Key idea:

“God values steady faithfulness in changing times.”

H) Wrap-Up

1. Ask: “Name one thing you noticed today.”
2. Say together:

“Proactive courage helps us respond wisely to change.”

3. Close with a short prayer thanking God for community, cooperation, and wisdom.

TOPIC 7	EXPLORATION REACHES AUSTRALIA

LESSON 7.1 – Early European Voyages Toward the South

Unit: Age of Exploration

Character Focus (Unit lens): Proactive Courage

Historical Anchor (Topic 7):

Some explorers sailed south into largely unknown oceans, believing there was land beyond the known world.

A) Introduction

Whole-Group Teaching

Parent/Teacher Says (script):

“So far, we’ve learned about explorers who crossed oceans, mapped new lands, and changed how people understood the world. Today we’re going to focus on a new direction – **south**.”

For a long time, Europeans believed there might be a large southern land, far below the places they already knew. Reaching it meant sailing into waters that were less familiar and often more dangerous.”

Pause and add:

“This kind of exploration required proactive courage – acting with purpose even when very little was known.”

Vocabulary (Teach explicitly)

Teach these words before the story.

- **Southern Ocean:** the ocean surrounding Antarctica and southern seas.
- **Unknown:** not yet discovered or understood.
- **Voyage:** a long journey by sea.
- **Theory:** an idea people believe may be true, but not yet proven.
- **Navigate:** to find the way across land or sea.

Quick Check (whole group):

Ask: “Is it easier to travel where many people have already been?”

Expected responses: “Yes.”

B) Informational Story

Shared Core Story (Read aloud to all ages)

For centuries, European maps showed large blank areas in the southern part of the world. Some people believed there must be a great southern land to balance the continents in the north. This idea was called **Terra Australis Incognita**, meaning “unknown southern land.”

Sailing south was risky. The seas were rougher, the weather colder, and the routes less familiar. Unlike voyages along well-known trade routes, southern voyages offered little promise of quick wealth. Still, some explorers believed the journey was important.

These explorers sailed not only to find land, but also to increase knowledge. They wanted to understand how the world was shaped and whether new regions existed beyond the horizon. Their voyages added information to maps, even when they did not reach land.

Ships had to navigate strong winds and unpredictable storms. Supplies were carefully planned, and leaders had to decide how far south they could safely travel. Turning back was often as important a decision as pressing forward.

Although many early voyages did not reach Australia, they laid the groundwork for later exploration. Each journey added courage, experience, and understanding to future attempts.

Exploring the southern oceans required proactive courage – the courage to seek knowledge even when success was uncertain and rewards were not guaranteed.

“Listen for” Prompts (optional)

- “Raise your hand when you hear about the unknown.”
- “Tap the table when you hear about courage.”

Extension for Years 5–6 (Read aloud or independent)

Historians explain that early southern voyages were driven by curiosity, theory, and the desire to complete maps. Even unsuccessful voyages contributed valuable knowledge by showing where land was not located.

C) Narration

F–2

Task: Tell one reason explorers sailed south.

Prompt: “They sailed south because ...”

Years 3–4

Task: Write 4–6 sentences using these starters:

1. “People believed ...”
 2. “The southern oceans were ...”
 3. “Explorers sailed south to ...”
 4. “This required courage because ...”
-

Years 5–6

Task: Write one paragraph explaining:

- Why people believed there was a southern land
- Why sailing south was risky

Required words: south, unknown, voyage, courage

D) Explicit Teaching

Mini-Lesson: “Why Sail South?”

Teach this as a clear explanation of motivation.

Write on the board:

1. Maps showed blank southern areas
2. People believed land might exist
3. Explorers wanted knowledge
4. Southern seas were dangerous
5. Courage was needed to try

Key Teaching Point (say clearly):

“Exploration is sometimes about learning what is *not* there, as well as what *is* there.”

Check for Understanding:

Ask: “Why would explorers sail even without guaranteed success?”

Expected responses: “To learn / to prove ideas / to help maps.”

E) Thinking Questions

F–2

1. Was the south well known or unknown?
 2. Did explorers sail even though it was risky?
-

Years 3–4

1. Why did blank spaces on maps matter?
 2. Why was the southern ocean dangerous?
-

Years 5–6

1. Why is learning what does *not* exist still important?
 2. How does proactive courage help when success is uncertain?
-

F) Learning Activities

Activity 1 (Whole Group): “North or South?” (10–15 min)

Steps:

1. Point to north and south on a map or globe.
 2. Discuss which areas were more familiar to Europeans.
-

Activity 2 (F–2): “Southern Ocean Drawing” (15–20 min)

Draw a ship sailing south into open water.

Activity 3 (Years 3–4): “Why Sail South?” Chart (20–25 min)

Create a chart listing reasons and risks.

Activity 4 (Years 5–6): “Uncertain Journey Paragraph” (25–35 min)

Write a paragraph answering:

“Why did explorers sail south even without guarantees?”

G) Biblical Worldview Reflection

Parent/Teacher Says:

“God invites people to seek truth and understanding. Sometimes this means stepping into the unknown with trust and wisdom.”

Reflect:

- **F-2:** “Who helps you when something feels unknown?”
 - **Years 3-4:** “Why is it good to learn new things?”
 - **Years 5-6:** “How does faith help when the path is unclear?”
-

H) Wrap-Up

1. Re-read the historical anchor together.
 2. Ask: “Name one reason explorers sailed south.”
 3. Close with a short prayer asking God for courage and wisdom when facing the unknown.
-

LESSON 7.2 – Routes, Seas, and the Geography of Southern Exploration

Unit: Age of Exploration

Character Focus (Unit lens): Proactive Courage

Geographical Anchor (Topic 7):

Geography shaped where explorers could travel, which routes were possible, and why reaching the south was especially challenging.

A) Introduction

Whole-Group Teaching

Parent/Teacher Says (script):

“In our last lesson, we learned *why* explorers sailed south – even when the journey was dangerous and uncertain. Today we’re going to look more closely at **where** they travelled and **why geography made these voyages so difficult**.

Geography is not just about places on a map. It explains winds, oceans, distances, and routes. Understanding geography helped explorers plan wisely and act courageously.”

Pause and add:

“Good courage is not reckless – it learns and prepares.”

Vocabulary (Teach explicitly)

Teach these words before the story.

- **Route:** the path taken from one place to another.
- **Latitude:** lines on a map that show how far north or south a place is.
- **Current:** moving water in the ocean.
- **Prevailing winds:** winds that usually blow in the same direction.
- **Harbour:** a safe place for ships to anchor.

Quick Check (whole group):

Ask: “Would you choose the same route in calm water and rough water?”

Expected responses: “No.”

B) Informational Story

Shared Core Story (Read aloud to all ages)

Sailing south was not simply a matter of heading in one direction. Explorers had to think carefully about **routes**, winds, and currents. The further south ships travelled, the stronger the winds became and the colder the seas felt.

Prevailing winds pushed ships east or west depending on latitude. Some winds helped explorers move quickly, while others slowed progress or forced ships off course. Ocean currents also played a role, sometimes carrying ships forward and sometimes working against them.

Because the southern seas were less familiar, there were fewer known **harbours** where ships could stop safely. This made planning more difficult. Explorers had to carry enough supplies for long stretches without rest or repair.

Geography also affected trade possibilities. Routes that passed through safe waters and reliable ports were more likely to be used again. Dangerous routes were avoided unless there was strong reason to return.

Explorers who studied geography carefully were better prepared. They learned from earlier voyages, adjusted their routes, and made wiser decisions about when to continue and when to turn back. This careful planning was a form of proactive courage.

“Listen for” Prompts (optional)

- “Raise your hand when you hear about winds.”
- “Tap the table when you hear about planning.”

Extension for Years 5–6 (Read aloud or independent)

Geographers explain that successful exploration depends on understanding natural systems such as winds, currents, and latitude. Knowledge of geography reduced risk and increased the chance of safe return.

C) Narration

F–2

Task: Tell one thing geography affects.
Prompt: “Geography affects ...”

Years 3–4

Task: Write 4–6 sentences using these starters:

1. “Routes were shaped by ...”
2. “Winds affected ships by ...”
3. “Currents made travel ...”
4. “Harbours were important because ...”

Years 5–6

Task: Write one paragraph explaining:

- How geography affected southern routes
- Why planning mattered

Required words: route, wind, current, harbour

D) Explicit Teaching

Mini-Lesson: “How Geography Shapes Routes”

Teach this as a clear explanation.

Write on the board:

1. Latitude affects climate and winds
2. Winds influence ship movement
3. Currents affect direction and speed
4. Harbours provide safety
5. Routes are chosen carefully

Key Teaching Point (say clearly):

“Geography limits and guides human movement.”

Check for Understanding:

Ask: “Why would explorers avoid routes without safe harbours?”

Expected responses: “Ships could be damaged / no rest / no repairs.”

E) Thinking Questions

F–2

1. Did ships follow routes?
 2. Did geography help or make travel harder?
-

Years 3–4

1. Why did explorers need to understand winds?
 2. How did geography affect trade routes?
-

Years 5–6

1. Why is geographic knowledge a form of courage rather than fear?
 2. How does preparation reduce risk without removing challenge?
-

F) Learning Activities

Activity 1 (Whole Group): “Choose a Route” (10–15 min)

Steps:

1. Describe two routes – one with known harbours, one without.
 2. Students choose which route is wiser and explain why.
-

Activity 2 (F–2): “Wind Arrows” (15–20 min)

Draw arrows showing wind pushing a ship.

Activity 3 (Years 3–4): “Route Planner” (20–25 min)

Draw a simple route showing stops and dangers.

Activity 4 (Years 5–6): “Geography & Decision-Making Paragraph” (25–35 min)

Write a paragraph answering:

“How did geography influence explorers’ decisions?”

G) Biblical Worldview Reflection

Parent/Teacher Says:

“God created the earth with order – winds, oceans, and seasons. Learning how the world works helps us make wise and courageous choices.”

Reflect:

- **F–2:** “Who made the oceans?”
 - **Years 3–4:** “Why should we learn about God’s world?”
 - **Years 5–6:** “How does understanding creation guide wise action?”
-

H) Wrap-Up

1. Re-read the geographical anchor together.
2. Ask: “Name one way geography affected exploration.”
3. Close with a short prayer asking God for wisdom in planning and courage in action.

LESSON 7.3 – Character Training: Courage That Is Careful and Prepared

Unit: Age of Exploration

Character Focus: Proactive Courage

Purpose: To help students understand that true courage is **thoughtful, prepared, and responsible**, not reckless.

A) Introduction

Whole-Group (Short & Reflective)

Parent/Teacher Says (script):

“In the last two lessons, we learned about explorers who sailed south into unknown and dangerous seas. These explorers did not simply rush forward. They had to study winds, routes, and geography before making decisions.

Today we’re going to talk about an important truth: **real courage is careful**. Acting bravely does not mean acting without thinking.”

B) Character Focus Teaching

Teach the Idea Clearly

Parent/Teacher Says:

“**Careful courage** means preparing well, thinking ahead, and choosing wise actions – even when something feels exciting or risky.”

Say together:

“Proactive courage is careful and prepared.”

Clarifying the Idea (Contrast)

Parent/Teacher Says:

“Let’s compare three different ways people can act.”

- **Careful Courage**
 - Plans ahead
 - Learns before acting
 - Thinks about safety and responsibility
- **Reckless Action**
 - Rushes without planning
 - Ignores warnings
 - Assumes things will ‘work out’

- **Fearful Avoidance**
 - Refuses to try
 - Avoids all risk
 - Misses opportunities to learn

Key idea (say clearly):

“Explorers needed courage – but reckless choices could cost lives.”

C) Short Illustrative Scenario

Parent/Teacher Reads:

“A ship’s leader must decide whether to continue sailing south as storms increase. The crew is tired, but supplies are limited. Turning back might feel disappointing, but pressing on could be dangerous.”

Pause and say:

“This decision requires careful courage.”

D) Guided Discussion (Oral, Tiered)

F–2

- “Is it brave to think before acting?”
 - “Who helps you stay safe?”
-

Years 3–4

- “Why is planning part of courage?”
 - “What could happen if someone rushes without thinking?”
-

Years 5–6

- “Why do people sometimes confuse bravery with recklessness?”
- “How does responsibility help courage make wise choices?”

Encourage thoughtful responses. No writing required.

E) Simple Practice Activity

“Careful or Reckless?”

Parent/Teacher Says:

“I will describe an action. You decide whether it shows careful courage, recklessness, or fear.”

Examples:

- Checking weather before a journey
- Jumping into deep water without knowing how to swim
- Refusing to try anything new

For each example, ask:

- “Why?”
- “What would a wiser choice look like?”

Optional (Years 5–6):

Students complete orally:

“Careful courage means I ... before I act.”

F) Biblical Connection

Brief & Anchoring

Parent/Teacher Says:

“The Bible teaches that wisdom and courage belong together. God encourages bold faith that is guided by understanding.”

Key idea:

“God values courage that listens, learns, and plans.”

G) Closing Reflection & Prayer

Reflection (oral):

- **F–2:** “How can you be careful and brave today?”
- **Years 3–4:** “Why does God care how we make choices?”
- **Years 5–6:** “How does wisdom strengthen courage?”

Closing Prayer (short):

“Lord, help us to be brave and wise. Teach us to plan carefully and act responsibly. Guide our courage with Your wisdom. Amen.”

LESSON 7.4 – Picture Study: Risk, Movement, and Human Choice

Unit: Age of Exploration

Character Focus: Proactive Courage

Artist (Weeks 5–8): Pieter Bruegel the Elder

A) Introduction

Whole-Group (Quiet, Settling Tone)

Parent/Teacher Says (script):

“This week we learned that courage must be careful and prepared, not reckless. Today we are going to study a painting that shows people moving through a difficult environment.

Picture study trains us to notice danger, decision-making, and human choice – the same skills explorers needed when facing uncertain journeys.”

B) Artwork Focus (Name the Painting Clearly)

Parent/Teacher Says:

“Today we are studying a painting called *Hunters in the Snow* (1565) by **Pieter Bruegel the Elder**.

This painting shows people travelling through a cold, challenging landscape. We will look closely at how Bruegel shows effort, risk, and the choices people must make in difficult conditions.”

C) Quiet Looking (Core Charlotte Mason Practice)

Instructions:

1. Display the main artwork clearly.
2. Observe silently for **2 minutes**.
3. No talking, pointing, or explaining.

Parent/Teacher Says:

“Let your eyes move slowly across the picture. Notice where the people are going and how the land affects their movement.”



***Hunters in the Snow* (1565)** – Hunters return through deep snow while villagers move carefully across a frozen landscape, showing effort, risk, and endurance.



Pieter Bruegel the Elder – A Renaissance artist who often painted people navigating challenging environments rather than heroic victories.

D) Guided Observation (Oral, Gentle)

Whole-group prompts:

- “What season do you think this is?”
- “How does the land make movement harder?”
- “What do the people seem to be carrying or doing?”

Encourage noticing:

- Cold, snow, frozen water
 - Slow movement and careful steps
 - Small figures in a large landscape
-

Tiered Observation Prompts

F-2

- “Can you point to someone walking carefully?”
- “Does this look easy or hard?”

Years 3-4

- “What dangers might people face here?”
- “Why do they move slowly?”

Years 5-6

- “Why might Bruegel choose to show difficulty instead of success?”
 - “How does this painting connect to careful courage?”
-

E) Interpretation (Link to Character)

Parent/Teacher Says:

“This painting reminds us that courage often looks like steady effort rather than quick success. Proactive courage includes knowing when to slow down, adjust, and endure difficult conditions.”

Ask:

- “How can moving slowly be a brave choice?”

Allow brief discussion.

F) Narration (Choose One Option)

(Short and unhurried)

F-2

- Draw one person you remember from the painting.
- Say what made their journey hard.

Years 3-4

- Orally describe the scene using 3-4 sentences
OR
- Write three sentences:
 - “I noticed ...”
 - “The land looks ...”
 - “This would be hard because ...”

Years 5-6

- Write a short paragraph answering:
“What does this painting teach us about endurance and courage?”
-

G) Biblical Connection (Very Brief)

Parent/Teacher Says:

“The Bible reminds us that endurance is valuable. God strengthens people to keep going, even when the path is difficult.”

Key idea:

“God values steady faithfulness in hard conditions.”

H) Wrap-Up

1. Ask: “Name one detail you noticed today.”
2. Say together:

“Proactive courage helps us endure wisely.”

3. Close with a short prayer thanking God for strength, patience, and wisdom.
-

TOPIC 8	EXPLORATION WITHIN AUSTRALIA

LESSON 8.1 – Exploring Within Australia: Moving Beyond the Coast

Unit: Age of Exploration

Character Focus (Unit lens): Proactive Courage

Historical Anchor (Topic 8):

After coastal exploration, explorers faced the challenge of travelling inland across unfamiliar and demanding landscapes.

A) Introduction

Whole-Group Teaching

Parent/Teacher Says (script):

“So far in this unit, we’ve learned about explorers who crossed oceans, mapped coastlines, and sailed into unknown seas. Today we’re moving into the final stage of exploration – **travelling inland**.”

Exploring inland was very different from sailing along the coast. There were no ships, no clear routes, and far fewer places to rest or resupply. Inland exploration required a new kind of courage.”

Pause and add:

“This kind of courage was proactive – explorers had to prepare carefully and keep going even when the land was harsh.”

Vocabulary (Teach explicitly)

Teach these words before the story.

- **Inland:** away from the coast, further inside the land.
- **Interior:** the central part of a country.
- **Expedition:** a journey taken for a specific purpose.
- **Terrain:** the type of land (flat, rocky, dry, mountainous).
- **Supply:** food, water, and equipment needed for a journey.

Quick Check (whole group):

Ask: “Is travelling inland the same as travelling by sea?”

Expected responses: “No.”

B) Informational Story

Shared Core Story (Read aloud to all ages)

Once coastlines were mapped, explorers began to look inward. The interior of Australia was largely unknown to Europeans. Maps showed rivers, mountains, and large empty spaces, but little was certain. Travelling inland meant leaving the safety of ships and ports behind.

Inland expeditions faced many challenges. The land could be dry, hot, or rugged. Water was not always easy to find. Supplies had to be carried or carefully planned. Explorers depended on teamwork, planning, and sometimes guidance from those who knew the land better.

Unlike sea voyages, inland journeys could not turn back easily. Once an expedition moved forward, decisions had lasting consequences. Leaders had to judge when to continue and when to stop. Courage was needed not only to push ahead, but also to recognise limits.

Exploring inland helped people understand Australia's geography more clearly. Rivers were traced, mountain ranges were crossed, and distances were measured. This information shaped future settlement, travel, and communication.

Inland exploration shows proactive courage in action – courage that plans carefully, works steadily, and responds wisely to difficult conditions.

“Listen for” Prompts (optional)

- “Raise your hand when you hear about challenges.”
- “Tap the table when you hear about planning.”

Extension for Years 5–6 (Read aloud or independent)

Historians note that inland exploration required different skills than sea travel. Navigation, supply management, and understanding terrain were essential. Many expeditions succeeded because of careful preparation rather than speed.

C) Narration

F–2

Task: Tell one thing that made inland travel hard.

Prompt: “It was hard because ...”

Years 3–4

Task: Write 4–6 sentences using these starters:

1. “Inland exploration was ...”
 2. “Explorers had to carry ...”
 3. “The land was ...”
 4. “Courage was needed because ...”
-

Years 5–6

Task: Write one paragraph explaining:

- Why inland exploration was difficult
- What skills were needed

Required words: inland, expedition, terrain, supplies

D) Explicit Teaching

Mini-Lesson: “Why Inland Exploration Was Different”

Teach this as a comparison.

Write on the board:

Coastal Exploration

- Ships and ports
- Known routes
- Easier resupply

Inland Exploration

- On foot or horseback
- Unknown terrain
- Limited supplies

Key Teaching Point (say clearly):

“Inland exploration required steady courage and careful planning.”

Check for Understanding:

Ask: “Why would supplies matter more inland than at sea?”

Expected responses: “Harder to get more / no ports.”

E) Thinking Questions

F–2

1. Did explorers travel far from the coast?
2. Was the land easy or hard?

Years 3–4

1. Why was inland exploration risky?
 2. How did planning help explorers?
-

Years 5–6

1. Why was turning back harder inland than at sea?
 2. How does proactive courage help in long journeys?
-

F) Learning Activities

Activity 1 (Whole Group): “Sea or Land?”

Steps:

1. Name a challenge.
 2. Students decide if it applies to sea or land exploration.
-

Activity 2 (F–2): “Explorer Pack”

Draw items an inland explorer would need.

Activity 3 (Years 3–4): “Planning an Expedition”

List supplies and explain why each is needed.

Activity 4 (Years 5–6): “Why Planning Matters” Paragraph

Write a paragraph answering:

“Why did inland exploration require careful planning?”

G) Biblical Worldview Reflection

Parent/Teacher Says:

“God often leads people step by step. He values planning, patience, and trust as people move into new places.”

Reflect:

- **F-2:** “Who helps you when something is hard?”
 - **Years 3-4:** “Why does God care about preparation?”
 - **Years 5-6:** “How does faith guide long journeys?”
-

H) Wrap-Up

1. Re-read the historical anchor together.
 2. Ask: “Name one challenge of inland exploration.”
 3. Close with a short prayer asking God for wisdom, preparation, and courage.
-

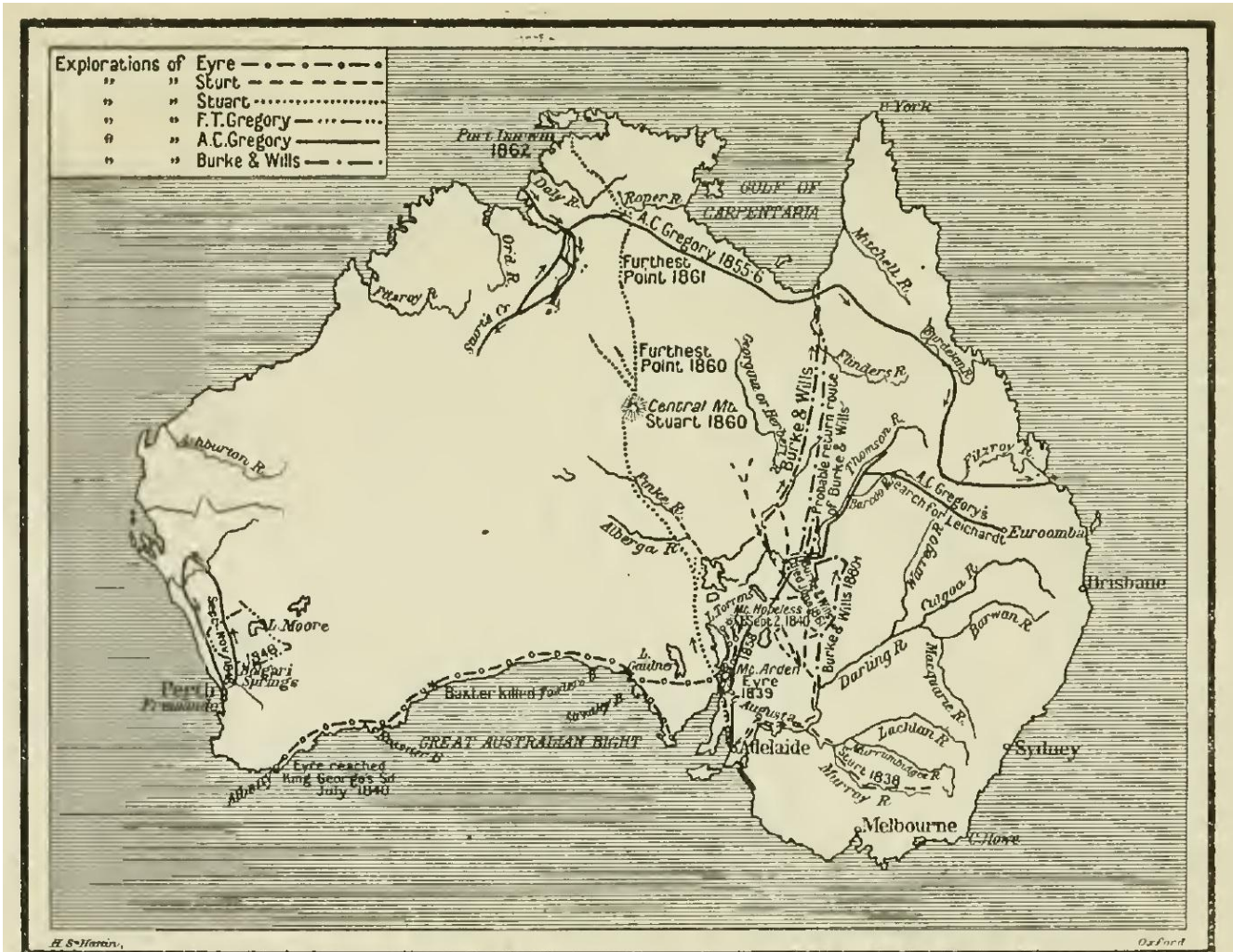
LESSON 8.2 – Routes, Rivers, and Resources in Inland Exploration

Unit: Age of Exploration

Character Focus (Unit lens): Proactive Courage

Geographical Anchor (Topic 8):

Geography shaped inland exploration through terrain, water sources, and access to resources.



EXPLORATIONS OF EYRE, STURT, STUART, GREGORY, BURKE, AND WILLS.





A) Introduction

Whole-Group Teaching

Parent/Teacher Says (script):

“In the last lesson, we learned that inland exploration was very different from travelling by sea. Today we’re going to look more closely at **how geography shaped those journeys**.”

Explorers had to study landforms, rivers, and resources to decide where to travel and where to stop. Understanding geography helped them survive and make wise choices.”

Pause and add:

“Good courage uses knowledge of the land to guide action.”

Vocabulary (Teach explicitly)

Teach these words before the story.

- **Route:** the path taken during a journey.
- **River system:** connected rivers and streams that flow together.
- **Water source:** a place where water can be found.

- **Resource:** something useful found in the environment.
- **Distance:** how far apart places are.

Quick Check (whole group):

Ask: “Would you travel far without knowing where water is?”

Expected responses: “No.”

B) Informational Story

Shared Core Story (Read aloud to all ages)

When explorers travelled inland, geography mattered more than ever. Without ships to carry supplies, they depended on the land itself. Routes were chosen based on **terrain**, water availability, and distance between stopping points.

Rivers played an important role. River systems provided water, food, and easier pathways through difficult terrain. Following rivers often meant better chances of survival. However, rivers could also disappear, change direction, or flood, creating new challenges.

Explorers learned to observe the land carefully. Valleys, plains, and mountain ranges affected movement. Some terrain slowed progress, while other areas allowed easier travel. Choosing a route meant balancing safety, speed, and access to resources.

Geography also influenced future settlement and trade. Routes that followed reliable water sources were more likely to be used again. Over time, these paths shaped roads, towns, and communication lines.

Inland exploration required proactive courage – the courage to study the land, adapt to its challenges, and make careful decisions based on geographic knowledge.

“Listen for” Prompts (optional)

- “Raise your hand when you hear about rivers.”
 - “Tap the table when you hear about resources.”
-

Extension for Years 5–6 (Read aloud or independent)

Geographers explain that river systems and terrain strongly influence human movement. In Australia, understanding water availability was critical for inland exploration and later development.

C) Narration

F–2

Task: Tell one thing explorers looked for inland.

Prompt: “They looked for ...”

Years 3–4

Task: Write 4–6 sentences using these starters:

1. “Explorers chose routes based on ...”
 2. “Rivers were important because ...”
 3. “Terrain made travel ...”
 4. “Resources helped explorers ...”
-

Years 5–6

Task: Write one paragraph explaining:

- How geography shaped inland routes
- Why rivers mattered

Required words: route, river, terrain, resource

D) Explicit Teaching

Mini-Lesson: “How Geography Guided Inland Routes”

Teach this as a cause-and-effect explanation.

Write on the board:

1. Water is essential for survival
2. Rivers provide water and pathways
3. Terrain affects speed and safety
4. Routes follow resources
5. Settlements grow along these routes

Key Teaching Point (say clearly):

“Explorers followed geography because survival depended on it.”

Check for Understanding:

Ask: “Why would explorers stay close to rivers?”

Expected responses: “Water / food / easier travel.”

E) Thinking Questions

F–2

1. Did explorers need water?
2. Did the land help or slow them?

Years 3–4

1. Why were rivers safer to follow?
2. How did terrain affect travel?

Years 5–6

1. Why did geography influence where people later settled?
 2. How does understanding the land show responsible courage?
-

F) Learning Activities

Activity 1 (Whole Group): “Follow the River” (10–15 min)

Steps:

1. Trace a river on a map with your finger.
 2. Discuss why travelling beside it would help explorers.
-

Activity 2 (F–2): “River Path Drawing” (15–20 min)

Draw a river with an explorer travelling beside it.

Activity 3 (Years 3–4): “Route Planner” (20–25 min)

Draw a simple inland route showing water sources and terrain.

Activity 4 (Years 5–6): “Geography Shapes Choices” Paragraph (25–35 min)

Write a paragraph answering:

“How did geography guide inland exploration routes?”

G) Biblical Worldview Reflection

Parent/Teacher Says:

“God designed the land with order and purpose. Learning how it works helps people act wisely and care for what He has made.”

Reflect:

- **F-2:** “Who made rivers?”
 - **Years 3-4:** “Why should we respect the land?”
 - **Years 5-6:** “How does faith guide how we use resources?”
-

H) Wrap-Up

1. Re-read the geographical anchor together.
2. Ask: “Name one way geography helped explorers inland.”
3. Close with a short prayer thanking God for the land and for wisdom to use it well.

LESSON 8.3 – Character Training: Persevering When the Journey Is Hard

Unit: Age of Exploration

Character Focus: Proactive Courage

Purpose: To help students understand that proactive courage includes **perseverance** – continuing with wisdom, patience, and faith when challenges do not quickly end.

A) Introduction

Whole-Group (Reflective Tone)

Parent/Teacher Says (script):

“Throughout this unit, we’ve learned about explorers who travelled across oceans, sailed south into unknown seas, and journeyed inland across difficult land. These journeys were not quick or easy.

Today we’re going to talk about something very important: **persevering when the journey is hard**. Proactive courage is not just about starting bravely – it’s about continuing wisely.”

B) Character Focus Teaching

Teach the Idea Clearly

Parent/Teacher Says:

“To **persevere** means to keep going, even when something is difficult, tiring, or discouraging.”

Say together:

“Proactive courage helps us persevere wisely.”

Clarifying the Idea (Contrast)

Parent/Teacher Says:

“Let’s compare three different responses to difficulty.”

- **Persevering Courage**
 - Keeps going with purpose
 - Adjusts plans when needed
 - Seeks help and wisdom
- **Giving Up Too Quickly**
 - Stops at the first difficulty
 - Avoids effort
 - Misses growth
- **Stubborn Persistence**
 - Refuses to change course

- Ignores warning signs
- Presses on without wisdom

Key idea (say clearly):

“True perseverance listens, learns, and adjusts – it does not push blindly.”

C) Short Illustrative Scenario

Parent/Teacher Reads:

“An inland expedition has travelled for weeks. Supplies are low. The land is harsh. The leader must decide whether to change the route, rest, or turn back. Each choice requires courage, patience, and wisdom.”

Pause and say:

“This moment shows perseverance guided by wisdom.”

D) Guided Discussion (Oral, Tiered)

F–2

- “Is it easy to keep going when something is hard?”
 - “Who helps you keep going?”
-

Years 3–4

- “Why is patience part of courage?”
 - “What helps people not give up?”
-

Years 5–6

- “Why is perseverance more than stubbornness?”
- “How does wisdom guide when to continue or change plans?”

Encourage thoughtful answers. No writing required.

E) Simple Practice Activity

“Keep Going Wisely” Discussion (10 minutes)

Parent/Teacher Says:

“I will describe a situation. You tell me what persevering wisely would look like.”

Examples:

- Learning a difficult skill
- Completing a long project
- Facing repeated challenges

For each, ask:

- “What makes this hard?”
- “What would help someone keep going wisely?”

Optional (Years 5–6):

Students complete orally:

“Persevering wisely means I ... when things are hard.”

F) Biblical Connection

Brief & Anchoring

Parent/Teacher Says:

“The Bible teaches that perseverance builds character. God strengthens people to keep going when the journey feels long.”

Key idea:

“God gives strength for long journeys.”

G) Closing Reflection & Prayer

Reflection (oral):

- **F–2:** “What helps you keep trying?”
- **Years 3–4:** “Why does God want us to persevere?”
- **Years 5–6:** “How can faith help us endure difficult seasons?”

Closing Prayer (short):

“Lord, thank You for being with us on long journeys. Help us to persevere with patience, wisdom, and courage. Strengthen us when the path is hard. Amen.”

LESSON 8.4 – Picture Study: Perseverance, Community, and the Long Journey

Unit: Age of Exploration

Character Focus: Proactive Courage

Artist (Weeks 5–8): Pieter Bruegel the Elder

A) Introduction

Whole-Group (Quiet, Reflective Tone)

Parent/Teacher Says (script):

“Over the past weeks, we have studied paintings that show people working, celebrating, travelling, and enduring hardship. Today we will study our final painting by this artist.

This picture helps us reflect on the **long journey of human life** – a journey that requires perseverance, humility, and courage. It also helps us look back over everything we have learned in this unit.”

Pause briefly before moving on.

B) Artwork Focus (Name the Painting Clearly)

Parent/Teacher Says:

“Today we are studying a painting called *The Return of the Herd* (1565) by **Pieter Bruegel the Elder**.

This painting shows people and animals travelling together across a wide landscape at the end of a season. We will observe how Bruegel shows movement, distance, cooperation, and perseverance.”

C) Quiet Looking (Core Charlotte Mason Practice)

Instructions:

1. Display the main artwork clearly.
2. Observe silently for **2–3 minutes**.
3. No talking, pointing, or explanation.

Parent/Teacher Says (quietly):

“Let your eyes travel slowly across the land. Notice how far the journey looks and how small the people appear within it.”



The Return of the Herd (1565) – People guiding animals across a vast landscape as seasons change, showing endurance, cooperation, and long-distance movement.



Pieter Bruegel the Elder – A Renaissance artist who painted ordinary people navigating land, seasons, and daily responsibilities.

D) Guided Observation (Oral, Gentle)

Whole-group prompts:

- “Where are the people and animals going?”
- “What tells you this journey is long?”
- “How does the land affect the movement?”

Encourage noticing:

- Vast distance and winding paths
 - Group movement rather than individuals
 - Hills, valleys, and changing seasons
-

Tiered Observation Prompts

F–2

- “Are the people alone or together?”
- “Do the animals need guiding?”

Years 3–4

- “Why might people travel together on a long journey?”
- “What season do you think this might be?”

Years 5–6

- “Why does Bruegel make the people look small compared to the land?”
 - “How does this painting connect to exploration and perseverance?”
-

E) Interpretation (Link to Unit Theme)

Parent/Teacher Says:

“This painting reminds us that exploration – and life – is not just about discovery. It is about **endurance**, **community**, and **faithful responsibility over time**.”

Proactive courage helps people keep going, guide others, and care for what has been entrusted to them, even when the journey feels long.”

Ask:

- “Why is travelling together sometimes wiser than travelling alone?”

Allow short discussion.

F) Narration (Choose One Option)

(Unhurried and reflective)

F-2

- Draw one thing you remember from the painting.
- Say where the people were going.

Years 3-4

- Orally describe the painting in 3-4 sentences
OR
- Write three sentences:
 - “I noticed ...”
 - “The journey looks ...”
 - “This shows ...”

Years 5-6

- Write a short paragraph answering:
“What does this painting teach us about long journeys and perseverance?”
-

G) Biblical Connection (Very Brief, Closing Tone)

Parent/Teacher Says:

“The Bible teaches that God walks with people through long journeys. He values faithfulness, patience, and courage over time.”

Key idea:

“God strengthens people to persevere together.”

H) Wrap-Up (Unit Closure)

1. Ask: “Name one Bruegel painting we studied and what it showed.”
2. Say together:

“Proactive courage helps us persevere wisely.”

3. Close with a short prayer thanking God for guidance through journeys, learning, and growth.

TOPIC 9	CULMINATING PROJECT OR ASSESSMENT
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Summative Assessment Suite – Age of Exploration & Australian Exploration

AGE OF EXPLORATION – FINAL ASSESSMENT TASKS (F–6)

Unit Character Focus: Proactive Courage

Assessment Type: Performance-based, age-differentiated

Assessment Context: Historical & Geographical Inquiry

FOUNDATION – YEAR 2

Assessment Task: “Explorers and Brave Choices”

Task Description

Students demonstrate understanding of exploration by:

- Identifying what explorers did
- Describing challenges they faced
- Showing how courage helped them explore

Student Tasks

1. **Draw and Label (Core Evidence)**
 - Draw an explorer travelling by sea or land
 - Include at least **2 labelled features** (ship, map, river, land, supplies)
2. **Oral Explanation (Teacher-led)**

Student responds orally to:

 - “What was the explorer doing?”
 - “Was it easy or hard?”
 - “How did courage help?”
3. **Character Reflection**

Complete orally or with sentence starter:

“Courage means _____.”

Evidence Collected

- Drawing with labels
 - Teacher observation notes
 - Oral responses
-

Achievement Standards Addressed (AC v9 – F–2)

Students:

- identify **features of familiar and unfamiliar places**
 - describe **events and experiences from the past**
 - share ideas about **why people make choices**
 - communicate understanding through **drawing and speaking**
-
-

YEARS 3–4

Assessment Task: “How Exploration Changed Places and People”

Task Description

Students explain:

- Why people explored
- How geography shaped exploration
- How courage and responsibility were required

Student Tasks

1. Written Explanation (Core Task)

Write **1–2 paragraphs** explaining:

- Why people explored new places
- One challenge explorers faced
- How geography (sea, land, rivers) affected journeys

Required words:

exploration, route, land, water, courage

2. Simple Map Task

- Draw a simple exploration route
- Label:
 - starting place
 - direction
 - one geographic feature (sea, river, land)

3. Character Reflection

Complete:

“Proactive courage means _____ because _____.”

Evidence Collected

- Written paragraphs
 - Student-drawn map
 - Reflection sentence
-

Achievement Standards Addressed (AC v9 – Years 3–4)

Students:

- explain **causes and effects of events**
 - describe **connections between people and places**
 - use **geographical knowledge** to explain movement
 - communicate ideas using **written explanations and simple maps**
-
-

YEARS 5–6

Assessment Task: “Exploration, Change, and Responsibility”

Task Description

Students analyse:

- Motivations for exploration
- Geographic influences on routes and settlement
- Long-term impacts of exploration
- How proactive courage guided decisions

Student Tasks

1. Extended Written Response (Core Task)

Write **2–3 paragraphs** explaining:

- Why exploration occurred
- How geography influenced routes and decisions
- One long-term effect of exploration
- How proactive courage helped explorers act wisely

Required terms:

exploration, geography, route, impact, responsibility, courage

2. Annotated Map

- Draw or complete a simple map showing:
 - an exploration route
 - geographic challenges
 - one decision point (e.g., river, terrain)

3. Reflective Response

Respond in writing:

“How does proactive courage help people make responsible decisions today?”

Evidence Collected

- Extended written explanation
 - Annotated map
 - Reflective paragraph
-

Achievement Standards Addressed (AC v9 – Years 5–6)

Students:

- explain **patterns, causes, and effects** of historical events
 - analyse **how geography influences human decisions**
 - describe **long-term impacts** of exploration
 - communicate using **structured explanations, maps, and reflections**
-

1. TEACHER ASSESSMENT CHECKLISTS

(One per year-level band)

FOUNDATION – YEAR 2

Teacher Assessment Checklist – Age of Exploration



Observation Criteria

- ☐ Identifies that explorers travelled to new or unfamiliar places
- ☐ Recognises basic features of places (sea, land, river, ship)
- ☐ Describes that exploration involved difficulty or challenge
- ☐ Communicates ideas through drawing and oral explanation
- ☐ Shows emerging understanding that courage helps people try hard things

Teacher Notes:

YEARS 3–4

Teacher Assessment Checklist – Age of Exploration



Observation Criteria

- ☐ Explains reasons why people explored new places
- ☐ Describes how geography influenced routes or movement
- ☐ Identifies challenges faced during exploration
- ☐ Uses simple maps or diagrams to communicate ideas
- ☐ Explains proactive courage as careful and responsible action

Teacher Notes:

YEARS 5–6

Teacher Assessment Checklist – Age of Exploration



Observation Criteria

- ☐ Explains multiple causes of exploration
- ☐ Analyses how geography influenced decisions and routes
- ☐ Describes long-term impacts of exploration on places or people
- ☐ Communicates ideas clearly using structured writing and maps
- ☐ Applies proactive courage to responsible decision-making

Teacher Notes:

2. FIVE-LEVEL ASSESSMENT RUBRICS

(Separate rubric for each year-level band)

FOUNDATION – YEAR 2 RUBRIC

Level	Understanding of Exploration	Use of Place Features	Communication	Character Understanding
Beginning	Recognises exploration with support	Names a place feature with help	Limited or unclear explanation	Limited awareness of courage
Developing	Identifies explorers travelling	Names basic features	Simple explanation	Recognises courage as trying
Sound	Describes exploration clearly	Identifies features correctly	Clear drawing and speech	Explains courage simply
High	Explains challenges in exploration	Connects features to travel	Confident communication	Describes careful courage
Excellent	Shows strong understanding of exploration	Explains how features affect travel	Detailed, confident responses	Applies courage meaningfully

YEARS 3–4 RUBRIC

Level	Historical Explanation	Geographic Understanding	Use of Maps	Character Insight
Beginning	Gives simple facts	Names geographic features	Minimal map detail	Mentions courage
Developing	Explains one reason for exploration	Describes land or water	Basic labelled map	Simple courage explanation
Sound	Explains reasons and challenges	Explains how geography affected travel	Clear simple map	Explains proactive courage
High	Explains cause and effect	Connects geography to decisions	Accurate map with features	Links courage to responsibility
Excellent	Clear, detailed explanation	Strong geographic reasoning	Well-constructed map	Insightful character reflection

YEARS 5–6 RUBRIC

Level	Analysis of Exploration	Geographic Reasoning	Communication	Application of Character
Beginning	Identifies exploration events	Names geographic elements	Limited structure	Mentions courage
Developing	Explains causes or effects	Describes influence of geography	Basic explanation	Simple character link
Sound	Explains causes and impacts	Explains route and decision factors	Clear structured writing	Applies proactive courage

Level	Analysis of Exploration	Geographic Reasoning	Communication	Application of Character
High	Analyses long-term impacts	Strong geographic justification	Well-organised explanation	Explains responsible courage
Excellent	Insightful, balanced analysis	Sophisticated geographic reasoning	Fluent, precise communication	Thoughtful ethical application

AC v9 ALIGNMENT (CONFIRMED)

These assessment tools collectively address **HASS Achievement Standards** by assessing students' ability to:

- explain **past events and change over time**
 - describe and analyse **geographic influences on movement**
 - communicate understanding through **maps, drawings, and writing**
 - demonstrate **reasoned decision-making** linked to civics concepts
 - apply **character understanding** to historical and modern contexts
-

AC v9 HASS CURRICULUM MAPPING (SUMMARY)

Strands Covered Across All Tasks

- **History**
 - Exploration motives and consequences
 - Change over time
- **Geography**
 - Routes, landforms, water sources
 - Human–environment interaction
- **Civics & Citizenship**
 - Decision-making
 - Responsibility and consequences

Skills Assessed

- Questioning & explaining
 - Using geographical tools (maps)
 - Describing cause and effect
 - Communicating ideas clearly
 - Applying character understanding to real contexts
-