

# THE VICTORIAN CURRICULUM F-10 CURRICULUM MAPPING

L5&6	THE VICTORIAN CURRICULUM F-10 SCOPE AND SEQUENCE	KRYAL CASTLE EXPERIENCE
<b>ENGLISH</b>	<p><i>Language variation and change</i> Understand that the pronunciation, spelling and meanings of words have histories and change over time.</p> <p><i>Language for social interactions</i> Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase.</p>	<p><i>Language variation and change</i> Explore words heard and used at Kryal Castle and how they have either taken on new meanings today or have been replaced completely. Think of feudal, apothecary, peasant, chivalry, knight, lord, and holiday.</p> <p><i>Language for social interactions</i> Take on the role of peasant, noble person or priest and learn how to interact in formal and informal situations. How would a peasant present themselves to a king? Or a knight? See these characters come to life and interact with one another. Where do we see these types of interactions in our own society?</p>
<b>HISTORY</b>	<p>Describe perspectives and identify ideas, beliefs and values of people and groups in the past.</p> <p><i>Australia as a nation</i> The significance of key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.</p>	<p>See and experience the role of the noble, peasant, apothecary and executioner in Medieval Society and use this as a base to develop historical understandings of what it was to be a part of the feudal system.</p> <p>How did these roles change over time?</p> <p><i>Australia as a nation</i> Students explore medieval crime and punishment and discuss how the magna carta has influenced our own legal system.</p>
<b>CIVIC AND CITIZENSHIP</b>	<p><i>Laws and Citizens</i> Explain how and why laws are enforced and describe the roles and responsibilities of key personnel in law enforcement, and in the legal system.</p> <p><i>Government and Democracy</i> Discuss the values, principles and institutions that underpin Australia's democratic forms of government and explain how this system is influenced by the Westminster system.</p>	<p><i>Laws and Citizens</i> How were laws in medieval times formed and enforced and who held the jurisdiction? Take on the role of individuals in a mock medieval trial.</p> <p><i>Government and Democracy</i> What was the medieval Feudal system and how can we compare it to our democratic government?</p>

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## HISTORY

### *Chronology*

Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes. Describe and explain the broad patterns of change over the period from the Ancient to the Modern World.

### *Historical sources as evidence*

Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability.

Analyse the different perspectives of people in the past.

Explain different historical interpretations and contested debates about the past.

### *Continuity and change*

Identify and explain patterns of continuity and change in society to the way of life.

### *Cause and effect*

Analyse the causes and effects of significant events that caused change and/or a decline over the period.

### *Historical significance*

Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress.

### *Middle ages and early exploration*

- The Vikings (c.790 - c.1066)
- Medieval Europe (c.590 - c.1500)

The significant social, cultural, economic, environmental and

Key concepts explored in Year 8 History deal with emerging beliefs and values represented in the medieval period and how these shaped society then and now.

The Medieval period was tumultuous with significant upheaval, predominantly due to warfare and changes in governance, control and territory. There was an intense belief in God and the power of the King. Everyone lived for 'God and Country' and a sense of individualism only existed in the elite nobility.

A pyramidal feudal system favoured the elite, and order was maintained by a fear of punishment, or through a higher sense of purpose.

Students will become part of a medieval feudal system, taking on the role of the peasants and noblemen to understand the values upheld by each tier of society.

Through the discussion of significant events (the peasant's revolt, the changes brought about by the destructive influence of the black death), students begin to understand the importance of the roles of the Church and Nobility.

How does our society reflect this structure?

Investigating different types of punishment assists students in fully understanding the violence that was inflicted to maintain order. The crimes could be menial but the punishment substantial. Even hurling abuse or nagging could be punished with a day in the stocks or,

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	<p>political changes and continuities in the way of life and the roles and relationships of different groups in society.</p> <p>Significant causes and effects of developments and/or cultural achievements that reflect the concentration and/or expansion of wealth and power.</p> <p>Perspectives of subject peoples and their interactions with power and/or authority of others.</p> <p>The role and achievements of a significant individual and/or group.</p> <p>One significant challenge and one development faced by the society that caused progress or decline.</p>	<p>worse still, a Scold's Bridle being wired onto the head so the woman as unable to speak or eat.</p> <p>The feudal system favoured a small few, but the clear majority were subjected to cruel often random punishment for crimes sometimes menial, and some substantial.</p> <p>Compare justice in the medieval world and today: deciding guilt and innocence, methods of trial, types of punishment and any sense of 'fairness' are all a part of the Kryal experience.</p> <p>Much of the Kryal experience touches on the Viking era, particularly in the exploration of weaponry. Students can see and touch examples of arms and armour from the Romans right through to Renaissance.</p>
<p><b>ENGLISH</b></p>	<p><i>Language for social interactions</i> Understand how conventions of speech adopted by communities influence the identities of people in those communities.</p> <p><i>Literature and context</i> Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups.</p> <p><i>Creating literary texts</i> Create literary texts that draw upon text structures and language features of other texts for purposes and effects.</p>	<p><i>Language for social interactions</i> Witness and participate in interactions between nobles, knights and peasants. How does their speech an indicator of their social standing?</p> <p><i>Literature and context</i> Examine the way justice was done and how it is portrayed in literature throughout medieval times.</p> <p><i>Creating literary texts</i> Reading Chaucer will assist in providing a comical look at crime and punishment as well as assisting students to create their own fantasy stories of crime and revenge.</p>

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## CIVICS AND CITIZENSHIP

### *Laws and Citizens*

Explain how Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation

### *Laws and Citizens*

Examine the concepts of justice in different times and cultures and compare them to each other. The Kryal experience looks specifically at crime and punishment and what a 'fair trial' meant in medieval times and now.

Students are asked - what has changed and why? Are we any better behaved than in medieval times? What essential understandings have changed our justice system?

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	SUB-STRAND	LEVELS 3 & 4	LEVEL 8
<b>THE VICTORIAN CURRICULUM F-10 SCIENCE</b>	This program compliments studies in physical sciences	<p>Heat can be produced in many ways and can move from one object to another; a change in the temperature of an object is related to the gain or loss of heat by the object.</p> <p>Forces can be exerted by one object on another through direct contact or from a distance.</p>	<p>Change to an object's motion is caused by unbalanced forces acting on the object; Earth's gravity pulls objects towards the centre of Earth.</p> <p>Energy appears in different forms including movement (kinetic energy), heat, light, chemical energy and potential energy; devices can change energy from one form to another.</p>
<b>KRYAL SCIENCE</b>		<p>The mechanical use of catapults will provide an excellent example of the physics needed to design and operate <b>NONPOWERED</b> but very effective dangerous machines. Siege engines used a variety of methods to power them. We look at four examples and then look at two in more depth: The Mangonel and the Trebuchet. One was powered by gravity and speed, the other by torsion. Each served different purposes, and these will be investigated as part of the session.</p> <p>The weight of the missile will have to be calculated in relation to the force needed to propel them. This in turn will be governed by the materials used for the missiles (in medieval days this included rocks, garbage, even dead bodies and severed heads!) but in our days we use apples and balls.</p> <p>Students will also have to calculate the direction required to hit their target and the effect of the atmospheric interferences like wind and unbalanced missiles.</p>	<p>The mechanical use of catapults will provide an excellent example of the physics needed to design and operate <b>NON-POWERED</b> but very effective dangerous machines.</p> <p>Siege engines used a variety of methods to power them. We look at four examples and then look at two in more depth: The Mangonel and the Trebuchet. One was powered by gravity and speed, the other by torsion. Each served different purposes, and these will be investigated as part of the session.</p> <p>The weight of the missile will have to be calculated in relation to the force needed to propel them. This in turn will be governed by the materials used for the missiles (in medieval days this included rocks, garbage, even dead bodies and severed heads!) but in our days we use apples and balls.</p> <p>Students will also have to calculate the direction required to hit their target and the effect of the atmospheric interferences like wind and unbalanced missiles.</p>

# AUSTRALIAN CURRICULUM MAPPING

L8	CONTENT DESCRIPTORS
<b>HISTORY</b>	<p>The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH008)</p> <p>Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music (ACDSEH050)</p> <p>Dominance of the Catholic Church and the role of significant individuals such as Charlemagne (ACDSEH052)</p> <p>Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051)</p> <p>The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007)</p> <p>Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade (ACDSEH047)</p>
<b>ENGLISH</b>	<p><i>Language for interaction</i></p> <p>Understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541)</p> <p><i>Literature and context</i></p> <p>Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)</p>
<b>CIVICS AND CITIZENSHIP</b>	<p><i>Problem solving and decision making</i></p> <p>Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS072)</p>

# AUSTRALIAN CURRICULUM MAPPING

L3, 5 & 6	CONTENT DESCRIPTORS	KRYAL CASTLE EXPERIENCE
<b>ENGLISH</b>	<p><i>Language Variation and Change</i></p> <p>L5 Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)</p> <p><i>Language for Interaction</i></p> <p>L5 Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)</p> <p>L6 Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)</p>	<p><i>Language Variation and Change</i></p> <p>Explore words heard and used at Kryal Castle and how they have either taken on new meanings today or have been replaced completely. Think of feudal, apothecary, peasant, chivalry, knight, lord, and holiday.</p> <p><i>Language for Interaction</i></p> <p>Take on the role of peasant, noble person or priest and learn how to interact in formal and informal situations. How would a peasant present themselves to a king? Or a knight? See these characters come to life and interact with one another. Where do we see these types of interactions in our own society?</p>
<b>CIVICS AND CITIZENSHIP</b>	L3 The importance of making decisions democratically (ACHASSK070)	Compare the feudal system to our own democracy. Build empathy by reflecting on how it feels to be included or not in making decisions.

# AUSTRALIAN CURRICULUM MAPPING



	SUB-STRAND	CONTENT DESCRIPTORS	CONTENT DESCRIPTORS
<b>THE AUSTRALIAN CURRICULUM SCIENCE</b>	This program compliments studies in the area of physical sciences	L4 Forces can be exerted by one object on another through direct contact or from a distance (ACSSU076)	L8 Energy appears in different forms, including movement (kinetic energy), heat and potential energy, and energy transformations and transfers cause change within systems (ACSSU155)
<b>KRYAL SCIENCE</b>		<p>The mechanical use of catapults will provide an excellent example of the physics needed to design and operate <b>NON-POWERED</b> but very effective dangerous machines.</p> <p>Siege engines used a variety of methods to power them. We look at four examples and then look at two in more depth: The Mangonel and the Trebuchet. One was powered by gravity and speed, the other by torsion. Each served different purposes and these will be investigated as part of the session.</p> <p>The weight of the missile will have to be calculated in relation to the force needed to propel them. This in turn will be governed by the materials used for the missiles (in medieval days this included rocks, garbage, even dead bodies and severed heads!) but in our days we use apples and balls.</p> <p>Students will also have to carefully calculate the direction required to hit their target and the effect of the atmospheric interferences like wind and unbalanced missiles.</p>	<p>The mechanical use of catapults will provide an excellent example of the physics needed to design and operate <b>NON-POWERED</b> but very effective dangerous machines.</p> <p>Siege engines used a variety of methods to power them. We look at four examples and then look at two in more depth: The Mangonel and the Trebuchet. One was powered by gravity and speed, the other by torsion. Each served different purposes and these will be investigated as part of the session.</p> <p>The weight of the missile will have to be calculated in relation to the force needed to propel them. This in turn will be governed by the materials used for the missiles (in medieval days this included rocks, garbage, even dead bodies and severed heads!) but in our days we use apples and balls.</p> <p>Students will also have to carefully calculate the direction required to hit their target and the effect of the atmospheric interferences like wind and unbalanced missiles.</p>