

Building the Kingdom - Discovering History

By the end of this unit children will know...

Children will know that solidarity is the linking together of all human beings, of every nation, race and belief. It is the bond that, through the life of Jesus as God and man, links all human beings with God.

Have a deeper understanding of how daily life has changed over a period of time.

They will understand chronological order and be able to use language to compare their lives to that of their parents and grandparents.

They will become deeper thinkers and be able to identify the impact things in our past have had on our present life and whether innovations have made life easier or harder for us today.

It is our vision that our children will become advocates for social justice, fighters for sustainability, seekers of equality and leaders seeking to become “builders of a new humanity”. Pope Francis

Through the delivery of this topic, children will be able to explore how they can actively promote the dignity of others in peaceful ways, how conflict can be resolved and how to learn from past mistakes.

Big Question

**Where do I come from?
How and why do things change?**

Further questions to explore:

**Who is my family?
Is it old or new?
Was life easier or harder in the olden days?**

Catholic Social Teaching

Solidarity

Solidarity is about valuing our fellow human beings and respecting who they are as individuals. We are all one family in the world. Building a community that empowers everyone to attain their full potential through each of us respecting each other's dignity, rights and responsibilities makes the world a better place to live. Saint John Paul II - Sollicitudo rei socia

Building the Kingdom - The Romans in Britain

By the end of this unit children will know...

Children will examine how Roman control expanded across Europe with a focus why the Romans decided to invade Britain, first, unsuccessfully in 55/54 BCE and then successfully in 43 CE.

Children will explore aspects of 'Romanisation' and its impact here. Exploring what changed and what aspects of life stayed the same under the Romans and for a period after they left

Children will gain a deeper understanding the long term impact of the Roman Empire and their significance.

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Big Question

How have other cultures shaped my life?

Further questions to explore:

**What did the Romans ever do for me?
What similarities and differences can you see from life then and now? How has the past helped to shape our lives?
Would you change anything from life today and bring something back from the Roman era?**

Catholic Social Teaching

Family and Community

To work together, seeking the common good. We believe people have a right and a duty to participate in society, seeking together the common good and well-being of all, especially those in our society who are in most need. "Local individuals and groups can make a real difference. They are able to instill a greater sense of responsibility, a strong sense of community, a readiness to protect others, a spirit of creativity and a deep love for the land."
(Pope Francis – Laudato Si).

Building the Kingdom - Ancient Egypt

By the end of this unit children will know...

Children will look at Ancient Egypt's hierarchical society at this time. They will also learn about what it would be like to live in Egypt at this time- looking at how archaeologists have been able to find out about the food they ate, the clothes they wore, the houses they lived in and the jobs they did.

Children will learn about the similarities and differences between the lives of the rich and the poor, and the lives of men and women at this time.

Children will look at Egyptians beliefs regarding the afterlife and will look at the artefacts found in the tombs of both a craftsman and his wife, as well as one of the most well-known pharaohs- Tutankhamun.

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Big Question

What is society like when people are not treated equally?

Further questions to explore:

**What are the similarities and differences of the Egyptian achievements compared to that in Britain at the same time?
What were the most significant Egyptian achievements?**

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Building the Kingdom - Ancient Greece 2

By the end of this unit children will know...

Children will develop an understanding of who the Ancient Greek people were, when they lived and where and how they were able to establish their empire.

Children will gain an insight into how Greeks from different city states lived, the Gods they worshipped and the stories they told of monsters, heroes, challenges and bravery.

Children will gain an understanding of what a legacy is; how there are things in our lives, such as how we vote, words we speak, sports we participate in, stories we tell, that remain from an earlier time.

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Big Question

How did Greek mythology attempt to answer major life questions?

Further questions to explore:

How has Ancient Greece had an impact on people’s beliefs today?

Why is Democracy a good thing?

What is the legacy of the Ancient Greeks?

How did the Ancient Greeks influence how we live and learn today?

Catholic Social Teaching

Rights and Responsibilities

We all have the right to life therefore, we all have responsibilities to each other. Children will explore how The Ancient Greeks have impacted Modern life and develop an understanding of how life today will shape the future.

Building the Kingdom - Early British Empire

By the end of this unit children will know...

Children gain a deeper understanding of Britain's connection with the wider world, looking at not only the influence that Britain had on the wider world.

Children understand the role that the empire played in global trade and how some wealthy British people were able to benefit from this.

Children will learn about how Britain competed with, and sometimes even stole from, other nations to profit from these goods.

Children will also look at how the British exploited India's population to create an army and enhance Britain's own global defense.

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Big Question

What motivated people build an empire?

Further questions to explore:

Are empires a positive or negative influence on people's lives?

Why do people deserve to be shown dignity and respect in life?

Do all positions deserve equal respect?

Should positions who work the hardest have the most respect?

Catholic Social Teaching

Rights of the worker

People are not mere commodities of the employer; they are a person created in the image and likeness of God and, as such, are to be treated with dignity and respect.

Building the Kingdom - Suffragettes

By the end of this unit children will know...

Children are taught about the realities of democracy in Britain at this time, and compare with their knowledge of democracy today.

Children will learn about how and why the vote was extended to include more men, and how there were some people who believed that some women should also have the right to vote on the same terms as men.

Children will also focus on at the anti-suffrage movement-and the reasons why people were opposed to allowing women to vote, including Queen Victoria.

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Big Question

What does it take to become a leader and to make change?

Further questions to explore:

Do actions of the past affect society today?
Are leaders responsible for the actions of others?
Does division settle dispute?

Catholic Social Teaching

Life and dignity of the human person

Life is sacred and as such, each and every person is worthy of respect as we are all created in the image and likeness of God. As such, we are called into a loving and respectful relationship with one another. “Let us love one another because love is from God.”