

Building the Kingdom - The Anglo-Saxons, Scots and Vikings

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

Children will learn about the lives of people who lived in this period, how they lived, their homes, their jobs, what they ate and what they did for fun. They will discuss how we know about the lives of people who lived so long ago and learn about primary and secondary sources such as artefacts found at Sutton Hoo, places such as West Stow and the Anglo-Saxon Chronicle.

Children will look at religious beliefs of both the Anglo Saxons and the Vikings, and how both were gradually converted from their Pagan beliefs to Christianity.

Children will understand how historians find out about these people in the past, and how they engage in historical debate, such as what the symbols on Pictish Stones can tell us.

Children will learn about the Vikings and the significance of Viking Long ships that enabled them to travel, trade, raid and invade. They will look at the relationship between the Anglo Saxons and the Vikings

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

Are roles in our community equally distributed?

Further questions to explore:

How did Britain respond to attack?
How were the kingdoms of Britain formed?
Does birth define your place in society?
Do gender roles exist in modern society?
How does art portray society?

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. “If a man is called to be a street sweeper, he should sweep streets even as Michelangelo painted, or Beethoven composed music, or Shakespeare wrote poetry. He should sweep streets so well that all the hosts of heaven and earth will pause to say, 'Here lived a great street sweeper who did his job well.’” (Martin Luther King)

Building the Kingdom - Life in Ancient Roman

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

Children will learn about the changing political context of Rome, beginning by being governed by an absolute monarchy, to later the Republic and finally the Empire.

Children build on their substantive knowledge of the concepts of government and democracy, and, during this unit, will analyse how Rome was ruled compared with other ancient and modern civilisations, and how the role of democracy varied during the Roman Empire compared to Britain today

Children will look at the social context of Ancient Rome and will learn about Rome's social classes, comparing the lives of patricians, plebeians and slaves

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Big Question

**What do the features of a successful community look like
How does social class affect life choices?**

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 - The French Revolution

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

Children will learn about the lavish lives of King Louis XVI and Marie Antoinette.

Children will understand what is meant by the term 'absolute monarchy' and will be asked to discuss the similarities and differences between that, and the constitutional role of the monarchy in Britain today.

Children will know that French society was largely divided into three estates: the clergy, the nobles and the working people. Pupils will learn how the working people were the only ones who were asked to pay tax

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Big Question

**Can absolute monarchy lead to lack of rights for citizens?
Is there a truly equal way to rule a nation and protect all its citizens?**

Further questions to explore:

**Why is Democracy a good thing?
When does taxing the citizens become unfair?**

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."

Building the Kingdom - The Rise of Hitler and World War 2

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

Children will learn about the rise of Adolf Hitler, and how the surrender of Germany in 1918 shocked him.

Children will learn how the Nazis controlled many aspects of life in Germany during this period, including roles of men and women and education.

Children will understand about Adolf Hitler and how he blamed Jewish people for things that were wrong and commanded that the German people avoid Jewish businesses, ordered books by Jewish authors to be burned, banned marriages between Jews and Germans and stopped Jewish children attending school

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Big Question

Why to people blame when it is better to forgive?

Further questions to explore:

Why in times of political instability is there a growth in dictatorship?

As people of faith, why do we have a special call to ensure that every person’s life and dignity is respected?

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