

# Building the Kingdom - Kings, Queens and Leaders

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

Children will be introduced to significant national events that took place across this time period such as Simon de Montfort's first parliament, and the sealing of the Magna Carta by King John in 1215.

Children will learn about the Royal Family, Buckingham Palace, Windsor Castle and the counties around the world that have King Charles III as their monarch.

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 the highest positions in society the most important?**

## Further questions to explore:

**Are all positions equal?**

**Why do people deserve to be shown dignity and respect?**

**Do all positions deserve equal respect?**

## 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 Tudors

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

Children will learn that powerful dynasties, where power was inherited and passed down through generations predominately through the male line, ruled over Britain.

Children will learn of the lives on Henry VIII and his three children: Mary I, Elizabeth I and Edward VI. All three of Henry VIII children ruled over Britain at various points.

Children will look at the Tudor family tree and learn about each monarch and look at how they sought to shape England during their reigns.

Children will be supported to use real historical sources, such as a portrait commissioned by Elizabeth I and a description of young Henry VIII, to understand how historians find out about the past.

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## Big Question

**Should a king or queen be able to make decisions for the whole country?**

## 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 - 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

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## 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?

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# 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 - Transatlantic Slave Trade

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

Children will build upon their knowledge of empire and slavery. They will look at the atrocities of the Transatlantic Slave Trade, looking at how and why the forced migration of millions of Africans took place.

Children will also learn about African resistance and will look at the Haitian Revolution, which was influenced by the French Revolution.

Children will learn about the abolition of slavery and explore the changing interpretations of the reasons behind the abolition of the slave trade.

Children will learn about the tactics used by the abolitionists to raise awareness of the atrocities of the slave trade back in Britain.

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## Big Question

**How are we called to end modern slavery?**

## Further questions to explore:

**How can we work together to build a fair world where everybody is treated equally?**

## Catholic Social Teaching

### **Life and dignity of the human person**

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# Building the Kingdom - World War 2 and the Holocaust

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

Children will look in some depth at the Battle of Britain- a battle fought entirely in the skies and the Blitz- a strategy used by the German air force to try and force Britain to surrender.

The role of the empire, and other overseas pilots, can be explored and primary sources should be used and interpreted by the children.

Children will build upon their knowledge of Nazi Germany, and look at what happened following the rise of Hitler and the Nazi party including genocide.

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## Big Question

**How are we called to act as peacemakers and help children affected by war today?**

## Further questions to explore:

**How are we called to support and remember those who have served and died for their country?**

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