

Building the Kingdom Planning – Year 2 2022-23

Term	Topic	Big Questions	Opportunities/Outcomes	Catholic Social Teaching	Scripture reference
Autumn	Movers and Shakers	How much difference can one person make?	Share the modern-day significant people presentation. Ask the children if they recognise any of the people before revealing each person’s narrative. Invite the children to discuss the information and begin to share their thoughts about the impact they are having or might have on the world. Instruct the children to use their knowledge to complete the Significant people today recording sheet. Conclude by asking the children to share their work and identify what the historical impact of each individual could be. Why did these people do what they did? How is this showing solidarity?	(Solidarity and the common good) Solidarity arises when we remember that we belong to each other. We reflect on this in a special way at Mass. The Catechism of the Catholic Church states, “The Eucharist commits us to the poor. To receive in truth the Body and Blood of Christ given up for us, we must recognise Christ in the poorest.”	In truth I tell you, in so far as you did this to one of the least of these brothers [or sisters] of mine, you did it to me. Matthew 25:40
Autumn	Let’s explore the world (geography)		Explain that sustainability means maintaining the Earth’s environment and its natural resources for future generations. Show the children the Environmental damage caused by humans presentation. Talk about the ways in which the environment is being damaged and the problems this damage will cause for people in the future. Encourage the children to share their ideas about how the environment can be protected. Consider what changes can be made to support the local environment. Write a letter/email to the local MP suggesting these changes.	(Family and Community/Stewardship of creation) 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 instil a greater sense of responsibility, a strong sense of community, a readiness to protect others, a	Genesis 2:15 Humans are commanded to care for God’s creation.

				spirit of creativity and a deep love for the land.” (Pope Francis – Laudato Si).	
Autumn			*Children to choose their own big question based on any subject/topic covered during the term. Pupils to lead as much as possible. Teachers to facilitate with ideas/stimuli if necessary and then to support with links to Catholic social teaching.*		
Spring	Coastline	Who should clean it?	<p>Discuss public open spaces and whose responsibility it is to clean it. Arrange to visit the beach and take part in a volunteering beach clean-up event. Involve parents, carers, siblings and friends and take gardening gloves, litter pickers and bin bags. Take ‘before’ and ‘after’ pictures to show others what an amazing job they have done.</p> <p>Note: If a visit is not feasible, children could make posters to warn others about the dangers of dropping litter on the seashore and suggest what to do with litter when visiting the coast.</p>	(Stewardship of God’s Creation) We show our respect for the Creator by our stewardship of creation. Care for the earth is not just an Earth Day slogan, it is a requirement of our faith. We are called to protect people and the planet, living our faith in relationship with all of God’s creation. This environmental challenge has fundamental moral and ethical dimensions that cannot be ignored.	Leviticus 25:1-7 ‘The land itself must be given a rest and not abused.’

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Spring		What makes a home?	<p>Make a new home for a hermit crab using coloured modelling dough. Begin by reading the book or watching an animation of Eric Carle’s story, A House for Hermit Crab and look closely at images, such as Georgia O’Keefe’s Pink Shell with Seaweed for inspiration. Decorate their shell forms, using dough to make spots and stripes, or press objects into the dough surface to create patterns and textures. When the shells are dry, display them with a ‘To let’ sign. Decide whose shell they think a hermit crab might prefer to live in. Discuss the importance of sea creatures having a home. Reflect on how hermit crabs are social creatures (links to family/community/participation section of catholic social teaching) and like to live in large groups. Discuss our homes – what makes them a home and not just a house/flat? Lead the children to the idea that family is important and that God wants us to live happily with our families so that we are not alone.</p>	<p>(Family and Community) A true ecological approach always becomes a social approach; it must integrate questions of justice in debates on the environment, so as to hear both the cry of the earth and the cry of the poor... Everything is connected. Concern for the environment thus needs to be joined to a sincere love for our fellow human beings and an unwavering commitment to resolving the problems of society. (Pope Francis, On Care for Our Common Home [Laudato Si’], nos. 49, 91) Marriage and the family are the central social institutions that must be supported and strengthened, not undermined.</p>	<p>Genesis 2:15 Humans are commanded to care for God’s creation.</p>
Spring			<p>*Children to choose their own big question based on any subject/topic covered during the term. Pupils to lead as much as possible. Teachers to facilitate with ideas/stimuli if necessary and then to support with links to Catholic social teaching.*</p>		

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Summer	Magnificent Monarchs	Social hierarchy – is it fair?	<p>Explain that William the Conqueror’s invasion had a major impact on the way the people of England lived. Share and discuss the Feudal system presentation to show how society was organised under Norman rule. Allow the children to ask and answer questions to consolidate their understanding of the different social groups, before completing the Feudal system recording sheet using the Feudal system cut outs. At the end of the session, invite the children to share what they have learned about the feudal system. Ask questions, such as ‘Why do you think the monarch is at the top of the feudal system? Why were serfs at the bottom of the feudal system? How were serfs different to slaves? What did the tenants-in-chief give to the people who were lower down the hierarchy? What did the tenants-in-chief receive in return? If you lived in England in Norman times, where would you like to be in the feudal system?’</p>	<p>(The Dignity of Work and the Rights of Workers) The economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God’s creation. If the dignity of work is to be protected, then the basic rights of workers must be respected--the right to productive work, to decent and fair wages, to the organization and joining of unions, to private property, and to economic initiative.</p>	<p>James 5:1-6 Those who become rich by abusing their workers have sinned against God.</p>
Summer	Magnificent Monarchs	If you were king or queen for the day, what would you do?	<p>Ask this big question at the end of the term to draw on their prior learning. Allow the session to be as child led as possible, encouraging children to agree/disagree/debate with one another. Support children in making posters or writing speeches about what they would do as king or queen for a day. Share with the class and ask the class to vote for who they think would make the best use of power as monarch for the day.</p>	<p>(Rights and Responsibilities) The Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and</p>	<p>2 Corinthians 9:6-15 God’s gifts are given to be shared.</p>

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				responsibilities--to one another, to our families, and to the larger society.	
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