

Building the Kingdom Planning – Year 3 2022-23

Term	Topic	Big Questions	Opportunities/Outcomes	Catholic Social Teaching	Scripture reference
Autumn	Through the Ages	Where did we begin?	Solidarity arises when we remember that we belong to each other, through this unit of work children will explore where the first people came from and how their settlement provided a community in which the human race was built. They will also examine how communication developed as people made use of God’s creation in order to strive and survive. Find out how the rise of wealth and trade created tensions between neighbouring settlements. Discover why this changed the ways that people lived and farmed and led to the raiding of rival settlements by opposing warriors. Divide into two settlements made up of warriors, homemakers, farmers and children. Elect a leader and act out a dispute between neighbouring settlements over cattle and other valuable goods. Children to perform the dispute for the class/school. Add freeze frames to ask questions i.e. how could they overcome this dispute? What would Jesus want us to do? Was that a good/bad decision? Etc.	(Solidarity and the common good) is about valuing our fellow human beings and respecting who they are as individuals. It is a simple fact that we cannot live and exist well independently of others, we are interdependent beings. Solidarity looks upon this interdependence as something good, something positive, a thing to be cherished. Solidarity ...is a firm and persevering determination to commit oneself to the common good; that is to say to the good of all and of each individual, because we are all really responsible for all” Saint John Paul II - Sollicitudo rei socialis.	Psalms 72 Living in right relationship with others brings peace.

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Autumn	Through the Ages	What are you worried about?	<p>Compare life in prehistoric times to their lives today. Describe the similarities and differences. Consider what people living in those days would have worried about and compare these to modern people’s worries. Explain which they think matter most.</p> <p>Note: People in prehistoric times would have worried about basic needs, such as food, survival, shelter and warmth. Are there some people in the world who still have to worry about these basic needs? You could either choose a charity to raise awareness/fundraise for; or donate to a local food bank.</p>	<p>(Option for the Poor and Vulnerable) A basic moral test is how our most vulnerable members are faring. In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the Last Judgment (Mt 25:31-46) and instructs us to put the needs of the poor and vulnerable first.</p>	<p>Isaiah 58:5-7 ‘True worship is to work for justice and care for the poor and oppressed.’</p>
Autumn			<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>		
Spring	Rocks, Relics and Rumbi	Is water powerful?	<p>When the children have proven their understanding of intercardinal points, watch Tsunamis – the power of the water, a video about the devastation caused by tsunamis. Ask the children to explore the Indian Ocean earthquake information pack, using the data table, compass and key to complete the Indian Ocean earthquake question sheet.</p> <p>Reflect on the importance of water for survival – what does water do for our bodies? What happens if we don’t drink water regularly?</p>	<p>(Option for the poor and vulnerable) The primary purpose of this special commitment to the poor is to enable them to become active participants in the life of society. It is to enable all persons to share in and contribute to the common good. The "option for the poor," therefore, is not an adversarial slogan that pits one</p>	<p>John 4:14 “But whoever drinks of the water that I will give him will never be thirsty again. The water that I will give him will become in him a spring of water welling up to eternal life.”</p>

			<p>Compare with Jesus as the ‘living water’. We cannot survive without water and the water that Jesus was talking about wasn’t the kind of water that will satisfy for only a few hours or so. This water satisfies for all time. This spring of water wells “up to eternal life” and He is the only source of that living water (Acts 4:12). Raise awareness and fundraise for water aid – there are online resources/ideas for fundraising and talks/workshops can be booked (free). Share issues and outcome of fundraising on social media. https://www.wateraid.org/uk/get-involved/all/schools-and-teachers</p>	<p>group or class against another. Rather it states that the deprivation and powerlessness of the poor wounds the whole community. The extent of their suffering is a measure of how far we are from being a true community of persons. These wounds will be healed only by greater solidarity with the poor and among the poor themselves. (United States Conference of Catholic Bishops, Economic Justice for All, no. 88)</p>	
Spring	People And Places (Art project)		<p>Recap on the significance of the urban landscapes drawn and painted by LS Lowry, then show the Urban landscapes presentation to discuss how artists have represented urban landscapes. Encourage the children to think about a local urban landscape and ask questions, for example, ‘How would you describe the character of our city centre? What do people do in our local town? What buildings and features would you see in our local urban environment?’ Discuss the positives and negatives of how the landscape has changed over time. What damage has this caused to our local environment? Ask children to suggest changing that would improve the local environment – what changes could they make – ask them to bring the ideas to the eco-group to put their ideas into action.</p>	<p>(Stewardship of God’s Creation) 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)</p>	<p>Genesis 2:15 Humans are commanded to care for God’s creation. Leviticus 25:1-7 The land itself must be given a rest and not abused.</p>

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Summer	Emperors and Empires	Who has authority – Church or State?	<p>Consider the beginnings of Christianity – Peter as the first pope (Bishop of Rome). Explore how Christianity spread and became the dominant religion of the Roman Empire. Explore Christianity influenced the rise of democracy? St. Paul spread the ideas of Christianity and stressed the essential quality of all human beings.</p> <p>Set up a class debate to address the following questions:</p> <p>Is democracy a result of Christianity? Is Christianity solely responsible for Democracy? Should the church be involved in government?</p>	<p>(Rights and Responsibilities) The common good calls for social peace, the stability and security provided by a certain order which cannot be achieved without particular concern for distributive justice; whenever this is violated, violence always ensues. Society as a whole, and the state in particular, are obliged to defend and promote the common good. (Pope Francis, On Care for Our Common Home [Laudato Si'], no. 157)</p>	<p>Isaiah 1:16-17 Seek justice, rescue the oppressed, defend the orphan, plead for the widow.</p>
Summer	Emperors and Empires	Why live together?	<p>Consider how our everyday lives have been influenced by the Romans. The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity. Focus</p>	<p>(Family and Community) 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 spirit of creativity and a deep love for the</p>	<p>Romans 12:4-8 We are one body, individually members one of another.</p>

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			<p>on the idea of towns and cities. Large settlements existed in Britain before the Romans arrived, but they were the first to introduce significant ‘towns’ and administrative centres, which were planned out. Link this to the concept of living within a community. How is living in a town/city different to living in the country? Pupils could design their own community centre to bring people together. What would they include? Write letter/email to local MP to put forward some of the ideas. Opportunity to collaborate with Year 2 – they will be addressing a big question with a similar theme – also writing to the local MP with community ideas.</p> <p>https://blog.english-heritage.org.uk/what-did-the-romans-do-for-us/</p>	<p>land... Social problems must be addressed by community networks and not simply by the sum of individual good deeds. (Pope Francis, On Care for Our Common Home [Laudato Si’], nos. 179, 219)</p>	
Summer			<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>		