

Building the Kingdom Planning – Year 4 2022-23

				is sacred and that the dignity of the human person is the foundation of a moral vision for society. This belief is the foundation of all the principles of our social teaching. We believe that every person is precious, that people are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person.	
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.*		

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				nature, adapting it to his own needs, but he also achieves fulfillment as a human being and indeed, in a sense, becomes "more a human being." (St. John Paul II, On Human Work [Laborem Exercens], no. 9)	
Spring			*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.*		
Summer	Ancient Civilisations	Who has God called me to be?	<p>Research jobs/roles that were carried out during the Ancient Egyptian period e.g. Pharaoh, vizier, scribe, priest, farmers, servants etc. Role-play carrying out each of the jobs, discussing the difference in expectations, pay and working environment. Do each of these jobs seem fair? What rights do these workers have and are they being met? Compare with pupils' jobs – what are your jobs? Consider at school and home. What are you expected to do? What do you receive in return? Link to UNICEF – what are your rights as a child? Are your rights being met?</p> <p>Research the use of Ancient Egyptian hieroglyphics. Give pupils a copy of the hieroglyphic alphabet for them to write their name in hieroglyphics. Reflect on</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	

		<p>How do we communicate?</p>	<p>the reasons why hieroglyphics were used and what we can learn about Ancient Egyptian life from them. Why is it important to record events in writing? How would know about important historical events if accounts hadn't been written down. Make a time capsule for a future Year 3 class, including letters detailing the past year. (For current year) The pandemic of COVID-19 has caused our daily lives to change dramatically. We need to inform future generations of our experiences so that they can understand what life was like for us and learn from it. Reflect on how we had to work as a community – we had to all follow the same rules; technology was more readily used for us to communicate socially and professionally etc. (You could include a message in hieroglyphics for future pupils to decode – to link back Egyptians)</p>	<p>joining of unions, to private property, and to economic initiative.</p> <p>(Dignity of the Human Person) 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 responsibilities--to one another, to our families, and to the larger society.</p>	
<p>Summer</p>			<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>		