

Building the Kingdom Planning – Year 5 2022-23

Term	Topic	Big Questions	Opportunities/Outcomes	Catholic Social Teaching	Scripture reference
Autumn	Dynamic Dynasties	Dynasties – do we or don't we?	<p>Explain to the children that they are going to take a deep dive into power in the Shang Dynasty. Play the Power video and ask the children to discuss the information and identify aspects of their lives that are affected by power. Show the children the Shang Dynasty hierarchy diagram and discuss which people were powerful and which were powerless. Talk about the effects that this distribution of power would have had on society and the everyday lives of the people in the Shang Dynasty. Ask the children to read the Shang Dynasty hierarchy information sheet and use the information to answer the questions provided. At the end of the session, ask the children to share their answers and explain how power, or the lack of power, affected the position of a person in the hierarchy of the Shang Dynasty, and all aspects of their life.</p> <ul style="list-style-type: none"> - Have a debate based on the big question – what are the pros and cons of a dynasty? 	<p>Dignity of work and the Rights of Workers</p> <p>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 Gods 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>Deuteronomy 5:13-15</p> <p>The Sabbath is for everyone—all are allowed to rest from their work.</p>

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Autumn	Investigating our world	How can we be more sustainable in our manufacturing?	<p>Explain to the children that factories make the products and goods we use and enjoy. However, some manufacturing processes are not sustainable, such as using fossil fuels, wasting natural resources, and choosing the cheapest methods of manufacturing rather than the most environmentally friendly. Recap the term sustainability and explain that many companies today are thinking carefully about sustainable manufacturing processes. Organise the children into pairs or groups and invite them to complete the Sustainable manufacturing processes sorting cards. Check the children’s understanding using the Sustainable manufacturing processes answer sheet and discuss the reasons for, and implications of, using each sustainable process. Ask the children to use their knowledge of sustainable processes to write a persuasive letter to local manufacturers. Encourage the children to explain why sustainable manufacturing processes are important and use persuasive language to encourage the company to make sustainable changes. If possible, send the letters to a local business and see if the children receive a reply.</p>	<p>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 Gods creation. This environmental challenge has fundamental moral and ethical dimensions that cannot be ignored.</p>	<p>Leviticus 25:1-7 The land itself must be given a rest and not abused.</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>		

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Spring	Sow, Grow and Farm	Should we import food?	<p>Explain that transporting food and keeping it fresh until it arrives at its destination uses energy and produces greenhouse gases, such as carbon dioxide. These gases are emitted into the atmosphere and can contribute to climate change. Ask the children to read the Should we import food? information sheet, then split them into two teams to debate the motion, 'People should always buy and eat food that is grown in their own country'. Share the Debate sorting cards with the children and give them time to prioritise them, encouraging them to think carefully about each point and find out more information, if necessary. Use the guidance in the Debating teacher information to set up and run the debate and vote to see if the motion is passed or rejected.</p>	<p>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.</p>	<p>Romans 1:20 Creation reveals the nature of God.</p>
Spring	Sow, Grow and Farm	What does it mean to work the land?	<p>Play A farmer's year audio. After listening to the audio, invite the children to ask and answer questions about what they have heard. Ask 'What do you think are the main challenges for a UK farmer?' Allow them to discuss and debate their ideas and explain their answers. Challenge the children to represent the year of the farmer by filling in the A farmer's year recording sheet. They can refer to the glossary to help them use the correct terminology.</p> <ul style="list-style-type: none"> - Reflect on the story of the fall – how does this link to a farmer's job? Is farming more than a job? Is it a calling/vocation? Send a letter/email to a local farm asking them for more information about their role. – link to our common home 	<p>We were created with a vocation to work. The goal should not be that technological progress increasingly replace human work, for this would be detrimental to humanity. Work is a necessity, part of the meaning of life on this earth, a path to growth, human development and personal fulfillment. Helping the poor financially must always be a provisional solution in the face of pressing</p>	<p>Deuteronomy 14:28-29 The Lord blesses our work so that we may share its fruits with others.</p>

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				needs. The broader objective should always be to allow them a dignified life through work. (Pope Francis, On Care for Our Common Home [Laudato Si'], nos. 127-28)	
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Summer	Groundbreaking Greeks	How can the past influence the future?	<p>Research how the political system worked in Ancient Greece, investigate the legacy of Athenian Democracy and compare it with the political systems we have today. As we delve deeper into the big question, “Is influence long-lasting?”, children will consider how this Ancient civilization has influenced the modern world and what we can learn from it. What similarities and differences can you see from life then and now?</p> <p>How has the past helped to shape our lives? Would you change anything from life today and bring something back from the Ancient Greek era? Write/email the local MP to ask them about their role within the UK government. What are their day-to-day responsibilities? What are they</p>	<p>(Rights and responsibilities)</p> <p>Finally, 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</p>	<p>Jeremiah 22: 13-16 A legitimate government upholds the rights of the poor and vulnerable.</p> <p>Jeremiah 29:4-7 Seek the welfare of the city, for in its welfare</p>

		<p>Guilty – something you feel, or something you are?</p>	<p>passionate about? How are they making a positive contribution?</p> <p>Think about conflict in their modern daily life, suggesting ways of resolving differences and conflicts. Discuss everyday scenarios and act out ways of finding good solutions. Act as a jury to make a decision about given scenarios: what do they consider a fair resolution to the problem?</p> <p>Note: Athens had law courts with trial by jury. Juries were larger than the ones we have today, sometimes involving as many as 500 citizens. After listening to the evidence, jurors voted by placing metal discs into one of two jars – one for guilty, one for not guilty.</p> <p>Perform scenarios to be shared with the school – would other classes reach the same verdict?</p>	<p>common good. (Pope Francis, On Care for Our Common Home [Laudato Si'], no. 157)</p> <p>(Solidarity and the common good) (also would come under Rights and Responsibilities)</p> <p>We are one human family whatever our national, racial, ethnic, economic, and ideological differences. We are our brothers' and sisters' keepers, wherever they may be. Loving our neighbour has global dimensions in a shrinking world. At the core of the virtue of solidarity is the pursuit of justice and peace. Pope Paul VI taught that "if you want peace, work for justice." The Gospel calls us to be</p>	<p>you will find your welfare.</p> <p>Matthew 5:9 Blessed are the peacemakers, they will be called children of God.</p>
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				peacemakers. Our love for all our sisters and brothers demands that we promote peace in a world surrounded by violence and conflict.	
Summer			*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. *		