


Vertical concept: Power, empire & democracy




|  | Power, empire and democracy | |
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| | Power and empires | Government and democracy |
| EYFS | <ul style="list-style-type: none"> The King is an important person where we live | |
| Y1 | | |
| Y2 | <ul style="list-style-type: none"> The King or Queen (monarch) had power to make new rules in a country | |
| Y3 | <ul style="list-style-type: none"> Empires are large areas of land that are controlled by one person or group of people People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies | <ul style="list-style-type: none"> Different places have different systems of government. Some can be autocratic, some can be democratic Not all democracies are the same. The UK has a democracy City-states have independent identities and governments |
| Y4 | <ul style="list-style-type: none"> Empires grow and shrink as the power of its leader changes | |
| Y5 | <ul style="list-style-type: none"> Drivers of power can be categorised into: <ul style="list-style-type: none"> institutional (i.e. head teacher in charge of a school; priest in charge of a church; king in charge of a country); economic (using money to give you power); physical (having physical strength or armies); intellectual (the power of knowledge and literacy); informal (soft power of influencing others). Leaders can delegate power to regional and local leaders | <ul style="list-style-type: none"> Governments that look democratic on paper can be autocratic in reality |
| Y6 | <ul style="list-style-type: none"> Everyone has the power to make change. Protests, campaigns and challenging other people are all ways that we can exert our personal power | <ul style="list-style-type: none"> Boundaries can change over time Some places organise themselves in ways that have both autocratic and democratic features |
| Year 7 + | <p>At KS3 pupils will learn more about the following concepts relating to "Power": <i>absolute monarchy, authority, constitution, democracy, empire, government, grassroots, hierarchy, imperialism, institutional racism, judiciary, mercantilism, nationalism, papacy, parliament, propaganda, revolution, sanction, succession, superpowers, taxation, The Establishment, totalitarian, and tyranny.</i></p> <p>They will also learn about <i>campaign, civil liberties, activism, diversity, protest and reform</i> ("Identity").</p> | |



Vertical concept: Quest for knowledge




|  | Quest for knowledge | |
|--|---|--|
| | Changing worldviews | Knowledge |
| EYFS | | <ul style="list-style-type: none"> The technology and things we have today have not always existed |
| Y1 | | <ul style="list-style-type: none"> It took a long time for the knowledge that we have today to develop |
| Y2 | | <ul style="list-style-type: none"> Sometimes it was the contributions of important individuals that were important in advancing our knowledge |
| Y3 | <ul style="list-style-type: none"> People in the past had different beliefs and worldviews to us Sometimes people's knowledge and beliefs are based on the natural world around them People held different beliefs about an afterlife Animal sacrifices could be an important part of worship. Some people believed in multiple Gods | <ul style="list-style-type: none"> People in the past had different knowledge to us; this does not mean that they are more 'stupid' than people today |
| Y4 | <ul style="list-style-type: none"> Sometimes a political leader is also a religious leader | <ul style="list-style-type: none"> Knowledge was developed and shared across different civilisations across many continents Different civilisations place different values on knowledge and scientific development than others Different civilisations across the world developed similar knowledge independently |
| Y5 | <ul style="list-style-type: none"> There has been tolerance and persecution of different beliefs at different points in history Official 'belief systems' may change quickly but, in practice, individuals' beliefs did not change that quickly. | <ul style="list-style-type: none"> The oral tradition – still the most dominant form of communication today – is the method of remembering and passing on all of the knowledge accumulated over thousands of generations by the spoken word Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world |
| Y6 | <ul style="list-style-type: none"> People's personal 'belief systems' can take on ideas from lots of places | <ul style="list-style-type: none"> Deciding what knowledge is taught in schools is a contentious decision, and people have different opinions about it |
| Year 7 + | At KS3 pupils will learn about " Connectivity ", in particular focusing on <i>discovery, education, exploration, globalism, industrialization, invention, and the spread of knowledge, science and technology and medicine.</i> | |



Vertical concept: Community & family



|  | Community & family | |
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| | Changing communities | Community life |
| EYFS | | <ul style="list-style-type: none"> • Talk about the lives of the people in my community, including my family, and their roles in society |
| Y1 | <ul style="list-style-type: none"> • My local community was different for families at different times in history • In the past, communities were smaller because people could not travel so far | <ul style="list-style-type: none"> • Homes and the things we use in our homes have changed during the lives of the people in our community |
| Y2 | <ul style="list-style-type: none"> • People in history lived in communities that look different to ours today | <ul style="list-style-type: none"> • Some aspects of life in my own community have changed over time and others have stayed the same |
| Y3 | <ul style="list-style-type: none"> • There are many factors which can cause communities to change over time | <ul style="list-style-type: none"> • In communities in the past, different people often had very defined roles • In the earliest communities, families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves |
| Y4 | <ul style="list-style-type: none"> • Communities can be brought together by geographical location, or by a shared identity • Trade can impact what a community looks like | <ul style="list-style-type: none"> • At some points in history the education of children has been highly valued |
| Y5 | | <ul style="list-style-type: none"> • Different civilisations have different ideas about what a “family” is • Systems of slavery have existed in communities and civilisations across the world for a long time. Enslaved people could be taken from different communities based on their wealth |
| Y6 | <ul style="list-style-type: none"> • Conflict and prejudice within communities can impact on society, as well as individuals, over time | <ul style="list-style-type: none"> • Enslaved people could be taken from different communities based on their race, ethnicity or gender • The achievements of women have often been undervalued in different societies in the past • Throughout history women have often faced different obstacles to achieving the same things as men • At some points in history children have been expected to contribute to daily life in their community |
| Year 7 + | At KS3 pupils will learn more about “ Connectivity ”, focusing on <i>feudalism, trade, free trade, globalism, humanism, interconnectedness, localism, migration, pilgrimage</i> and <i>socialism</i> . | |

