



Power, Empire and Democracy

	Power, empire and democracy	
	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) has 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 <u>categorised</u> 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 <u>organise</u> 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 ("Identity")</i>.</p>	

Community and Family

	Community & family	
	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. Slaves 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"> Slaves 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> .	