

Vertical concepts



	Power, empire & democracy	Quest for knowledge	Community & family
EYFS	<ul style="list-style-type: none"> The Queen is an important person where we live We can choose to join in with a bully or to tell a teacher 	<ul style="list-style-type: none"> The technology and things we have today have not always existed 	<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"> It took a long time for the knowledge that we have today to develop 	<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
Y2	<ul style="list-style-type: none"> The King or Queen in England has power to make new rules or laws 	<ul style="list-style-type: none"> Sometimes it was the contributions of important individuals that were important in advancing our knowledge 	<ul style="list-style-type: none"> People in history lived in communities that look different to ours today
Y3	<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 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"> Sometimes people's knowledge and beliefs are based on the natural world around them People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today 	<ul style="list-style-type: none"> In communities in the past, different people often had very defined roles The earliest communities and some families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves
Y4		<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 	<ul style="list-style-type: none"> Communities can be brought together by geographical location, or by a shared identity
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). 	<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 	<ul style="list-style-type: none"> 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"> 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"> Deciding what knowledge is taught in schools is a contentious decision, and people have different opinions about it 	<ul style="list-style-type: none"> Slaves could be taken from different communities based on their race, ethnicity or gender
KS3	<ul style="list-style-type: none"> Understanding how power is legitimised and wielded in different contexts and how this changes over time. 	<ul style="list-style-type: none"> Recognising and debating issues around 'decolonising' the curriculum and western institutions 	<ul style="list-style-type: none"> Issues of modern slavery that remain in the world today