

	Power and Empire	Quest for Knowledge	Community and Family
Year 3	People get their power in different ways. The pharaoh was believed to be half-man, half-god. He was believed to have divine status. Some places are ruled as an autocracy. The Egyptian pharaoh was autocratic and answerable to no one. An autocracy is place where one person or one group can rule exactly as they want to forever. Empires are large areas of land controlled by one person or group of people. Ancient Egypt was an empire.	People in the past had different beliefs and worldviews to us. Some knowledge and beliefs are based on the natural world. People held similar and different beliefs about an afterlife. Prehistoric grave goods show prehistoric Britons believed items would be needed in an afterlife. Animal sacrifices could be an important part of worship. There is evidence of this in prehistoric Britain. Ancient Egyptians believed in an afterlife known as the Field of Reeds. Ancient Egyptian grave goods show that people believed items would be needed for the afterlife. Grave goods belonging to the pharaoh have been found in pyramids. Ancient Egyptians believed in multiple gods, like Horus, Isis and Osiris. The pharaoh was believed to be half man, half god. Ancient Greeks believed in multiple gods, like Zeus, Hera and Athena. Ancient Greeks worshipped their gods in temples.	Some prehistoric Britons built stone structures like Stonehenge. There was no writing. Different systems of writing were developed in history. They helped to share ideas over time and across bigger areas. Ancient Egyptians used hieroglyphics. Ancient Egyptians built huge stone pyramids. Ancient Greeks created new architectural orders and built temples to worship gods. Ancient Greeks learnt things from the ancient Sumerians and built on this knowledge. The move towards farming meant that prehistoric communities became more settled, larger. 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. They were hunter-gatherers.

			Agriculture (the farming of plants and animals) changed what community life looked like. In particular, the role of women in prehistoric Britain changed as communities became more settled and agriculture became more widespread. The Ancient Egyptians relied on the Nile for farming and transport. Working class people held many important jobs in Ancient Egypt, but they had little personal power.
Year 4	Maya kings were seen to be half-man, half-god. The early Islamic civilisation was an empire, led by the caliph. Empires grow and shrink as the power of its leader changes. The empire grew and then shrank. Democracy is a system of government where everyone has a say. Some places are ruled as a democracy. We compare Athenian democracy with Spartan (and Egyptian) kings. Not all democracies are the same. We compare UK with Athens.	Ancient Maya believed in multiple gods. Ancient Maya worshipped their gods in temples built on top of pyramids. Ancient Maya used blood sacrifices – and sometimes human sacrifices – to thank the gods for the sacrifices they made for humans. Maya king was believed to be half man, half god, The caliph was the leader of the religion of Islam as well as the political empire.	Ancient Maya used hieroglyphics. Ancient Maya built large stone structures including step-pyramids, ball courts and observatories. The ancient Maya developed very similar knowledge to people in Europe independently. Communities can be brought together by geographical location, or by a shared identity. The people of the Early Islamic Empire were connected by their common identity and religion, as well as geographical (political) boundaries. Trade can impact what a community looks like.

	City-states have independent identities and governments. Ancient Maya civilisation was divided into city-states. The relationships between city-states in Maya civilisation were different to those in Ancient Greece. Maya kings ruled autocratically.		The education of children was highly valued in Early Islamic society and schools were established in communities, for example in mosques.
Year 5	The imperial cult meant the emperor was seen as divine. Institutional, economic, physical, intellectual and informal power can be used to control others. Romans used all of these to maintain control in Britannia. Leaders can delegate power to regional and local leaders, as did the Roman emperor (and pharaohs and caliphs). Governments that look democratic on paper can be autocratic in reality. Rome's transition from kings, to republic to dictatorship to empire did not change much in practice. The Roman empire was ruled by an autocratic emperor.	'Belief systems' evolved in the Roman empire as it conquered new people with different beliefs. Early Romans believed in multiple gods, based on ancient Greek gods. There can be tolerance or persecution of different beliefs. Official 'belief systems' may change quickly but, in practice, individuals' beliefs did not change that quickly. The Roman emperor was worshipped like a god after he died. Shared beliefs can be a way of uniting – to some extent – two peoples. Romans and Britons found some common ground at some temples.	The pursuit of knowledge may come from necessity; as the Romans expanded their empire, they expanded technology (e.g. underfloor heating for colder parts of the empire). As the Roman empire grew, they were exposed to more ideas that they could build on. 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

	Boundaries of Anglo-Saxon kingdoms changed over time, reflecting changing power of their kings.	Many of the earliest civilisations across the world – including those who never shared ideas – held beliefs about the natural world.	scientific method is not the dominant approach everywhere in the world. The knowledge we have today has been shared and developed by lots of civilisations across the world. Britain was difficult for the Romans to control because it was far from the centre of the empire. Roman Britain was a diverse place, for example, the Aurelian Moors formed the earliest documented black community in the north of England. The Romans and the Britons had some shared culture, including towns, food and religion. Different civilisations have different ideas about what a “family” is. Roman citizens were plebians (poorer) or patricians (wealthy). The extended family also included slaves. Female citizens had very few rights compared to men. 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.
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			The achievements of women have often been undervalued in different societies in the past, for example Hilda of Whitby. During the Anglo-Saxon period, children were expected to help with domestic jobs, tend to animals, and assist with farming.
Year 6	Evidence from Sutton Hoo shows how Anglo-Saxon kings held institutional, economic, physical, intellectual and informal power. Britain used institutional, economic, physical, intellectual and informal power to maintain control in India and Kenya. Everyone has the power to make change. This can be through protests or other campaigns (see British civil rights movement) or using our personal power to challenge others' prejudice. The Vikings organised themselves in ways that had autocratic and democratic features (things). Boundaries of Viking territory in England changed over time. Some places organise themselves in ways	People's personal 'belief systems' can take on ideas from lots of places. The grave goods from Anglo-Saxon England suggest beliefs in the natural world existing alongside newer Christian ideas. The Vikings believed in multiple gods, like Odin, Thor and Loki. The Vikings believed in an afterlife called Valhalla. Viking beliefs slowly evolved to incorporate more Christianity.	Deciding what knowledge is taught in schools is a contentious decision, and people have different opinions about it. In Scandinavia, Vikings lived in longhouses, in communities of farmers. Conflict and prejudice within communities can impact on society, as well as individuals, over time. The British Empire forcefully colonised places around the world and substantially changed the lives of many of the people it colonized. Viking women often faced obstacles to achieving the same things as men. They had some opportunities for education and power, but some parts of life

	that have both autocratic and democratic features.		were inaccessible to them. Slaves could be taken from different communities based on their race, ethnicity or gender.
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