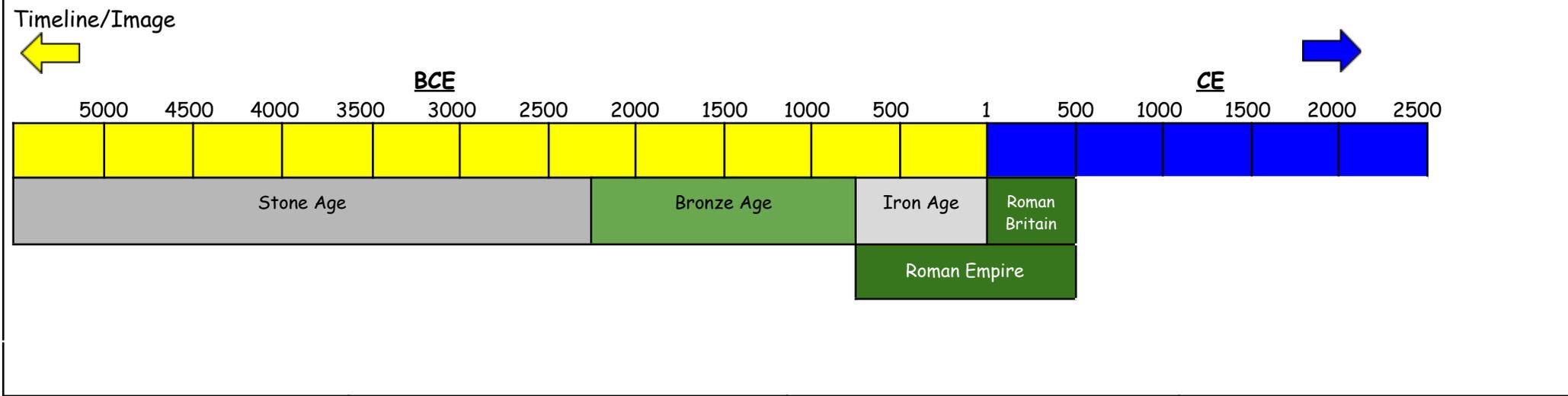


Enquiry Question
How are we influenced by the past?

<p>Society Through these periods there were huge changes within society. Hunter and gathering wild animals and plants changed to farming. Huge cities and settlements were created and many are still around today.</p>	<p>Impact We study these periods because each of them still impacts our lives each day. From developing agricultural technology to introducing roads and sanitation facilities.</p>
<p>Diversity Within these civilisations and the Roman Empire migration was a key part to their success. The Romans traveled over Europe and during the Stone Age hunter gatherers would move around looking for sources of food.</p>	<p>Significance Each of these periods are very significant in the way we live today and how humans have continued to develop through history. Different periods and empires have looked at the Roman's and taken away key ideas into their own success.</p>



Vocabulary	Key Dates for Chronology	Substantive Knowledge (I know)	Disciplinary Knowledge (I can do)
<p>Archaeologists Artefact Neolithic nomadic BCE - Before Common Era Tribal Hunter-gatherers Civilization Settlement agriculture</p> <p>Development Pagan Priest compare Evidence Bias Deduce Evidence Accounts Estimate Chronology Underestimate</p>	<p>Neolithic: 4300 - 2250 BCE Bronze age: 2250 - 700 BCE Roman Empire: 753 BCE - 476 CE</p>	<p>Knowledge of the skills and the types of resources used. Difference between hunter gatherers and scavengers. Identify ways in which farming developed resources and technology and allowed humans to cultivate and domesticate livestock. Knowledge around how the Romans introduced the idea of functional plumbing, sanitation Identified why the Roman baths were so important. Understand how the creation of Roman roads grew road systems.</p>	<p>Pupils can make deductions about the lifestyle of Stone Age - Roman Britain from images and buildings left behind. They can draw inferences from archaeological finds and explain how artists' impressions are created from fragments of finds. Pupils can identify differences and similarities between the different ages. Pupils can understand the issue of underestimating their worth. Pupils can explain that as there is only archaeological evidence about these periods, knowing for sure about life is difficult.</p>