



# Tribal Tales



Compare how things move on different surfaces.

Notice that some forces need contact between two objects, but some magnetic forces can act at a distance.

Observe how magnets attract or repel each other and attract some materials and not others.

Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

Describe magnets as having two poles and predict whether two magnets will attract or repel each other, depending on which poles are facing.

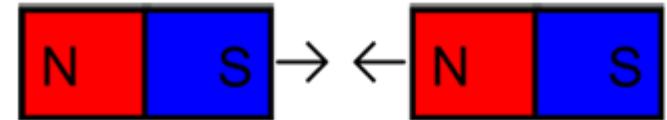
Magnetic forces can act without direct contact, unlike other forces they have previously learnt about. We will be using magnets and the accompanying vocabulary to discover what materials from the Stone Age were magnetic.



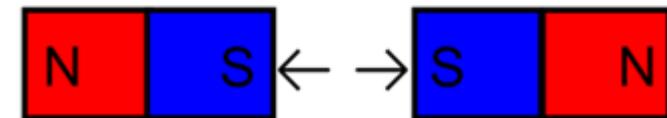
Can children remember the different material types?  
Did they learn any materials that were magnetic?  
Do they know any forces, such as gravity?



force	A push or a pull upon an object.
push	Using force to move an object away from you.
pull	Using force to move an object towards you.
attract	To be pulled by the magnet's magnetic field.
repel	To be pushed by the magnet's magnetic field.
magnet	A material or object that produces a magnetic field.
pole	A point at either end of the magnet.
magnetic	An invisible force that can attract or repel objects with magnetic material.



Opposite poles **attract**



Same poles **repel**





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**Pre-history**  
Prehistory is **the time before written records**. It's the period of human history we know the least about, but it's also the longest by far. The earliest known humans arrived in these lands around 900,000 years ago. Prehistory stretches from then until the Roman invasion in AD 43.

**The Stone Age** refers to a very long period of time which we break into 3 sections:

**Palaeolithic:** Early Stone Age where people were hunters and they found food by roaming from place to place in different seasons.

**Mesolithic:** Middle Stone Age, which began when sea levels rose and Britain became an island. Tools were developed to become smaller and invention of canoes meant people were better able to hunt for fish.

**Neolithic:** Late Stone Age, where the way people lived changed as they began to settle into farming villages instead of moving. People looked after their own animals and grew their own crops.

**The Bronze Age** When people discovered how to get metals out of rocks, a metal called 'bronze' was used to replace stone as the best material for making tools. The bronze was made using a process called 'smelting'. Bronze weapons and jewellery were made. When people died, they were buried with

**The Iron Age** A metal called 'iron' replaced bronze as the main material for making tools and weapons. People lived in tribes and were often at war with one another. Due to these wars, people protected themselves by building hillforts which were a group of round houses and farming land protected by stone walls. Sometimes, people of the Iron Age are referred to as 'Celts'.



<b>Pre-history</b>	Before history – the time before events were written down.
<b>BC</b>	BC is the dates before the birth of Jesus. The bigger the number BC, the longer ago in history it was
<b>Archaeology</b>	Historians who find out about the past by looking at what people have left behind by digging up objects.
<b>Neanderthal</b>	A species of very early humans who lived in Europe
<b>Homo Sapiens</b>	This is us! We arrived around 40 000 years ago!
<b>Tribe</b>	Iron Age people who lived in the same area and did similar things
<b>Hunter Gatherers</b>	A member of a nomadic group who hunt or harvest food that grows in the wild.
<b>Round Houses</b>	A circular house with conical thatched roof built from the Bronze Age to the Iron Age



The Stone Age was a long period of time. We will be investigating the changes and what stayed the same over this period. As there was no written evidence, we will be using sources and artefacts. It begins when the earliest hunter-gatherers came to Britain .



Children need to explore some key 'thinking like a historian' concepts before this unit. They need to understand what **chronology, evidence** and **change and continuity** means. What BC means and how it is structured -larger number = further in the past.

