



	<ol style="list-style-type: none"> <li>4. How as a consequence of changes in global climate, crops became more readily available, and Stone Age humans began to farm the land. How Stone Age settlements started when humans lived in small groups and were often moving to find food to years later when due to warmer climates, crops were more plentiful humans became permanent settlers.</li> <li>5. How archaeologists have used clues from the past to learn about life during the Stone Age through Skara Brae, a well preserved Stone Age village in the Orkney Islands, Scotland.</li> <li>6. When the Stone Age ended (when humans began to use metal to make tools and weapons.)</li> <li>7. The difference between the lives of the rich and the poor like in Iron Age communities.</li> <li>8. The Iron Age brought new farming technology but also new weapons like swords and spears. As a consequence, fighting between tribes became more common. Farmers and villagers were often attacked, and their crops and animals stolen. Hill forts became a place of shelter during times of threat.</li> <li>9. How different tools and weapons were used</li> <li>10. How roundhouses were used as homes, gathering places and markets.</li> <li>11. To create a timeline including Stone Age, Bronze Age and Iron Age dates and use this to compare and contrast society in the different time periods.</li> </ol> <p><b><u>Beliefs and Cultures</u></b></p> <p>The children will learn:</p> <ol style="list-style-type: none"> <li>1. How early Stone Age people were developing religious beliefs to help them understand the world around them. One of the most famous historical sites in Britain, Stonehenge, was first built in the Neolithic period and was probably used for religious and burial ceremonies and processions.</li> </ol>
<b>End of Unit Outcome</b>	By the end of the unit of work, the children will apply their knowledge of settlements in the Iron Age to produce an advert for an estate agent selling a roundhouse showing the design, location, benefits and features of the property as well as the local professions that are available.
<b>Key Vocabulary</b>	<p><b>Tier 2:</b></p> <ul style="list-style-type: none"> <li>• <b>consequence:</b> result or effect</li> <li>• <b>climate:</b> weather conditions of a place</li> <li>• <b>communal:</b> shared by a group of people</li> <li>• <b>technology:</b> the use of scientific discoveries for practical purposes</li> <li>• <b>permanent:</b> lasting forever</li> </ul> <p><b>Tier 3:</b></p> <ul style="list-style-type: none"> <li>• <b>ancestors:</b> relatives from long ago; people who someone is descended from, older than a grandparent</li> <li>• <b>historical sources:</b> things that give information about the past</li> <li>• <b>archaeologists:</b> people who study the past by examining remains and objects</li> <li>• <b>migrate:</b> move from one place to another</li> <li>• <b>predators:</b> animals that kill and eat other animals sophisticated: advanced</li> </ul>

	<ul style="list-style-type: none"><li>• <b>scavenging:</b> searching for something</li></ul>
<b>Post Learning</b>	Beliefs and Cultures: Year 4 Ancient Egypt. The children will use their knowledge of the Stone Age, Bronze Age and Iron Age settlements to compare this with where and why the Egyptians settled near to the River Nile.