

[Awesome Ancestors \(click for more detail\)](#)



Connect: Strategic location of Bristol

- Bristol's earliest settlement: the iron age fort at Leigh Woods.
- What are archaeologists, and how do they know about times before history was written down?
- Stone age, bronze age and iron age – what do they tell us about how humans developed: where in the world? Over what period of time?
- How does the stone age relate to the last ice age, and where do the dinosaurs figure in prehistory?
- The emergence of communities, settlements, culture as humans learnt to control the natural environment.
- Is there anywhere in the world where people still live like this?

Preview: Ancient civilisations; Rainforests;

Awesome Ancestors



Key vocabulary:
Pre-history, artefact, henge, stone, bronze, iron, invasion, hunter gatherer, nomadic, chronological, BC, AD, archaeologists

Significant people:
Gordon Childe (Skara Brae archaeologist)

Subject specific skills

- Using primary and secondary sources
- Understanding timelines – chronological order, BC/AD, duration, ages
- Understanding differences and similarities between the three ages.
- Find out about everyday lives of people in stone age and compare with our life today.
- Importance of prehistoric sites – what archaeologists can learn from Skara Brae

Essential takeaways

- Name 3 features of daily life in the ages different to modern life.
- Form opinions about life in stone/bronze/iron age based on facts
- How we learn about history from artefacts – name 3 facts learned from artefacts
- Know the order of stone age to iron age

Cross curricular opportunities

- Art – significance of cave paintings
- Computing – using a search engine to research
- Performance – drama, choral speaking, singing
- Science – how the movement of the sun allowed Stonehenge to be used as a clock

Builds on:

[Bristol](#) – area-specific changes; hill fort in Leigh Woods
Science – fossils as historical record

Prepares for:

[Invaders](#) (Y5) and [Explorers](#) (Y5) – movement of populations