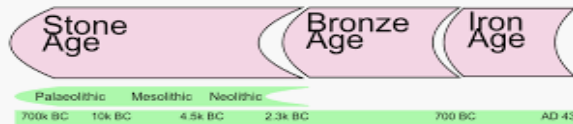




SUTTON-ON-SEA CP SCHOOL KNOWLEDGE ORGANISER

History Year 3: The Stone Age



Knowledge

The Stone Age is a long period of time, It lasted roughly 3.4 million years, and ended around 2000 BC when people began extracting and using metal. The Stone Age itself is divided into three periods: Palaeolithic (Early Stone Age), Mesolithic (Middle Stone Age) and Neolithic (New Stone Age). Most Stone Age people in the UK seem to have been indigenous, with around 20% arriving from the continent. Homo sapiens (humans) emerged as the dominant form, especially after the disappearance of the Neanderthals in the Mesolithic period. The earlier periods are known for nomadic style hunting, gradually moving in the Neolithic period to farming in more permanent settlements - a period often known as the "Neolithic Revolution". There is no written record of this historic period, therefore historians rely on archaeology to find out what it was like. There are many remains of Stone Age houses, tools, ornaments and other monuments across the country particularly in places such as the Orkneys (e.g. Skara Brae) and Wiltshire (e.g. Stonehenge). They are much earlier than the Ancient Egyptian pyramids. The landscape and climate also changed as Britain moved apart from the continent and Ireland. Discoveries from this period are regularly made and reported in the news. These frequently add to our knowledge and understanding of the period.

Key Vocabulary

Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement, community, slave, crop, revolution, settlement, role, significance, inference, saddle quern, midden, dresser, tomb, dolmens, barrows, mounds, henge, solstice, grave goods, aerial photograph, sacred, monument, megalith, significant, technology, social, agriculture, revolution.

Skills and concepts

In this unit, you will:

- use common words and phrases relating to the passing of time
- develop a chronologically secure knowledge and understanding of British history
- develop the appropriate use of historical terms, and note connections and contrasts over time
- construct informed responses that involve the selection of relevant historical information
- regularly address historically valid questions about similarity and difference
- understand how our knowledge of the past is constructed from a range of sources