History Progression Document 2025-26

Rossett Acre Primary School

<table>
<tr><th>EYFS Autumn
All Are Welcome
Terrific Tales</th><th>EYFS – Spring
Wonderful World
The Questioneers</th><th>EYFS – Summer
That's Life
Beyond</th></tr>
<tr><td colspan="2">The Reception Year provides the foundation for skills the children will build upon in Key Stage 1:

• Children know how to use the vocabulary of time e.g. now and then, past and present and future
• Children can compare two different times in history using primary (e.g. photos and videos) and secondary (e.g. stories) sources
• Children know that some things happened a very long time ago in relation to now
• Children know that history can still be remembered by talking to people who were there</td><td>Past and Present ELG:

• Talk about the lives of people around them in society
• Know some similarities and differences between past and now, drawing on their experiences and what has been read in class
• Understand the past through settings, characters and events encountered in books read in class and storytelling</td></tr>
<tr><td>Knowledge:

• I know that 'now is the present
• I know that things that have already happened are the 'past'
• I know that events happened before we were born
• I know that events happened after we were born
• I know that some things stay the same and some things change over time
• I can compare, I can describe how images and objects are the same and how they are different

Significant People:
Jesus
Guy Fawkes
Remembrance – Soldiers
Arcimboldo

Key Questions:
Can you tell me some things that were different a long time ago e.g. when Jesus was born (transport, clothing, buildings)?</td><td>Knowledge:

• I know that you can find information from different sources e.g. books, the internet, other people
• I know about key historical events and why and how we remember/celebrate today e.g. Remembrance, Christmas, the moon landing, significant royal events, Highland Games
• I can describe features of objects, people, places at different times and make comparisons

Significant People:
Robert Burns
Tim Peake
Mae Jemison
Kandinsky
Sonora Smart Dodd – First to celebrate fathers' day about 100 years ago</td><td>Knowledge:

• I know how to describe images of familiar situations in the past using books such as 'When We Were Giants', 'Peepo'
• I can talk about key roles people have in society both in the present and past, name and describe people who are familiar to them within the community e.g. police, fire service, doctors, dentists
• I can talk about images of familiar situations in the past
• I can describe features of objects, people, places at different times and make comparisons

Significant People:
Jackson Pollock

Key Questions:
Can you tell me about how you have changed since you were born?
Can you tell me about a different life cycle?
Can you tell me about people who help us?</td></tr>
<tr><td>Continuous Provision
• Timelines – class timeline of our year and special events, timeline of historical figures and events
• Stories linked to historical figures and events
• Visual timetable
• Life cycles
• Granny's House – role play with artefacts from the past e.g. old telephone, typewriter
• Linked texts</td><td>Outdoor Learning
• Seasons Tree – Observing changes in same tree in our playground across the year
• Gardening – looking at plant growth and change over time</td><td>Vocabulary
• past, present, future, long ago, old, new
• calendar, today, yesterday, tomorrow
• day, week, month
• January, February, March, April, May, June, July, August, September, October, November, December
• Monday, Tuesday, Wednesday. Thursday, Friday, Saturday, Sunday
• spring, summer, autumn, winter
• parent, grandparent, great-grandparent, baby
• memory
• Who, what
• Change</td></tr>
</table>

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Year 1 - Autumn 2 Lives of significant individuals beyond living memory Guy Fawkes	Year 1 – Spring 2 Significant Events beyond living memory Landing on the Moon	Year 1 – Summer 1 Lives of significant individuals Then and Now Queen Elizabeth II / King Charles III
Chronology: **Know:** • We remember the Gunpowder plot on the 5th November • The Gunpowder plot was in 1605 **Historical Enquiry:** **Know:** • Ask and answer questions related to different sources/artefacts **Interpretations of History:** **Know:** • Begin to know different ways to represent the past (e.g. photos, film, newspaper clippings, stories, adults talking about the past) **Historical Knowledge:** **Know:** • Events leading up to the Gunpowder Plot • Events of the Gunpowder Plot • What happened after the Gunpowder Plot **Significant People:** **Know:** • Guy Fawkes • King James I **Vocabulary** *Begin to know and use a wide vocabulary of everyday historical terms:* calendar, change, Christianity, gunpowder, barrels, plot, long ago, local, past, present, revolt **Home enquiry question:** Ask adults in your house/family? Can you describe an object that you used to play with?	**Chronology:** **Know:** • Neil Armstrong was the first person who landed on the moon in 1969 **Historical Enquiry:** **Know:** • Know and use common phrases relating to the passing of time • To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing how Neil Armstrong and other significant individuals contributed to a significant event beyond living memory **Interpretations of History:** **Know:** • Begin to know different ways to represent the past (e.g. photos, film, newspaper clippings, stories, adults talking about the past) • Changes to life in Britain during this time **Historical Knowledge:** **Know:** • Preparation for going to space • The mission • To explore and discuss Neil Armstrong's achievements **Significant People:** **Know:** • Neil Armstrong • Christina Koch **Vocabulary** *Begin to know and use a wide vocabulary of everyday historical terms:* calendar, change, long ago, local, past, present, invention, space, rocket, astronaut, mission, suit, helmet **Home enquiry question:** Ask adults in your house/family: How old were you when Neil Armstrong landed on the moon?	**Chronology:** **Know:** • The Queen reigned from 1952 - 2022 **Historical Enquiry:** **Know:** • Use as wide range of sources as possible to find out characteristic features of the past • Ask and answer questions related to different sources/artefacts **Interpretations of History:** **Know:** • Changes to life in Britain during her reign • Begin to know different ways to represent the past (e.g. photos, film, newspaper clippings, stories, adults talking about the past) **Historical Knowledge:** **Know:** • Differences between past and present (toys, communication, transport, classroom) • Events beyond living memory that are significant nationally or globally • Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (changes to life in Britain during her reign) **Significant People:** **Know:** • Queen Elizabeth II • King Charles **Vocabulary** *Begin to know and use a wide vocabulary of everyday historical terms:* calendar, change, King/Queen, monarchy, plot, long ago, local, past, present, invention, new/old materials, transport **Home enquiry question:** Ask adults in your house/family: How old were you when Queen Elizabeth II came to the throne?

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Year 2 HT1 Significant Events Beyond Living History The Great Fire of London	Year 2 – HT3 Significant Individuals from the past Inventor Arthur Fry & Spencer Silver	Year 2 – HT5/6 Significant Individuals from the past The Victorians
Chronology: **Know:** • The Great Fire of London took place in 1666 • It lasted for four days **Historical Enquiry:** **Know:** • Samuel Pepys wrote a diary which tells us about the Great Fire of London • Paintings and newspaper reports tell us about the past • Old maps and the London skyline tell us that it has changed • We can use different sources to find out information about the past **Interpretations of History:** **Know:** • The Great Fire of London changed London • Houses were made from different materials afterwards • Streets were widened afterwards • A Fire Service was started afterwards • Insurance started to be available for homes afterwards **Historical Knowledge:** **Know:** • The Great Fire of London lasted for 4 days • It started in a baker's shop in Pudding Lane • 13,000 houses were destroyed • 81 churches were destroyed • 100,000 people were displaced • King Charles II was the Monarch • Sir Christopher Wren designed the new St Paul's Cathedral **Significant People - Know** • King Charles II was Monarch at the time • Samuel Pepys wrote a diary during the GFOL • Thomas Farrinor was the King's Baker **Vocabulary** king, monarch, ruler, reign, government, chronology, past/present, resources, significance, legacy, similarities, differences, primary, secondary, sources, reliable, evidence	**Historical Enquiry:** **Know:** • That inventors tested their ideas (glue enquiry) • How to research using the internet • Cave painting and pictures of roman vases show glue being used **Interpretations of History:** **Know:** • Similarities and differences of glue used throughout history and today • Inventors build on prior knowledge and test new inventions • Inventions constantly evolve **Historical Knowledge:** **Know:** • Glue has been used throughout history • Cave paintings used glue • Romans and other civilisations used glue • Glue is different to today • How the use / type of glue has evolved **Significant People:** **Know** • Arthur Fry was an inventor of the post-it • Spencer Silver was an inventor of a type of glue **Vocabulary** century, chronological, timeline, significant, inventor, invention, legacy, sources, reliable, primary, secondary, evidence ***Link to Science**	**Chronology:** **Know:** • Queen Victoria was the monarch from 1837 • Queen Victoria marries Prince Albert 1840 • Queen Victoria died in 1901 **Historical Enquiry:** **Know:** • We can use different sources to find out information about the past • Photography was becoming more utilised from the Victorian period and can be used as reliable sources **Interpretations of History:** **Know:** • Similarities and differences of Victorian life to today • That the lives of children from rich families were different to those of children from poor families • What school was like for children • What Healthcare was like in Victorian times • How the Victorians impacted on life today **Historical Knowledge:** **Know:** • Victorian toys were different (types of toys) • Victorian children were taught different subjects depending on their gender • Florence Nightingale is known as the Lady of the Lamp • Florence Nightingale highlighted the poor conditions of health care • Mary Seacole was treated differently because she was black • Mary Seacole had a Jamaican mother and Scottish father • Mary Seacole established the 'British Hotel' (A hospital close to the battle ground) **Significant People:** **Know** • Queen Victoria reigned from 1837-1901 • Florence Nightingale and Mary Seacole were significant in the Crimean and had an impact on the medical care of today • King Edward the VII ruled after Queen Victoria **Vocabulary** queen, king, monarch, ruler, reign, government, chronology, past/present, resources, significance, legacy, medicine, invention, similarities, differences, sources, reliable, primary, secondary, evidence

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Year 3 HT1 Significant Individuals from the past Tudors	Year 3 – HT2 Significant Individuals from the past Tudors	Year 3– HT5 Significant Events Beyond Living History Stone Age
Chronology Know: • The Tudor reign began in 1485 and ended in 1603 **Historical Enquiry Know:** • Using portraits to tell us more information about how the rich Tudors lived compared to the poor people of Tudor times • Letters written by people from the Tudor times • Drawings and paintings from the Tudor era to give an insight of life during the Tudor reign **Interpretations of History Know:** • The Tudor Rose was originated during the Tudor times • The connection between the Yorkshire and Lancashire rose forming the Tudor Rose due to the marriage of Henry VII and Elizabeth of York • Similarities and differences of Tudor clothing worn throughout Tudor times and comparing to today **Historical Knowledge Know:** • The Tudor reign began in 1485, as a result of Henry Tudor's victory at the Battle of Bosworth • The Tudor reign ended with Elizabeth I in 1603 due to her not having any children **Significant People Know:** • King Richard III went into Battle with Henry Tudor • The order of the Tudor monarch's – Henry VII, Henry VIII, Lady Jane Grey, Edward VI, Mary I and Elizabeth I • Henry VIII's wives – Katherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Kathryn Howard and Katharine Parr **Vocabulary** king, queen, ruler, monarch, monarchy, reign, chronology, evidence, change, church, execution, monastery, past, treason	**Chronology Know:** • The Church of England religion began in 1534 by Henry VIII **Historical Enquiry Know:** • Letters written by people from the Tudor times • A trip to visit Temple Newsam, a building once owned by Henry VIII, with preserved details of how Tudors would have lived • Poetry and poems written by William Shakespeare • Drawings and paintings from the Tudor era to give an insight of life during the Tudor reign **Interpretations of History Know:** • The Reformation, the shift from England being predominantly Catholic to being Church of England • Henry VIII made himself head of the Church of England, so he could divorce Katherine of Aragon and marry Anne Boleyn • Exploration during the Tudor reign **Historical Knowledge Know:** • In 1534, Henry VIII declared that he was head of the church, not the Pope • 1545 the Mary Rose sank in battle with the French • 1971 the Mary Rose was found and then recovered in 1982 from the ocean floor **Significant People Know:** • Henry VIII • William Shakespeare • Sir Francis Drake • Sir Walter Raleigh • Sir John Hawkins • Elizabeth I – beginning of exploration era **Vocabulary** king, queen, ruler, monarch, monarchy, exploration, expedition, navigation, exploration, trade, reign, chronology, evidence, execution, monastery, past, treason, explorer	**Chronology Know:** • The Stone Age started 2.5 million years ago and ended 5,000 years ago. • The Bronze Age between 4000 BC and 2000 BC • The Iron Age 600 BC to 43AD • How to sequence of artefacts, weapons, pottery, jewellery, from the Stone Age through to the Iron Age **Historical Enquiry Know:** • Landmarks from the Stone Age era that are still around in the modern day (Stonehenge) • Archaeologists' findings (artefacts) that tells us more about the past. (E.g. tools and weapons) • The remains of homes show how people lived • Remains of cave art to tell the story of the lives of people who lived through the Stone Age **Interpretations of History Know:** • There is no recorded history of this era, only the clues that have been left behind and discovered by archaeologists • People who migrated to Britain (around 10,000BC) brought the idea of farming to Britain • Farming changed Britain in the Stone Age, known as the Neolithic period **Historical Knowledge Know:** • Prehistoric means a time before written records existed • Prehistoric began when the first humans arrived in the British Isles • Fire was discovered during the palaeolithic period • Before the 4500BC, most people lived nomadic lifestyles moving from place-to-place hunting and gathering • Skara Brae is an example of an important Neolithic village **Vocabulary** archaeologists, evidence, chronology, settlement, AD, agriculture, ancient civilisations, archaeology, artefacts, BC, BCE, CE, hunter-gatherer, invention, Iron Age, nomad, past, prehistory, prehistoric, Stone Age

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Year 4 HT1/2 - WW2	Year 4– HT5/6 - ANCIENT GREECE
Chronology: **Know:** • When WWII started 1939 and ended 1945 • Dunkirk evacuation of the British Expeditionary Force took place in late May 1940 • D-Day landings began on 6th June 1944 **Historical Enquiry:** **Know:** • Artefacts • Newspapers • Radio broadcast • Posters • Visit to Eden Camp • Interviews • Diary of Anne Frank **Interpretations of History:** **Know:** • The blitz spirit brought the country together • People rallied to support the troops e.g. grow your own, rationing and make do and mend • The role of women during the war changed and impacted on women's role in the future • Propaganda was used on both sides • How the Dunkirk/Battle of Britain/D-Day affected the moral of the nation • The effect on children and their families from being evacuated **Historical Knowledge:** **Know:** • Children were evacuated out of the cities with a luggage label and a small suitcase • Anderson and Morrison shelters were built in back gardens • People evacuated to communal shelters e.g. the underground • The Battle of Britain -Germany needed to control the skies over Britain to invade. Despite being much smaller, the RAF defeated the Luftwaffe and averted an invasion • Dunkirk - evacuation of the defeated 300,000-strong British Expeditionary Force from France. D-Day - a massive, Allied attack on Normandy, which started the liberation of France • VE Day marks the end of WWII 8th Mqy 1945 • Anne Frank was a Jewish child who wrote a diary whilst in hiding in Amsterdam **Significant People - Know** • Neville Chamberlain • Adolf Hitler • Winston Churchill • Anne Frank **Vocabulary** democracy, empire, defeat, occupation, military, conflict, surrender, persecution, liberation, source, evidence, past, primary/secondary evidence, evacuee, WWII, shelter, rationing, propaganda	**Chronology:** **Know:** • The Ancient Greek period was between 2200BCE to 146BCE • The Ancient Greeks were conquered by the Romans in 146BCE **Historical Enquiry:** **Know:** • Artefacts to understand their lives and beliefs • Archaeology and ancient temples – to understand how they lived • Pictures of primary sources e.g. vases, buildings – show beliefs • Writings **Interpretations of History:** **Know:** • They so advanced because they were on a major trading route • Discovered Bronze earlier • They believed there were twelve Olympian Gods who were responsible for different aspects of human life • How the Greeks impacted the Western World (philosophy, entertainment, coins, learning, machines, democracy, Olympic Games) • Some Greek stories can be open to interpretation and may not be historically accurate e.g. The Trojan Horse **Historical Knowledge:** **Know:** • That in ancient times Greece was made up of separate city states • The Ancient Greek empire was large and powerful • Who were the main philosophers • Girls did not attend school in Athens but did on Sparta • The Greeks started the Olympics and activities were different from the Modern Olympics e.g. they did not wear clothes **Significant People - Know** • Zeus was the King of the Gods and children will be able to name some others • King Minas and the Minotaur • Plato • Socrates • Archimedes • Aristotle • Alexander the Great **Vocabulary** Olympic Games, democracy, philosophy, invention, artefacts, myth, labyrinth, interpretation

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Year 5 HT1/2 - Romans	Year 5 – HT3 - South America/Maya	Year 5– HT5 - Edwardians
Chronology Know: • 753 BC the building of Roman begins • 55 BC Julius Caesar invades Britain but is forced to return to Gaul • AD 43 Emperor Claudius invades Britain. • AD 60 – 61 Boudicca leads a rebellion against the Romans • AD 410 Roman rule in Britain ends • AD 476The Roman Empire collapses **Historical Enquiry Know:** • Know how to use evidence to build up a picture of life during the Roman era • Know how to use texts and websites to find relevant information for research • Know how to select relevant sections of information • Know differences between auxiliary and legionary soldiers • Know the differences in ruling systems (state to republic to empire) **Historical Knowledge Know:** • Rome was founded by Romulus and he was the first king of Rome • Julius Caesar was the first dictator of Rome. • Octavius Augustus (Julius Caesar's son) was the first emperor of Rome. • Emperor Claudius successfully invaded Britain in AD 43 • Roman roads are straight and radiate out from London • Boudicca was the queen of the Iceni tribe and she rebelled against the Romans • Romans changed Britian and evidence of this can still be seen in modern Britain (e.g. the calendar, aqueducts, coins, public heated baths). **Significant People Know:** • Julius Caesar, Emperor Claudius, Septimius Severus, Boudicca **Vocabulary** AD/BC, BCE/BC, ancient, archaeologist, archaeology, artefact, citizen, democracy, emperor, culture, invasion, tyranny, tribe, trade, rebellion, republic, settlement, settler, oppression **Cross-curricular geography link:** The location of major cities in England and the link between them and Roman settlements. How to use a map to track the movement of the Romans over time.How to use a modern road map to create a map of Roman settlements.	**Chronology Know:** • 2000 BC Mayan civilisation began in a place called Mesoamerica • 250 AD – 900 AD Classic Period (Golden Age) • 900 A.D. Almost all major cities had been abandoned in the heart of the Mayan civilisation • 1500 the Maya were past their prime and cities had fallen to ruin • In the early 1500s, Spanish conquistadores (conquerors) arrived • In 1697, the last Mayan city fell to Spanish troops • 1839 the 'lost city in the jungle' discovered by American explorer John Lloyd Stevens **Historical Enquiry Know:** • Know how to use evidence to build up a picture of life in the Mayan civilisation • Know the difference between life in early and late Mayan civilisation. • Know about the downfall of the Maya **Historical Knowledge Know:** • The Maya civilisation began around 2000 BC in a place called 'Mesoamerica'. • Slash and burn farming enabled the Maya to produce a surplus of food which allowed a boom in population (5 million or more at its peak). • The Classic Period was an era in which the Maya built flourishing cities with temples and palaces • They lived in different cities ruled by different kings and queens. • Pok a Tok is an ancient Mayan ball game • The Maya developed a writing system using a hieroglyphic text, which is a set of picture symbols. • The collapse of the Mayan civilisation happened over time and was thought to be due to several potential reasons (e.g. overpopulation, illness, pressure on land) **Significant People:** • John Lloyd Stevens **Vocabulary** AD/BC, BCE/BC, ancient, agriculture, civilisation, archaeologist, archaeology, expedition, explorer, culture, sacrifice, Mesoamerica, Classic Period, hieroglyphics, conquistadores	**Chronology Know:** • 1901 Queen Victoria died and her eldest son became king: King Edward VII • 1903 Emmeline Pankhurst formed the suffragette movement • 1910 King Edward VII died (when some people believe the Edwardian era ends) • 1912 RMS Titanic sinks with the loss of more than 1500 lives. • The First World War begins (when some people believe the Edwardian era ends) **Historical Enquiry Know:** • Know how to use evidence to build up a picture of life during the Edwardian era • Know how to identify primary and secondary sources (Titanic) • Know how to select relevant sections of information • Know differences between life in the upper class and working class • Know differences between life in the Edwardian era and modern life • Know differences between men and women in the Edwardian era **Interpretations of History Know:** • Know some reasons for different versions of events (Titantic) • Know how to compare accounts of events from different sources (Shackleton's Antarctic Expedition/Titanic) **Historical Knowledge Know:** • Emmeline Pankhurst formed the suffragette movement • King Edward VII became king in 1901, marking the beginning of the Edwardian period. • The end of the Edwardian period was when King Edward VII died or when World War 1 began. • That there were huge differences within the British class system (upper class, middle class and working class). • Matthew Henson was an African American explorer who accompanied Robert Peary on exhibitions to the Arctic. • Ernest Shackleton led an exhibition to the Antarctic in which his ship the Endurance sank and all members of his crew survived. **Significant People:** • Ernest Shackleton • Emmeline Pankhurst • Matthew Henson • Catherine Duleep Singh **Vocabulary** eyewitness account, primary source, secondary source, artefact, change, suffragette, suffragist, reign, king/queen, monarch, monarchy

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Year 6- HT1 Saxons and Vikings	Year 6 – HT 2 Twentieth Century Entertainment	Year 6– HT5/6 Ancient Egyptians
Chronology: **Know:** • The Roman Legions withdrew from Britain in 410AD • The Anglo-Saxons and Scots settled in Britain after Roman withdrawal • The Danes began to invade Britain from 793AD • The Normans conquered Britain in 1066AD **Historical Enquiry:** **Know:** • The Anglo-Saxons were Germanic people from modern-day Germany and Denmark who invaded and settled in Britain in the fifth and sixth centuries • The Vikings were Scandinavian people from modern-day Norway, Sweden and Denmark who invaded and settled in Britain in the ninth and tenth century **Interpretations of History:** **Know:** • Written sources from the period were mainly written by the monks • Sources can be biased about events • Archaeologists make inferences to interpret findings relating to Anglo-Saxon practices, beliefs and values **Historical Knowledge:** **Know:** • Identify the strengths and weaknesses of the main Anglo-Saxon kings (list them here) and Viking leaders (list them here) **Significant People:** **Know:** • Alfred the Great and his significance for military leadership; religion and the promotion of the English language • Athelstan was the first king of England **Vocabulary** *withdrawal, settle, invade, migrate, conquer, fertile, tribe, primary source, secondary source*	**Chronology:** **Know:** • WWII ended in 1945; rationing ended in 1954 • Elvis Presley released Heartbreak Hotel in 1954; Bill Haley & His Comets released Rock Around the Clock in 1955 • The Beatles revolutionised popular music and youth culture from 1962 – 1970 **Historical Enquiry:** **Know:** • How to ask relevant questions about source materials to assess their reliability • How to describe the comparative value/reliability of sources **Interpretations of History:** **Know:** • TV replaced newsreels during the 1950s and 1960s. • The flood of modern media sources (TV, radio, film, personal cameras) provide a wealth of evidence; they also present new challenges for identifying bias **Historical Knowledge:** **Know:** • USA was wealthy after WWII in 1950s; youth culture/rock n roll were born as a result • Britain was impoverished after WWII in 1950s; young people craved freedoms of USA but just got skiffle (homemade rock n roll) • During the 1950s and 60s, TV emerged as a primary source of information, bringing news and culture directly into people's homes • Beatlemania represented an eruption of popular youth culture in the UK and across the world **Significant People:** **Know** • Elvis Presley – the 'King of Rock n Roll' • Chuck Berry – wrote some of the greatest rock n roll songs • The Beatles (John Lennon, Paul McCartney, George Harrison & Ringo Starr) - triggered a revolution in youth culture **Vocabulary** past, primary evidence, change, empire, war, post-war, austerity, poverty, society, popular culture, youth culture, disposable income, century	**Chronology:** **Know:** • Ancient Egyptian civilisation lasted from around 3100CE to around 400CE • Artificial mummification was used in Ancient Egypt from around 2700BCE; prior to this, natural mummification occurred due to natural conditions (ground, climate) • The tomb of Tutankhamun was discovered by Howard Carter in 1922 **Historical Enquiry:** **Know:** • The Rossetta Stone enabled us to understand hieroglyphics • Use historical capital and prior knowledge to make judgements about the timeline of pyramid building • How to ask relevant questions about source materials to assess their reliability • How to describe the comparative value/reliability of sources **Interpretations of History:** **Know:** • The process of mummification and burial tells us a lot about Ancient Egyptian beliefs surrounding death/afterlife • The pyramid is a good metaphor for the structure of Ancient Egyptian society **Historical Knowledge:** **Know:** • The geographical nature of the Nile valley allowed civilisation to grow and thrive • Ancient Egyptian civilisation lasted for over three thousand years and was very different during distinct periods **Significant People:** **Know** • Howard Carter • Tutankhamun • Akhenaten (Tutankhamun's father and husband to Nefertiti) **Vocabulary** delta, pharaoh, hierarchy, canopic jars, papyrus, dynasty, arid, hieroglyphics