

Spirituality across the history curriculum



SELF



OTHERS



THE WORLD



BEYOND (TRANSCENDENCE)

Year Group	Planned opportunities
<p>All of the history units from Year 1- Year 6 involve answering an overarching enquiry question and each lesson smaller questions which help the children link together their understanding across the units.</p> <p>We study spirituality through examining different cultures, societies and belief systems throughout history; reflecting on the human experience and the search for meaning</p> <ul style="list-style-type: none"> • By considering how things would be different if the course of events had been different; • By looking at local history and investigating the reasons why there is a landmark, building or museum. • By speculating about how we mark important events from history and the people who shaped them. • Which stories tell historical vows? • Which stories tell historical ows? • What lessons for future decisions and choices do they provide? 	
<p>Reception</p>	<p>Families</p> <ul style="list-style-type: none"> • Self-awareness: Encouraging children to explore and understand their own emotions, beliefs, and values, fostering a sense of self-awareness and introspection. • Identity exploration: Supporting children in exploring their identity within the context of their family, culture, and community, helping them to understand their place in the world. • Empathy: Promoting empathy towards family members and peers, encouraging children to consider others' feelings, experiences, and perspectives. • Relationship building: Facilitating positive relationships within the family unit and wider community, nurturing bonds based on care, respect, and understanding. • Sharing and cooperation: Encouraging children to share experiences, resources, and ideas with others, fostering a sense of unity and collaboration. • Connection with nature: Engaging children with the natural world, encouraging exploration and appreciation of the environment, fostering a sense of wonder and reverence for the world around them. • Responsibility: Instilling a sense of responsibility towards the world and its inhabitants, encouraging sustainable practices and consideration for future generations. • Wonder and awe: Encouraging children to explore existential questions about the universe, life, and beyond, fostering a sense of wonder, curiosity, and awe.

Christmas

- **Reflection:** Encouraging children to reflect on their own experiences of Christmas in the past, considering how they felt, what they believed, and how they've changed since then.
- **Personal beliefs:** Providing opportunities for children to explore their own beliefs and values surrounding Christmas, fostering a sense of personal identity and understanding.
- **Acts of kindness:** Encouraging children to engage in acts of kindness and generosity towards others, such as making cards for elderly neighbours or donating toys to those in need, fostering a sense of compassion and altruism.
- **Family bonds:** Celebrating the importance of family relationships during Christmas in the past, nurturing a sense of belonging and connection within the family unit and beyond.
- **Cultural understanding:** Exploring the cultural and historical significance of Christmas, both in the UK and around the world, fostering appreciation for diverse traditions and practices.
- **Community spirit:** Engaging with the wider community through festive activities such as carol singing, attending local events, or participating in charity initiatives, fostering a sense of solidarity and togetherness.
- **Spiritual traditions:** Introducing children to spiritual aspects of Christmas, such as the Nativity story or religious customs, providing opportunities for reflection and contemplation on the deeper spiritual significance of the festive season.

Royalty

- **Identity exploration:** Encouraging children to explore their own sense of identity and place in society, considering how their understanding of themselves may be influenced by historical concepts of monarchy and hierarchy.
- **Empathy:** Promoting empathy towards historical figures and their subjects, encouraging children to consider the perspectives and experiences of people living in different social contexts, including both rulers and ordinary citizens.
- **Collaboration:** Fostering collaboration and cooperation among children as they engage in role-playing or storytelling activities, encouraging them to take on different roles and perspectives within a royal court or community setting.
- **Respect:** Cultivating respect for authority and diversity, helping children understand the importance of treating others with kindness, fairness, and dignity, regardless of their social status or background.
- **Global connections:** Encouraging children to consider the broader implications of monarchy and power dynamics on a global scale, fostering a sense of interconnectedness and interdependence among different nations and peoples.

Farming

- **Personal growth:** Providing opportunities for children to engage in activities such as planting seeds, caring for animals, and harvesting crops, allowing them to witness their own efforts contribute to the growth and sustenance of life, fostering a sense of personal agency and responsibility.
- **Reflection:** Allowing children time for quiet reflection amidst the tranquility of the farm environment, encouraging them to ponder questions about life, growth, and the interconnectedness of all living things.
- **Respect for animals:** Promoting empathy and compassion towards farm animals, encouraging children to consider the needs and welfare of living creatures, fostering a sense of stewardship and respect for all forms of life.
- **Environmental awareness:** Engaging children in discussions about sustainable farming practices and environmental stewardship, encouraging them to consider the impact of human activities on the land, water, and air, fostering a sense of responsibility towards future generations and the planet.

- **Spiritual connection:** Encouraging children to experience moments of wonder and awe as they observe the miracles of life and growth on the farm, fostering a sense of reverence for the mysteries of nature and the cycles of creation and renewal.
- **Gratitude:** Cultivating a sense of gratitude for the abundance provided by the land and the hard work of farmers, encouraging children to express thanks for the food on their plates and the beauty of the natural world.

Pirates

- **Imagination and creativity:** Encouraging children to engage in imaginative play as they embody the roles of pirates, fostering the development of their creativity and self-expression.
- **Exploration of identity:** Providing opportunities for children to explore different aspects of their identity through role-playing, encouraging them to consider questions of bravery, resilience, and adventure.
- **Empathy towards fictional characters:** Encouraging children to empathize with the experiences and emotions of fictional characters, such as pirates or their adversaries, fostering a deeper understanding of human relationships and emotions.
- **Respect for diversity:** Promoting respect for diversity and inclusion by exploring stories of pirates from different backgrounds and cultures, fostering an appreciation for the richness and complexity of human society.
- **Exploration of geography:** Introducing children to maps, globes, and historical accounts of pirate voyages, helping them develop an understanding of geography and navigation while fostering a sense of curiosity about the wider world.
- **Environmental awareness:** Encouraging children to consider the impact of human activities on the marine environment, such as pollution and overfishing, fostering a sense of responsibility towards the protection and conservation of natural resources.
- **Spirit of adventure:** Fostering a sense of wonder and excitement as children embark on imaginary quests and treasure hunts, encouraging them to explore the unknown and embrace the thrill of discovery.

Year 1

Toys

- Children today have different experiences to their parents and to their grand parents
- Things change over time- sometimes gradually and sometimes quickly. Learning about the history of toys helps children understand the concept of time and how things evolve. This can foster a sense of connection to the past and an appreciation for how the present is shaped by history.
- Consider what their grandparents might have enjoyed playing with compared to what they play with today and thinking about why these changes might have occurred.
- Exploring toys from different eras can spark a sense of wonder and curiosity about how children played in the past and the creativity involved in making toys.
- Seeing the simplicity of past toys compared to modern ones can help children appreciate what they have and develop gratitude for their own toys.
- Learning about how children in the past used their imagination to play with simple toys can inspire children to be creative and make the most of what they have.
- Understanding how children adapted their play to the available toys and materials helps children appreciate the value of adaptability and resourcefulness.

Explorers- into the unknown

- There are people within living memory and beyond living memory who have taken amazing journeys

	<ul style="list-style-type: none"> • On these journeys the explorers faced different dangers but they travelled anyway. Studying how these explorers faced and overcame significant challenges helps children understand the value of resilience and persistence in achieving goals. • Learning about the remarkable journeys of these explorers can evoke a sense of wonder and curiosity about the world and beyond. Children can marvel at the vastness of the Earth and space, and the bravery of those who venture into the unknown. Considering why people would want to take potentially dangerous journeys. • Exploring the dreams and aspirations of Henson, Armstrong, and Earhart can inspire children to think about their own dreams and what they would like to achieve in their lives. • Learning about these explorers can boost children’s self-confidence by showing them that ordinary people can achieve extraordinary things through hard work and determination. What does it mean to be significant and leave a legacy for others? • Highlight Matthew Henson’s achievements and discuss the importance of diversity and inclusion in exploration and other fields. • The stories of these explorers emphasize the values of courage and perseverance. Understanding the challenges they faced and overcame teaches children the importance of bravery and determination. • A study of Amelia Earhart and her achievements as the first woman to fly solo across the Atlantic. What happened to her? Was what she did significant? • Understanding the global impact of these explorers’ achievements helps children appreciate the interconnectedness of the world and the importance of exploration in expanding our knowledge and horizons. • A study of Matthew Henson examining the great he faced adversity because of the racism- he wasn’t recognised for his achievements. Now he has been recognised but this is after his death. Was his achievement significant? Learning about Matthew Henson’s achievements as an African American explorer can promote respect for diversity and highlight the contributions of people from different backgrounds. • A study of a local significant figure Matthew Flinders and his legacy. • A study of Neil Armstong considering how he travelled and whether this was significant.
Year 2	<p><u>Danger! Dungeons and Dragons!- Local history Castles</u></p> <ul style="list-style-type: none"> • Bourne had a Castle! Wow! Bourne was of enough importance to have Castle. • There is still evidence visible during dry periods using aerial photography-something that has completely disappeared can still at times be ‘seen’ • Learning about Bourne Castle, which no longer exists, and Lincoln Castle, which still stands, helps children understand the passage of time and the transient nature of human creations. This fosters a sense of connection to history and an appreciation for the present. • Exploring the history of castles, including those in different regions and cultures, broadens children's understanding of cultural diversity and the different ways people lived in the past. • Consideration about how the natural wonder of nature/geography of the land has impacted where things are built- Lincoln Castle is at the top of a hill. • A superb visit to Lincoln Castle to admire the architecture and consider the lives of the people who would have once lived there. • Understanding the historical significance of castles and the efforts to preserve sites like Lincoln Castle fosters respect for cultural heritage and the importance of preserving history for future generations. • Exploring the grandeur and stories of castles can evoke a sense of wonder and ignite children's imaginations, allowing them to envision life in the past.

	<ul style="list-style-type: none"> • The Magna Carta is held in Lincoln Castle. Use this to consider whether rights and agreements are important and the different ways in which people lived their lives then compared to now. Learning about the Magna Carta and its significance in establishing principles of justice and human rights can help children understand the importance of fairness, justice, and the rule of law. • Understanding the historical impact of the Magna Carta and its legacy helps children appreciate the long-term influence of historical events and documents on contemporary society. • People from our local area have made an impact and their legacy is still known today e.g. Raymond Mays • Facilitating discussions about the values and lessons learned from studying castles, such as the importance of justice (Magna Carta) and the effort in building these structures, can help children reflect on their own values and beliefs. <p><u>London’s Burning- GFoL</u></p> <ul style="list-style-type: none"> • Learning about the Great Fire of London helps children understand the concept of historical events and their impact on communities. This fosters a connection to the past and an appreciation for how history shapes the present. • The wonder of how places have changed over time. London has changed a lot since 1066! Including: <ul style="list-style-type: none"> - Houses and buildings - Jobs/trade/business - Transport and travel - People and population <p>But we know this from artefacts/sources as there were no pictures from 1066. We can work out information from these sources.</p> <ul style="list-style-type: none"> • Times had been tough- they had an unpopular King- King Charles 1 before King Charles II. There had been a civil war and the plague had killed 100,000 Londoners. People had suffered. It help the children to consider overcoming adversity. • Technology didn’t exist to fight fires well- wonder at how technology has changed over time • An opportunity for the children to engage with a theatre company and consider what life at the time of the GFoL would have been like. Engaging in storytelling and role-playing activities where children act out scenes from the Great Fire can foster empathy and understanding of the experiences and emotions of people affected by the event. • Understanding how the people of London came together to fight the fire and rebuild the city highlights the importance of community, cooperation, and helping others in times of need. • Learning about the changes in London’s architecture and urban planning after the fire provides insights into cultural and societal shifts over time. <p>Consider how the destruction of GFoL had a <u>positive</u> legacy encouraging children to think about resilience and recovery.:</p> <ul style="list-style-type: none"> • The architecture of London changed after the fire. This encourages children to think creatively and develop problem-solving skills. • Street layouts were changed • Buildings admired today all over the world were built/rebuilt- St Paul’s Cathedral • A fire brigade was formed
Year 3	<p><u>That’s not my mummy!- The Ancient Egyptians</u></p> <ul style="list-style-type: none"> • The Ancient civilisation of the world all formed along a similar latitude and next to a major river • A civilisation has to have certain characteristics: <ul style="list-style-type: none"> - Organisation - Written records

- Industry
- Culture
- A form of government

- Not all civilisations were the same- they created different ways of living and rules to live by.
- The great span of time and the three Kingdoms of the Ancient Egyptians- The last Pharaoh Cleopatra is closer to us in time now than she was to the Old Kingdom of Ancient Egypt.
- Natural features such as the Nile were vital to the Ancient Egyptians for their growing season and trade
- Investigating how Ancient Egyptians overcame agricultural challenges, such as managing the annual flooding of the Nile, can inspire children to think creatively and develop their own problem-solving abilities.
- The Ancient Egyptians interacted with other great civilizations such as the Ancient Greeks and Romans- they were not isolated they knew the importance of trading with others.
- Exploring the achievements of the Ancient Egyptians, such as their innovative farming techniques and the meticulous work of scribes, can spark a sense of wonder and admiration for human ingenuity and perseverance.
- Understanding the crucial role of scribes in recording and preserving knowledge can instil a respect for education, literacy, and the value of lifelong learning. The Ancient Egyptians had a social structure with the pharaoh at the top down to slaves at the bottom
- Studying the daily lives of farmers and scribes, and the dedication required in their tasks, teaches children about the value of hard work, perseverance, and attention to detail.
- Learning how Ancient Egyptians worked together to manage agriculture and build their society highlights the importance of cooperation, community effort, and shared responsibilities. The Ancient Egyptians built great monuments- tombs and pyramids- made possible by the scribes who had a major role to play in Egyptian life and the established agricultural system.
- Learning about Ancient Egyptian culture and its contributions to human history broadens children' understanding and appreciation of different cultures and their impact on the world.
- Great monuments played a significant part in their belief system, particularly the afterlife. Consideration of why some much time and effort would be spent recording things such as The Book of the Dead and elaborate tombs.
- Learning about Ancient Egyptian agriculture, especially the importance of the Nile River and the agricultural cycles, helps children appreciate the vital role of nature and the environment in human survival and well-being.
- Answering challenging questions such as 'If the Nile wasn't there, could the pyramids have been built?' Exploring how the Ancient Egyptians relied on the Nile and their agricultural system for survival helps children understand the interconnectedness of human societies and the natural world.

Digging up the Past- Prehistory

- Prehistory is huge in time and split into three periods the Palaeolithic, Mesolithic and Neolithic. Lithic means stone! Our modern language has routes to ancient languages. Learning about Prehistory helps children understand the vastness of time and the continuity of human existence. This fosters a sense of connection to their ancestors and an appreciation for the progression of human societies.
- Things changed and developed very slowly. Consideration that during this time in Britain the Ancient Egyptians were developing very differently and this was much more advanced civilisation.

	<ul style="list-style-type: none"> • Exploring the lives and cultures of prehistoric peoples can spark a sense of wonder and curiosity about how early humans lived, adapted, and thrived in different environments. • We can learn things about the past without written records such as the newly discovered footprints at Happisburgh. New discoveries are made all of time. • People lived with very primitive tools and in a completely different way during this time and there were significant changes during prehistory. Understanding how prehistoric peoples lived in harmony with nature, using natural materials for tools and shelters, promotes respect for the environment and the importance of sustainability. • During the Neolithic period there was a form of revolution. This was the beginning of modern agriculture people staying in one location and farming the land. This was a big change in society. Understanding how prehistoric peoples made use of the resources available to them teaches children the value of resourcefulness and ingenuity. • The Beaker people migrated from Doggerland and brought with them new innovations such as smelting metal, which meant people could build stronger tools. Studying how prehistoric peoples adapted to changing environments and developed new technologies encourages children to think creatively and develop problem-solving skills. • Discussing how prehistoric peoples interacted with neighbouring cultures and exchanged ideas and goods promotes an understanding of global connections and exchanges in ancient times. • By the Iron Age people had moved from nomadic hunter gatherers during the Palaeolithic into tribal groups, living in hill forts for defence.
Year 4	<p><u>The Romans</u></p> <ul style="list-style-type: none"> • A Roman invasion took place. The response to the Roman invasion of Britain – a look at two alternative responses and the consequences of their actions, drawing on the impact of conflict • Understanding the long-lasting impact of the Romans on Britain helps children reflect on the continuity of history and their own place within it. This can instill a sense of connection to the past and awareness of the present. • Exploring Roman innovations, architecture, and the transformation of Britain can evoke a sense of wonder and admiration for human achievement and progress. • Amazing finds in places like Vindolanda – archaeological site revealing life at the time of Hadrian’s Wall- which give clues about the past • The wonder of the legacy of the Romans: <ul style="list-style-type: none"> • Drainage and plumbing – aqueducts and sewers • Bath houses • Architecture – use of arches to create Colosseum, amphitheatres, • Roads – network linking the empire and leading to Rome. Ideal for transporting goods to trade and to allow easy movement of troops across the empire. • Hadrian’s Wall – built to combat threats from the Picts and Scots. • Learning about Roman contributions to British culture, such as roads, architecture, and legal systems, fosters an appreciation for cultural heritage and its importance in shaping contemporary society. • The organisation and structure of Roman society, particularly their emphasis on law, governance, and public works, highlight the values of community participation and good citizenship.

	<ul style="list-style-type: none"> • Studying Roman engineering and problem-solving approaches, such as building aqueducts and roads, encourages children to think creatively and develop their own problem-solving skills. • Learning about the effort and dedication required to construct Roman buildings and infrastructure teaches children about the value of hard work and perseverance. • Understanding the widespread influence of the Roman Empire helps children appreciate the global connections and exchanges that have shaped human history. <p><u>The Anglo-Saxons</u></p> <ul style="list-style-type: none"> • Learning about the Anglo-Saxons helps children understand the concept of historical time and continuity. Reflecting on how people lived in the past can foster a deeper appreciation for the present and an awareness of their place in the long span of human history. • Exploring the lives, beliefs, and achievements of the Anglo-Saxons can spark a sense of wonder and curiosity. This helps children appreciate the complexity and richness of human cultures and history. • A study of the different Anglo-Saxon Kingdoms and the subsequent conflict between Kingdoms- highlighting the impact of the importance of community, co-operation and mutual support in modern Britain. • Understanding how the Anglo-Saxons adapted to challenges, such as invasions or environmental changes, can teach children about resilience and the importance of adaptability. • Comparing the Anglo-Saxon culture with other cultures around the world broadens childrens’ perspectives and promotes global awareness. • Amazing finds found at locations such as Sutton Hoo and pieces of written evidence such as • Effect of Viking invasions on society • A study of Lindisfarne and the impact of Viking invasion • Exploring Anglo-Saxon myths and legends, such as Beowulf, allows children to delve into rich narratives that explore themes of heroism, morality, and the struggle between good and evil.
Year 5	<p><u>The Victorians</u></p> <ul style="list-style-type: none"> • The amazing innovation of the industrial revolution- developing machinery which moved Britain forward to events such as the Great Exhibition • Careful consideration of the positive and negative impacts of the industrial revolution. Learning about the social changes during the Industrial Revolution encourages children to reflect on how society evolves over time and the impact of these changes on people's lives. • How would the Industrial Revolution have impacted people in towns and rural areas differently. • Discussing the broader social and economic changes of the Industrial Revolution in both rural and urban areas encourages children to consider the interconnectedness of historical events and their impact on different communities. • Learning about the struggles of Victorian workers and their families fosters compassion and empathy for those facing hardships, both past and present. • Look at local buildings in Bourne which give further information and clues about Bourne’s past- The Corn Exchange, Bourne Abbey, the Workhouse

- Consideration of why workhouses existed and the Victorian view of poverty. Exploring the experiences of Victorian workers, including those in workhouses, helps children empathise with the challenges faced by people in the past and appreciate the progress made in society since then.
- Studying the conditions in workhouses and the efforts to improve working and living conditions during the Victorian era promotes discussions about social justice and the importance of advocating for the rights of all individuals.
- Investigating primary sources like the school log book allows children to develop critical thinking skills as they analyse historical evidence and draw conclusions about the past.
- Studying the resilience of Victorian workers and reformers in the face of adversity encourages children to develop their own resilience and perseverance when facing challenges. An insightful visit to Southwell Workhouse where they will gain greater understanding into the hardships of the workhouse for inmates.
- Exploring local buildings in Bourne and their history provides insights into Victorian architecture and daily life, helping children understand the cultural context of the era.
- Review of the Bourne Abbey log books which show actual children from Star Lane Primary and what they moved onto after finishing their education

The Ancient Greeks

- A comparison of Athens and Sparta life- how different would it have been in these two cities from the same civilisation.
- Learning about the development of city-states Athens and Sparta encourages children to reflect on the foundations of democracy and different forms of governance. This fosters a deeper understanding of political systems and civic responsibility.
- Exploring the contrasting values and lifestyles of Athens and Sparta prompts children to reflect on their own values and the importance of individual freedoms versus collective responsibilities.
- Learning about the military-focused society of Sparta encourages discussions about discipline, duty, and sacrifice for the common good. Children can reflect on the balance between individual rights and the needs of society.
- Studying the democratic principles of Athens promotes discussions about equality, justice, and the rights of citizens. Children can reflect on the importance of participation in decision-making processes and the protection of individual freedoms.
- Exploring the leadership styles of Athenian and Spartan leaders encourages children to consider their own roles as leaders and citizens. They can reflect on the qualities of effective leadership and the responsibilities of citizenship.
- Studying the achievements of Ancient Greek culture, such as philosophy, art, and architecture, encourages children to think creatively and consider the importance of innovation and intellectual curiosity.
- The Greek's importance goes far beyond the Olympics and can be seen in most aspects of our life several of them including health, architecture and others in ways that children can relate to and see in the wider world to make those important links.
 - Legacy in:
 - Architecture
 - Olympics
 - Language
 - Maths
 - Democracy
 - Significant individuals:
 - Alexander The Great
 - Archimedes

	<ul style="list-style-type: none"> • The Ancient Greeks traded with the Romans and Egyptians- great distances within modern travel! Discussing the spread of Greek culture through trade and colonization promotes an understanding of global connections and the exchange of ideas in the ancient world. • They used the power of the gods to explain ‘everything’ in their lives – both good and bad.
Year 6	<p><u>World War 2</u></p> <ul style="list-style-type: none"> • The German people were in despair during the development of the Naziz party in Germany. The children consider how this might have helped their rise to power. • The power of a dictator and the destruction that can cause. • The children review and carefully consider the quote by Winston Churchill about the Battle of Britain, “never in the field of human conflict was so much owed by so many to so few”. What would have been the implications if the RAF had not defeated the Luftwaffe? Exploring the sacrifices made by individuals during the war, such as those who served in the military or endured bombings, encourages children to reflect on the concept of sacrifice and the importance of remembrance. • A review of the part Lincolnshire air bases played in Bomber Command • The impact on the war on local people- real life accounts of the Blitz • Evacuation stories of the 900 hull children moved to Bourne during the war- both positive and negative. Learning about the coping strategies used by evacuees and refugees, such as forming new friendships and adapting to unfamiliar environments, prompts children to reflect on their own resilience and ability to adapt to change. • The Allied forces were made up of troops from across the World. They played a significant roles on different fronts during the war and the importance of recognising this. Discussing the impact of World War II on different regions and communities around the world promotes an understanding of global connections and the interconnectedness of human experiences during times of conflict. • Jewish persecution and what the laws made in Germany during the build up to the war show us. Consideration of Jewish refuges on the Kindertransport and the personal account from one child who never saw the family she left behind again. Learning about the experiences of evacuees and refugees, including the Kindertransport, fosters compassion and empathy for those who have been displaced by conflict. Children can reflect on the importance of offering support and assistance to those in need. • The changing role of women during the war and the new opportunities that arose. Women played an important part they in: intelligence, industry, services and the land army. Children can reflect on the importance of recognising and valuing the contributions of all individuals, regardless of gender. • Exploring the legacy of World War II, including its impact on modern society and the importance of remembrance, encourages children to reflect on the long-term consequences of historical events. <p><u>The Ancient Maya</u></p> <ul style="list-style-type: none"> • The Ancient civilisation of the world all formed along a similar latitude and next to a major river • A civilisation has to have certain characteristics: <ul style="list-style-type: none"> - Organisation - Written records - Industry - Culture - A form of government

Not all civilisations were the same- they created different ways of living and rules to live by.

- The Ancient Maya developed ingenious ways to collect water and live in areas of Meso America without overground rivers.
- Advanced farming methods allowed the development of culture and society
- Exploring Maya achievements in architecture, astronomy, and art encourages children to think creatively and appreciate the power of human ingenuity. They can reflect on their own potential for innovation and problem-solving.
- There was a social structure with the King/Queen/High Chief or Priest at the top- how would this impact the people at the bottom?
- Great monuments were created in cities such as Chichen Itza. At its peak, the civilisation was made up of 40 great cities and almost 2 million people! Exploring the diverse beliefs, practices, and achievements of the Maya prompts children to reflect on the richness of human culture and the value of respecting and preserving cultural heritage.
- The civilisation died out but no-one is completely sure of the reason! Learning about the challenges faced by the Maya, such as environmental changes or political conflicts, prompts children to reflect on the importance of resilience and adaptability in overcoming adversity.
- A comparison to Britain at the time during the Bronze Age. Across the other side of the world what were the similarities and differences to how people lived? How advanced were the Ancient Maya?
- Discussing the connections between the Maya civilization and other ancient cultures, such as the Egyptians or Greeks, promotes an understanding of global interconnections and the shared human experience across time and space.