



## Hoyland Springwood Primary - Progression in History

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

<u>Questions to consider (when planning)</u>	<u>Examples of overarching questions</u>	<u>Historical Enquiry Process</u>
<p>Is the chosen area or content interesting and relevant?            What aspect of historical knowledge, skills and understanding will be the focus of the unit? Why?            How will we hook the children at the start of the enquiry?            How will we sequence the learning, to maintain motivation?            What will the varied activities be?            How can we use learning objectives and outcomes effectively?            Are we using rich resources?            How can we help children to choose and use information?            How will the children communicate their understanding through an engaging end product?            How can we set challenging expectations for children of varying abilities?            How can I link it to other parts of the curriculum?</p>	<p>How did the Ancient Egyptians build the pyramids?            Why were the Olympic Games so important to the Ancient Greeks?            How much can we find out about people's daily lives in Roman Britain?            What made Elizabeth I so powerful?            Why did Henry VII Marry so many times?            How was life changed in Newbury over the last 150 years?            Who was responsible for the Great Fire of London?            Why have people come to Britain?            How have the Greeks been remembered?            How bad were the Vikings?            Why did Boudicca resist the Romans?</p>	<p>This process of historical enquiry is always the same, no matter what key stage, but will be differently supported depending on age and ability.</p> <ol style="list-style-type: none"> <li>1. Provide source material – an interesting problem to solve or a situation or issues that need explaining. This can be an overarching question, which is shared.</li> <li>2. Ask questions about material – what questions do we need to ask to solve the problem</li> <li>3. Suggest hypothesis to question(s) – make guesses and speculate on possible explanations</li> <li>4. Investigate further source materials, testing the hypothesis and reflecting. This may repeat until sufficient questions are answered</li> <li>5. Reach an answer, which is backed up by source materials, present and reflect</li> </ol> <p>Evaluate – what has been learnt? What do we want to find out next? – Linking into next enquiry.</p>

	Year 1/2	Year 3/4	Year 5/6
	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally</li> <li>• <b>the 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</b></li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• the Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</li> <li>• a local history study</li> </ul>	

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Historical Vocabulary	<p>Before After When I was a baby Before I was born When my parents were little Days of the Week Months of the year</p>	<p>Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my .... were younger, years, decades, centuries , past, present, now, today, tomorrow, yesterday, last week, before I was born, a long time ago, when I was younger, years, evidence, events, sources.</p> <p><b>Passing of Time</b> Long ago Modern Old / Older /Oldest Young/ Younger / Youngest New / Newer/Newest When grandparents were young Describing Reasons &amp; results Reason Because Result Effect</p> <p><b>Sources of Information</b> Eyewitness Diary First-hand</p> <p><u>Use specific vocabulary linked to periods studied</u></p>	<p>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</p> <p><b>Passing of Time</b> Ancient, Decade, Century, Chronology, Stone Age, Roman, Medieval , BC / AD, BCE (Before Common Era), CE (Common Era), 19th / 20th Century, Sequence, Archaeology, Dig, Excavate, Survey, Finds, Evidence, Museum, Archaeologist</p> <p><b>Continue to develop vocabulary:</b> Decade, century, period, before Christ, after, before, during, artefact, evidence, documents, sources, internet, database, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites, rich, poor, changes, differences, reasoning, compare, contrast</p> <p><u>Use specific vocabulary linked to periods studied</u></p> <p><b>Historical Research</b> Generation, Ancestor, Describing Reasons &amp; Results, Different, Same as, Because, Reasons, Historical Resources, <b>Source of Information</b>, Primary Source Artefact, Locality, Documents, Eye witness</p>	<p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p> <p>Passing of Time: Change, Continuity, Anglo-Saxon, Viking, Celt, Duration, Period, legacy, Archaeology, Strata, Type of History, Cultural, Economic, Military Political, Religious, Social, Technological <b>Contextual</b> Local, Regional ,National , International <b>Describing Reasons &amp; Results</b> Cause, Effect, Bias</p> <p><b>Historical Resources</b> Secondary Sources, Census, Oral history Memorial, Propaganda</p> <p><u>Use specific vocabulary linked to periods studied and begin to use historical terminology to describe and explain historical events and periods.</u></p> <p>Documents, sources, internet, database, pictures, photographs, music, artefacts, historic buildings, rich, poor, changes, differences, reasoning, compare, contrast, causes, consequences, useful, irrelevant</p> <p><u>Answer historical questions by describing, explaining and evaluating using specific historical terminology.</u></p> <p>Timeline, BC (Before Christ), AD (Anno Domini), past present, centuries, during, before, period of time, social, religious, political, technological, cultural</p>
Chronology	<p>Use everyday language related to time Order and sequence familiar events Talk about family Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members.</p>	<p>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Show where places, people and events fit into a broad chronological framework</p> <p>Begin to use dates</p> <p>Be familiar with different stories about significant people and events from the past</p> <p>Label time lines with words or phrases such as past, present, older and newer.</p> <p>Recount changes that have occurred in own life time.</p> <p>Use information about the past to describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history.</p> <p>Use a time line to place events</p>	<p>Use a time line to place events. -Understand that a time line can be divided into BC (Before Christ and AD Anno Domini).</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Divide recent history into the present, using 21st Century, and the past using 19th and 20th Centuries.</p> <p>Name the date of one significant event from the past that has been studied and place it in approximately the right place on a time line.</p> <p>Know and sequence key events of time studied.</p> <p>Name the date of several significant events from the past that have been studied and place them approximately in the right place on a time line.</p> <p>Use terms related to the period and begin to date events</p> <p>Understand and use BC / AD</p>	<p>Describe the main changes in a period of history</p> <p>Note connections, contrasts and trends over time</p> <p>Know and sequence up to 10 events on a timeline. (of a period studied) THEN place current study on time line in relation to other studies</p> <p>Make comparisons between different times in the past</p> <p>Place current study on timeline in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Use a time line to place events, periods and cultural movements (linked to art, music and architecture) from around the world.</p> <p>Name the date of any significant event from the past and place it in the right place on a time line.</p> <p>Use words such as social, religious, political, technological and cultural to describe changes.</p>

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		<p>Year 1</p> <p>year, decade, century, ancient, modern, long ago, timeline, date order</p>	<p>Year 3</p> <p>Anachronism, chronological order, era/period, B.C.E (Before the Common Era), C.E (The Common Era), B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years</p>	<p>Year 5</p> <p>Anachronism, chronological order, era/period, B.C.E (Before the Common Era), C.E (The Common Era), B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years</p>
		<p>Year 2</p> <p>Anachronism, chronological order, era/period</p>	<p>Year 4</p> <p>Anachronism, chronological order, era/period, B.C.E (Before the Common Era), C.E (The Common Era), B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years</p>	<p>Year 6</p> <p>Anachronism, chronological order, era/period, B.C.E (Before the Common Era), C.E (The Common Era), B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years</p>
Historical Enquiry	<p><i>Be curious about people and show interest in stories</i></p> <p><i>Answer 'how' and 'why' questions ... in response to stories or events.</i></p> <p><i>Explain own knowledge and understanding, and asks appropriate questions.</i></p> <p><i>Know that information can be retrieved from books and computers</i></p> <p><i>Record, using marks they can interpret and explain</i></p>	<p><i>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</i></p> <p><i>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</i></p> <p><i>Choose and use parts of stories and other sources to show understanding of events</i></p> <p><i>Communicate understanding of the past in a variety of ways</i></p>	<p><i>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</i></p> <p><i>Suggest where we might find answers to questions considering a range of sources</i></p> <p><i>Understand that knowledge about the past is constructed from a variety of sources</i></p> <p><i>Construct and organise responses by selecting relevant historical data</i></p> <p><i>With help, use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</i></p> <p><i>-Ask, "What was it like for a... (child, rich person, etc) during...</i></p>	<p><i>Devise, ask and answer more complex questions about the past, considering key concepts in history</i></p> <p><i>Select sources independently and give reasons for choices</i></p> <p><i>Analyse a range of source material to promote evidence about the past</i></p> <p><i>Construct and organise response by selecting and organising relevant historical data</i></p> <p><i>To identify primary and secondary sources</i></p> <p><i>Use documents, printed sources (eg. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past THEN identify sources that are useful to answer specific enquiries and evaluate the success of their strategies.</i></p> <p><i>-Ask, "What was it like for a...range of people in given period</i></p> <p><i>Using their knowledge and understanding, children ask historical questions and evaluate historical sources.</i></p> <p><i>Bring knowledge gathered from several sources together in a fluent account</i></p>
		<p>Year 1</p> <p>Past, important, detective, opinion, artefact, What...?, When...?, Where...?</p>	<p>Year 3</p> <p>Archaeologist, archaeology, legacy, impact, effects, reason, change, continuity, this suggests..., may be, perhaps, could be, myths and legends, oral history, museum</p>	<p>Year 5</p> <p>legacy, significance, impression, infer, suggest, My conclusion is that..., historian, archaeologist, archaeology</p>
		<p>Year 2</p> <p>Artefact, investigate, research, evidence, historians, experts, letters, newspapers, websites, detective, What...?, When...?, Where...? Why...?,</p>	<p>Year 4</p> <p>Culture, achievements, legacy, democracy, historian, archaeologist, archaeology, first hand evidence, second hand evidence</p>	<p>Year 6</p> <p>, impact, effects, consequences, legacy, , My conclusion is that..., historian, archaeologist, archaeology</p>
Interpreting History		<p><i>Choose and use parts of stories and other sources to ask and answer questions about the past; look at books and listen to stories.</i></p> <p><i>Observe or handle evidence to ask questions and find answers.</i></p> <p><i>Identify different ways in which the past is</i></p>	<p><i>Be aware that different versions of the past may exist and begin to suggest reasons for this</i></p> <p><i>Does...tell us the truth about...?</i></p> <p><i>What's the story behind...?</i></p> <p><i>What was so important about...?</i></p> <p><i>What do the pictures tell you about...?</i></p>	<p><i>Understand that the past is represented and interpreted in different ways and give reasons for this</i></p> <p><i>Judge which sources of evidence are reliable and give reasons why.</i></p> <p><i>Why do people disagree/still argue about...?</i></p> <p><i>Why have such different stories been told about...?</i></p> <p><i>Why was...a failure/so successful?</i></p>

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	<p><i>represented e.g. fictional accounts, illustrations, films, song, museum displays</i></p> <p><i>Compare adults talking about the past – how reliable are their memories?</i></p> <p><i>Identify different ways in which the past is represented; listen to stories and eye-witness accounts, look at pictures, photographs, artefacts, historic buildings, use the internet.</i></p> <p><i>Compare two versions of a past event</i></p> <p><i>Discuss reliability of photographs / accounts . stories</i></p>	<p><i>Do you agree the description...why?</i></p> <p><i>Identify and give reasons why there may be different accounts of history.</i></p> <p><i>Look at different representations of the period – museum, cartoons etc and look at the evidence available and begin to evaluate the usefulness of different sources.</i></p>	<p><i>What evidence is there to support your view?</i></p> <p><i>Choose reliable sources of factual evidence to describe the past.</i></p> <p><i>Give own reasons why changes may have occurred, backed up by evidence from research.</i></p> <p><i>Describe similarities and differences between some people, events and objects and describe how some of the things from the past affect life today.</i></p> <p><i>Make links between some of the features of past societies. (e.g. religion, houses, society, technology)</i></p> <p><i>Know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history.</i></p> <p><i>Give clear reasons why there may be different accounts of history.</i></p> <p><i>Consider ways of checking the accuracy of interpretations</i></p> <p><i>Be aware that different evidence will lead to different conclusions</i></p>
	<p>Year 1</p> <p>Living memory, remembers, grandparents' time, the older generation, memories, drawing, photograph, camera, similar, different, because,</p>	<p>Year 3</p> <p>Version, truth, false, accounts, evaluate, sources, importance, significance, first hand evidence, second hand evidence, oral history</p>	<p>Year 5</p> <p>interpretation, judgement, argument, reliable, reliability, factual, research, affect/effect, feature, , opinion, , to weigh up both sides, on one hand, however, different experiences, primary evidence, secondary evidence, eye witness, this source suggests that..., this source doesn't show that..., reliable,</p>
	<p>Year 2</p> <p>Reliable, opinion, artefact, eye-witness, significant, impact, encounter</p>	<p>Year 4</p> <p>impact, effects, consequences, change, continuity, cause/s, infer, suggest, My conclusion is that...., first hand evidence, second hand evidence,</p>	<p>Year 6</p> <p>Representation, propaganda, misinformation, accuracy, variety of sources, different experiences, this source suggests that..., I can infer that..., impression, the source omits to mention..., the purpose ...., reliability, one sided, biased, motive, mistake, primary evidence, eye witness, Secondary evidence,</p>
Significance	<p><i>Recognise and describe special times or events for family or friends</i></p> <p><i>Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why</i></p>	<p><i>Identify and begin to describe historically significant people and events in situations. Express an opinion on whether a person or event had a positive or negative impact on life in Britain</i></p> <p><i>Was...a hero/villain as portrayed?</i></p> <p><i>Find out about everyday lives of people in period(s) studied</i></p> <p><i>Look for links and effects in time studied</i></p> <p><i>Describe how some of the things from the past affect life today.</i></p>	<p><i>Provide explanations about why people in the past acted as they did</i></p> <p><i>What were the effects of...?</i></p> <p><i>How did (person) change this period?</i></p>
	<p>Year 1</p> <p>Important, people, places, events, accounts</p>	<p>Year 3</p> <p>Opinion, positive, negative, legacy, impact, effect</p>	<p>Year 5</p> <p>Explanation, could have been..., might have been..., may be, impact, effects, consequences,</p>
	<p>Year 2</p> <p>Important, people, places, events, accounts</p>	<p>Year 4</p> <p>Impact, portray, study, opinion, legacy</p>	<p>Year 6</p> <p>could have been, might have been, this source suggests that..., this source doesn't show that..., reliable, could have been..., might have been..., may be</p>

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	Foundation Stage	Year 1/2	Year 3/4	Year 5/6
<b>Continuity and Change</b>	<p>Look closely at similarities, differences, patterns and change</p> <p>Develop understanding of growth, decay and changes over time</p>	<p>Discuss change and continuity in an aspect of life, e.g. holidays</p>	<p>Offer a reasonable explanation for some events</p> <p>Describe and begin to make links between main events, situations and changes within and across different periods and societies</p> <p>What were the differences...?</p> <p>What were...?</p> <p>What made...?</p> <p>When did...take place?</p>	<p>Give reasons why some events, people or developments are seen as more significant than others.</p> <p>Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world</p> <p>How did life change...? Was life in...always...?</p> <p>Explain why the writer /painter has decided to...?</p> <p>Describe the characteristic features of past societies and periods.</p> <p>Identify changes within and across periods.</p>
		Year 1	Year 3	Year 5
		Year 2	Year 4	Year 6
<b>Causes and Consequences</b>	<p>Question why things happen and give explanations</p>	<p>Recognise why people did things</p> <p>Recognise why some events happened</p> <p>Recognise what happened as a result of people's actions or events</p> <p>Find out some facts about people long ago.</p> <p>Find some facts about events that happened long ago.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p>	<p>Identify and give reasons for historical events, situations and changes. Explain that an event can have more than one cause.</p> <p>Pick out events and objects from periods of time with some reasoning.</p> <p>Why did...? Why do we remember...?</p> <p>Identify reasons for and results of peoples actions</p> <p>Understand why people may have wanted to do something</p> <p>Use evidence to find out about changes and give reasons why changes may have occurred.</p> <p>Begin to recognize the causes and consequences of the main events and changes</p>	<p>Begin to offer explanations about why people in the past acted as they did. Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world</p> <p>Explain why people acted as they did (e.g. Why Henry VIII married many times in order to produce an heir to the throne)</p> <p>Describe the negative and positive impact of a period of history on contemporary society</p> <p>What were the effects of...?</p> <p>How do you know that...?</p>
		Year 1	Year 3	Year 5
		Year 2	Year 4	Year 6
<b>Similarities / Differences</b>	<p>Know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<p>Identify similarities and differences between ways of life in different periods, including their own lives</p> <p>Use information about the past to describe the differences between then and now.</p>	<p>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</p> <p>Which object is older? How do we know?</p> <p>Which event/activity/clothing is the oldest/newest?</p>	<p>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</p> <p>Make connections, draw Memorials contrasts and identify trends in two or more periods of history, to improve historical perspective</p> <p>What were the effects of...? How did (event) impact on our lives</p>
		Year 1	Year 3	Year 5
		Year 2	Year 4	Year 6

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			Describe similarities and differences between some people, events and objects.	today? Compare an aspect of life with the same aspect in another time period Give some of the causes and consequences of the main events and changes. Look at different versions of the same event in history and identify differences in the accounts. Know that people both now and in the past represent events or ideas in a way that persuades others.
		Year 1 Same, different, then, now, like	Year 3 , in agreement, resembling, contrast, typical	Year 5 Comparable, complementary, distinct, distinctive, established
		Year 2 Matching, similar, different	Year 4 Related, contrasting, unrelated, contrary,	Year 6 Congruent, congruous, divergent, diverse, inconsistent,
Topic words		Year 1 1960s, toys, materials, wood, plastic, simple, mechanical, inventions, homes, houses	Year 3 Stone Age, Iron Age, Celts, Neolithic, Bronze Age, Skara Brae, hunter-gatherer, religion, spirits, Stonehenge, hill forts, sacrifice, Britons, nomad/nomadic, Boudicca, Romans, invasion, civilisation, Emperor, Caesar, republic, empire, army/soldiers, resistance, conquest, revolt, outpost, colony, gods/goddesses, invention	Year 5 Stone Age, Iron Age, Celts, Ancient Greece, The Ancient Greeks, The Saxons, The Vikings, The Dark Ages, Middle Ages, The Georgians, World War I, World War II, nation, monarchy, execution, extent of change..., extent of continuity..., turning point, The Tudors, The Pope, The Break with Rome, Roman Catholic, Protestant, divorce, male heir, The Reformation, monasteries, Ancient Egypt, Ancient Egyptians, The Nile, first civilisations, North Africa, flood, fertile, agriculture, tomb, Pharaoh, pyramid, Tutankhamun, The Victorians, The Industrial Revolution, child labour, mills/factories, reformers, legislation, slums, epidemics
		Year 2 The Tudors, The Stuarts, The Gunpowder Plot, plotters, Parliament, secret, King James, Guy Fawkes, Catholic, Protestant, traitor, treason, The Great Fire of London, Samuel Pepys, diary, danger, Christopher Wren, St Paul's Cathedral, explorers, Columbus, Armstrong, travel, encounter, impact, significant, brave, pioneer, Atlantic Ocean, America, space, rocket, moon landing, The Mexico Lifeboat Disaster, storm, rescue, danger, survive, memorial	Year 4 Stone Age, Iron Age, Celts, Ancient Greece, The Ancient Greeks, The Saxons, The Vikings, The Dark Ages, Middle Ages, empire, invasion, civilisation, settlers, migration, Roman withdrawal, invasions, kingdoms, settlements, conversion, Christianity, reputation, raids, resistance, Danegeld, Sparta, Athens, culture, achievements, legacy, democracy	Year 6 Stone Age, Iron Age, Celts, Ancient civilisations, Ancient Egyptians, Egyptologist, Ancient Greece, The Ancient Greeks, The Saxons, The Vikings, The Dark Ages, Middle Ages, The Georgians, The Victorians, The Industrial Revolution, 20th century, World War I, World War II, trench war, recruit, alliance, Blitz, Home Front, morale, democracy, Parliament, vote, suffrage, Houses of Parliament, represent, Native Americans, culture, stereotype, diversity, traditional view, attitudes, The Ancient Maya, Central America, Mexico, empire, city-state, astrology, astronomy, codex, excavate, cenote, pok-ol-pok, stele