Learning ‘HUMANITIES’ through PLAY in the Foundation Phase

The following booklet contains examples of activities and resources that could be used to support children’s knowledge and understanding of the ‘humanities’ through play.

Articles and activities have been used from books, journals and websites such as www.geography.org.uk ; www.history.org.uk; www.reonline.org.uk; *Primary History; Primary Geography; Education 3-13; Teaching Primary Humanities* (Grigg & Hughes, 2018).



WHAT do we mean by the term ‘Humanities’?

The **humanities** originated in ancient Greece, more than 2,500 years ago.

The modern meaning of ‘the humanities’ applies to a broad study of human experience. ‘Humanities’ is not a subject.

In **subject** terms, ‘**primary humanities’** is often equated with history, geography and religious education. Each of these offer **unique ways of looking at the world**.

History focuses on **people** and **events** in the **context of time**.





Geography is primarily concerned with **places**, **people** and the **environment.**







Religious Education involves learning from and about **religion**, **beliefs** and **values.**







Although there are **different perspectives** within each of the humanities subjects, **they share common values** including a search for the truth, empathy for others and respect for the environment.

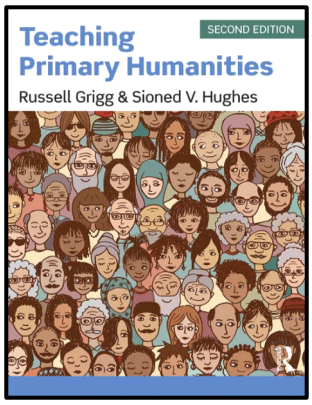
The humanities enable people **to make sense of the complex world** in which they live. Without the lens of history, geographical awareness and an appreciation for religious beliefs, it is impossible to offer informed responses to current affairs as: climate change, immigration, Islamophobia, racism or banking crisis. Historical, geographical and religious issues promote deep thinking, stimulating debate, questioning and reflection.

Through the humanities, pupils learn to solve problems, ask questions, explore the diverse heritage of different cultures, gain insight into ethical and moral issues, develop informed opinions, read and write critically, construct stories, use technologies and reflect on their own identities. The humanities promote literacy, numeracy, thinking and digital competency skills, which are fundamental to twenty-first century life.

Further reading:

Grigg, R. & Hughes, S.V. (2018) *Teaching Primary Humanities*. London: Routledge. Chap.1

Butt, G., Catling, S. & Vass, P. (2017) Why focus on the primary humanities now? Education 3-13, 45: 3, 295-297.
To link to this article: https://doi.org/10.1080/03004279.2017.1298428
https://www.tandfonline.com/doi/pdf/10.1080/03004279.2017.1298428?needAccess=true

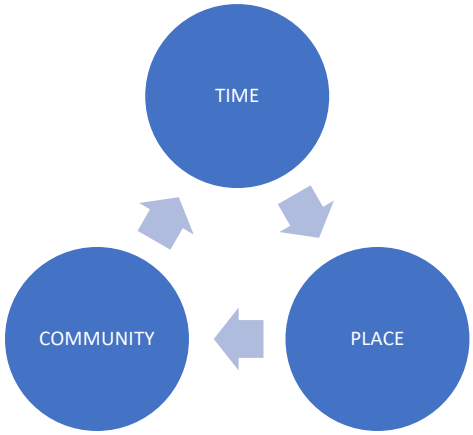




WHAT should young children learn in the 'Humanities'?

Through the Humanities the children will develop their knowledge and understanding of the world.

Understanding of the world may be built around three key concepts: Time, Place and Values/Beliefs.



TIME

Children's learning about the key concepts of time, place and community begins with their own experiences.

The responsibility of the practitioners is to offer opportunities to share these experiences and explore those of others. Children's interests should be respected and built upon.

From their home visits and children's visits to the nursery/school, practitioners observe children's growing awareness of time through daily routines such as mealtimes, and their response to the narrative structures of picture books and stories.

Children might have extended this understanding through spending time with grandparents and other family members, and through religious and cultural activities. In addition, through the medium of film and television, young children are frequently exposed to 'time-related' events such as anniversaries.

The chronological aspects of children's understanding need to be enriched with a sense of what it was like to live in past times. By exploring their own histories and those from the

recent past – within living memory- young children build up a picture of *then*, what people did that was different from today.

Their understanding of basic concepts (change over time, continuity, cause and evidence) is strengthened when they 'do' history by handling objects, interview people, visit local sites and watch films.

PLACE

Babies' understanding of place begins from the moment they explore the space around them. Although children's development is not uniform in all areas, by about 8 months they begin to take a greater interest in the outdoors and start to take notice of the actions of others and what different objects they do.

By the age of 3, most children enjoy playing with small world models.

Many children would also have been introduced to features in their home and immediate environment, for instance by making visits to local shops where they live and features to the natural world and talk about what they like and dislike.

The age of instant communication means that very young children are exposed to places, issues and events from around the word.

COMMUNITIES

Children's sense of belonging to a community begins from birth. They develop close attachments to special people in their families and wider community of friends and neighbours.

They may accompany parents to places of worship, join playgroups, clubs and societies and be part of social networks.

These experiences develop children's understanding of themselves and others. Gradually they move from becoming dependent members of communities to active contributors.

Children's membership of different communities' changes in line with their stages of development. As babies learn to interact, they are beginning to develop a sense of what is acceptable in their social and physical environments.

Through play, 3 to 5-year olds develop sharing and cooperating skills, express views by using new language and gain a better understanding of their place in the community; for instance,

by helping to set the table for lunch, tidying up resources or planting seeds in the playgroup garden.

Many 4-year olds are beginning to show awareness of the differences between people in their community, such as age, size, colour and relationship.

Children's transition from home to school, marks membership of a new or different community and needs to be managed sensitively. The making of 'biographical' materials, such as pictures of homes, is a good way of easing such transition.

Humanities & Curriculum

Religious Education

Personal and Social Development, Well-being and Cultural Diversity

Range	Skills
	Moral and spiritual development **Children should be given opportunities to:** • respond to ideas and questions enthusiastically, sensitively, creatively, and intuitively • communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate • communicate and reflect on the decisions made in stories, situations or personally, suggesting alternative responses • respond personally to simple imaginary moral situations giving reasons for decisions made • use stories or situations to raise questions about why some things are special • express ideas and feelings creatively, explaining why they are significant • talk about the choices available to individuals and discuss whether the choices available make a decision easier or more complex • ask questions about how and why special things should be treated with respect and respond personally • ask questions about what is important in life from a personal perspective and from the perspective of others. **Well-being** **Children should be given opportunities to:** • value and contribute to their own well-being and to the well-being of others • be aware of their own feelings and develop the ability to express them in an appropriate way • understand the relationship between feelings and actions and that other people have feelings • demonstrate care, respect and affection for other children, adults and their environment • develop a growing interest in the world around them and understand what their environment has to offer when playing alone and with others • understand and recognise the changes that happen to their bodies as they exercise and describe the changes to their breathing, heart rate, appearance and feelings • develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies • ask for assistance when needed • develop an understanding about dangers in the home and outside environment • understand that medicines are taken to make them feel better and that some drugs are dangerous.

History (Time) & Geography (Place)

(Knowledge & Understanding of the World)

Places and people

Children should be given opportunities to:

- learn about where their locality is
- learn about distance and how to follow directions and routes
- use and make simple maps, to find where places are and how places relate to other places
- identify natural features, *e.g. rivers, hills, beaches*, and the human features, *e.g. buildings, roads, bridges*, of their own locality
- begin to recognise differences between their own locality, localities in other parts of Wales and in different parts of the world
- learn about how and why people and places are linked, *e.g. where they work and where they go on holiday, where family and friends live*
- use atlases and globes
- investigate how places change, *e.g. the weather, the seasons, buildings, people's jobs*
- recognise how people's actions can improve or damage the environment.

Time and people

Children should be given opportunities to:

- sequence events, routines and changes, *e.g. in a journey to school, in a story*
- measure time, using simple measuring devices, clocks, watches and calendars
- recognise the changes caused by time, *e.g. to themselves and to people and places familiar to them*
- recognise that there are reasons for, and consequences of, some actions
- begin to identify differences between ways of life at different times, *e.g. by comparing a familiar place at different times in the past*
- use a range of historical sources, including artefacts and buildings, adults recalling their own past, and visual sources
- look at different representations and interpretations of the past, *e.g. different books/pictures/ICT sources about the same person or event*.

Further reading:

Knowledge and Understanding of the World

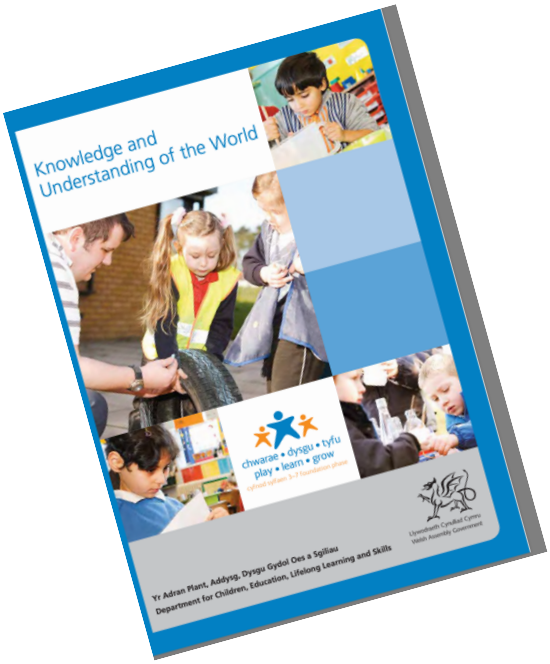
https://hwb.gov.wales/storage/66d6ae8c-ae72-4408-ac54-99fce61197d3/knowledge-and-understanding-of-the-world.pdf

Foundation Phase Framework – RE (Personal and Social Development, Well-being and Cultural Diversity – moral and spiritual development)

https://gov.wales/sites/default/files/publications/2018-02/foundation-phase-framework-revised-2015.pdf

National exemplar framework for religious education for 3 to 19-year-olds in Wales

https://hwb.gov.wales/api/storage/87d294a8-daf2-40d3-b87b-a9cea5104e79/national-exemplar-framework-for-religious-education-for-3-to-19-year-olds.pdf





What may children already know about the Humanities?

Previous possible experiences of humanities

Geography (Place)
• **Local travel (e.g. to school, shops) and further afield (e.g. on holidays and visits).** • **Experiencing the weather.** • **Seeing the sky at night** • **Experiencing their local environment.** • **Experiencing a different environment (e.g. seaside).**

History (Time)
• **Family photographs** • **Family stories** • **Talking to older relatives** • **Seeing old buildings** • **Thinking about past events** • **Seeing old objects, pictures and books around the house**

RE (Community)
• **Attending a place of worship.** • **Attending family celebrations (e.g. wedding, baptism)** • **Hearing religious stories** • **Celebrating festivals (e.g. Diwali; Thanksgiving, Christmas, etc.)**





Learning the Humanities through PLAY

HOW can play support children's geographical, historical and religious learning?

Children learn through **sensory experiences**, such as journeys they make with their families and physical exploration of places. They learn through **the imitations of adult activities** they observe.

Five aspects of play that support children's geographical, historical and religious learning.

SENSORY play

Opportunities to support children's geographical, historical and religious learning	**Geographical, historical and religious applications**
Encounters and examinations of the environment through the senses (sight, touch; smell, sound, taste) and mobility)	• Feeling the texture of natural and built features. • Identifying different types of smell in the locality and their source. • Discriminating different sounds locally and their sources. • Cooking/eating different foods from various parts of the world; and/or during religious festivals. • Talking about favourite and disliked places locally, elsewhere and from stories, television programmes and videos.

EXPLORATORY play

Opportunities to support children's geographical, historical and religious learning	**Geographical, historical and religious applications**
Movement about the environment to develop spatial awareness. Investigating places to find out what is there – in familiar and new places.	• In the outdoor area, journeys around road layouts and obstacles courses. • Journeys to the local playground or park, to shops, to local religious buildings, etc. • Talking about play areas, seeing what shops sell and asking why and to whom, buying resources for cooking. • Using a simple map to locate places in relation to each other in school and beyond.

IMAGINATIVE play

Opportunities to support children's geographical, historical and religious learning	Geographical, historical and religious applications
Role play used to begin to grasp ways that adults act in and use places, and what is in them.	• Use of free imaginative play in the 'home bay' set up a type of place (e.g. a shop). • Role-playing staff and customers on a bus journey. • 'Being' people debating what to do with waste items. • Pretend to play as children/adults in their own and other communities locally and across the world – work, houses, leisure, worship. • Setting up a play building or tent for free-play activities (e.g. pirate ship).

REPRESENTATIONAL play

Opportunities to support children's geographical, historical and religious learning	Geographical, historical and religious applications
Model making, drawing and writing involved in activities in places – to recreate the places and extend the play.	• Using play mats to make journeys and identify routes and activities. • Using pictures, maps and aerial photographs to find objects/features in and outside. • Making drawings of objects and features in and out of school. • Using tools, equipment and materials, to make models of local places.

FANTASY play

Opportunities to support children's geographical, historical and religious learning	Geographical, historical and religious applications
Creation of imagined places and environments, realistic or fantastical, which might be acted out, drawn or written about.	• Using play materials and toys to make buildings, sites, etc. for free play. • Using natural and artificial materials in the outdoor area to create features and places for imaginative play. • Role-play – historical events.

Effective practice in the Foundation Phase includes **a balance** of teacher and child-led activities. It is a matter of professional judgment in deciding upon the nature and extent of adult intervention – the same activity could mean different degrees or adult input according to children's needs, interests and capabilities.

Examples of teacher-led and/or child-initiated activities

RE	**Geography**	**History**
• Looking at books about children from different faiths. • Designing invitations to celebrations. • Practising writing letters from other languages • Recounting a visit to a place of worship.	• Drawing and labelling maps. • Describing places. • Reading and talking about maps. • Looking at books about faraway places • Recording their visit using 'talking book'	• Looking at old books • Labelling a timeline • Looking at books about past times • Oral history • Interviewing people (using i-pads)

Practitioners have a key role in deciding when to intervene in children's play and in **providing an enabling environment**, which includes focused activities in the form of playful experiences. This means setting up areas with stimulating resources, inside and outside the classroom.

Practitioners need to observe and spend time with particular children, noting and responding to their needs. There is a point when children's play 'stalls' and they need to be supported by an adult to extend their thinking and learning. Researchers' (e.g. Siraj-Blatchford, et al., 2002) suggest making time for 'sustained shared thinking' when children interact with an adult or another peer partner on a one-to-one basis.

Freely chosen play activities provide the context for adults to extend children's thinking, either individually or through a teacher-initiated group. By posing questions such as '*What do you think might happen next?', 'I'm not sure, what do you think?', 'What does this remind you of', and 'I wonder if there is another way?*', the onus is put on the children to figure things out and entertain alternative strategies without undermining their responses.

According to Scoffham (2017), in order **for playful learning to thrive** the environment needs to provide opportunities for children to manipulate, construct, observe, listen and touch their world.

Young children need to develop their understanding of the world using both the **indoor** and **outdoor** contexts.

For example, young children need to develop their **geographical knowledge and skills** in a range of indoor and outdoor contexts.

Here are some examples of possible environmental context for geographical play.

Real environments

Context of geographical play	Examples of environments
Places that are part of the 'normal' or adult environment, used by people of many ages and not necessarily intended for children's play or other use. They are sites that children may subvert or manipulate for play activities.	Rooms, gardens, playgrounds, parks, the beach, waste/derelict land, overgrown areas, woodlands, fields, paths/alleys, streets, shopping malls, garage, plots, car parks, 'out-of-the-way' spaces in playgrounds and around buildings.

Miniature environments

Context of geographical play	Examples of environments
Places designed for younger children to play in, adapted to younger children's sizes. Places created for play and games rather than for physical exercise.	Playgrounds, adventure play areas. Child-sized buildings, 'forts', walkways, playground street markings, with cars, pushchairs. Small-scale furniture, tables, chairs, cookers, cupboards, beds, and 'home' equipment such as cutlery, crockery, cooking utensils, model foods.

Toy environments

Context of geographical play	Examples of environments
'Small-world' play equipment. These can be realistic and replicate the world children see or can be fanciful. Their role is to enable children to create their own 'real' and imagined places.	Model buildings, furniture, equipment, people, animals. Place/environment, play mats, road layouts, buildings, street furniture, vehicles, people, trees, fences, domestic and farm animals, railway tracks, and rolling stock.

Virtual environments

Context of geographical play	Examples of environments
'Places' created using computer software for children. These might be based on TV or film animations or created to be explored, 'inhabited' or played within by children, and to which they might be able to add features from sets or icons.	Stimulated 'real' places, fantasy 'worlds' Pictograms to move and position in extant 'worlds' or to create new places and scenes. Minecraft https://education.minecraft.net Bee-bots, programmable toys.

Structured role-play / Independent play

Structured role-play gives children the opportunity to enter into and 'play' with knowledge they acquire through first-hand experience, books, television and other information from teachers.

Such play areas give children opportunities to consolidate their knowledge and, perhaps more importantly, to make sense of their own understanding of the world.









Resources to promote knowledge and understanding of the world/Humanities

There is a good range of resources to support young children's understanding of the world around them. These include stories, visual sources, play-based equipment, museum and gallery resources, technologies and visitors. These should be carefully selected to meet the needs of children.

Stories

Using stories in various forms, such as picture books and eye-witness accounts, **adds depth to learning experiences.**

Stories promote key vocabulary in the **humanities** and allow children to develop inferential, prediction and sequential skills.

They add dimensions of **time and place**, offer contexts for **promoting conceptual understanding**, such as change, and **introduce difficult issues** at a safe distance.

Stories can help children understand **the concept of old and new**, and **the influence of past events** and **characters**.

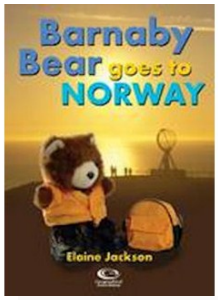
Through **stories, songs and rhymes**, children's **sequencing skills** of the passing of **time** are reinforced.

Through listening to stories, examining photographs and asking and answering questions, children can **learn about places that are further away**.

Stories can also help to **provide opportunities for awe and wonder** to new materials.

Examples of possible stories

Stories can help children to learn about **places that are further away.**

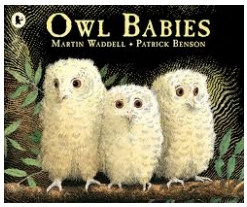


Barnaby goes to visit his penpals in Skarsvag, a small fishing village in northern Norway. © |B|B|C
https://www.youtube.com/watch?v=_eC51TBoQwo

Stories can introduce general ideas about **the passing of time**.

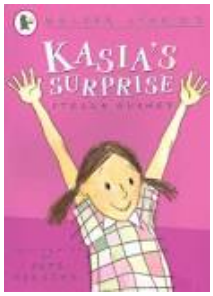


The Very Hungry Caterpillar (Carle, 2002)
https://www.youtube.com/watch?v=vkYmvxP0AJI

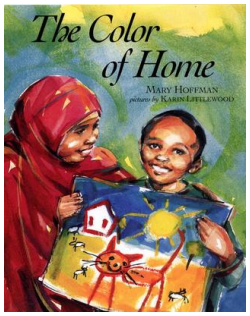


Owl Babies (Waddell and Benson, 1992)
https://www.youtube.com/watch?v=GyiBDPJCDFY

Stories can be used to introduce **sensitive issues**, such as **immigration** and **refugees**



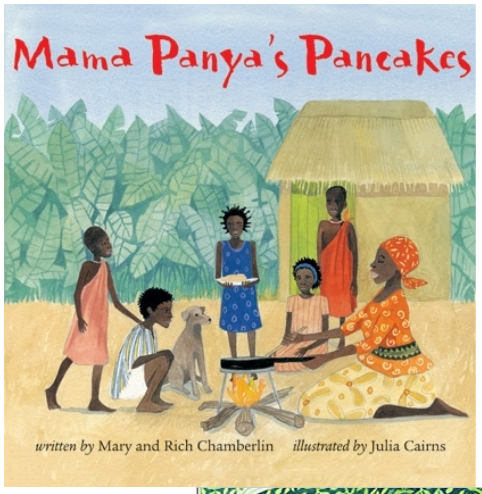
Kasia's Surprise (Gurney, 2010)
https://www.youtube.com/watch?v=dPs2PJpMDxQ

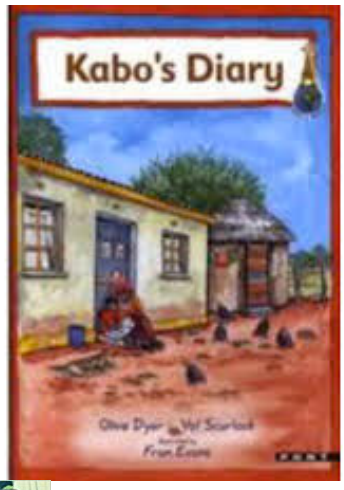


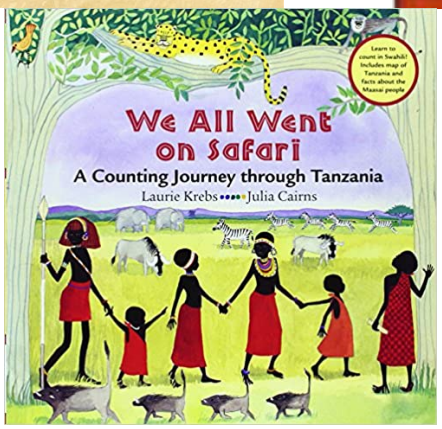
The Colour of Home (Hoffman, 2002)
https://www.youtube.com/watch?v=R4yPAArtRN0

This remarkably moving picture book follows first-grader Hassan through his first few days at school. Hassan has only recently arrived in the United States after he and his family were forced to flee Somalia, and he deeply misses the colorful landscape of his former home in Africa. But with the help of his parents, an understanding teacher, and a school art project, Hassan ...
https://readingzone.com/index.php?page=discussions_and_activities&zone=sz&lesson_id=ed9ae5d879ae89d1b8a71f19136e89ca&submit=Go

Stories can be used to introduce and learn about far away places.

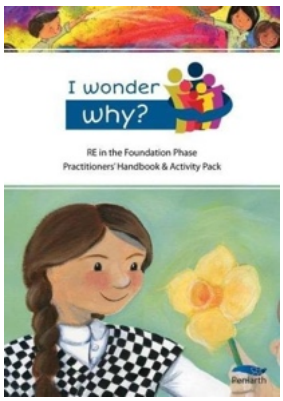






Stories can be used to provide opportunities for awe and wonder, introduce world religions, moral and sustainability issues.

Hughes, S. V. (ed.) (2013**) I wonder why?** RE in the Foundation Phase: Practitioners' Handbook & Activity Pack. www.canolfanpeniarth.org



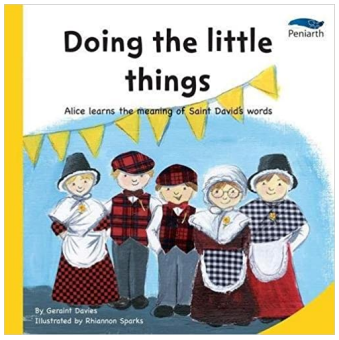
The **I wonder why?** series explores a variety of different issues and aspects of religious education through age-appropriate colourful story books, and supplementary activities.

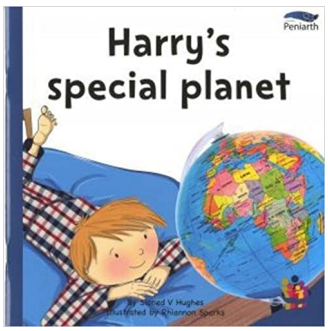
The series develops pupils' knowledge and understanding of religion and religious issues, and encourages children to develop ideas, opinions and feelings with imagination, creativity and sensitivity which can help inform their views of the world, their hopes, and their dreams.

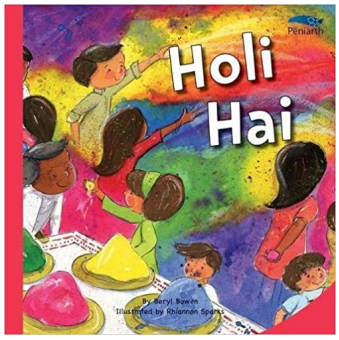
The activities are designed to provide engaging, practical and integrated opportunities to nurture children's inquisitiveness, to learn more about themselves, other people and the world around them, as well as developing an understanding of their cultural and religious heritage in Wales.

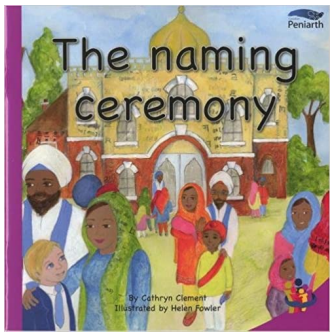
The handbook contains background information for each story and numerous supplementary activities, including recipes and games, designed to support the ethos and philosophy of the Foundation Phase Framework.

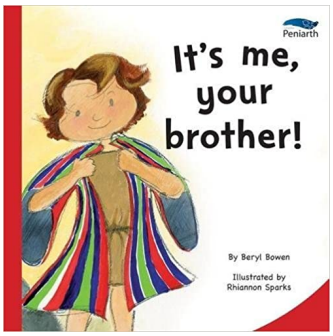
Each story is cross-referenced with specific appropriate elements of both the *National exemplar framework for religious education for 3 to 19-year-olds in Wales*, and the *National Literacy and Numeracy Framework.*

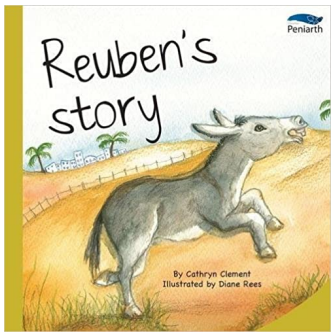












Gill Vaisey – Books at Press
http://www.booksatpress.co.uk/consultancy.html





Listen to some of the videos produced by schools using these resources.

https://youtu.be/HYG7_b1yKZ0





https://youtu.be/Dkchdzb0NDc



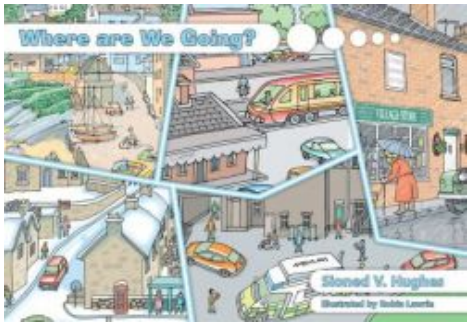
https://youtu.be/sdJjE82mWoA

A Journey in the Company of…

A series of 5 factual story books describing the work of people in Wales in the 1960s. The characters in the books all live in the same areas as the ones in the pack **Where are We Going?** Each colourful A3 book looks at a day in the life of one of these characters during the 1960s. The characters are based on real people.



Hughes, S.V. (2007) **Where are we going?** Aberystwyth: CAA.
http://www.gwales.com/bibliographic/?isbn=9781845211554&tsid=6





This pack consists of an A3 flip-over book of full colour illustrations and ideas for group or individual activities, a CD-ROM of interactive activities and a soft toy, and focuses on 5 different locations in Wales, including New Quay and Llandrindod Wells. Five contrasting localities allow children to compare them with their own area as well introducing and learning about new concepts such as conservation, sustainability and citizenship.

Construction activities

Construction activities can also be used to teach humanities. Having visited places in connection with the humanities and noted their features, children can re-create them using a variety of construction materials.

For instance, they could create places of worship with significant features; create vehicles for particular journeys (create a jeep to go on safari) or construct a town.









Children could create small-world scenarios or record their experiences by drawing, painting, model-making or using appropriate computer software. Starting with the knowledge of their own home children might talk about where they live, make a model with construction equipment or draw the house, progressing to different types of transport, describing and recording their journey to school pictorially.

Visitors

A range of visitors can also help children understand the wider world around them. It is essential that they are well prepared to work with very young children. Such people might include: a religious minister talking about a coming celebration; a mum bringing in her baby; a parent making some food with the children; a grandparent talking about when they were children; a visitor from another country; and a traffic warden, fireman talking about their work.

As children develop knowledge about workplaces and roles of people in their locality, they will act out roles, be able to listen to visitors and question them about their roles, record what they find out and progress to carrying out a survey enquiring about the occupations other children would like to be when they grow up.



https://www.youtube.com/watch?v=ra9td-38mmI

Visitors might be asked to talk about their own childhood or school days with the children. This will enable children to develop their knowledge and understanding of the way of life in different times, to engage in two-way conversations as well as examine photographs and artefacts and listen to stories.

This will help children interpret evidence and understand why people did things, why events happened and some of the consequences. These visitors' accounts can be compared with books, DVDs, museum displays and so on to help children understand that there are different ways of interpreting the past.

Technologies

There is a wide range of digital technologies available to schools today, including multiple desktop, mobile technologies (mobile phones, digital cameras/videos, iPads, digital microscope, sensors, web cams) as well as digital toys (Bee-Bot, walkie-talkie, digital metal detectors). They can all motivate young children's interest in their own neighbourhood, the past, places, lifestyles of others.





https://www.tts-group.co.uk/bee-bot-programmable-floor-robot/1015268.html
https://www.youtube.com/watch?v=-ZTIaCU3PKQ

To integrate technologies into play-based approaches skilfully, it is important to consider affordances of new technologies, alongside the possibilities and challenges they pose. Their interactive and immersive nature allow children to interact with new multifaceted learning environments and with other learners in global community.

Structured play activities around the travel agency, the post office, the railway station, the marker, the museum, the cinema and the bank provide opportunities for children to use technologies in **appropriate humanities contexts**.

Walkie-talkie and programmable toys can be used to develop **mapping skills** and **location knowledge** outdoors.

Children can effectively use interactive whiteboards and iPads in the Early Foundation Phase to present a simple sequence of events, thereby promoting **chronological understanding.**

Although this booklet has focused on play, it is important to conclude by emphasising that this is not the only means by which young children learn about time, place and community.

Visits to local places of interest enrich young children's understanding of their heritage, while visitors' diverse experiences add depth and meaning. Moreover, there are times when formal instruction is appropriate, for instance in communicating key safety information when exploring woodlands and other outdoor areas or setting out 'rules' before entering a place of worship, library or gallery.

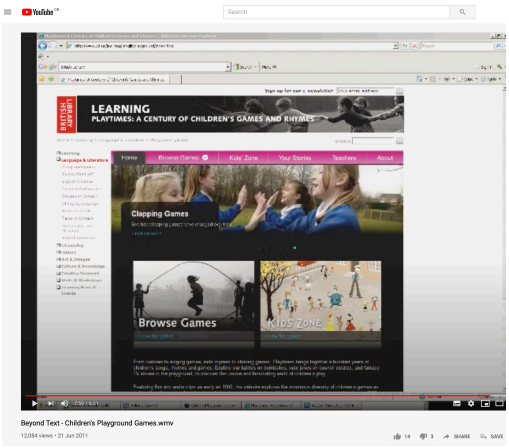
Additional ideas for teaching the Humanities in the Foundation Phase

Using Children's Playground Games and Songs

Burns's (2011) research project Children's Playground Games and Songs in the New Media Age, shows that playground activities and games can have a profound effect on children's learning (see http://projects.beyondtext.ac.uk/playgroundgames/index.php).

The research linked playground songs and games with curriculum activities such as **oral history and mapping skills.**

https://www.youtube.com/watch?v=0mJWgi-8rfY





https://www.booktrust.org.uk/news-and-features/features/2018/november/welsh-nursery-rhymes-have-a-rich-and-colourful-history/



Welsh nursery rhymes have a rich colourful history

Visiting a museum/ ‘My primary school is at the museum’

http://www.garbersjames.com/portfolio-item/my-primary-school-is-at-the-museum/

My Primary School at the Museum - St Thomas Primary School (authentic learning session)





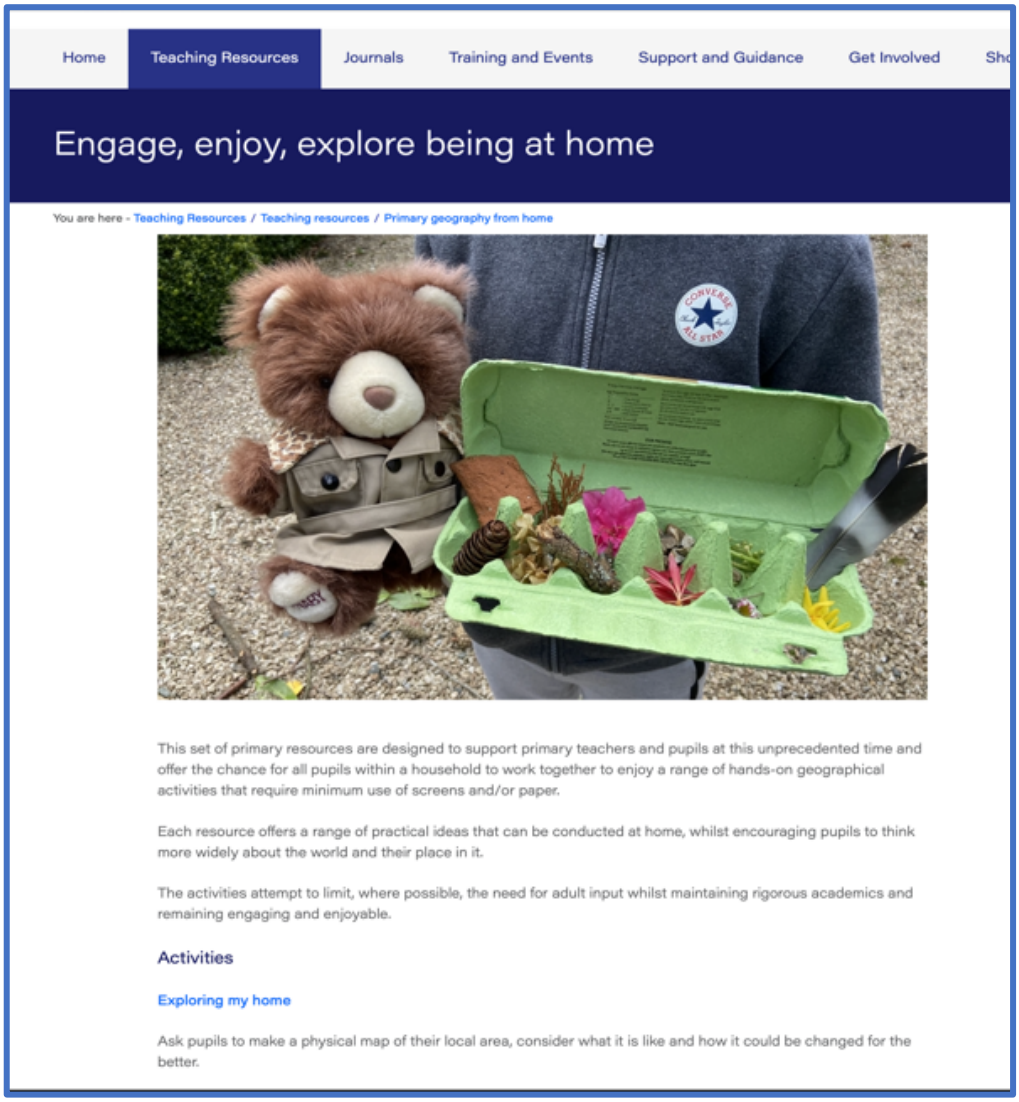




https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Good%20practice%20in%20the%20humanities%20FINAL%20%28PDF%29.pdf

Using homes and the local area to learn about ‘places’

https://www.geography.org.uk/teaching-resources/early-years-and-primary-resources



https://www.geography.org.uk/write/MediaUploads/Support%20and%20guidance/Home_-_Exploring_edited.pdf

Click on the video to see how you can create a map with Barnaby Bear
https://www.youtube.com/watch?v=BiTfdZsAAqM&feature=youtu.be



Exploring my home

Geographical Association

Key questions

- What is this place like?
- How might a place be improved?
- How can places be represented on a map?

Learning objectives

- To create a map.
- To consider how a place might be developed/changed.

Key vocab

- map
- valley/hill
- landmarks
- landscape
- land use
- services
- change
- direction
- local
- rural/urban

Working together

Pupils have a chat with a friend or a relative, preferably one who lives in a contrasting location: UK/abroad, coastal/inland, rural/ urban, flat/mountainous, industrial/ agricultural, etc.

Pupils should describe a route from their house to some key locations nearby, discuss how this differs from their friend/relative.

Why not start by...

Asking the pupils to complete an A-Z of their home by walking around the house and garden to find something beginning with each letter of the alphabet.

Build on this by...

Getting the pupils to think about, where their house is and what they might find in the local area. Set the task to create a map of the local area using sticks, leaves and other miscellaneous things that they can find in their gardens (alternatively they could use things that they can find in their bedroom like beads, bricks, counters etc).

Watch this video for an example.

X-Curricular: Art

Use the leaves and sticks to create images that represent different places in their lives- how will school look different to Granny's house or the local park? Can the children reflect on how and why they might be different? Ask them to consider their emotional response as well as physical and human geography of each place.

What if...

You could redesign the whole area around where you live? What would you change?

Ask the children to use the free Digimap for schools (home schooling) login to find the map of their local area to redesign.

They can be as creative as they like and can use the annotation tools to add their thoughts to the map.

Extension opportunities

Ask pupils to justify the changes that they'd make to the local map ('What if...' activity).

They should explain their reasoning in terms of:

- physical geography, for example: I would place this building next to the river because...
- human geography- for example: I would place the playground next to the housing estate because...

https://www.geography.org.uk/Primary-geography-from-home

This set of primary resources are designed to support primary teachers and pupils at this unprecedented time and offer the chance for all pupils within a household to work together to enjoy a range of hands-on geographical activities that require minimum use of screens and/or paper.

Each resource offers a range of practical ideas that can be conducted at home, whilst encouraging pupils to think more widely about the world and their place in it.

The activities attempt to limit, where possible, the need for adult input whilst maintaining rigorous academics and remaining engaging and enjoyable.

Activities

Exploring my home

Ask pupils to make a physical map of their local area, consider what it is like and how it could be changed for the better.

Mapping my home

Ask pupils to create a model of the layout (plan view) of their home and think about what they would change if they could.

My landscape

Challenge pupils to use their garden or home as a scaled down version of a broader landscape and plan a journey across it.

My microclimate

Direct pupils to investigate and map the differences between the different spaces around their home and garden.

My room

Instruct pupils to create an imaginary landscape in their bedroom and think about what they might find happening across it's physical and human elements.

Outside my window

Encourage pupils to make detailed observations of what they 'see' everyday and what might cause that view to change.

Go global at home

Set pupils off on a global scavenger hunt in their home and then challenge them to cook a meal using ingredients from around the world.

Going out to geog

Encourage pupils to plan a range of exercise routes around their homes and whilst they then get active help them notice the world around them.

H2Ome

Use a range of practical ideas to enable pupils to think about water in their homes and beyond

RE: Foundation Phase: teaching symbols

Signs and Symbols: What do they mean?

Download the activities:

https://www.reonline.org.uk/resources/signs-and-symbols-what-do-they-mean-to-a-believer/

e.g.

Learning activity

Each activity is designed to have 10-15 minutes of teacher led input either as a whole class or in small groups, followed by children engaging in related activities.

Stage 1: Christ the Teacher:

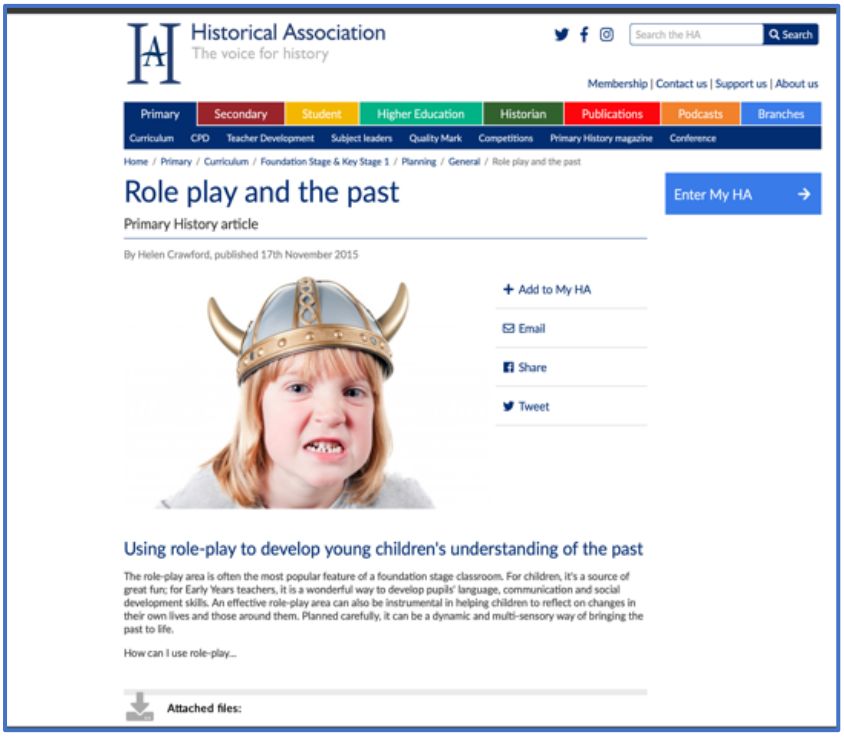
Show the children icon of Christ the Teacher. There are many images online. This icon shows Jesus holding an open book, has hand raised and a halo around his head.

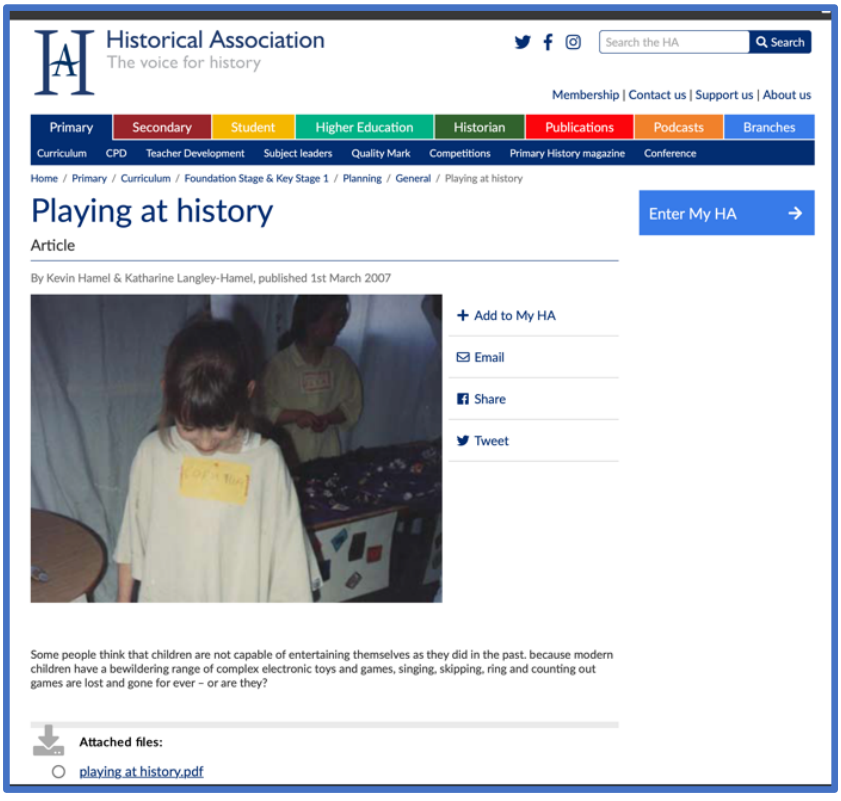
Ask the children some of the *questions* from the selection below, which can be tailored to specific age groups:

- Who is it?
- What are the letters for?
- What does the book say?
- What is the mark on his hand?
- What's the shape on his head for?
- What can you see?
- What part of the icon do you see first?
- Why do you think this is?
- What did you notice next?
- Where do you think you might find it?
- Who is in the painting?
- What is the person holding?
- What do you think the artist was thinking about when they painted this?

HISTORY IDEAS: Articles from Primary History

Please see folder ‘Articles’ for copies of all these article.





Using role-play to develop young children's understanding of the past

Helen Crawford

The role-play area is often the most popular feature of a foundation stage classroom. For children, it's a source of great fun; for Early Years teachers, it is a wonderful way to develop pupils' language, communication and social development skills. An effective role-play area can also be instrumental in helping children to reflect on changes in their own lives and those around them. Planned carefully, it can be a dynamic and multi-sensory way of bringing the past to life.



Taking on the role of different characters helps children to develop an understanding of historical contexts

How can I use role-play to develop children's understanding of their own pasts?

Understanding past and present events in pupils' own lives and in the lives of family members is a key learning outcome for the foundation stage. Setting up your class role-play area as a traditional 'home corner' or as a baby hospital gives children the opportunity to explore this change and growth in their own lives.

'Caring for babies' helps children to develop their awareness of similarity and difference: to understand that some of our needs change as we grow, and that some of them stay the same. The children will need access to a range of play equipment (dolls, cots, feeding bottles, baby clothes, nappies etc) to help them develop and extend their play.

Three children are in their class role-play area playing with baby dolls:*

Child A: *They're asleep, my baby's grown up, she's four.*

Child B: *My baby's only little, she's one…*

Child C: *She wants some dinner.*

Adult: *What does she want?*

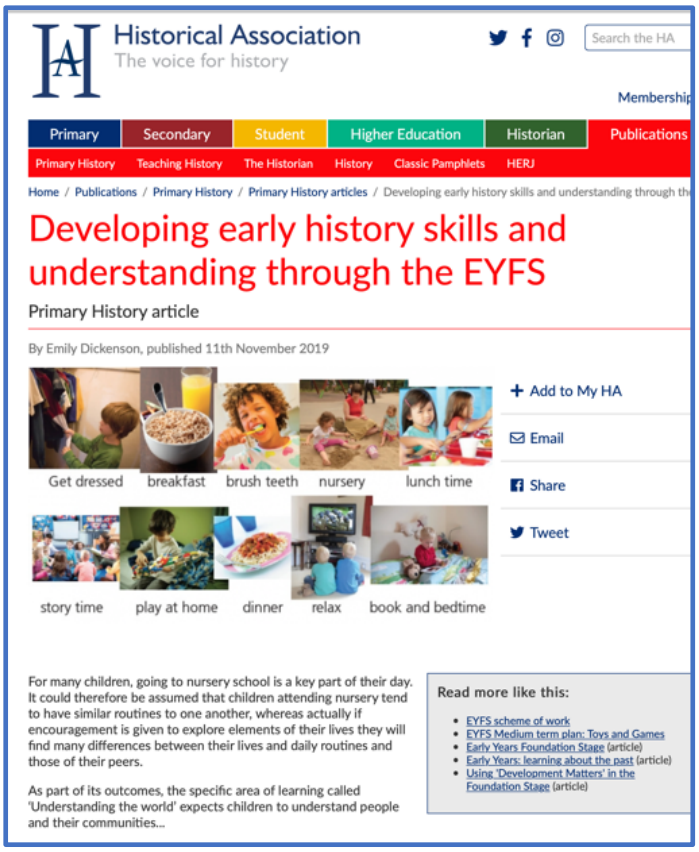
Child C: *She wants custard. Like that baby up there* (points to a baby photo on the wall) *That's me a long long time ago. I was two.*

When children interpret or recreate events from their own past, they begin to use language relating to time, and show their emerging sense of chronological awareness.

How can I use role-play to develop children's understanding of different historical contexts?

What might it have been like to work in a castle? Or in the hospital at Scutari? How would it feel to have lived in our village a 100 years ago?

Rory was playing in the role-play area in his Reception class. As part of their thematic learning based on 'Castles', the children had helped to turn the role-play area into a fort: constructing 'stone' walls using papier mâché, building turrets from recycled materials, and creating a moat using a range of blue and green shiny fabrics.



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Developing early history skills and understanding through the EYFS

Primary History article

By Emily Dickenson, published 11th November 2019

Get dressed | breakfast | brush teeth | nursery | lunch time

story time | play at home | dinner | relax | book and bedtime

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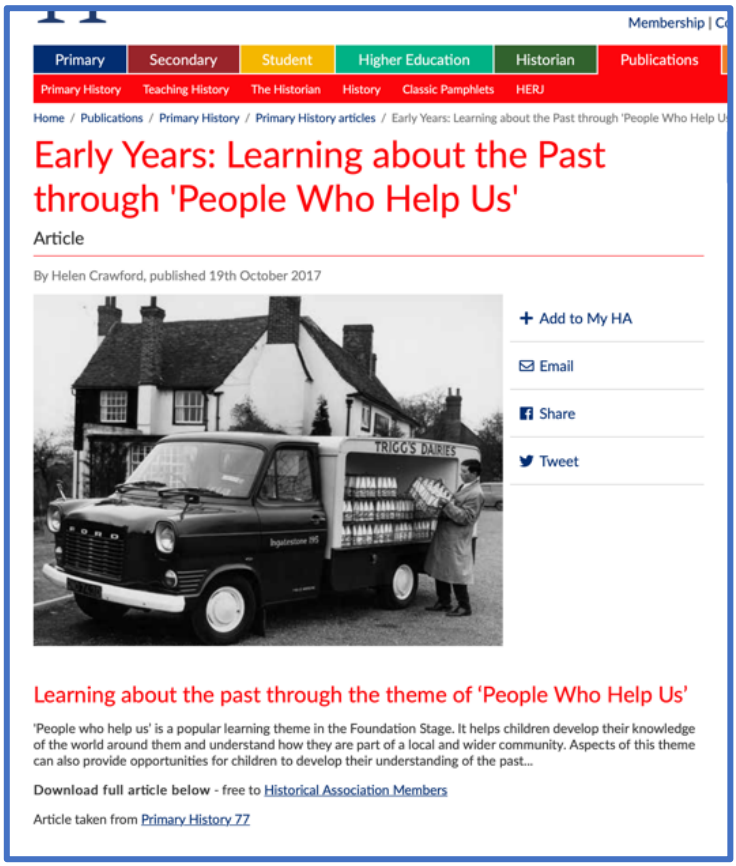
Tweet

For many children, going to nursery school is a key part of their day. It could therefore be assumed that children attending nursery tend to have similar routines to one another, whereas actually if encouragement is given to explore elements of their lives they will find many differences between their lives and daily routines and those of their peers.

As part of its outcomes, the specific area of learning called 'Understanding the world' expects children to understand people and their communities...

Read more like this:

- EYFS scheme of work
- EYFS Medium term plan: Toys and Games
- Early Years Foundation Stage (article)
- Early Years: learning about the past (article)
- Using 'Development Matters' in the Foundation Stage (article)



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Home / Publications / Primary History / Primary History articles / Early Years: Learning about the Past through 'People Who Help U

Early Years: Learning about the Past through 'People Who Help Us'

Article

By Helen Crawford, published 19th October 2017

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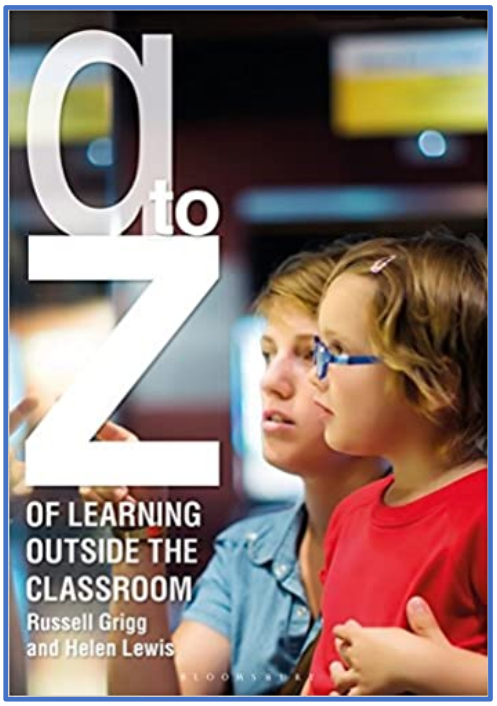
Learning about the past through the theme of 'People Who Help Us'

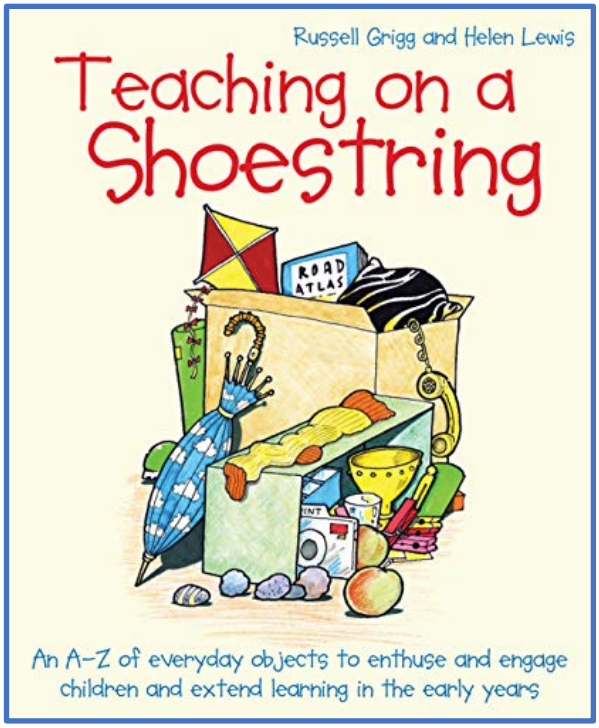
'People who help us' is a popular learning theme in the Foundation Stage. It helps children develop their knowledge of the world around them and understand how they are part of a local and wider community. Aspects of this theme can also provide opportunities for children to develop their understanding of the past...

Download full article below - free to Historical Association Members

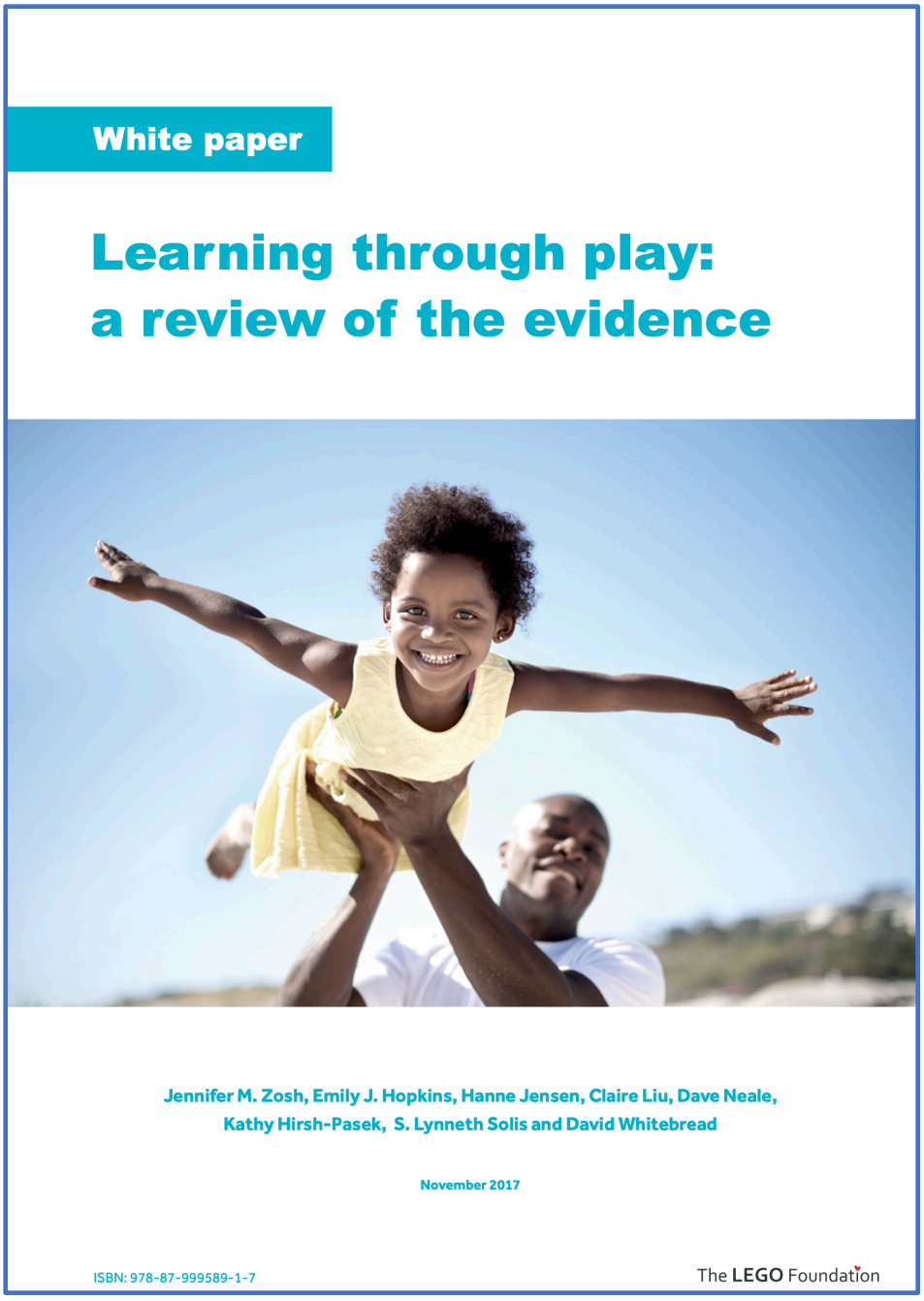
Article taken from Primary History 77

And further ideas…





Further reading



White paper

Learning through play:
a review of the evidence

Jennifer M. Zosh, Emily J. Hopkins, Hanne Jensen, Claire Liu, Dave Neale,
Kathy Hirsh-Pasek, S. Lynneth Solis and David Whitebread

November 2017

ISBN: 978-87-999589-1-7

The LEGO Foundation