

Appendices

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LCP

History

Resource File Foundation Stage

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Introduction

The importance of history

As part of the Foundation Stage's **Knowledge and understanding of the world** area of learning, children must begin to develop a sense of time, becoming aware of past and present events in their own lives, and in the lives of other people they know. This knowledge of their personal histories leads children to develop a curiosity about the world around them. Before studying history, however, children must learn to differentiate between past and present. This can be taught in simple ways, for example, instilling awareness of the difference between 'now' and 'when I was a baby'. Children also need to be aware of chronology – to know that 'a long time ago' was before 'yesterday', for example. Another helpful way in which we can provide a good foundation for learning is to teach children about the seasons.

Teaching young children these very basic skills will prepare them for learning about history at Key Stage 1, as they develop a good sense of the passing of time and what it signifies.

How to use this file

This Foundation Stage file is based on the **Sense of time** early learning goal, as identified in the QCA's *Planning for learning in the Foundation Stage*. It is designed to facilitate the transition between the Foundation Stage and the Key Stage 1 history curriculum. While many of the activity sheets might be best suited for use with Reception children, the activities are suitable, or easily adaptable, for use with any Foundation Stage group.

The file upholds the philosophy of the Foundation Stage. It is underpinned by the principles of the *Curriculum guidance for the Foundation Stage (QCA 2000)* whilst at the same time covering many of the elements of the *QCA Foundation Stage profile*. It also provides links to the National Curriculum Key Stage 1 objectives in history and the QCA Key Stage 1 Scheme of Work for history. The activities in the units reflect how young children learn through active exploratory and practical experiences.

The units covered in this file link to themes often covered during Reception (The topic 'Toys' is covered in *LCP History Resource File KS1*). The activities can be integrated into other activities that the children may be doing on that theme. They are designed specifically to develop the children's sense of time, and they provide an excellent foundation for the Key Stage 1 history curriculum, particularly Key Stage 1, Level 1:

Pupils recognise the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time. They know and recount episodes from stories about the past. They find answers to some simple questions about the past from sources of information.

This file combines planning, assessment, and a range of relevant activities for each unit. The group sizes for the activities will depend on your knowledge of the children. Some of the activities within the file are suitable for use with a smaller number of children and others can be carried out with the whole group.

Each unit contains the following sections:

- Foundation stage profile points;
- stepping stones;
- links to the KS1 history curriculum;
- other KS1 cross-curricular links;
- learning objectives;
- learning outcomes;
- resources;
- vocabulary;
- practical activities;
- plenary;
- role-play opportunities;
- suggestions for working outside;
- suggested additional resources, including ICT links, with a drag-and-drop activity;
- assessment opportunities;
- evaluation.

Each unit ends with a number of photocopiable activities, to be used throughout the unit. These are carefully differentiated for age and ability; 'a' sheets are for younger or less able children, 'b' sheets are for children working at the expected level, and 'c' sheets are for older or more able children.

In order for EAL children to access the materials, it may be necessary to arrange a mother-tongue discussion between them and a native speaker before beginning work on each unit.

Resources

In each unit, resources are listed before the practical activities at the beginning of each one, and additional, optional resources (such as music, books and ICT) are listed at the end.

The list of suggested books at the end of each unit is not exhaustive, and you will no doubt have your own favourites to add. All the recommended books can be found in high-street bookshops, libraries or via the Internet. Most of the rhymes suggested are traditional. You may choose to use your own relevant favourite rhymes.


The suggested works of art and music link with the themes covered; they can be integrated into the teaching in the unit or used to provide an enriched visual and auditory environment for the children. Once again, you may have your own favourite paintings or music. The music suggested could be used as a background to the physical activities, as an introduction to the theme, or could be played to encourage quiet reflection.

Many of the songs and musical rhymes can be found in the following publications:

- *Okki Tokki Unga; Action Songs for Children* (A&C Black)
- *Apusskidu: Songs for Children* (A&C Black)
- *The Tinder Box* (A&C Black)
- *Bobby Shaftoe, Clap your Hands* by Sue Nichols (A&C Black)

Throughout the file, there are suggested links to web-based visual resources, which are ideal for displaying on an interactive whiteboard. It is not unknown for unscrupulous individuals or organisations to place highly unsuitable material on websites to which children might have access. It is therefore essential that teachers check the contents of websites before allowing the children access to them. Although we have tried to suggest reliable sources, websites can sometimes be removed or have their addresses changed. LCP cannot be held responsible for websites that are removed, or change their addresses, nor for the content of websites.

On the CD-ROM, there is one simple sorting activity for each of the 12 units. These activities are designed to reinforce the differences between now and then, and would be best undertaken by children at the end of each unit as a consolidation of work undertaken. The activities are designed to be suitable for independent use, but some children will require further support.

It would be helpful, in many of the activities, for children to have access to a digital camera – this will reinforce their sense of chronology, and create useful mementos of the activities. Where you will need a digital camera, this icon is used: 


LCP History Resource File Foundation Stage CDs

A CD-ROM contains the 12 sorting activities, which are designed to consolidate children's learning. The units and medium-term plans, and the Foundation stage profile, are also available on the CD in Microsoft® Word format, as well as the Flipbook, perfect for projection on to an interactive whiteboard. Units and medium-term plans can be customised according to the way you use the *LCP History Resource File Foundation Stage* in your own setting. On a second CD, The Foundation Stage Audio CD, there are 24 simple songs and rhymes. Some are traditional, and others have been specially written for this resource.

Flipbook

A 20-page, full-colour flipbook accompanies the file, and is also available on the CD-ROM. This is an ideal resource for teaching your whole group.

Health and safety

Health and safety may sometimes be an issue – during food preparation, visits out and so on. In these instances, this icon is used as an indicator: 

Where visits out are suggested, it is essential that a full risk assessment is completed prior to each visit. A template for risk assessments has been provided among the Appendices. However, it is important that you follow the health and safety policy of your own setting, since it is the responsibility of all practitioners working with children to ensure their safety at all times.

It is obviously essential to gain permission every time you wish to take children on a visit out of your school setting. It is also important to ensure that you have some basic information about all of the children in your setting, particularly if you intend to take them on visits. When any child enters your setting, ensure that you have contact details for a parent or carer, and that you have an alternative emergency contact. Make sure that you know the name and address of the family doctor, and that you have obtained parental consent for medical treatment to be given in the case of an emergency. Be aware of any existing medical conditions or allergies, and ascertain whether children have received tetanus injections. Once you have this information, it should be acceptable to send out a simple request for permission for individual visits, such as the one provided in the Appendices.

Foundation stage profile

Throughout the *LCP History Resource File Foundation Stage*, we refer to the Foundation stage profile's key scale points by abbreviations. The abbreviations used are as follows:

DA – Dispositions and attitudes (*Personal, social and emotional development*)

SD – Social development (*Personal, social and emotional development*)

ED – Emotional development (*Personal, social and emotional development*)

LCT – Language for communication and thinking (*Communication, language and literacy*)

LSL – Linking sounds and letters (*Communication, language and literacy*)

R – Reading (*Communication, language and literacy*)

W – Writing (*Communication, language and literacy*)

NLC – Numbers as labels and for counting (*Mathematical development*)

C – Calculating (*Mathematical development*)

SSM – Shape, space and measures (*Mathematical development*)

KUW – Knowledge and understanding of the world

PD – Physical development

CD – Creative development

Dear parent/carer

We would like to take the children on a visit to _____
_____ as part of our history work. To get there, we will be
travelling by _____ .

We need your written permission to do this.

The visit will take place on _____, from _____ to
_____.

We also need help on the day. If you will be able to provide this, please
indicate on the tear-off slip.

Best wishes,



I do/do not* give permission for my child _____
to go to _____ on _____

Signed _____ (parent/carer)

Phone number _____

I will/will not* be able to help on the day

*Delete as appropriate

Risk assessment

Area of risk			
Assessment performed by			
Employer	LA/Governing body (delete as appropriate)		
Identified hazards		Estimated level of risk High Medium Low	
<ol style="list-style-type: none"> 1. Children-teacher/parental helper ratio 2. CRB/List 99 check for accompanying adults 3. Children understand the rules of the visit 4. Children's security/losing a child 5. Traffic/road-safety rules 6. First-aid kits 7. Qualified first-aiders 8. Children's medications, e.g. inhalers for asthma sufferers 9. Emergency contact list 10. Mobile phone for emergencies 11. Extremes of weather 12. Minor accidents 13. Uneven surfaces/slips, trips and falls 14. Appropriate insurance cover in place 15. Visit-specific hazards 			

continued...

Risk assessment (continued)

Persons at risk	Pupils	Staff	Parents	Parent helpers	Visitors	Contractors
Control measures already in operation:	<ol style="list-style-type: none"> 1. Health and safety policy 2. Security policy 3. Policy for off-site school visits 4. Named group leader and named first-aider 5. Children and parent helpers aware of the rules of the visit 6. Equipment checklist in place 7. Insurance arrangements checked and in place 					
Further measures required						
	Signed				Date	

Activity assessment

On the next two pages there is an optional assessment form for use during or after each activity. Planning documentation should have highlighted learning objectives and outcomes. This assessment form provides an opportunity to note achievement in these objectives for particular groups and for individuals. It is not intended that this should be completed for every activity.

Foundation stage profile

The CD containing the whole of this resource file in Microsoft Word format includes an additional assessment section. This section is a redesigned version of the Foundation stage profile document. It has been presented in a format that makes it very easy to use. A column has been added for the date or term and ample space has been inserted for comments. You can print one document for each child or use it as a group record. It is provided on the CD so that practitioners can customise it to suit their school or fill it in electronically. At the end of the year, practitioners can use the notes recorded to produce a report for parents, or transfer the information to the QCA Foundation stage profile.

The sample shown (on page 171) is the **Knowledge and understanding of the world (KUW)** document filled in as a group record.

Through the various activities, children will achieve many of the KUW goals, and a small number may go on to achieve Level 1 of the Key Stage 1 history curriculum. Through the various activities, children will meet a range of key scale points in other areas of learning. Some will be specific to the activities (e.g. KUW 7, Shows evidence of emerging sense of chronology, sequence stages of development and uses everyday terms for the passing of time) and others will be ongoing and evident throughout the learning process across a wide range of early learning goals (e.g. CD 8 controlling sounds through singing and playing). For that reason, the CD provides the whole of the Foundation stage profile document, and not just the key scale points for the development of a sense of time.

Activity assessment

Activity	Date
Key questions	
Key vocabulary	
Targeted children	

Activity assessment (continued)

Unexpected performance	Action and follow up
Children exceeding expectations	
Children who had difficulty	
Children absent for this session	

History

Family group: owls		Pupils: Sam, Joell, Charlotte, Mikka, Craig, Azzam, Josh, Lucy		
Key scale point	Date or term	Activity	Comments	Additional information
<p>KUW Find out about past and present events in their own lives and those of their families and other people they know</p>	<p>12th Oct 06 & 14th Oct 06</p>	<p>Day and Night Unit 3</p>	<p>Majority made own observations about differences between day and night. Azzam and Mikka reticent. Charlotte and Lucy confident in their expression.</p>	<p>Azzam and Mikka need to consolidate the language. Charlotte and Lucy making more progress, more confident.</p>
<p>KUW Children recognise the differences between going to school today and going to school in the past</p>	<p>Summer 06</p>	<p>School Unit 9</p>	<p>Majority made simple records of their visit. Josh recorded his memories of the visit in picture form. KA scribed for him. He is showing signs of emergent writing.</p>	<p>Josh needs encouragement to develop his writing skills.</p>

Notes

