



**UNIVERSITY OF
KWAZULU-NATAL**

**INYUVESI
YAKWAZULU-NATALI**

**TEACHERS' PERSPECTIVES ABOUT THE INTRODUCTION OF
HISTORY IN THE FOUNDATION PHASE**

By

SAVITHREE NAICKER

**Submitted as the full dissertation component in fulfilment of the requirements
for the degree of**

MASTER OF EDUCATION (HISTORY EDUCATION)

At the

UNIVERSITY OF KWAZULU-NATAL

School of Education

Social Science

SUPERVISOR: DR. M.C. KGARI-MASONDO

January 2020

SUPERVISOR'S DECLARATION

As the candidate's supervisor, I agree to the submission of this dissertation.

Supervisor: Dr M.C. Kgari-Masondo

Signed: 

Date: 22 May 2020

PERSONAL DECLARATION

I, **Savithree Naicker**, hereby declare that:

- (i) The research reported in this dissertation, except where otherwise indicated, is my original work.
- (ii) This dissertation has not been submitted for any degree or examination at any other university.
- (iii) This dissertation does not contain other persons' data, images, graphs or other information unless acknowledged as being sourced from another person.
- (v) This dissertation does not contain other persons' writing unless specifically acknowledged as being sourced from researchers. Where other written sources have been quoted, then:
 - a. Their words have been rewritten but the general information attributed to them has been referenced.
 - b. Where their exact words have been used, their writing has been placed inside quotation marks and referenced.
- (vi) Where I have reproduced a publication of which I am an author, co-author, or editor, I have indicated in full detail which part of the publication was written by myself and have fully referenced such publications. This dissertation does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the dissertation and the reference section.

Signed: 

Candidate: Savithree Naicker (217080192)

Date: 22 May 2020

ACKNOWLEDGEMENTS

To my mentor and supervisor Dr M.C. Kgari-Masondo, thank you for your guidance and continuous support. Without your expert knowledge, patience, understanding and, words of encouragement, this would not have been possible.

The teachers who were interviewed for this study, I would like to thank you for your passion and willingness to participate in this study and for your time.

I would like to say thank you to my friend, Diloshini Govender for her endless support, guidance and motivation throughout my research.

My gratitude also goes to the editor of this thesis, Mrs A. Bryan who did meticulous editorial work on this manuscript.

To my children, Thiashen and Kieron, I wish to express my profound gratitude for always providing me with your continuous encouragement and unfailing support throughout my studies. You have given me the courage, strength and wisdom to complete this study. This accomplishment would never have been possible without you guys.

To all, I would like to say, many thanks for the support and work well done.

DEDICATION

This dissertation is dedicated to my children, Thiashen and Kieron who have been the pillar of strength in my life through all my trials and tribulations. I hope they will both be encouraged to also pursue post-doctoral studies so that they can contribute to nation building in our country South Africa through research.

ABSTRACT

Although History is making a comeback in the schooling system of South Africa it does not occupy a prominent place in all Phases. This study was motivated by History being implemented as a compulsory subject in 2023 from Grades ten to 12. Added to this is my personal observations as a teacher of how young children learn History. This study sets out to explore the possibility of History being taught to young children. Literature does indicate that they do have the capabilities of understanding certain aspects of History, however, there is a lack of literature in South Africa about the teaching of History to Foundation Phase children. This study, therefore, tries to close that gap by investigating teachers' perspectives about introducing History to young children in schools. This qualitative research study was therefore carried out with the purpose of exploring Foundation Phase teachers' perspectives about the introduction of History in the Foundation Phase. This study aimed to also look at the possibility of History becoming a part of the curriculum in the Foundation Phase. Hence the historical learning theory of Bruner (1960) was used to understand teachers' perspectives on the introduction of History in the Foundation Phase because Bruner (1960) believes that difficult and complex material can be understood by young children if the subject matter is structured and presented appropriately.

The study employed the interpretive paradigm and a case study research design was used. Subsequently, convenient and purposive sampling were used to identify participants. Participants were nine Foundation Phase teachers from three primary schools in KwaDukuza in KwaZulu-Natal. Data was gathered using semi-structured interviews. All participants interviewed indicated that History should be taught to young children as History could be integrated with subjects like English, Mathematics, Music, Dance, Drama, Art, Physical Education and Life Skills in the Foundation Phase. Teaching local History was given preference over teaching History of a global nature by participants. Linking History topics to themes taught during Life Skills was strongly emphasized.

The overall findings do offer greater insight into the possibility of History being taught in the Foundation Phase. Numerous recommendations were made as a proposal for the introduction of History in the Foundation Phase. Participants stated that History should be taught as a standalone subject or as part of Beginning Knowledge during the Life Skills period in the Foundation Phase. History should also be integrated with other subjects in the Foundation Phase timetable as continuously revisiting a topic reinforces learning in young children. Participants also proposed that they should be sent for workshops and training so that they could become familiar with the methodology and curricula of History before the introduction of the subject in schools. The findings of this study are intended for use by Foundation Phase and History curriculum planners to look at the possibility of introducing History in the Foundation Phase level, provide curriculum planners with the opportunity of developing suitable curricula for the Foundation Phase and to instil in young children a love for History.

Keywords: History, Curriculum, Teacher, Foundation Phase, Learning Theory.

LIST OF TABLES

Table 1:	Instructional times for every grade in every phase in the South African Education System	16
Table 2:	Instructional time allocation for every subject in the Foundation Phase	17
Table 3:	Sites of study	96
Table 4:	Details of schools/interviews with participants	102
Table 5:	Emerging themes and sub-themes	104

LIST OF FIGURES

Figure 1:	Diagrammatic representation of the structure of the education system in South African schools	13
Figure 2:	Map of Stanger	94
Figure 3:	Map of Stanger illustrating sites of study	95

LIST OF ABBREVIATIONS

Below are the abbreviations which were used in the report.

CAPS	Curriculum and Assessment Policy Statement
DOE	Department of Education
FET	Further Education and Training
HET	Higher Education and Training
GET	General Education and Training
SHP	School History Project
PPES	People, Past Events and Societies
ZAD	Zone of Actual Development
ZPD	Zone of Proximal Development
ECEC	Early Childhood Education and Care
MTT	Ministerial Task Team
B.A	Bachelor of Arts
B.Ed.	Bachelor of Education
H.E.D.	Higher Education Diploma
N.P.D.E.	National Professional Diploma in Education
A.C.E.	Advanced Certificate of Education
F.D.E.	Further Diploma in Education

TABLE OF CONTENTS

Supervisor's Declaration	i
Personal Declaration	ii
Acknowledgements	iii
Dedication	iv
Abstract	v
List of tables	vii
List of Figures	viii
List of Abbreviations	ix

CHAPTER ONE: INTRODUCTION TO THE STUDY		1
1.1.	Introduction	1
1.2.	Background to the study	2
1.3.	Rationale	7
1.3.1.	Professional perspective	7
1.3.2.	Academic perspective	8
1.4.	Motivation of the study	9
1.5.	Focus and purpose of the study	9
1.6.	Aims and objectives	10
1.7.	Research questions	10
1.8.	Clarification of concepts	10
1.9.	The Foundation Phase landscape in South African schools	11
1.9.1.	The South African Education system	11
1.9.2.	Elements of the Foundation Phase	14
1.9.3.	The Foundation Phase teacher	15
1.9.4.	The Foundation Phase child	15
1.9.5.	Time allocation in the Foundation Phase	15
1.10.	Theoretical framework	17
1.11.	Overview of the research methodology	18
1.12.	Route map of the study	19

1.13.	Conclusion	22
CHAPTER TWO: LITERATURE REVIEW		23
2.1.	Introduction	23
2.2.	Importance of History	24
2.2.1.	History helps children understand society	25
2.2.2.	History provides a sense of identity	27
2.2.3.	History develops children's thinking and decision-making skills	29
2.2.4.	History contributes to moral and good citizenship	30
2.3.	Theories of children's historical understanding	32
2.3.1.	Theories negating children's ability to learn History from an early age	34
2.3.2.	Theories supporting children's ability to learn History from an early age	37
2.4.	Reasons for making History compulsory in schools	40
2.4.1.	Reasons for making History compulsory in schools: global context	40
2.4.2.	History as a compulsory subject in South African schools	43
2.5.	Which History to teach in the Foundation Phase? Global context	45
2.6.	Integration as a measure of making History in the Foundation Phase compulsory	48
2.6.1.	English	48
2.6.2.	Mathematics	49
2.6.3.	Science	49
2.6.4.	Environmental Studies/ Geography	50
2.6.5.	Religious Studies	50
2.6.6.	Art	50
2.6.7.	Physical Education	51
2.6.8.	Music, Dance, Drama	51
2.7.	The implementation and the teaching pedagogy of History in the Foundation Phase	52

2.7.1.	Design and methods for teaching History	54
2.7.2.	Learning activities	56
2.8.	Theoretical framework	60
2.9.	Conclusion	63
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY		65
3.1.	Introduction	65
3.2.	Research design	65
3.3.	Research approach	66
3.4.	Research paradigm	68
3.5.	Research methodology	70
3.5.1.	Case study	71
3.5.2.	Sampling	72
3.5.3.	Data collection methods	75
3.5.3.1.	Semi-structured interviews	77
3.6.	Data analysis	80
3.7.	Trustworthiness	84
3.7.1.	Being a reflexive researcher	86
3.8.	Problems/ limitations	87
3.9.	Ethical issues	89
3.10.	Conclusion	91
CHAPTER FOUR: DATA PRESENTATION		92
4.1.	Introduction	92
4.2.	The background and research context	93
4.3.	Research sites	94
4.3.1.	Flower Primary School	96
4.3.2.	Mellow Primary School	99
4.3.3.	Parkview Primary School	100
4.4.	Background of the participants	101
4.5.	Perspectives of participants through narratives from the three schools	103

4.5.1.	Participants' understanding of History in the context of the national curriculum in South African schools	106
4.5.2.	Participants' perspectives of History as a subject in South African schools	107
4.5.3.	Participants' perspectives on children's understanding of History in the Foundation Phase	108
4.5.4.	Understanding History in the Foundation Phase	110
4.5.4.1.	Nature of History in the Foundation Phase	110
4.5.4.2.	Importance of History in the Foundation Phase	111
4.5.4.3.	How is History taught in the Foundation Phase?	112
4.5.5.	Participants' perspectives about the introduction of History in the Foundation Phase	114
4.5.5.1.	Participants' perspectives about the introduction of History in the Foundation Phase	114
4.5.5.2.	How should History be taught in the Foundation Phase?	115
4.5.5.2.1.	Integration of History in the Foundation Phase	115
4.5.5.2.2.	History as a standalone subject in the Foundation Phase	117
4.5.6.	What type of History should be taught in the Foundation Phase?	118
4.6.	Conclusion	119
CHAPTER 5: DISCUSSION OF FINDINGS: PARTICIPANTS' PERSPECTIVES ABOUT THE INTRODUCTION OF HISTORY AS A SUBJECT IN THE FOUNDATION PHASE		122
5.1.	Introduction	122
5.2.	Participants' perspectives about the introduction of History in the Foundation Phase from the three schools	124
5.2.1.	Participants' understanding of History in the context of the national curriculum in South African schools	125
5.2.2.	Participants' perspectives of History as a subject in South African schools	127
5.2.3.	Participants' perspectives of children's understanding of History in the Foundation Phase	130

5.2.4.	Understanding of History in the Foundation Phase	136
5.2.4.1.	Nature of History in the Foundation Phase	137
5.2.4.2.	Importance of History in the Foundation Phase	138
5.2.4.3.	How is History being taught in the Foundation Phase?	140
5.3.	Participants' perspectives about the introduction of History in the Foundation Phase: the way forward	141
5.3.1.	Should History be taught in the Foundation Phase? Participants' perspectives	142
5.3.2.	Why introduce History in the Foundation Phase?	143
5.3.3.	How should History be taught in the Foundation Phase: the way forward	144
5.3.3.1.	Integration of History in the Foundation Phase	146
5.3.3.2.	History as a standalone subject	147
5.3.4.	Type of History to be taught in the Foundation Phase	148
5.4.	Conclusion	150
CHAPTER 6: CONCLUSION AND RECOMMENDATIONS		152
6.1.	Introduction	152
6.2.	Synopsis of the study	152
6.3.	Summary of the findings	155
6.3.1.	Participants' understanding of History in the context of the national curriculum in South African schools	155
6.3.2.	Participants' perspectives of History as a subject in South African schools	155
6.3.3.	Participants' perspectives of children's understanding of History in the Foundation Phase	156
6.3.4.	Participants' understanding of History in the Foundation Phase	156
6.3.5.	Participants' perspectives on the introduction of History in the Foundation Phase	157
6.3.6.	Type of History to be taught in the Foundation Phase	157

6.4.	Personal reflections on the teaching of History in the Foundation Phase	158
6.4.1.	Teaching History to Foundation Phase children as a standalone subject	158
6.4.2.	Teaching of History to Foundation Phase children as an integrated subject	159
6.4.3.	Teaching History using the thematic approach in the Foundation Phase	160
6.4.4.	Retraining of teachers if History is to be introduced in the Foundation Phase	160
6.4.5.	Redesigning of the Foundation Phase curriculum	161
6.5.	Personal reflections on Bruner's learning theory and the introduction of History in the Foundation Phase	162
6.6.	Reflection on methodology	164
6.7.	Recommendations for further research	167
6.8.	Conclusion	168
References		170

Appendix A: Consent letter to principals	193
Appendix B: Informed consent/assent letter to participants	195
Appendix C: Interview schedule: questions to teachers	197
Appendix D: Ethical clearance: University of KwaZulu Natal	198
Appendix E: Ethical clearance: Department of Education	199
Appendix F: Letter from a proof-reader	200
Appendix G: Turnitin: originality report	201

CHAPTER ONE: INTRODUCTION TO THE STUDY

1.1. Introduction

History is not only seen as a subject which recalls past events but is regarded as a subject which has many pedagogical benefits some of which include the development of intercultural understanding, national identity and, unity because it allows us to scrutinise the human condition (Straaten, Wilschut & Oostdam, 2016). With the result, there has been a significant rise in the need to investigate the teaching of History in several countries including Australia and Europe. These countries raised concerns about transferable skills advancement related to active learning, critical thinking, and reading in History (Ludivigsson & Booth, 2015).

Recently in South Africa, there has been an increase in the level of interest being shown towards History as a subject. Major concerns are raised by departmental officials regarding the fact that History in South African schools was compulsory only from Grade four until Grade nine after which it was an elective option. What was of even greater concern and significant importance in South Africa was the fact that children lacked knowledge of the country's past. Children were struggling to fully understand the country they live in due to the transformational challenges that the country had undergone after the legacy of colonialism and the apartheid era. This needed to rapidly change and History about the country needed to be included in the school curriculum to improve children's understanding of the History of their country (Pather, 2018).

This study, therefore, explores Foundation Phase teachers' perspectives about the introduction of History in the Foundation Phase as children in this Phase are eager to learn. It is the ideal phase to teach History to young children as it will create the perfect platform for young children to become aware of and understand the past with all its struggles and difficulties. It will also encourage them to celebrate the achievements of the past since every country is anchored in its history. Teaching young children History will enable children to learn about tolerance and empathy as well as teach them to

work hard towards achieving a better future and in doing so children will learn to appreciate all the historical developments in South Africa.

This study was conducted at three schools in KwaDukuza. I begin by presenting the background for this study. I then explain the rationale, the aims and objectives and the research questions followed by the context of the study. Thereafter the methods of steering this research are explained while closing with a summary of the Chapters contained within the study.

1.2. Background to the study

This study explores the importance of teaching History to children in the Foundation Phase. Although History is making a comeback in some schooling systems, it does not occupy a prominent place in all schools (Osborne, 2003). History as a subject is not being taught in all South African schools from Grades one to three but only from Grades four to nine under the Social Sciences umbrella. It is only when children reach the Further Education and Training (FET) band (Grades ten to 12) that they have a choice of selecting History as one of their subjects meaning that History becomes an elective option (Department of Basic Education, 2011).

The History Ministerial Task Team (MTT) was appointed on the 10th of June, 2015 by the Minister of Basic Education, Angie Motshekga to review and also to strengthen History as a subject in South African schools. It was recommended that there be a major overhaul concerning the History curriculum in schools as well as look into the feasibility of making History compulsory from 2023 as there was a lack of knowledge amongst children regarding the country's history (Ndlazi, 2018). Teaching History in schools according to Motshekga will contribute towards instilling national pride, inculcating social cohesion, promoting patriotism, developing cultural heritage and therefore contributing to nation-building within South Africa. The team led by Professor Sibusiso Ndlovu was given the task of deciding whether it was feasible to make History compulsory. History as a compulsory subject has therefore drawn much attention.

The recommendations were finalised in December 2017. The report was then handed over to the Minister on 31 May 2017. Its contents were finally released and made public by the task team in a detailed report titled “Report of the History Ministerial Task Team” on the website where it has attracted a huge amount of interest. The research findings made it clear that History was indeed in need of serious attention as the status of History was low. The report stated that History should become a compulsory subject from 2023 but that it should replace Life Orientation. Before this decision could be made discussion took place as to whether History should be a separate independent subject or if it should be integrated with Life Orientation. Finally, the conclusion was drawn after the team spent three years scrutinising models of how History was being taught in twelve other countries. Studies included research from Rwanda, Zimbabwe, Nigeria, Tanzania, China, France, South America and Russia (Pather, 2018) which gave an excellent view of how History was taught as it created a sense of national identity. It was discovered that History was compulsory in many schools up until Grade nine while in several schools it was compulsory up until high school, in South Africa however History was offered as an elective after Grade nine.

After much deliberation, the decision was made to make History a compulsory subject on its own and not be integrated with other subjects since History had an important role to play in the curriculum of every school. History replacing Life Orientation was seen as an avenue to promote national unity and to create a united South Africa. The report also recommended that there be a five-year phase in period as this would allow the department enough time to prepare to ensure that History becomes a compulsory subject. Preparations needed to be made for teachers to be properly trained again. The training of teachers was necessary to ensure that the process of implementing History as a compulsory subject runs smoothly. The report highlighted the fact that there were concerns regarding the current History curriculum and that it needed to be revisited, thus a further recommendation was made regarding the change in the History curriculum from Grade ten to Grade 12. The report claimed that the current History curriculum was very Eurocentric, paid little attention to issues of gender and instead of the ordinary people from the streets being included more focus was placed on the leaders of the country. It was therefore recommended that the History curriculum be changed and that the change should reflect a much more Afrocentric

perspective as well as make provisions for the inclusion of History based on an equitable distribution of gender issues (Breakfast, 2018).

From the recommendations made in the report, it was clearly emphasised that History as a subject was significant and that it is long overdue. History as a subject needs to be included in the schools' curriculum as it will enable every South African to learn and understand the struggles that were faced by people in the past so that our country could gain its democracy.

Currently, the government has agreed to introduce History from the FET Phase (Grades ten to 12) but nothing was said in the report about introducing History in the Foundation Phase which is a critical stage of teaching children important aspects of life including History. The introduction of History in the Foundation Phase level is important argues Tambyah (2017) because History introduced to children at this level will play an important role in helping children understand the past, present and, future. In today's society children fail to see the important part History plays in their lives which is due to the lack of attention being paid to History in the classroom (Straaten, Wilschut & Oostdam, 2016) especially at the Foundation Phase level.

History should be made relevant and meaningful to children from a young age. According to Mindes (2005) History being part of the curriculum in the early years will allow the education system to focus on the development of efficient, effective and ethical children who will approach the world around them in a mature manner. Part of understanding the main problem of this research study rests on a good grasp of the perceptions of Foundation Phase teachers' understanding of the introduction of History in the Foundation Phase. Foundation Phase teachers will play a crucial role in this study as they will be able to give us their perceptions about the teaching of History in this particular Phase as they are the ones teaching them and will be able to give us a clearer understanding of young children's learning abilities. Teaching History to children in the Foundation Phase will lay the foundation for instilling in young children a love for the subject from an early age. As opined by Tambyah (2017) History can

also be introduced to young children at the primary level at school once they attain numeracy and literacy skills. This means that children can be taught History in the Foundation Phase. Hence this study seeks to investigate what teachers' perspectives are about the introduction of History in the Foundation Phase.

This study was conducted in 2019 in a small town called KwaDukuza (also known as Stanger). The town was established by the late King Shaka. Stanger was chosen by Shaka in early 1825 as his new capital because he was aware that the area had plenty of water and because it also had very good grazing fields for his huge herds of cattle. The settlement which was built here was called Dukuza (the maze) by Shaka because it was a massive settlement that was oval which comprised a huge kraal as well as numerous beehive-shaped huts all around the settlement. Shaka's royal hut was also built alongside a stream and a spring. This area is the cultural heritage place for this great historical figure (Biyela, 2013). In 1872 permission was requested to create a town to move up the military and magistracy. When permission was granted an initial layout of the site of Stanger was done and the town was named Stanger in 1873. Stanger was named after the first Surveyor-General of Natal, Dr. William Stanger. In 2006 the name of the town officially changed from Stanger to KwaDukuza.

KwaDukuza and its people are surrounded by bush and sugar cane fields and KwaDukuza is an important sugar-producing town. Important historical sites in the area include Shaka's monument, the museum and, statues of Mahatma Gandhi and Chief Albert Luthuli. KwaDukuza is part of KwaZulu-Natal which is a province situated on the east coast of South Africa. It is well known for its mountains, beaches, big game and its populace of diverse cultural groups. The population of KwaZulu-Natal is filled with predominately working-class people who believe that their children must follow a career in the academic field. Therefore, subjects like English, Mathematics, Science, Computers and Accounting are essential so that their children can become lawyers, teachers, engineers and doctors. A subject like History is not the preferred subject of value or choice for many children when they are allowed to choose subjects in Grade ten (Power, 2013).

This study was conducted in three public primary schools in the town of KwaDukuza. Flower Primary School, Mellow Primary School, and Parkview Primary School were the sites of my case study. For ethical reasons, the names of schools were replaced with pseudonyms so that the identities of the schools could be protected. These schools are located in the suburbs of Stanger Manor, Indian Village and Glenhills. Residents of Stanger Manor are economically advantaged as many live an affluent life; however, the residents of Indian Village and Glenhills have very few people living there who are economically advantaged. Most of them are underprivileged. There are very few white children in Flower Primary, Mellow Primary and Parkview Primary and most children are Indians or blacks which is due to the apartheid's historical division of areas that existed during the tricameral system of the apartheid regime.

The Group Areas Act stressed residential or spatial segregation. Spatial segregation meant that people of different race groups lived in different areas and could not attend any school they wanted and had to go to the schools in the area in which they lived (Rogerson, 2017). Children who go to the schools which were chosen as sites of study come from surrounding areas, however, some children come from outlying areas but these are mainly blacks. Those who are in the area use private lift clubs or walk to school and those who are not from the area use public transport. The three schools chosen are public, fee paying schools. These schools were chosen because of convenience as they are in the area I teach and access to the schools would be easy.

All three schools have a separate Foundation Phase department which accommodates children from Grade R to Grade three. Children in the Foundation Phase are aged from five to nine years old. The Foundation Phase department is managed by a departmental head while the overall functionality of the school is overseen by the deputy principal and principal of the school. Flower Primary and Mellow Primary accommodated children from Grade R to Grade seven while Parkview has children from Grades R to Grade six. All three schools had adequate space for children and had a reasonably good infrastructure.

1.3. Rationale for the study

The rationale for this research study arises from my experiences as a Foundation Phase teacher as well as a teacher who has taught in the Intermediate Phase. As argued by Vithal and Jansen (2010) the rationale helps to specify how the researcher developed an interest, concern or motivation in a particular focus and that he /she believes that the research is worth undertaking. The rationale for this study was to gain an understanding of teachers' perspectives regarding the teaching of History in the Foundation Phase. Thus, the rationale for this study is derived from two perspectives, a professional and an academic perspective.

1.3.1. Professional perspective

Having taught Social Science in the Intermediate Phase I found that very little time was spent on teaching History. History and Geography form part of the Social Science curriculum. In the school, where I teach, I have observed that History is only taught in the Intermediate and the Senior Phase respectively meaning that History teaching only began from Grade four and continued until Grade seven. History was taught together with Geography which was regarded as Social Science. Currently, in this school the teaching of History in the Foundation Phase has no place in the curriculum nor any other school in the province. History in the Foundation Phase is taught incidentally as the need arises. Should there be a public holiday like April 27, which is Freedom Day, we as teachers in the Foundation Phase make children aware of the significance of this day in an unofficial manner. The lack of History teaching in the Foundation Phase and my experiences as a Social Science teacher in the Intermediate Phase have heightened my interest in History as a subject and its importance in the school curriculum. My experiences as a Foundation Phase teacher together with my interactions with other Foundation Phase teachers have made it clear and made me aware that children as young as five years old do understand History and its place in society.

Tambyah (2017) agrees that helping children understand the 'past' and assisting them to develop their historical imagination at a very young age will have tremendous

educational benefits. Levstik and Barton (2011) and Logan, Sunson and Press (2014) state that History can be taught to children in the early years as it develops their historical thinking and encourages them to think that they are part of History. This study will definitely help me and also my colleagues in the teaching fraternity better understand, encourage and perhaps advise departmental officials about the need to include the teaching of History in the curriculum of the Foundation Phase as exposure to the subject at an early age helps children understand and recognise who they really are therefore History is an invaluable subject.

1.3.2. Academic perspective

I am undertaking to do this research because I want to contribute to highlighting issues surrounding the significance of History to all people, and to show that it is important for children to learn History from a very young age since they do have the capabilities, which means that children in the Foundation Phase can learn History.

There are many differing views from different scholars about how young children learn and how they retain information. Bruner (1960) believed that young children can learn anything if the content is formulated, presented and taught in a structured way. Any child can learn anything at any stage of development meaning that a difficult subject like History can be taught to children in the early years. Booth (1994) also agrees with Bruner that young children can learn History if proper structures are put in place to foster learning. Other scholars like Piaget (1952) claim that the hierarchical stages of cognitive development children experience in their primary years, renders learning historical content unrealistic. Hallam (1967) agrees with Piaget that young children cannot learn History in the early years because they are unable to grasp and cope with abstract concepts. He argues that only children above the age of 16.5 years can learn History with the correct motivation. Similarly, Vygotsky (1978) claims that young children find it difficult to learn History.

In academia from my literature survey, nothing has been undertaken on the introduction of History in the Foundation Phase in South Africa. Thus this study tries

to close that lacuna by investigating teachers' perspectives specifically Foundation Phase teachers about the introduction of History in the Foundation Phase as they are the ones teaching young children and they are also experts in their field.

1.4. Motivation for the study

My motivation for this research study was to obtain a Master's degree in History Education. With the possibility of History becoming a compulsory subject from 2023 from Grades ten to 12, the emphasis has been placed on the importance of History in an individual's life. The possible implementation has left me with a question as to why History is not being taught to young children as my experiences as a Foundation Phase teacher have made me aware that even young children have the potential to grasp historical concepts. As explicitly put by Bruner (1960), any subject matter can be taught to any child at any age honestly and intellectually. Bruner believes that difficult and complex material can be understood by young children if the subject matter is structured and presented appropriately. This means that History, a subject which is seen as difficult can be taught and understood by any child at any age irrespective of their developmental level. For this purpose, I wanted to examine and scrutinise other Foundation Phase teachers' views in different school contexts on what their thoughts were on the implementation of History in the Foundation Phase. Gaining an understanding of Foundation Phase teachers' views on teaching history to young children will help me understand whether young children are capable of learning History and also help me determine if it should become a part of the Foundation Phase curriculum and in what form.

1.5. Focus and purpose of the study

The focus of this particular study was to gain an understanding of teachers' perspectives on the implementation of History in the Foundation Phase. This study was specifically intended to understand and explore the perspectives of different Foundation Phase teachers from three primary schools about introducing History in the Foundation Phase. The views of the teachers will highlight the reasons for introducing History to young children. This study is also anticipated to look for gaps in

the literature and then to fill them in with research on specifically the introduction of History in the Foundation Phase. It is also intended to potentially make recommendations for the Department of Education (DOE) to consider looking into the possibility of including History in the Foundation Phase curriculum.

1.6. Aims and objectives

Using a case study this research study aims to explore teachers' perspectives regarding the teaching of History in the Foundation Phase at Flower, Parkview and Mellow Primary Schools. It aims to understand how young children learn History and to explain the important place History has in the curriculum.

The objective of this study is:

1.6.1. To explore teachers' perspectives about the Introduction of History in the Foundation Phase.

1.7. Research questions

The ensuing research question will be used to direct this study:

1.7.1. What are the teachers' perspectives about the introduction of History in the Foundation Phase?

1.8. Clarification of key concepts

It is also important to clarify certain key concepts that will be used in this study to answer the research question posed. The important concepts are:

Perspectives

Perspectives are the views or ideas which one holds. It is a specific way of thinking about something, especially one that is inclined by one's experiences and beliefs.

History

History is the study of the past, especially of an entity, event and human affairs.

Implementation

Implementation is seen as the procedure of putting a plan or a decision into effect or execution.

Foundation Phase

In South African schools it is defined as Grade R to Grade three where essential techniques are taught.

1.9. The Foundation Phase landscape in South African schools

To follow is a discussion of the South African Education system which will offer clarity on the structure of the diverse Phases and it will also place the Foundation Phase squarely in the South African educational system. In South Africa, there is a three-tier schooling system consisting of primary, secondary and higher or further education. This starts from Grade R (which is also regarded as Grade 0) through to Grade 12 (known as matric). Grades one to nine are seen as compulsory and classified as General Education and Training (GET). Grades ten to 12 are regarded as Further Education and Training (FET) (Department of Education, 2011). I will be specifically referring to the Curriculum Assessment Policy Statements (CAPS) documents when discussing the structure of the South African education system.

1.9.1. The South African Education system

A fleeting discussion of the structure of the South African system ensues which will give clarity on the various Phases and it will locate the Foundation Phase squarely within the education system in South Africa. The formal schooling system in South Africa is divided into three main bands which are the General Education Training (GET) band, Further Education and Training (FET) band and the Higher Education

and Training (HET) band. The GET band encompasses the Foundation and Intermediate Phase. The Foundation Phase forms part of the primary system of schooling and consists of Grade R to Grade three and it is seen as the start of all children's formal schooling. The focus of this research is placed at this particular Phase of the schooling system. Figure 1 gives an illustration of the structure of the education system in South Africa.

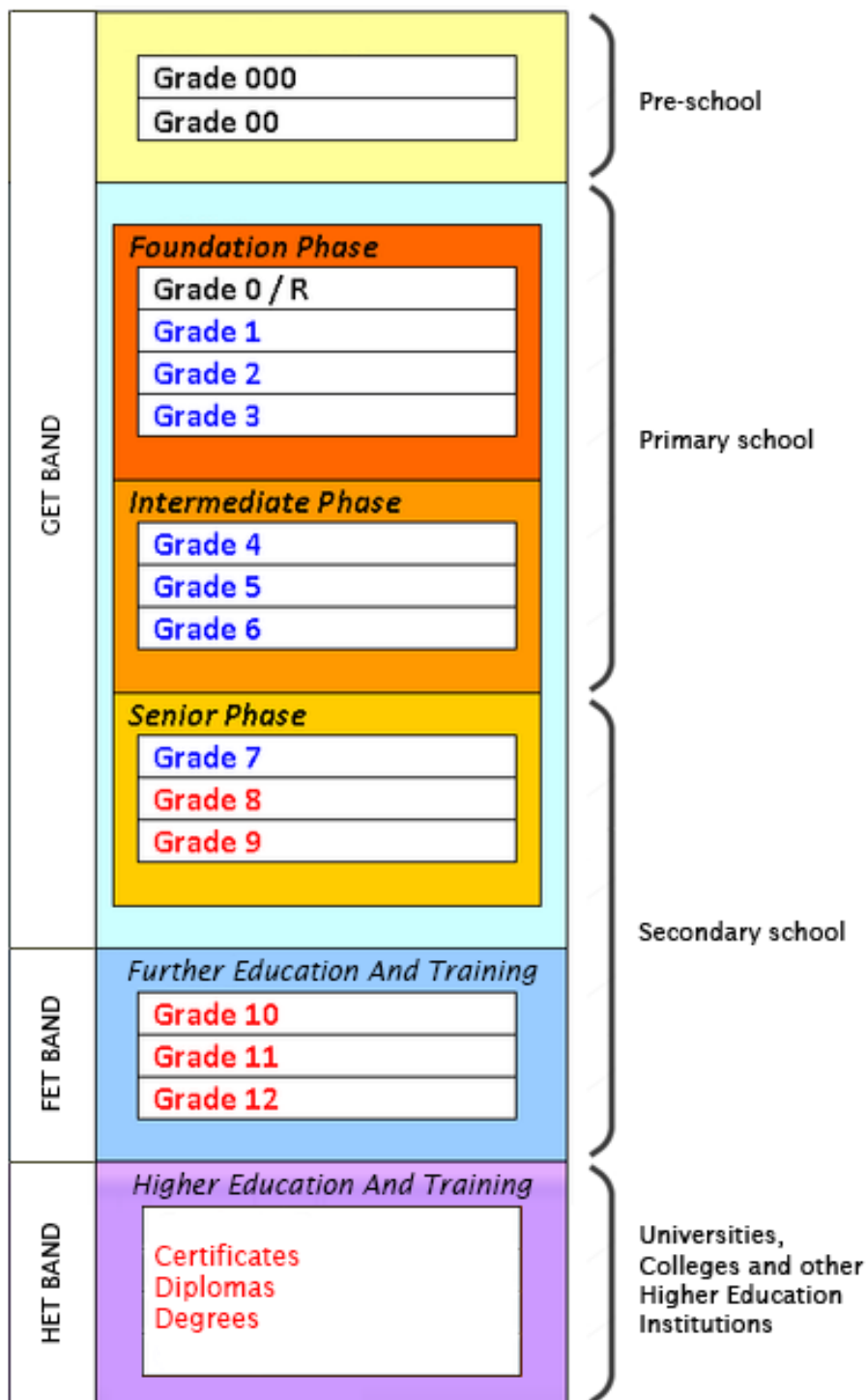


Figure1: Diagrammatic representation of the structure of the education system in South Africa

Source: (https://upload.wikimedia.org/wikipedia/commons/9/9e/Grouping_of_South_African_school_grades_into_phases%2C_bands_and_schools.png)

1.9.2. Elements of the Foundation Phase

In the South African schooling system, the Foundation Phase is the initial Phase where the child begins his/her formal years of schooling and it makes up a part of the primary schooling sector. The Foundation Phase is a particularly distinctive Phase which is designed to suit the specific needs of young children while at the same time promoting and complementing the learning that takes place to foster the curriculum. Grade R to Grade three is regarded as the Foundation Phase band in the schooling system in South Africa and is the first Phase in the GET band. The Foundation Phase is also seen as the initial Phase of schooling in the child's life (Department of Education, 2003b). The ages of children in this Phase range from about five and approximately ten years of age. It is during this Phase that certain foundations for learning are laid.

The focus of learning in the Foundation Phase is placed in three areas which are English, Mathematics and Life Skills. In Grades one, two and three the same subjects and concepts are taught every year however the level of work increases with difficulty every year to prepare the child so that he/she can work independently. Thus, the child in the Foundation Phase must understand all the basic concepts properly before he/she moves to the next Grade. English as a subject in the Foundation Phase focuses on language development and acquisition, phonics, reading and different types of communication. For Mathematics the focus is on certain mathematically related skills and knowledge using numbers. Life Skills encompasses many different aspects of learning which include Beginning Knowledge, Creative Arts, Personal and Social Well-being and Physical Education (Department of Education, 2011).

It is in this phase where manners, ethics and the fundamental learning techniques which allow for the development of the child to take place holistically are developed. Foundation Phase concerns developing the basic educational knowledge of the child required for life and further learning. It is also at this stage that children become critical thinkers as they develop numerous skills, attitudes, knowledge and values so that they can identify and solve problems and also be able to make decisions (Department of Education, 2003b). Therefore, it is in this Phase that children's interest in History be

developed and encouraged because these children are the most curious about everything in the world around them which is seen as an ideal opportunity to learn.

1.9.3. The Foundation Phase teacher

Foundation Phase teachers should not be seen as child-minders because teaching young children is challenging and complex since they lay the foundations for successful learning. Foundation Phase teachers are classroom-based specialists who are required to teach all subjects in the Foundation Phase curriculum in the respective Grades whereas the teachers in higher Grades are specialist teachers who teach only certain subjects. Foundation Phase teachers are the ones who are responsible for developing young children's thinking skills and also promote the child's emotional, social, physical and intellectual development and are understood to be the key to improving educational outcomes for children in the education system (Sayed & McDonald, 2017).

1.9.4. The Foundation Phase child

Many children who are in the Foundation Phase are children who are often eager to learn. They bring with them their interests, experiences, barriers and, strengths and they, therefore, need to be catered for so that their full potential could be fulfilled in the classroom. Children according to the curriculum document are individuals filled with values, who perform in the interests of the society grounded on respect for equality, human dignity, democracy, social and life justice (Department of Education, 2002b). These are the characteristics that need to be instilled in young children which will develop a love for History.

1.9.5. Time allocation in the Foundation Phase

There is also a need to discuss the time which is allocated to each subject in the formal schooling day of the Foundation Phase child. According to the National Educational Policy Act (1996), 35 hours a week is the formal teaching hours for every school in the

South African education system. The instructional time for every Grade in each Phase is set out in Table 1.

Table 1: Instructional times for every Grade in every Phase

Source: (Department of Education, 2011, p.4)

Phase	Grade	Time
Foundation Phase	R, 1 and 2	22 hrs 30 mins
	3	25 hrs
Intermediate Phase	4, 5 and 6	26 hrs 30 mins
Senior Phase	7	26 hrs 30 mins
	8 and 9	27 hrs 30 mins
FET	10, 11 and 12	27 hrs 50 mins

The time allocation For the Foundation Phase is based on the fundamental holistic development of the child and should be done from Grades R to Grades three either on a daily or weekly basis. Subjects that enhance the holistic development of the child include the Languages, Mathematics and Life Skills. English is the preferred language of instruction in the three schools which were chosen, while IsiZulu and Afrikaans were the first and second additional languages. The CAPS documents specify the time allocation for each subject. In the Foundation Phase, 40% of the time is allocated for Home language (English) and First Additional Language, 35% is allocated for Mathematics and 25% is allocated for Life Skills. This means that ten hours are allocated for languages from Grades R to two and 11 hours in Grade three. Mathematics has an allocation of seven hours while Life Skills has an allocation of 6 hours in the Foundation Phase. The instructional time for Grades R to two is 23 hours and for Grade three is 25 hours. Table 2 provides the instructional time allocation for each subject in the Foundation Phase. Excluded from the time allocation are the assemblies, breaks and extra-mural activities (Department of Education, 2011, p. 5)

Table 2: Instructional time allocation for each subject in the Foundation Phase**Source: (Department of Education, 2011, p. 5)**

Subject	Grade R (Hours)	Grades One/Two (Hours)	Grade three (Hours)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	6	6	7
• Beginning Knowledge	(1)	(1)	(2)
• Creative Arts	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)
• Personal and Social Well-being	(1)	(1)	(1)
Total	23	23	25

1.10. Theoretical framework

The theoretical framework which was used to understand and analyse the phenomenon under investigation was presented. This study aimed to gain an understanding of Foundation Phase teachers' perspectives regarding the teaching of History in the Foundation Phase. Literature consulted has had a huge impact on shaping the theoretical framework which I have used in this study. This study is grounded on Bruner's findings from his cognitive developmental theory which has influenced and helped me organise and analyse my findings. In his cognitive developmental theory, Bruner proposed three modes of representation which were the enactive, iconic and symbolic modes of representation. Modes of representation represent how knowledge and information are encoded and stored in the memory. According to Bruner the modes of representation were not age related but integrated and very loosely sequential as they translated into each other. Within Bruner's cognitive developmental theory was his "spiral curriculum" theory which suggests that children even though they are young are capable of learning any subject material as long as what is to be learned has been organised and presented appropriately (Bruner, 1960). It is this theory of Bruner which carries weight in this research study because

the belief is that young children irrespective of their age are capable of learning History even at a very young age.

1.11. Overview of the research methodology

The main purpose of this section is to clarify the research design, the methodology and the methods which were employed in answering the key research question. A case study was used in this study. This study involved a detailed case study of Foundation Phase teachers' perspectives on the introduction of History in the Foundation Phase from three schools in the KwaDukuza area. The nature of the in-depth study is qualitative because it focuses on the teaching of History to young children. A valuable method to get a deeper understanding of the phenomenon to be scrutinized is the qualitative method which also allows the researcher to explore the issues and themes identified in greater detail (Strauss & Corbin, 2007). This research study is enclosed within the interpretive paradigm which encompassed attaining an understanding of how Foundation Phase teachers make sense of their experiences regarding the introduction of History to young children.

Merriam (2009) claims that a set of criteria is important for choosing the site and the participants for any study which must be determined before the study begins. The researcher must make a list of the essential attributes needed for the study and then try to locate his/her site and participants. Teachers play a vital role in moulding children, therefore a purposive sample of 9 teachers who are currently teaching Foundation Phase children was chosen for this study so that they could share their perspectives of teaching History to young children. Once ethical clearance was obtained from the University of KwaZulu-Natal, permission granted by the Department of Education in KwaZulu-Natal and principals of the three schools had agreed for their schools to be used as sites for this research study, consent forms to teachers were given and interviews were conducted in the 3 schools. It was clearly emphasised in the consent forms that participation was voluntary and that their identities would be protected because pseudonyms were used.

Data generation was made possible through semi-structured individual interviews which allow for personal and direct contact with all the participants (Bless & Higson-Smith, 2004). It also permits one to delve deeper to prompt further responses from the participants. Semi-structured interviews were employed as the mechanism for collecting data since this research is based on the interpretive method of research. Researchers using the interpretive paradigm according to Christiansen, Bertram, Land, Dampster and James (2010) want to gather an understanding of human behaviour instead of trying to predict it. In this study, it was an opportunity to gather an understanding of the phenomenon under investigation from the subjective experiences of Foundation Phase teachers as individuals. Semi-structured interviews gave me as the researcher an opportunity to probe deeper so that participants could further their responses concerning the phenomenon under scrutiny during the interview.

Interviews were conducted during teachers' free periods and after all Foundation Phase children had gone home. All interviews were recorded and played and replayed numerous times to ensure clarity and that the data was transcribed accurately. Data was transcribed verbatim to achieve rigour. Participants were given an opportunity to look at the transcribed interviews so that they could sanction and verify data. Using the process of thematic analysis data obtained was analysed and then organised into similar and different themes that arose from all the participants' responses. The analysis of data gathered was done according to questions asked and teachers' responses to these questions. Clark and Braun (2017) point out that the process of categorising similar patterns of meaning which arise when qualitative data is collected involves thematic analysis. The findings were grouped according to common themes which appeared when the data was analysed.

1.12. Route map of the study

This thesis contains six Chapters which also includes this introductory Chapter which explores Foundation Phase perspectives concerning the teaching of History in the Foundation Phase. **Chapter one** is the opening Chapter and it provides an outline of the study. This Chapter is important because it briefly gives the reasons why the study

was undertaken. It begins by presenting the background to the teaching of History in South African schools in the Foundation Phase and it also clarifies how the study was established. The context of the study is briefly introduced to the reader. Thereafter it is followed by the rationale and motivation which presents my interest that motivated this particular study. The focus and purpose of this study are explained together with the aim and objective and then it is followed by the research question. The key concepts frequently used in this study are also clarified. The research methodology employed in this study is explained and finally, the route map of the Chapters is presented.

Chapter two presents a review of the literature of all the significant research that has been previously conducted on the teaching of History to young children. This Chapter presents the literature done by other academics and scholars regarding the teaching of History to young children. A sincere effort was made to show how some academics and scholars share similar views while others had differing opinions. The role of the literature review was to focus on the importance of History and to understand whether it can be taught to children of a young age. It needs to be pointed out that globally there is literature about the topic being researched however there is very little literature from a South African perspective. This gap helps in understanding, substantiating and advancing the importance of a study of this nature because it will supplement the body of knowledge intended at understanding the need to teach History to young children. Children's historical understanding is explored in-depth followed by the reasons why History should be made compulsory for all children in school. The content of History to teach to Foundation Phase children is explained followed by how History can be integrated within the Foundation Phase curriculum to make learning more meaningful to young children. Finally, the integration and teaching pedagogy of History is clarified.

Chapter three explains the research methods and methodological approaches that were adopted for the investigation into the introduction of History in the Foundation Phase. The research design, research approach, research paradigm and research methodology are discussed and the case study, sampling techniques and methods of data collection are also explained in detail. The data analysis process was also

elaborated on. The procedures employed to ensure trustworthiness were presented and finally the limitations and the ethical considerations of the study were addressed.

Chapter four focuses on the related voices of Foundation Phase teachers who explained the data which was collected from semi-structured individual interviews which focused on the positive and negative perspectives teachers had about the introduction of History in the Foundation Phase. It also focused on how Foundation Phase teachers looked at History in the Foundation Phase. This Chapter provided detailed accounts of teachers' narratives. Data was gathered from the interviews with teachers from the three schools in KwaDukuza. Common themes as well as subthemes emerged and were discussed. The themes discussed were teachers' understanding of History in the context of the national curriculum in South African schools, teachers' perspectives of History as a discipline in South African schools, teachers' perspectives of children's understanding of History in the Foundation Phase, understanding History in the Foundation Phase (nature of History, the importance of History, how History is being taught in the Foundation Phase), teachers' perspectives about the introduction of History in the Foundation Phase (how must history be taught in the Foundation Phase, integration of History in the Foundation Phase, History as a standalone subject in the Foundation Phase), and type of History to be taught in the Foundation Phase

Chapter five highlights the main findings, the audit and it also presents the links that were made with the literature that was reviewed by academics and scholars as well as the theoretical framework. The themes which emerged in Chapter four were used to discuss the findings and applied to produce new awareness concerning the teaching of History in the Foundation Phase. The findings helped to answer the research question which is: what are the teachers' perspectives about the introduction of History in the Foundation Phase?

Chapter six offers a broad but detailed summary of every Chapter in this research study and it is rounded off with the conclusion of the study and points out the main

findings of the study. From the findings various conclusions emerged, and recommendations and suggestions were made regarding the introduction of History in the Foundation Phase as this study was the voice for Foundation Phase teachers. This Chapter concludes with an overview of all the Chapters.

1.13. Conclusion

This Chapter formed the basis for the background of the study undertaken. The introductory Chapter contained the introduction, background, context, rationale, focus and purpose of the study together with a clarification of the concepts. The aim and research question were posed and the theoretical framework and the Foundation Phase landscape were explained. A brief explanation of the methodology, as well as the route map of the study, was done. The synopsis of the Chapters in the route map explains all the Chapters contained in this thesis. The introductory Chapter aims to indicate how curiosity evolved regarding teachers' perspectives about the introduction of History in the Foundation Phase, how it was explored and examined in three schools in KwaDukuza to reveal how History is being taught to young children.

In the Chapter that follows a detailed review of the literature regarding the teaching of History to young children from a global and local context will be the focus as it is expected to fill the lacuna of this study.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

This review focuses on the work done by scholars like Wunder (2002), Sexias (2017), Newton (2001), Chapman (2015), Dulberg (2005) and Mindes (2005) in the field of History Education to trace what has been done regarding the teaching of History to young children. It also identifies the gap or niche that prompted this study which is that History is not taught in the Foundation Phase in South African schools. Through the literature survey in this study it will be concluded that no study has been undertaken on the introduction of History in the Foundation Phase in South Africa. According to Bertram and Christiansen (2014, p.13), “a literature review is a discussion of the important research that has been previously done in the field which has been researched”. It is an objective and critical summary of published researched literature relevant to the topic under discussion. For this study, the focus is on the perspectives of teachers about the introduction of History in the Foundation Phase in South Africa. Currently, there are debates on introducing History as a compulsory subject in the Senior Phase in secondary schools from 2023 (Ndlazi, 2018), however, from my investigation, nothing has been researched in South Africa about teachers’ perspectives about the introduction of History in the Foundation Phase. Dixon and Hales (2014) also agree that fairly little has been done or written about early childhood learning in History. Drawing on current literature this study, therefore, traces views on the introduction of History within the Foundation Phase from other countries and scholarly views and theories.

The thematic method is the best fit for this literature review as distinct themes important to this research will be identified and key issues within this research study are addressed. It will allow for the understanding of established connections and meaningful relationships between themes (Miles & Huberman, 1994). The following themes will be discussed under specific headings. Firstly, I highlight the importance of History, how History helps children understand society, provides a sense of identity, develops children’s thinking skills and contributes to moral understanding and good

citizenship. Then, I discuss theories around children's historical understanding and a presentation of literature on why History must be made compulsory in schools. Thereafter I explore the content of History to teach in the Foundation Phase together with the integration of History as a proposal to teaching History in the Foundation Phase by some authors. Finally, the implementation and the teaching pedagogy of History in the Foundation Phase are outlined.

2.2. Importance of History

Any field of discipline of study needs justification and the teaching of History is no exception. Literature consulted depicts that History is important because it is valuable, useful, practical and indispensable as it has profound meanings and implications for the lives of everyone (Ivey, 2012). Given the related literature to be discussed, it has been observed that History provides children with specific skills that help them understand society (Cruse, 2011; Nyamwembe, Ondigi & Kilo, 2013). Other scholars argue that History provides children with a sense of identity (Fru, 2015; Miller, 2012); while some maintain that it develops thinking skills (Nordgen, 2016; Straaten, Wilchut & Oostdam, 2016). For (Tok, 2016; Osborne, 2003) History contributes to moral understanding in children and it helps children become good citizens. This is because the subject History is not just a collection of useless or meaningless facts and figures but, it fires children's curiosity and it offers opportunities for extending their imagination and building on their enthusiasm (Ivey, 2012). This implies that investing in teaching History in the Foundation Phase will show children that History is vital in understanding the past, present and future and will encourage them to take on this important subject in the years to come.

Others believe that the knowledge learned from studying History is not useful in everyday life or for the future. They believe that learning History is a waste of time because events can be interpreted in many ways which makes what we learn in History less valuable. They argue that History prevents people from focusing on the challenges of the present as people live in the present. History is a subject rarely used in people's lives so it would be better to focus on subjects like Science and Technology (Shah, 2016; Macfie, 2016; Placier, 2010). The focus of this section is, therefore, to

examine what scholars have to say about the importance of History against those who claim that History is not so important.

2.2.1. History helps children understand society

History as a subject in the school curriculum allows children to make sense of the world and to explore and understand the people around them. This infers that History helps communities build a common bond; and that they have a shared interest in their society because children appreciate the aspirations and achievement of others (Ivey, 2012). Other scholars, however, have a different view of History and perceive it in a negative light. These scholars feel that young children cannot grasp or retain historical information. According to them History is dull and boring. It has no relevance in everyday life therefore learning History is a waste of time (Shah, 2016; Doi, 2017). It contains a lot of useless information and is filled with names, dates, facts and figures which are not useful in everyday life or for the future. They feel that those children who do learn may end up not remembering it in a few years therefore there is no point spending time on a subject which children are going to forget. Furthermore, events learned in History can be perceived in different ways by different people which makes what children learn in History less valuable (Perrotta & Bohan, 2013).

Contrary to this Bowen, Bradley, Middleton, Mackillop and Sheldon (2012) argue that History is important and valuable as it offers data and information about how people and societies lived and behaved in the past which will help children to learn how to become members of society. Besides, Cruse (2011, p. 2) points out that “it is only through knowledge of History that a society can have knowledge of itself”. Thus, History serves a dual function because it enables children to understand the past to appreciate the present and enables them to live comfortably in a strong and resilient society. Hence Nyamwembe, Ondigi and Kiio (2013, p.17) believe that “Without History of our past we would not be able to know who we are, who our relatives are, where we come from and how we came to be what we are today”. This indicates that it helps provide children with a sense of identity. By understanding the past children can appreciate the present. Without History being taught to children, they would lack understanding of society and lack direction. History helps children understand each

other as well as the society in which they live. It helps children identify change, link it to the past and deal with it in the present (Pickett, 2014).

Despite the literature outlined above about the significance of History, some scholars argue that some teachers and children do not see the importance of History. Shah (2016, p. 82) argues that children regard History as “dull and boring” and they do not see how it is relevant to their everyday life. Bowen et al. (2012) however, believe that History as a subject in the school curriculum is important because it allows children to make sense of the world, to explore and to understand the people around them. This infers that History helps communities build a common bond and have a shared interest in their society because children appreciate the aspirations and achievements of others. Furthermore, Korostellina (2008) states that History not only provides information about the past but also makes one understand the affairs and situations of the present which assists children in understanding their society and contributes to the development of a person’s sense of social identity. Our society is changing continuously, so every child must explore and analyse the society they are in so that he/she can prepare him/herself to be a good member of that society.

Nyamwembe et al. (2013, p.13) claim that “History is the memory of human experience” and children learn how society has changed through time and therefore, it prepares them to be future members of society. It reinforces their understanding of humanity. The people and events of the past are important because they helped shape who we are in the present. To understand the society we live in today children need to understand how it was created, the challenges that were faced by past generations and the transformations that occurred over time. As articulated by Levesque (2005) it is History that laid the groundwork for a democratic society because it helps children study people from the past and present and it makes them realise that people are in constant interaction with each other. By looking at the History of different cultures a child can develop an understanding of why certain people acted the way they did. This helps them appreciate their culture and develop a positive attitude towards their society which therefore enables them to appreciate others (Ntabeni, 2010). Hence for Straaten et al. (2016, p.487) “History can have an eminently socialising effect”. It

means that History can be used as a vehicle to help children understand people's actions and help children learn about traditions. They learn where traditions come from, the significance of traditions, why it makes sense to have traditions and whether to maintain or discard them.

2.2.2. History provides a sense of identity

Some literature perceives the role of History as being important in developing and fostering children's sense of identity. Zundel, Holt and Popp (2016) argue that History provides children with a vast source of characters and events that they can use to explore places, people and events which occurred in the past and through that they can develop and create an identity for themselves as members of a community in the present. This is attested by Straaten et al. (2016) that, History provides children with a sense of personal identity which allows them to become aware of their beliefs and customs and how it has shaped their personality. They begin to understand who they are, where they came from and what they stand for. Thus, teaching children History will provide opportunities for children to develop their values, norms and ideals to build their identity.

As argued by Andrews, McGlynn and Mycock (2010) teaching History is valuable and useful because it promotes and shapes a person's sense of identity through the teaching of national narratives. This implies that telling children about people and events in History enables children to gain cultural knowledge and a sense of identity which shows that without knowledge of personal experiences of the past the formation of an individual's identity is not possible. This indicates that if History is taught in the Foundation Phase it will make children aware that History is important for contemporary life. Others find History dreary and believe that it is a sheer waste of time to investigate the past. They feel that it is more productive to start thinking about what must be done instead of pondering over what has already been done and believe it is pointless to study people of the past and how they behaved. History shows mankind in the past and sometimes it is shown in an unfavourable light. Children need to learn from their mistakes and not learn from the mistakes of the past because that was a different era (Perrotta & Bohan, 2013).

Pride as part of identity construction and History are another feature identified by scholars (Fru, 2015; Mucher, 2007). For Miller (2012) the reasons why students should learn History are based on learning stories of injustice and struggles, courage and achievement, freedom and equality. All these stories of the past and experiences that others had helped children build personal values and aid them in their interaction with other people. Children develop their own identity through an understanding of History at a personal, local, national and international level which inculcates pride in them. As put by Virta (2009) History allows children to draw from life experiences of prominent people which gives them pride in their History. Children understand how others respond to specific situations in the past which is useful when resolving present day problems. History is the instrument which creates national identity or solidarity towards others. Hence Pickett (2014) states that History helps children deal with and recognize change, they can link it to the past and present and in this manner can develop their own identity that gives them pride about who they are as members of the community. Correspondingly, Fru (2015) maintains that History education promotes pride in one's heritage which will create a sense of identity.

Another important point raised in literature is that History teaches about tolerance. According to Cobbold and Oppong (2010) studying events and people of the past not only develops a person's identity but also teaches tolerance. It teaches us to appreciate the opinion and views of others no matter what the consequences are. Historical reflections about the past also provide us with reasons to form an appropriate view of the people in it and of the world at large. It gives children new insights concerning building a personal identity within their environment. Mucher (2007) argues that History helps us see how people in the past confronted challenges and how they embraced opportunities within their society including tolerance of other people. Learning History would thus assist children to develop vital understandings about how people resolved issues in the past and how it impacted their lives today. The learning of History aids in the development of sound judgement and is seen as a reliable tool to promote national identity and in the process instil pride in them. Besides Bowen et al. (2012) state that History in schools allows young people to explore their world by engaging themselves in the lives of other people in other contexts. It teaches them something about themselves as well as the people around them. This curiosity

equips children with the necessary tools to help them relate and understand their world as well as assist them to figure out what it means to be an individual in the wider society by providing them with a sense of identity that gives them pride about themselves and the world in which they live.

2.2.3. History develops children's thinking and decision-making skills

When children use History to communicate it is not necessarily about the past, History is also used as an educational tool of empowering children with skills. Nordgren (2016) argues that the teaching of History does have broader educational goals and one of them is to teach children to learn to make decisions about issues they face in society from local to a global level. Similarly, for (Mucher, 2007) listening to stories about the great historical figures in History allows for the participation of the child and plays an important role in instilling decision-making skills in children when children have to evaluate the actions of these historical figures. When people make choices about the present and future they use History (past events) to help them make decisions. It can guide one towards a better, more positive path in life. This indicates that the significance of History is also based on empowering people with other lifelong skills.

Children who learn History mindlessly memorize a lot of information and do not have an overall picture of the information they are trying to memorize. They just mindlessly store information that serves no purpose and are unaware of the significance of historical events and how it impacts their lives. History is thus not relevant (Joseph, 2011). For Straaten et al. (2016) teaching young children History is relevant if it is unpacked in such a way that it will excite and keep children motivated, expand their knowledge and make them understand that History is important in their lives. Not only does History help with decision making but it also instils thinking skills. Children learn how to do research, how to look for reliable resources, how to validate facts and other forms of evidence. Children can think critically because they weigh evidence, facts and opinions. Harris and Burn (2016) state that, acquiring knowledge in History is important because it also teaches children to think critically about it, thus in the process, they learn about life issues. Similarly, Cobbold and Oppong (2010) believe that History develops the ability of the child to reason because he/she looks critically

at documents by identifying evidence, analysing different interpretations of the past, evaluating evidence and then learning to substantiate any argument and conclusions he/she makes. They also summarize historical material and look at the cause and effect of events of the past. This implies that History empowers children with thinking skills that would aid them in the job market. As opined by Cruse (2012) the subject prepares children for the future by equipping them with the relevant skills and knowledge that are needed in adult life. This enhances the possibility of employment and develops the child's ability to participate in a democratic society by being able to communicate with others.

2.2.4. History contributes to moral understanding and good citizenship

Lessons about historical figures of the past learned in History impact greatly on all concerned as they contribute towards an individual becoming an active, informed and morally ethical human being who is aware of his/her identity and own ancestry. It allows children to draw life lessons from the past to construct their understanding and reshape their loyalties which will influence their future and therefore be educationally useful (Mucher, 2007). Doi (2017) believes that there cannot be a more useless subject than History since everything one learns about has already happened. It is often a long way in the past and one cannot even go and talk to people who have participated in that piece of History. Most History lessons are about individuals and events that existed in the past. Lessons cannot be properly learned from History because the content in History is ever changing as writers of History sometimes have different interpretations about events and people they have written about. This confuses children as they do not know which is correct. History teaching is therefore, a minefield and it is not surprising that many schools have given up on it.

The aim of the study, therefore, serves as a crucial component in understanding the role of History within the Foundation Phase since other scholars believe that History is a useful subject. Straaten et al. (2016) believe that relevant content in History has many benefits, one of them being that History creates citizens who are morally responsible individuals who are aware of their ancestry as well as their identity. History provides examples of loyalty, courage, obedience and all the qualities needed for good

citizenship. Learning from past mistakes enables children to create a better world for themselves and others. Teaching children History is an important agent for developing citizenship and also a vehicle for nation building because it helps us make sense of issues.

As aptly put by Gallagher (1996) History teaching has the potential to contribute to the development of citizens who are open-minded, willing to accept differences, be aware of diversity and who can respect other peoples' religions, languages and culture. Similarly, Levesque (2005) and Cruse (2012) state that studying History promotes responsible behaviour and builds good citizenship. This indicates that historical stories provide exemplars of moral behaviours which children can emulate from lessons from historical narratives about what is right and wrong. This means it helps children make personal choices and it influences their abilities and values to learn from the mistakes of others and makes good decisions. Children, as a result, become confident in their ability to become proactive citizens of society. As argued by David and Cheruiyot (2016) History is crucial to the development of conscientious and active citizens by promoting unity and ideal citizenship. In this process, children are empowered with skills to make the right choices to improve their academic, social and spiritual needs by contributing to an informed and active democratic citizen. For Clark (2009) teaching children History comprises the necessary facts about the nation and plays an important role in fostering and upholding a positive national way of life. This helps children develop good character traits which are a requisite for citizenship and nation building.

History teaches children about community spirit. As argued by Bowen et al. (2012) History helps individuals in a community to feel that they have a common bond. It helps them understand and appreciate their own and other people's beliefs and culture by contributing to an individual becoming an active and informed citizen. Hence Osborne (2003) agrees that History courses promote patriotism towards the people in a community and helps foster national pride towards one's country in unison. History teachings also seek to include many cultures into one community thereby instilling the need for good citizenship. Some scholars like Cobbold and Oppong (2010) perceive

that reading stories about historical figures of the past unearths the enormous contributions of our forefathers and it provides us with exemplars of good behaviour and values. They emphasise the importance of History in the school curriculum by stating that historical stories of important people of the past are beneficial because they serve as role models for children and aid with moral training. As clearly put by Fru (2015) children tend to relate to the heroes and heroines of the past when they read or hear stories of great personalities of the past. Therefore, students of History can easily distinguish between a villain and a hero in today's society. Such stories of historical figures can be a source of inspiration for young children.

Patriotism is seen as a feeling of commitment and attachment to a nation, country or political community. For Zin, Jaafar and Yue (2009) History plays a pivotal role in reinforcing this spirit of patriotism in students. It instils love, loyalty and allegiance towards one's country and encourages children to be true citizens of that country. Tok (2016) takes this further by opining that History instils in children a love of their birthplace. This suggests that if children study History they will get information about examples of good and responsible citizens thus contributing to the development of an active and informed citizen. Hence Osborne (2003) argues that the subject serves as a form of citizenship education. It means that History is the vehicle for respect, care, integrity, honour, cultural literacy and nation building. This is put by Ivey (2012, p. 2) who stated that, " History is one of the key things to define us as a people, a nation, even as individuals and as human beings-for what ultimately separates us from animals is our sense of self and our collective sense of our past". As observed by Seixas (2017), History promotes national citizenry within children by making children more engaged, literate and critical. Subsequently, the study of History within the classroom not only promotes national identity but creates a conducive learning environment where historical understanding is explored and discussed.

2.3. Theories on children's historical understanding

Children's ability to understand History is a complex issue in research. For several years, people have tried to understand how learning takes place and various arguments have been put forth regarding how children learn History. According to

Wunder (2002) children in the early grades can be taught History and understand History at levels beyond the memorization of certain information. When curricular is presented to children using the correct instructional method and materials it will be conducive to learning thus allowing children to attain high levels of historical understanding. Various scholars like Mindes (2005), Sexias and Peck (2004) have tried to explain how children learn and how historical understanding takes place at the Foundation Phase level. Sexias (2017) claims that in History theory and practice of historical understanding have played a pivotal role. School History is in an excellent position to progressively advance historical thinking by teaching children to make connections and forge relationships within the discipline (Cooper, Nichol & Guyver, 2013). Donnelly and Wiltshire (2014, p.5) firmly believe that “historical understanding is a synonym for thinking and encompasses historical literacy skills”. This historical understanding or thinking involves historical comprehension, interpretation, analysis, research and decision making (Hoover & Yeager, 2004). There is, therefore, a need for students to be taught how to analyse historical evidence, to examine the motive, intention, purpose and plan of historical events. They need to go beyond the written word (Heyking, 2004).

Theories of learning differ greatly with psychologists and the process of learning has been an important consideration for early philosophers and teachers (Edgar, 2012). Historical understanding is viewed as unique and literature is divided on learning theories. Some scholars agree that children of all ages can learn History (Newton, 2001; Chapman, 2015; Dulberg, 2005; and Mindes, 2005). They believe that young children are aware of time, they can identify different interpretations of stories and are proficient in reasoning in familiar situations from the Foundation Phase level. Other theorists like Heyking (2004) and Blake and Pope (2008) disagree and say children can only learn History at a certain age because the subject is complex.

Some theorists argue that History is a record of human events and it aims to endeavour to help children from early ages to understand such events. Newton (2001) argues that children as young as seven/eight years' old were able to understand historical accounts. They similarly viewed History but only differed in the way the

accounts were related to them. Also, according to Chapman (2015) History, if properly taught to children in the early years, can instil important opportunities for historical understanding in the theory and practice of education. Students must engage actively in the learning process.

Hinde and Perry's (2007) study which included a group of History teachers found that teachers expressed their views regarding the use of philosophical theories such as the Piagetian theory to teach historical understanding to children was not appropriate. The heated debate that took place was the fact that History content included in the primary school was too difficult for young children to comprehend. Piaget believed that children reached distinct stages in cognitive development. For him, children between the ages of two and seven have problems understanding differing viewpoints or empathizing with others and therefore experienced difficulties learning History. Thus, teaching historical content in the primary years was inappropriate (Blake & Pope, 2008). Dulberg (2005) on the other hand suggests that if a teacher understands how children learn, they will be able to consistently develop effective plans and strategies to be used in the classroom to foster the development of historical understanding so that the child participates actively in the process of learning. In doing so Mindes (2005) stresses the importance of looking at children's ages and stages of development when discussing how learning takes place. This is because children at the age of seven or eight years old do have distinct concepts of 'past' and 'present' (Jorgensen, 1993) meaning that even young children can understand History if it is taught in the early years.

2.3.1. Theories negating children's ability to learn History from an early age

Historical learning theories differ in terms of whether children can learn History or not. Numerous arguments for and against the teaching of History in the primary school have been put forth by numerous scholars. According to Dulberg (2005), children's historical thinking and the study of History were regarded by early researchers as merely the transmission of knowledge to be tested. Children's problem solving and thinking abilities were regarded as secondary since the major purpose of learning History was to acquire knowledge.

Piaget observed young children for several years and made invaluable contributions to the field of education in the twentieth century. He described elements that helped us understand children. Piaget developed the four stages in cognitive development through which a child passes and stated what children understood at different stages (Weegar & Pacis, 2012). Piaget claims that in the sensorimotor stage (birth to about two years) children learned by using their five senses, by actions that are goal directed and by object permanence. They can express their thought through language. However, they cannot think how adults do and they do not understand that people's points of view differ. According to Piaget, they are egocentric and illogical. Piaget (1952) elaborates that it is in the preoperational stage (roughly two to seven years) that children can do one step logic problems. They can complete operations, and language is developed however, they are still egocentric. The concrete operational stage is from about seven to 11 years. It is during this stage that the child displays signs of logical and deductive thinking abilities. During the formal operational stage (from 12 to 15 years and extending into adulthood) Piaget maintains that children can think logically and they can reach a level of thinking that is more complex, but they still show some signs of egocentrism (Blake & Pope, 2008). Piaget then explains that children in the sensorimotor and concrete developmental stage find it difficult to grasp historical content and are unable to comprehend how the past relates to the present. Booth (1994) agrees that Piaget's theory of cognition cannot be used to measure historical understanding.

According to Piaget children should create and construct knowledge which is based on their experiences rather than only receive information from the teacher. How they do this is also related to their physical, mental and biological stage of development (Pritchard, 2009). Learning was a developmental cognitive process and it encouraged hands on learning (Darling-Hammond, Austin, Orcutt & Rosso, 2001). Piaget believed that his hierarchical stages of cognitive development in primary school children render learning historical content unrealistic (Hinde and Perry, 2007). Dulberg (2005) explains that it is only during Piaget's formal operational stage that children participate actively in the learning process. Hinde and Perry (2007) point out that according to their

understanding of Piaget's learning theories; it is not recommended that History content be taught to children in primary school. Piaget stated that inappropriate content like violence in History- civic unrest and wars could be damaging as this would not shed a positive light on the past and it would be beyond their scope of understanding.

Booth (1994) points out that Hallam was the first to use Piaget's 'ages and stages' and his theory of cognition to understand the nature of historical understanding in young children. Hallam's work was of importance because it highlighted the difficulties faced by teachers in teaching History to children below the age of 16 (Heyking, 2004) Hallam (1967) believed that when faced with activities requiring historical understanding children under the age of 16 who were in the concrete operational stage were unable to cope with abstract tasks or concepts and thus not able to learn History. History teaching in the elementary years was not advisable as it would be beyond their level of understanding. Only children at the age of 16.5 years could learn History with the correct motivation.

Lev Vygotsky's (1896-1934) theory of learning has some similarities to Piaget concerning how children learn, however, while the two agreed that knowledge is constructed, they do not agree on how it is constructed. Vygotsky was instrumental in the development of the concepts of cognitive zones (Zone of Actual Development- ZAD and Zone of Proximal Development- ZPD) whereby children complete tasks set on their own-meaning students work independently, however they still need the guidance of an adult (Vygotsky, 1978). Teaching historical understanding based on Vygotsky's theories of learning to very young children has its limitations because History is difficult to understand (Blake & Pope, 2008). Vygotsky however, challenged Piaget's theory of the development of cognitive abilities of children to include the importance of social-cultural cognition whereby children learn from their own experiences to discover, explore, create and construct. Children learn not only through interacting with the physical world but also through their encounters with individuals within the environment (Vygotsky, 1978). With teacher-student co-operation in the classroom, children can think conceptually, control their attention and develop logical thought processes so that they can commit to memory well-developed concepts of

History from a young age (Darling-Hammond et al., 2001) thus theories supporting the ability to learn history will be discussed next.

2.3.2. Theories supporting children's ability to learn History from an early age

Other theorists dispute Piaget, and Hallam's views and argue that History can be learned even in pre 16.5 years. For example, Bruner who has made invaluable contributions to the understanding of learning History mentions that children must be able to learn the fundamental principles of any subject matter first before just mastering facts (Takaya, 2008). He advocated learning through enquiry and was particularly interested in the cognitive development of children (Mindes, 2005). According to Bruner (1960), any child can learn anything at any stage of development. He believed that children's intellectual ability developed in various stages depending on how a child's mind works. Bruner claimed that difficult subject matter can be taught to young children if the content is formulated, presented and taught with appropriate structures, honestly and intellectually. He suggested that basic ideas must be revisited continuously and built upon until the child understands them completely. Environmental and experimental factors affected the learning process.

Bruner was instrumental in developing the "spiral curriculum" theory of learning where the same subject matter is revisited at periodic intervals with the child, with the intensity of the spiral material increasing each time to make learning more meaningful (Bruner, 1960). As topics are revisited children's understanding of information intensifies and thinking gradually develops from abstract to concrete. The "spiral curriculum" theory allows for knowledge or information to be repeatedly imparted in such a manner that it would deepen and expand a child's knowledge leading to optimum learning (Darling-Hammond et al., 2001). According to Bruner's theory of learning, topics in History should be introduced to children at the correct age levels and that it was also important to find the most valuable concept of learning that would develop the child's cognitive capabilities to the fullest and make learning more meaningful (Takaya, 2008).

Booth (1994), another theorist argues that children can understand the past if the History content, structures and processes are deepened by revisiting the same topics, themes and areas frequently. Historical understanding can be achieved and progression is attained by setting targets. This theory argues that learning also depends on personal experience. Taylor & Parsons (2011) explain that Booth realised that adolescents could develop an understanding of the past after he conducted his research with 14 and 16-year-old children.

Denis Shemilt in his opinion states that children have the capacity for historical understanding however the structure must be clear. In his study, the United Kingdom's School History Project (SHP) adolescents aged between 13 and 16 years old were included. Shemilt explained that a wide range of materials must be used and that there must be active involvement by the child as this has an important impact on the development of historical conceptualization as children grow older. It advocated active learning using role play and the use of source materials in schools (Booth, 1994). Shemilt's assessment offered proof that the SHP was successful in uplifting the quality of adolescent historical learning (Taylor and Parsons (2011). Newton (2001) affirms that the purpose of History is to illustrate that History is a record of human events. Children may be mentally capable of understanding these events however these events need to be learned. Repeated exposure to the content and the guidance of the teacher is of crucial importance if learning amongst young children is to take place. (Sheldon, 2010).

Sexias and Peck (2004) also dispute the claim that young children cannot understand History. He claims that young children do have images of the past and they do understand the past. It may be sporadically incomplete and sometimes inaccurate but History teachers must help them figure out the past, understand its implications and help teach children to think historically. This theory suggests that children should not only be taught many historical facts, they should also be taught to understand their use and how they fit together through the ages. As supported by Dulberg (2005) children as young as Grade two knew something about History and could deal with some concepts of History if it was presented in the proper context. Furthermore, Fillpot

(2012) believed that historical skills can be taught to children in the earliest school years. According to Cooper (2014), young children can attain historical understanding if they are involved in the historical process from the beginning. Through discussions of the past children learn to listen to the views of others, argue and defend their point of view and develop new points of view. Hence Groot-Reuvekamp, Ros, Boxtel and Oort (2017) argue that young children can develop an understanding of History from a young age if the subject matter is presented appropriately. Children aged between five and seven years understood the broad concept of time when looking at old pictures and photographs. Hinde and Perry (2007) also agree that young children can be taught History and attain historical understanding because they can distinguish between the past and contemporary events by using temporal language like 'long ago' and 'now'. Young children can indeed understand History if it is linked to their existing knowledge and presented to them in a language they understand.

History is accessible to children of all ages if creativity is used in teaching young children. As suggested by Pickett (2014) History offers young children many opportunities for historical understanding because it has a wide range of interesting materials to engage and delight them. Young children become excited when they listen to tales about amazing deeds, and wonderful feats of heroes or heroines. In the same context, Heyking (2004) claims that research does suggest that very young children do encounter traces of History in the landscapes around them, from relics of the past, in the language they use and from the programmes on television as well as the films they watch. Young children as young as second graders do have some conception and understanding of History. They can distinguish between History and the present Newton (2001) mentions that young children can distinguish pictures of people and places according to a particular period in History however, they have problems with the significance of historical periods, dates and epochs. This infers that children can learn History but the choice of content, cultural context and how the teacher delivers that content has to be considered.

2.4. Reasons for making History compulsory in schools

Young children today know very little about the History of the country they live in and they do not know much about the world around as depicted in the literature (Zundel, Holt & Popp, 2016). Hence this section focuses on the reasons why literature supports the making of History compulsory in schools globally as well as South Africa and continues to discuss the issue about learning the subject in the Foundation Phase.

2.4.1. Reasons for making History compulsory in schools: global context

Through the literature survey, there are views supporting History as important in ensuring that children start to learn about their past and their historical culture, thereby indicating that History is worthy of being taught in schools. Nordgren (2016, p. 479) explains that, “We all use History to communicate” as historical references appear almost everywhere-they can be found in political discourses, advertisements, on stamps and banknotes with historical figures, flags, architecture, and works of art of earlier generations, statues, buildings, street names, memorial sites and photographs. All these resources can be used as communication tools. As clearly put by Osborne (2003) today’s children world-wide know very little about History. Therefore, there is a profound need for History to be taught in schools to instil in children an appreciation of the past and how we came to be. Pickett (2014) believes that History as a discipline is of importance and should be included in the school curriculum of every student regardless of their curricular track, academic standing or their plans for the future. History provides a platform for children to understand each other as citizens in society. This infers that by teaching History children are exposed to a larger historical milieu.

Temple (2010) highlights the importance of History by stating that History has been included in the National Curriculum in England and Wales for all primary school going children to develop chronological understanding skills, as well as interpretation, enquiry and organisation abilities as these skills will be needed to lead a successful and productive life. Cruse (2012) and Tambyah (2017) confirm that the teaching of History has already been introduced in the national curriculum in England at key stage one (five to seven-year-olds), key stage two (seven to 11-year-olds) and key stage

three (11 to 14-year-olds) and in Australia (years one, two and three) respectively with an emphasis on the development of historical skills. Clark (2009) claims that in Australia and Canada History is being taught in the primary or elementary years. History lessons in these countries begin by looking at the local community and the family. Similarly, Pickett (2014) also claims that children study History in Iowa, from early childhood because it helps children make connections with the past so that they can see how it will impact their future and also to prepare students to be citizens. History is taught in Baxter, Iowa from key stage K to 12 to expose children to a larger historical curriculum.

According to Smith (2016) History is taught as a discrete subject in Scotland in the Senior Phase (ages 14 to 19) but students aged 11 to 14 and 4 to 11 are offered History as an organiser course called People, Past Events and Societies (PPES) with the sole purpose of developing the child's understanding of the heritage and culture of Scotland. Klein (2010) is quick to point out that the rationale for teaching children History in the Netherlands is to prepare children for the task of using the past responsibly for future purposes. History, in Norway, as recorded in the Early Childhood Education and Care (ECEC) programme laid down the specific goals for children learning History. It applied to children from one to six years old. Children had to learn about local communities and societies including different traditions and lifestyles. This programme proved that young children could learn History and that they did show an emerging historical consciousness (Skjaeveland, 2017).

Clark (2009) argues that young children today do not know much about the History of the country in which they live. She, therefore, believes that because of this History should be taught in school as it brings the nation together and acts as a great unifying mechanism. Williams (2016, p.10) also highlights the importance of teaching History in schools when he states that "learning History is learning lessons that are relevant for both the present and future". Cruze (2012) in his support for the necessity of History argues that a society can have knowledge of itself only through knowledge of History. History offers opportunities for extending children's imagination and building on their enthusiasm. Straaten et al. (2016) however argue that History as a subject is designed

to study events in the past and does not explicitly explain their relevance. Osborne (2003) goes on to state that there have been numerous debates over the purpose and nature of the study of History. One of the main areas of concern was whether children were capable of understanding History at a young age.

Levesque (2005) claims that there is some consensus about History being important as a school subject because it fosters opportunities for developing responsible behaviour, be it as a community leader, a voter, a petitioner or as a simple observer. History is important because it offers valuable information about people, places, communities and events of the past which we can use to make sense of the present and it is only through studying History that we can understand our lives. History is a unique discipline because it is seen as a socialising subject and it is regarded as important because it is related to contemporary life (Smith, 2016). Furthermore, Clark (2009) states that History plays an important role in promoting awareness of being good citizens, implying that children will respect their past, protect and promote their own culture and become good citizens. He agrees that History must be taught in schools because it plays a positive role in holding and fostering good citizenship. Children will be proud to enlighten others as to who they are, which society they come from and what they have achieved collectively as a unit.

The place of History in schools cannot be emphasised enough as it fosters responsible and informed citizens (Straaten et al., 2016) Hence there is a need to make students aware that History brings together individuals, society and the nation. History can create meaningful experiences for children (Cooper, 2002). Clark (2009, p. 745) remarked that teaching children a subject like History “comprises the essential facts about the nation and should play a positive and uplifting role in national life”. When children learn about the History of their country it will hold the nation together since it will be educating them about the country they are about to inherit. Tambyah (2017) remarked that through History children will become informed and responsible citizens. History also develops the individual’s judgement and reasoning capacity about human affairs. Zin et al. (2009) believe that teaching History to children is important because it will develop them spiritually, emotionally and intellectually. History being part of the

school curriculum has been the topic of discussion in numerous countries like Australia, North America and Europe. Macfie (2016) believes that in recent years the teaching of History has become an increasingly 'persuasive public commodity' in the sense that it is being widely recognised for its importance in educating the young about their heritage. Also, Gultekin and Berk (2011) agree that special importance should be attached to the teaching of History starting from primary school until the end of high school because it provides knowledge of past events, practices, people and ideas which contribute to the understanding of humanity.

Bowen et al. (2012) believe that all schools should ensure that History as a subject is included in the school curriculum in both the primary and secondary phases as well as in all school years as this will ensure that children learn about significant events that were considered important in the past. This shared History will help local, regional and national communities feel that they have a common bond as well as interest in their future. Audigier and Fink (2010) believe that History which is taught and learned in school is not just a simplification or a reduction of academic History; instead, it is a subject which is characterised by specific exercises, shared knowledge and procedures of evaluation and motivation. Students are finding it difficult to understand and comprehend the context in which they live therefore because of the related literature it has been observed that there is a need to make History compulsory in schools for sound general education (Tok, 2016).

2.4.2. History as a compulsory subject in South African Schools

It is the opinion of Mindes (2005) that in the past primary schools had primarily focused on just the basics of education- reading, writing and mathematics. In recent years there have been significant concerns about the state of children's historical knowledge and the discipline of History not only by the public but also by professionals (Cruze, 2012). History has made a comeback in some schooling systems, but it certainly does not occupy a prominent place in all schools (Osborne, 2003). In all South African Schools, History is not taught from Grades R to Grades three, meaning that History as a subject does not feature in the Foundation Phase national curriculum. Children only start learning History from the intermediate Phase which is Grade four. Even in Grade four

History is combined with Geography and falls under the Social Science umbrella (DOE, 2011). History is offered in South African schools in the intermediate and Senior Phases from Grade four to Grade nine. In Grade ten (which is the start of the FET band) children can choose History as an elective option (DOB, 2018).

In 2015 it was established that children had a lack of knowledge about the country's history. What alarmed departmental representatives was the fact that children were battling to understand the environment in which they lived. This concern led to the establishment of an MTT to report on the feasibility of History being included as a compulsory subject in the national curriculum from Grade ten to Grade 12. The team spent approximately three years scrutinising how other countries taught History in their schools. Twelve schools were investigated and some of the schools the MTT looked at included schools in Rwanda, Nigeria, Tanzania, Russia, Zimbabwe, India, China and Brazil where History was being taught. This was done so that they could strengthen History as a subject in all South African educational bands (Phakathi, 2018). The MTT recommended that History be taught to children from Grades ten to 12 as a compulsory subject from 2023. It also recommended that Life Skills which was a compulsory subject be removed and History be taught instead. One of the recommendations made was that History should be more representative meaning that the History curriculum should also reflect a more Afrocentric perspective and it should include History about gender because gender issues had little attention in the current curriculum. It further recommended that these changes be implemented on a phase-in basis which would start from 2023 as this would give the Education Department the time it needed to prepare for such changes. (Breakfast, 2018). No mention was made about the introduction of History in the Foundation Phase.

Despite these efforts, Chisholm (2018) points out that the proposal to make History compulsory does indeed face many challenges. One of which includes the availability of well-trained History teachers to teach History from 2023 which would be problematic as the demand may not be met by universities and colleges. While there has been some support for the teaching of History, to make it compulsory for certain grades has received some backlash as it will hinder the child's' ability to make his/her own choice.

Children are already compelled to take their home language, a second language, Mathematics/Maths Literacy and Life Orientation. Consequently compelling them to also do History is burdening children (Pather, 2018)

According to Bailey (2018) to make History a compulsory subject from Grades ten to 12 will mean that our time, money, energy and resources will have to be channelled to yet another priority subject while our education system is under so much pressure. Instead, we should be focusing on the basics-reading, writing and Mathematics. History is portrayed as a remedy for the lack of adequate literacy skills in our education system. This compulsion to teach History does not guarantee that it will enhance everyday life skills such as vocabulary, comprehension, communication, translation, extrapolation, reference techniques, and judgment. This can only be done if teachers possess the necessary skills to teach History to children in the correct manner.

While efforts have been made to include History as a subject in the Senior Phase of schooling, the following section looks at the literature that focuses on the importance of including the teaching of History in the Foundation Phase which is from a global context since no study from literature survey indicates the introduction of History in the Foundation Phase in South African schools.

2.5. Which History to teach in the Foundation Phase? Global context

Research shows that many teachers are not sure and are underprepared regarding teaching History in the classroom for various reasons because they are faced with numerous situations during teaching History. They fear the emotional reaction of children in the classroom and perceptions of the community because of differing values, beliefs and identities (Kello, 2016). The demand for a curriculum that reflects a variety of expectations is difficult. Teachers are continuously confronted with the problem of designing a curriculum that simultaneously considers subject matter, requirements of the child and society's expectations (Vars, 1991).

A comparative research study was conducted in 2006 by Clark (2009) to find out what students and teachers had to say about teaching and learning History in Australia and Canada. Teachers expressed the opinion that reducing History classes to just transmitting knowledge adversely affects children and undermines their understanding. History should not just be about learning facts but should be able to engage children in the History learning process. Harris and Burn (2016) state that the type of knowledge children need and how they make use of it should be the starting point for the development of a History curriculum for young children. They are also of the opinion that developing a curriculum is a complex and difficult task, however, giving young children access to factual knowledge will enable them to make sense of their world and also allow them to engage in discourses.

An important challenge concerning the History curriculum is what kind of History to teach in a multi-ethnic classroom. History education is influenced by the morals and ethics of the community which should be taken into consideration when selecting areas to focus on in the classroom (Virtua, 2009). History education is a meeting place for diverse historical cultures. Therefore, the History curriculum in schools should be flexible to allow for the introduction of different topics to cater for pupils' interests (Bowen et al., 2012). Ormond (2017) states that in secondary schools in New Zealand History teachers have recently embarked upon a recent journey as free-agents who could determine their History content. They have become the core curriculum developers for their subjects at the local level of their schools. This is indeed a shift from nationally prescribed themes and topics.

A recommendation made by Tambyah (2017) is that a reduced curriculum should be implemented in the Foundation Phase beginning with History about the family as this will make the past less abstract and more connected to the child's experience. The curriculum for History in the early years' programme should embrace the child's personal, family and local History rather than focus being placed on famous individuals. Mindes (2005) firmly believes that in the pre-primary and primary school years the curriculum should be taught in themes that should be based on children's interests. Theme selection should also be developed based on children's prior

experiences, skills and developmental stages. Using themes as a starting point can help teachers, and children, who can form hypotheses, gather information, make summaries and also draw conclusions. Themes which are included in the curriculum should be about the child him/herself, his/her family and community and knowledge should be systematically developed over time.

History in the primary years should also typically focus on universal elements of cultures such as communication, food, transport, clothing, shelter, communication and government (Alleman & Brophy, 2003). They believe that primary school children should learn History within an integrated and balanced curriculum which allows for powerful ideas to be drawn from other subjects. Harris and Burns (2016) also mention that up to 1990 the curriculum content for History in the United Kingdom was left largely up to the discretion of the classroom teacher. This was modified several times however and by 2007 the curriculum was framed with key themes which only applied to children aged 11-14 while primary schools were expected to work with the old version. This implies that each theme should guide teachers in choosing and developing content that is based on children's interests to foster curiosity, develop problem-solving skills and enhance their levels of investigation. However, the selection of content for themes should be based on children's developmental stages, skills and previous experience of the History curriculum (Mindes, 2005). Other scholars like Tambyah (2017) recommend teaching History in the early years through the holistic method as it is beneficial in developing sound historical imagination. Donnelly and Wiltshire (2014) also agree that it is important that young children be taught History at an early age as it will develop a good understanding and working knowledge of History which will be beneficial in later years. To avoid overcrowding in the Foundation Phase curriculum Donnelly and Wiltshire (2014) recommend that History content be integrated with other subjects in the early years as this will enrich, broaden the primary curriculum and also lay the foundation for learning History throughout the child's primary schooling years. To follow is a discussion of the integration of History.

2.6. Integration as a measure of making History in the Foundation Phase compulsory

No discipline is on its own and no discipline is as far apart as previously thought which means History can engage itself with several disciplines (Macfie, 2016). The knowledge acquired by students of History lends itself readily to illustrating and supporting learning in other curriculum subjects. Grady, Reilly, Portelli and Beal (2014) also highlight the important practice of curriculum integration. They state that Dewey believed that the child in the classroom brings an extensive wealth of experimental and personal knowledge to the learning sphere and that activities should be designed within the classroom to foster intellectual development. Grady et al. (2014) argue that an integrated curriculum meets the needs of everyone as it enables children to address questions for which they seek answers. An integrated curriculum enables children to make sense of themselves and the world around them thereby creating more meaningful learning. Other scholars mention that the teaching of History in an integrated manner can be paired with several subjects like English (National Curriculum Board, 2009), Mathematics (Panasuk & Horton 2013), Science (Macfie, 2016), Geography/Environmental Studies (Harris, Wirz, Hinde & Libbee, 2015), Science, Religious Studies (Mindes, 2005), Physical Education (Blyth, 1989), Music, Dance, Drama and Art (Cooper, 2002).

2.6.1. English

History has close links with English and there are familiar combinations in which History plays a useful supporting role. Literacy is profoundly entrenched in historical understanding and it relates itself to expressive activities like poetry, songs, jingles, picture discussion, story-telling and drama. Stories about historical figures of the past which are narrated during story-time in the English period introduce children to people, places, strong emotions and concepts of right and wrong. Children gather an immense amount of cultural knowledge and a strong sense of identity through storytelling about the great and the good. The study of History integrated with the English lesson arouses children's interest and inspires children to read texts, gather information and create their texts clearly and logically. Children learn to be critical thinkers as they need to answer questions (National Curriculum Board, 2009).

2.6.2. Mathematics

If well taught, History can be incorporated in Mathematics. Panasuk and Horton (2013) argue that History supplies endless opportunities to find out about the development of humanity, its civilizations and it is most likely to affect children's understanding of the influence of Mathematics. They believe that the historical background in Mathematics is important because it provides a foundation and lays the groundwork for learning. It provides an opportunity for children to learn the nature of Mathematics, its cultural significance and the influence it has on the development of Technology and Science in society. In the Foundation Phase, children learn how to write numerals. In the Mathematics lesson children can be taught the History of numerals and how to write numbers in different cultures. Panasuk and Horton (2013) state that the historical background of Mathematics is beneficial to children who are battling to learn Mathematics since History plays a pivotal role in learning.

2.6.3. Science

An awareness and understanding of History are important for children learning Science. Simple stories of famous scientists who made discoveries can be narrated to children. The discovery of the wheel, telephone, etc. provides children with knowledge of the pace of technological and scientific development through the ages and its implications for the future. During the Life Skills period in the Foundation Phase, children are taught various themes which provide ideal opportunities for the teaching of History. Topics like Inventions in Grade one allow the teacher to discuss inventions through the ages. Children bring pictures of inventions and the discussion which takes place refers to the past and present. An understanding of the past lends itself effectively to children acquiring knowledge for the various inventions and applications of Science (Macfie, 2016).

2.6.4. Environmental Studies/Geography

History and Geography have been very often integrated throughout the curriculum, however, ample attention must be given to the distinctiveness of both subjects and how they complement each other must be highlighted. Teachers must have sufficient knowledge of both subjects or children may learn incorrect information (Harris, Wirz, Hinde & Libbee, 2015). Geography has been dominating Environmental Studies because of the belief that 'place' could be taught to children at a very young age. History and Geography are significant integrative elements where children learn about their locality on a small scale. At the Foundation Phase level, this could lead to teachers undertaking fieldwork in historical sites locally and sometimes in other areas. History is heavily dependent on the geographical knowledge and the History curriculum makes use of historical atlases. For example, when studying the seashore in the place where children live, a plan of the seashore town could be drawn illustrating all the buildings that were in the town in the past and all the buildings that have replaced them (Blyth, 1989). This would be effective if children live in that area. Focus is placed on learning to develop the skills of mapping and interpretation of these maps. To be able to understand the past concerning people and how they use the environment, the curriculum makes use of geographical knowledge (National Curriculum Board, 2009).

2.6.5. Religious Studies

Religious Studies is often most effectively approached in the school at the Foundation Phase level through History. Religious holidays of different cultural groups like Easter, Diwali and Eid to mention a few provide ample opportunities for children to learn History. Singing songs from different religious groups fosters an appreciation for all cultures and their way of life, and aids in the development of integrity in individuals as well as fostering tolerance of other race groups (Mindes, 2005).

2.6.6. Art

History plays a pivotal role in Art Education as it enhances children's appreciation of the arts by drawing on numerous artistic forms and understanding them in their

historical context. So much of the past is with us in art and architecture. Old artefacts and buildings could be examined, painted, sketched and modelled. Painting, drawing and creative work are important to children in primary school. Young children can gather a lot of information from paintings and they can make deductions and draw conclusions about people, artefacts, clothes and events. This means that children can learn to look at paintings in a more organised manner. Buildings, objects and scenes needing representation in History could be done through art. Therefore, art becomes an important means of recording the past (Cooper, 2002).

2.6.7. Physical Education

Physical Education in the school curriculum can also be integrated with History. History lends itself to many activities like going on walks through the town, nature trails, walking tours to churches and visiting museums and monuments. Playing the different codes of sports at school could lead to discussions of famous sporting legends of the past. These activities at the Foundation Phase level will provide opportunities to discuss the history of the town and important people while enjoying physical activity (Blyth, 1989).

2.6.8. Music, Dance, and Drama

The story of man through the ages has been closely linked with people expressing themselves through different media. So much of the past can be found in Music, Dance, and Drama which our children need to pursue. Medieval History can be linked to Music. This is when people began to make their instruments in an impromptu and unsophisticated way. If given the opportunity children can be asked to make these musical instruments and these could be used to enact short scenes or incidents from the past thereby linking Music, Drama and History (Blyth, 1989). Cooper (2002) makes it clear that imaginative play like Drama, plays a vital role in teaching young children History because it can help children create their own interpretations of the past. Music, Art and Drama play an important role in learning at the Foundation Phase level as it cements learning at this level and makes it permanent for young children.

When children first enter school interactions between subjects are developed to make learning more meaningful for them. Gradually children begin to understand the importance of History as being one subject amongst others and they begin to differentiate between the different subjects (Audigier & Fink, 2010).

2.7. The implementation and the teaching pedagogy of History in the Foundation Phase

The teaching and learning of History have been beset by many challenges such as inappropriate teaching methods and learning resources. Reitano and Winter (2017) state that History, as a subject and discipline, has been a topic of discussion for national and public interest for many years concerning its curriculum context, substance and pedagogies of teaching within the classroom. Roberts (2011) claims that much of this interest in History is focused on the concern for its quality of teaching in schools. For student learning to be effective in History a sound knowledge of both the nature of the discipline and knowledge of the subject matter is a prerequisite. Teaching, Shah (2016, p.81) believes was traditionally regarded as “simply pouring curricular information to the students”. It was perceived as just the passing on of the curricular provisions of the curriculum to children and mastery of its content was the central focus. There was no thought for the overall development of the child. It did not take into consideration children’s needs, aspirations, interests and maturation. Stoel, Drie and Boxtel (2015) state that researchers have advocated for the teaching of History to children to develop historical reasoning abilities and are against teaching History only to transmit facts.

Chapman (2015) points out that when teaching History to young children it is important to remember that both knowledge and understanding of historical concepts are crucial to understanding the past. Teachers play an important role in developing children’s historical thinking. Tok (2016) firmly believes that the teacher has a significant role to play in motivating children to develop their interest in History. A wide range of factors influences teachers’ decision making regarding curriculum planning and teaching in the History classroom. Mindes (2005) states that as early as 1930 progressive teachers like John Dewey encouraged teachers to use activity-based learning which

focuses on children's interest to teach History. The curriculum must be flexible and substantial.

In the opinion of Dulbreg (2005), an effective teacher is one who understands how his/her children learn and one who is constantly developing effective pedagogical practices to promote learning. Besides, Levesque (2005) strongly suggests that the teachers' understanding of History as a discipline and knowledge of their children's interest will greatly assist in the selection of content and the type of teaching aids to be selected. Apple and Ellis (2015) also firmly believe that teachers should focus on designing lessons in such a manner that it facilitates learning and enhances the ability of children to learn. Virtua (2009) believes that children in the classroom belong to different ethnic groups which should also be taken into consideration when choosing cooperative learning strategies to teach young children so that learning can be effective in the classroom. Grady et al. (2014) emphasise the importance of the teacher guiding children from one new learning experience to the next but always keeping in mind that the child should not be made to fit the curriculum and nor should they be forced to follow a particular path.

Knowledge and understanding of the curriculum, effective teaching strategies and respect for those involved in the education process are vital. Newton (2001, p. 186) claims that "the ages and abilities of the children would determine the choice of strategy". Foundation Phase children learn from repeated exposure to the content and through the teacher's constant guidance. Teaching should be based on what children already know and in a language with which they are familiar. Allerman and Brophy (2003) maintain that for the teaching and learning of History to be dynamic, powerful and effective it should be based on children's prior knowledge and the enduring themes and tasks that have relevance beyond the classroom. Young children according to Pickett (2014) are always intrigued and fascinated by masterful stories of amazing feats and tales of extraordinary heroes and heroines. History should offer a wide range of materials that should delight and engage the young child. Osborne (2003, p. 606) argues that "History should be treated as an educational and not as an informational subject". History teaching should focus on developing children's

understanding and thinking and should not concentrate on memorisation of factual information. Various primary sources should be used in the classroom to bring History to life for children.

Today's History classrooms should definitely be child-centred. Cooper (2014) believes strongly that children should be involved in all the processes from the very beginning so that they can learn to develop arguments and defend them. They should also be able to listen to the viewpoints of others and sometimes be able to change their thinking as a result. To achieve this, the teacher must prepare effective designs and methods for teaching history.

2.7.1. Design and methods for teaching History

Passive learning techniques like note-taking, listening to lectures, the use of worksheets and the age-old memorization maintains Shah (2016) is what children hate about History. He states that children want to be actively involved in the learning process and therefore learning should be child-centred with innovative activities and methods being utilised to promote learning so that the child can in his/her own way develop his/her talents and abilities, satisfy his/her curiosity and get a glimpse of the richness of life.

Since a teacher is primarily responsible for everything that happens in the classroom argue Barton and Levstik (2004) he/she should also be held accountable for choosing the optimal core instructional strategy and for designing appropriate resources that can engage children and make the knowledge of History more meaningful for children. Teachers should help children develop a more accurate and sophisticated understanding of History. Fogo (2014) believes that if teachers know more about the content and pedagogy of History then their teaching would be more effective in shaping classroom instruction and would impact greatly on children's ability to engage in historical learning. The methods used by the teacher will depend on the information or skills the teacher would be interested in imparting to the child. These methods are the chronological, thematic method, narrative inquiry method and inquiry method.

Every teacher has a specific method which they prefer to use in the classroom when teaching children; however, they must be able to tailor their method of teaching to accommodate their children when the need arises.

In most classrooms today the chronological method of teaching is being used. Teaching using the chronological method allows for History to be taught with a clear starting point and an ending point; according to a specific time and place (Williams, 2016). The framework or unit for the term is already in place and when this method is used teaching becomes linear. The transition from one unit to the next is smooth and textbooks are aligned with these units. The thematic method of teaching is a type of instructional method which allows for teaching where the emphasis is placed on one concept or many concepts. This method of teaching History has the added advantage of allowing for understanding by focusing on a more in-depth study of a topic. It also caters to children's needs because study units can be based on their interests and it is not limited to a certain period in History. Thematic teaching of History makes provision for children to work collaboratively with each other. Children begin by working on their own, then with a partner, then finally as part of a group to draw conclusions thereby allowing for meaningful learning to take place (Tew, 2014).

Many researchers have discussed the importance of the narrative inquiry method of teaching to capture the individual's experience (Butcher, 2006; Rymes & Wortham, 2011). The narrative inquiry method is a relational method that evokes responses to stories told. Stories are interpreted and analysed with the assistance of the teacher. A narrative inquiry method is a powerful tool that can be used to teach History in the classroom to Foundation Phase children (Reitano & Winter, 2017). Lunn and Bishop (2005) supported the notion that History is about interpreting and understanding the past and using stories to explain History to young children which is the method Foundation Phase practitioners should be using to teach and make History more accessible to them in a familiar context. The inquiry method of learning according to Green, Reitano and Dixon (2010) makes provision for learning and teaching to take place through the natural curiosities of children and for children to engage in thinking that is rational, logical and sustainable. The child plays an active role in making sense

and understanding information. Through the collaborative efforts of the child and teacher important complex issues are addressed. Questions, scenarios and problems are posed to children instead of simply presenting conventional facts. The inquiry method of learning is useful because it is related to the development and practice of thinking skills. Regardless of the method being used by the teacher, the most important aspect of teaching is to make sure that the children are engaged in the learning process and that meaningful learning takes place. To do this, the teacher needs to plan and use appropriate learning activities to keep children motivated and interested in the lesson.

2.7.2. Learning activities

Foundation Phase children should not be compared to mature children as their reading and writing skills are not on a par. It is therefore necessary to have a variety of interesting, appropriate and innovative learning activities for them. Fielding (2005) believes that if History is to be effectively taught then the teacher must develop effective learning strategies that employ a whole range of learning styles that will engage and stimulate the historical imagination of the child. Literature also states that the classroom environment must provide ample opportunities to foster teaching and learning (Straaten et al., 2016). According to Tambyah (2017), teachers need to conceptualise History and have a knowledge of History to teach History as this is crucial to understanding the past. Clark (2009) believes that teachers must create learning opportunities to encourage children to think creatively and critically about the subject. Mindes (2005) agrees with Dewey when he states that teaching and learning involve experiences from daily life which should be more than just taking instructional sources from textbooks. Shah (2016) and Allerman and Brophy (2003) therefore recommend that when teaching young children a variety of the most appropriate teaching learning activities like small group work projects, heritage or History minutes and creative teaching aids like artefacts, cut-outs, pictures, drawing, photos, watching films, videos or DVD's, field trips, debates, event graphs, community resources and more recently media and digital archives be utilised to optimise the learning experience for children. All these visual aids help in instilling in children an appreciation

for the way things were in a specific period. It also helps teachers explain how things were and how they have changed over time.

Hartzeler-Miller (2001) explains that children imaginatively and actively widen their sense of the past through several experiences, including History textbooks, ethnic identity, family stories and television. History teachers use these aids to illustrate a point and more importantly to reinforce learning in children. Group work that is well designed will effectively develop children's beliefs and force them to verbalise their thought processes which makes their thinking audible and allows teachers to address possible misconceptions and effectively enable the learning process. Children begin to see themselves as active contributors to developing knowledge together with their peers (Stoel et al., 2015).

History exists everywhere and is accessible to all in the community through the stories of the locals, the institutions in the community and historical societies; however, this may be seen as a challenge to those who want to utilize it to understand certain ideologies or myths. Poetry, stories and other forms of symbolic representation are extremely powerful ways that teachers can use to make learning meaningful for children (Knowles, Squire & Cole, 1999). Lunn and Bishop (2005) also agree that through stories young children can interpret the motivation, intent and behaviour of historical characters. Children can explain why the character acted the way he/she did and they can give evidence which is the essence of History. They develop their understanding of sequence and the concept of a sequence is vital to the concept of chronology in History.

The present teaching strategies do not often create and engage the child's interest argue Dutt-Doner, Allen and Campanaro (2016). Powerful teaching strategies should be used to arouse children's interest and keep them motivated. According to them, oral histories are powerful pedagogical tools that can be used in the classroom to develop children's historical understanding and improve learning in children. It brings History alive to children by capturing personal stories and connecting them to

individuals and historical events. Engaging in oral histories like interviews helps to bind children to people historically as well as personally. It also develops their critical thinking skills, allows for socialisation and brings to children's attention that History is happening every day.

Simulation activities in the classroom have the potential to engage children in gaining a much deeper understanding of the content being taught. A simulation activity like role play is an ambitious strategy employed by teachers to ensure that active learning takes place in the classroom. It also helps children to learn historical concepts and makes History more relevant and engaging in the classroom (DiCamillo & Gradwell, 2012). In general Tally and Goldenberg (2005) note that using primary documents like photographs, lithographs, maps and cartoons will give children a sense of the complexity and reality of the past. These archives provide an opportunity to go beyond the seamless, sterile quality of the boring textbook information presented to children. It allows children to connect with real people and their genuine problems. Primary documents will enhance children's understanding of content and will keep children engaged; both emotionally and cognitively.

Osborne (2003) claims that children from a very young age learn about the world they inhabit through stories. Historical narratives told using documents that are kept by ordinary people in trunks, boxes, drawers, and in their memories can add immense value to the assimilation of knowledge to be learned in the History classroom. Fragments of paper, small objects and old weathered photographs regarded as 'family archives' which people insist on preserving for no specific reason provide us with information about human experiences from the past. These experiences of the past help keep the present informed and mould the future by making children aware of the existence of other times in their daily way of life (Schmidt & Braga Garcia, 2010). Children in primary school are concrete learners. If children can handle and touch things, learning becomes so much easier and filled with fun. According to Wunder (2002) visits to museums are important because they house numerous artefacts which are part of History. Artefacts housed in museums are there to tell us stories about our past, and to study them is the best way to learn about it. These visits are of vital

significance to them as they enhance a better understanding of the historical milieu. Children often grow up inundated by pictures and the media and according to Bage (1997) children are visually literate. Newspapers and magazines allow students to educate themselves on contemporary issues and allow teachers to draw concise and clear lines linking the past, present and future.

Television can play an important role in developing historical literacy in children. Television news, in particular, has a huge influence on young children's knowledge and interests about international and national issues regarding class, race and gender. History cannot be separated from stories. Television is a highly popular and significant classroom resource that can be used for imparting historical stories throughout the primary curriculum. It brings subjects to life by creating images that help young children remember information for longer periods. In addition, Warner (2009) claims that historical themes in History are often addressed in numerous areas of accepted cultures through television programmes. Through historical television dramas and documentaries about the past children begin to understand the conditions of their existence, the purpose of History and realise that History is relatable to the present. Using films to teach History to children is viewed by Scheiner-Fisher and Russell III (2012) as best pedagogical practice and as an effective tool especially when teaching historical content and enhancing the curriculum. The visual imagery of History allows children to obtain a glimpse into an image of the time under study and makes learning History a meaningful experience.

Historical films can be a very powerful educational tool that can be used to stimulate ideas, thinking and inquiry. Donnelly and Wiltshire (2014) claim historical feature films have the potential to motivate and engage children as well as link the school and life of the outside world through electronic portals. Research conducted by Donnelly and Wiltshire indicates that 83% of teachers agreed that feature films were a powerful pedagogical tool. Films helped make History more visual and come alive for children as no History textbook could. It helped children form intellectual and emotional connections as well as assisted them in identifying with the past. Films can encourage historical empathy, convey rich lessons about historical inquiry and lead to the

development of historical consciousness as well as historical understanding. Stoddard (2012) also reiterates that films can be used effectively to teach children about historical interpretation and how History was constructed. Films can be used as a source of historical knowledge, as evidence which could be interpreted, or it could also be used as a historical artefact which could be analysed. The role of computers and digital sources cannot be over-emphasised. A computer that has a database of historical data will be of tremendous value. It will give children quick access to information about topics that are under scrutiny. A digital analogue game like role playing games, card and board games may be relevant to History education. These games allow for interaction to take place between the player and game which is a representation of a particular period or historical moment. This is a clear indication of how technology can enliven the History lesson (Schrier, 2014). The theoretical framework which will be used is discussed next.

2.8. Theoretical framework

The theoretical framework of any research study explains the path of the research to make all findings more acceptable and meaningful. I explicitly made use of the literature review to explain the work that has been done in this area of study. The theoretical framework for this study explores teachers' perspectives on the teaching of History in the Foundation Phase and the impact that it has on productively achieving learning outcomes. A particular theory was used to comprehend the phenomenon under investigation since researchers should make use of theories to reinforce their study (Abd-El-Khalick & Ackerson, 2007). To understand the phenomenon under scrutiny, the foundation of this study makes use of theory from psychology. Within the vast knowledge of the way, children learn much information has been accumulated to understand how children learn History as they make progress through a certain domain. This body of information about how children learn is the result of cognitive development and is the work of cognitive psychologists. Cognitive development and cognitive psychology represent the theories of the intellectual development of the child (Morgan, 2011).

Learning is seen as a basic biological capacity humans have developed more than any other living creature and is regarded as a continuous process since we are unable to avoid learning throughout our lives. How different kinds of learning occur in the human brain or the body is the starting point of any learning theory. An important theory from the psychologist, Bruner was identified. Bruner's cognitive educational theory of learning gives us a clear description of the various intellectual levels from which children operate. According to him, learning is using the information you already have, figuring out how to use it so that one could go beyond what one already knows (Jiang & Perkins, 2013). He developed his theory of modes of representation. According to Bruner learning follows a similar pattern irrespective of the age of the child. Children move through three different integrated modes of representation to develop an understanding of what they are experiencing. These modes of representation are present during all stages of development (Lutz & Huitt, 2004). Children move through the enactive, iconic and symbolic modes of representation and during these modes of representation children learn and develop an understanding because of active manipulation of learning material. His modes of representation are not age-related but loosely sequential and integrated because they "translate" into one another and are not separate modes of representation (Clabaugh, 2010).

During the enactive mode of representation (0 to 1 year) children should be encouraged and allowed to engage in play. They learn through action and manipulation. The next mode of representation is the iconic mode of representation (3 to 6 years) where children can make mental images and they do not need to be manipulated since they can visualize concrete information. Children learn through the organisation of learning, kinaesthetic perceptions and seeing. The final mode of representation (7 years onwards) is the symbolic mode where children can use abstract ideas to represent the world. They learn through symbols and words. They can judge, evaluate and can think critically (Clabaugh, 2010). Bruner's modes of representation clearly show how children store information and how it is encoded in the memory and comes together in what is known as the "spiral curriculum". All children must go through the three modes of representation because it is only then will they be able to connect and understand new concepts and ideas (Jiang & Perkins, 2013).

Teachers need to give children the proper guidance so that they could build their own sets of knowledge as they go through the different modes of representation. Any new information children are provided with can be understood and then classified using the knowledge they already have, with the result children can create new meanings which will allow them to go beyond what is given. According to Bruner children are not passive (Darling-Hammond et al., 2001) and learn if their minds can act on what they are studying. Learning then becomes, practical, consequential and memorable. Bruner believed that any child irrespective of age could be taught any subject matter if the structures of each discipline were suitably clarified (Bruner, 1960). This means that any child even those who are very young can learn anything regardless of the material being taught provided they are given guidance in the proper organization. He believes that children of any age can understand complex information (Weegar & Pacis, 2012). This is possible through the concept known as the “spiral curriculum” which is based on Bruner’s constructivist theory. According to the constructivist theory, the translation of information dictates how learning takes place and what information needs to be processed. In Bruner’s constructivist theory it is important to follow the progression through the modes of representation (Smith, 2002). Complex ideas can be simplified at the first level and could be re-visited later at more complex levels. This means that a subject as abstract and difficult as History could be taught at various levels with it increasing with difficulty. It allows for logical progression from very simplistic ideas to very complicated ones. The purpose of education for Bruner is to facilitate learning to develop the child’s problem solving and thinking skills which they can use in a vast range of situations and not just to impart knowledge (Lutz & Huitt, 2004).

Teaching and learning in History underwent many changes in the classroom based on Bruner’s learning theories. His constructivist theory focuses on how young children learn which indicates that young children can absorb information and retain knowledge through learning (Dulberg, 2005). It can be explored in the study of Case (1993), the extent to which proper and age-related curriculum development had a direct relation to knowledge and understanding. History can be utilised to effectively create a spectrum of core ideas and methods which could be used to connect the development of learning History in young children. It is these theories that support the idea that

History can be used to dissect complex bodies of information into essential learning segments that can be effectively absorbed and retained in the minds of young children if the content is continually revisited.

Through the study of Ayres and Paas (2012), it becomes clear that the cognitive theory explains thinking and differing mental processes and how they are influenced by internal and external factors to produce learning in individuals. The type of social interaction the young child experiences which involves cooperation and collaboration will promote learning of History in young children. The teacher is also instrumental in providing the stimulus for social interaction and thus for learning to take place in the classroom. By teaching History in the Foundation Phase, it is as Pritchard (2009) points out that cognitive processes in young children can be developed to store historical knowledge. These cognitive processes of acquiring knowledge can be further enhanced with the assistance of the teacher as a skilful partner in developing strategies and skills in the Foundation Phase. Children learn through interaction, not just on their own but with the help of a more advanced peer or an adult who will direct and organize the child's learning before the child can internalize or master it (Papalia, Olds & Feldman, 2008). The theories of learning which developed out of every learning theorist's work stresses the fact that the learning of information will take on various forms, shapes and appearances. I have engaged in Bruner's theories of learning to explore the phenomenon of teaching History to young children especially in the Foundation Phase.

2.9. Conclusion

The literature review discussed above explains the theories about learning History and reasons for making History compulsory in schools, thus highlighting its importance in the Foundation Phase. The literature on the teaching of History to young children was also discussed using examples from a global context and how teachers implemented it. I began by highlighting the importance of History and children's' understandings of History. Thereafter the teaching and implementation of History in Foundation Phase were outlined together with a discussion of the teaching pedagogy of History. Lastly, I

concluded by discussing the theoretical framework used in this study. The Chapter to follow outlines the research design and methodology adopted for this study.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

Every research study must have a research design and methodology since the methodology seeks to find answers to questions raised (Bertram & Christiansen, 2014). Research is about obtaining knowledge and rising understandings, collecting facts and construing them to build up an image of the world around us (Walliman, 2011). A research design is a framework for conducting research. It is the overall method that the researcher uses to incorporate the different components of the study logically and coherently. In this way the researcher successfully addresses the research problem (Bertram & Christiansen, 2014). It provides the blueprint and overall structure for the investigation together with the framework of how the data must be collected, measured and analysed (Bryman & Bell, 2007). The purpose of this study is to examine the perspectives of teachers regarding making the teaching of History to Foundation Phase children compulsory. Daniel (2018) states that a research methodology should be concerned with using methodical methods and procedures to examine well-defined problems. Included in these methodical methods and procedures are the kind of data collected, the method used to collect the data, how the data was interpreted and how the data was used so that it could answer the research question. In this Chapter, I also motivate, describe and provide more details of the methodology that was used during the course of the investigation of this research study. I firstly begin by discussing the research design, followed by the research approach and then the research methodology which includes an explanation of the case study, sampling, data collection methods, semi-structured interviews and data analysis. Thereafter I elaborate on the trustworthiness of the study. Lastly, I try to address the ethical considerations and limitations of the research study which ultimately form the conclusion of the study.

3.2. Research design

After ascertaining the research topic and formulating the questions, choosing the correct research design is possibly the most important decision a researcher must

make. There are many different types of research designs that are suitable for the different categories of research studies and every research study must have a research design (Walliman, 2011). In doing so the research design that was suitable or guided my study was the qualitative research approach as it was helpful in discovering issues and attaining an understanding of the concerns being explored (Strauss & Corbin, 2007). The research design assisted me as the researcher to make decisions like which research paradigm to choose. It also qualified the purpose of the study and allowed me to decide the techniques that could be used as well as clarified how the observations should take place. Durrheim and Wassenaar (2004) argue that a research design makes sure that a research study accomplishes a particular purpose and can be finalised with available resources. The purpose of my research study was to explore how Foundation Phase teachers perceive the implementation of the teaching of History in the Foundation Phase by interviewing teachers who teach children in the Foundation Phase as they are knowledgeable in their field. Hence Thomas (2016) states that any research design originates by having a purpose for the study and establishes the research question. The research design also makes sure that the evidence acquired enables the researcher to find answers to the research question as explicitly as possible. In this study, I describe the purpose of this study which is to look at the perspectives of teachers regarding the teaching of History in the Foundation Phase. The section on the research approach to be discussed is important since it provides clear procedures to be followed so that the study could be successful.

3.3. Research approach

To develop a thorough understanding of the research question it is important to choose the appropriate research approach. In this study, use was made of a qualitative research approach since Mohajan (2018) claims that all research studies must include an explicit, systematic, disciplined approach to discover the most suitable results. This research study is based on a qualitative approach because it focuses on learning the significance that participants embrace about the problem or question being addressed in the study which is teachers' perspectives in making History compulsory in the Foundation Phase (Creswell, 2009). This approach is useful in that it enables the researcher to explore the possibility of including History as part of the curriculum in the

Foundation Phase and so doing gain an understanding of the issue being investigated and explored. The use of this approach is crucial because it provides an in-depth understanding of the problem at hand being the absence of History as a subject in the Foundation Phase. As Rahman (2017) argues qualitative research has many benefits as it produces detailed descriptions of participants' opinions, feelings and experiences. The qualitative study fits well with this study as it is indicated by Chesebro & Borisoff (2007) because that it seeks to preserve and scrutinise the positioned form, content and involvement of social action, rather than focus on mathematical or other different formal changes.

Qualitative research is predominantly exploratory research which is primarily used to achieve an understanding of opinions, underlying reasons and motivations of people in a study. The researcher and his/her participants have an important role to play in the study. Creswell (2008, p.18) highlights that "All researchers bring values to a study, but qualitative researchers like to make explicit those values". In a qualitative research study, the researcher's presence is felt because the logic that he/she follows is deductive. The researcher starts with a theory and then uses one or more statements to reach a logical conclusion. Anney (2014) emphasised that the researchers need to immerse themselves in the participants' world so that they can gain a richer insight into the perspective of the study. As aptly put by Denzin and Lincoln (2008) a qualitative research study is based on a development of enquiry which has the objective of understanding human and social problems from different viewpoints. Therefore, a qualitative research approach fits well with this study because this research is mainly concerned with a complex, detailed and in-depth study of actions, meanings, observable as well as non-observable occurrences intentions, attitudes, behaviours as well as perceptions. This study is mainly concerned with the perceptions of Foundation Phase teachers. As highlighted by De Vos, Strydom, Fouche' and Delport (2011) a qualitative approach is an approach that prompts participants to discuss their experiences, meanings and perceptions. This is because qualitative researchers create data in the form of spoken or written language. Observation notes, recollections, literary texts, documentary films, interviews, transcripts, memos, historical records and minutes of meetings are characteristic examples of qualitative

data and these guidelines will be made use of and strictly adhered to by me (Walliman, 2011).

It is important to note that the qualitative research approach links well with the interpretivism paradigm because it permits me as the researcher to do a painstaking analysis to comprehend the phenomenon which is under scrutiny (Cohen et al., 2011). The phenomenon under investigation is teachers' perspectives about the implementation of History in the Foundation Phase. It also requires the acknowledgement that the researcher does have a certain standpoint, and openness to the fact that his/her standpoint could be changed. For Vaismoradi, Turunen and Bondas (2013) and Attia and Edge (2017), the qualitative approach seeks to reach an understanding of a particular phenomenon from those experiencing it. This research study focuses on Foundation Phase teachers at three primary schools in KwaDukuza, KwaZulu-Natal and in this study, the phenomenon identified is teachers' perspectives about the teaching of History in the Foundation Phase. Reviews of literature and interviews of teachers are the data collection methods that were used in this research study. These are all characteristics of the qualitative research approach.

Babbie & Mouton, 2010 explain that the qualitative research approach is apt as it permits me to discover and comprehend the complexity of the phenomenon under research. It allows me to discover the participants' beliefs and insights regarding the teaching of History in the Foundation Phase from the participants' viewpoints. Having discussed the qualitative approach, it is now important to discuss the research paradigm.

3.4. Research paradigm

The word paradigm according to Atieno (2009) is used to mean design, method or approach. A paradigm is a set of 'worldviews' or a set of assumptions about how things work. Paradigms guide how the researcher carries out his/her research and how decisions are made. In this study the interpretive paradigm was used. The interpretive paradigm is also recognised as the constructivist paradigm since it seeks to

comprehend the social domain in which human beings live and also the numerous meanings they create in their lives (Creswell & Poth, 2017)). Interpretivism is one method of the qualitative approach which encompasses the study of social occurrences that necessitate the understanding of the social world in which people live (Lewis-Beck, Bryman & Liao, 2004). The interpretive position offers a pervasive lens or perception of all aspects of a qualitative research study. It relies on both the researcher and participants as the means to measure some phenomenon and involves interviews and observations which rely on a subjective relationship between the researcher and participant. The main purpose of this method is to recognise the meaning people create as they interact. The researcher is perceived as an observer as well as a participant. The researcher interfaces with his participants which contributes to emergent categories and concepts (Chesebro & Borisoff, 2007). The semi-structured interviews with teachers will give the researcher the opportunity of asking the participants questions about teaching History in the Foundation Phase and this interaction with teachers will be invaluable in answering the researcher's concerns about History teaching in the Foundation Phase. It will also allow the researcher to develop categories and themes which will be important in answering the research question.

The interpretive paradigm is mainly concerned with the subjective experiences of individuals and their understandings of the world around them. This research study is primarily concerned with Foundation Phase teachers' understandings about the teaching of History in the Foundation Phase. The problems and the research question explored in the study aim to comprehend the specific topics or issues at hand. It aims to increase knowledge and understanding of that phenomenon. Researchers, according to Bertram and Christiansen (2014) who choose the interpretive paradigm are more interested in describing and understanding people's actions and their understanding of the world and they are not interested in predicting what people do. The interpretive paradigm gives importance to interpretation and experience. Creswell (2003) says that the interpretive and constructivist researcher relies on the views of the participant concerning the situation being investigated and here this study will rely on the views of Foundation Phase teachers.

Case studies are a type of research that is frequently used by researchers in the interpretive paradigm (Bertram & Christiansen, 2014) because it is grounded in the expectation that it will understand and describe how people make meaning of their actions and how they make sense of the world they are in which is of vital importance to this study. Since the interpretive paradigm is mainly concerned with the subjective experiences of individuals and their understandings of the world around them, this research study is primarily concerned with Foundation Phase teachers' understandings about the teaching of History in the Foundation Phase. The interpretive paradigm gives importance to interpretation and experience. The central point is the teachers' viewpoints and experiences concerning teaching History to young children and how they construe the world around them. Valuable information could be harnessed from Foundation Phase teachers' abundant knowledge and rich experiences. The participants' will be able to share their understanding and experiences of teaching young children with the researcher therefore this paradigm is useful and it argues well for the phenomenon under investigation. A research methodology is needed for the interpretive paradigm to be valid, thus an explanation of the research methodology is given.

3.5. Research methodology

Research is regarded as an academic activity that is in search of knowledge. Before the researcher begins his/her research process, he/she must plan his/her methodology. The researcher uses specific techniques to select, identify, process and analyse all the information related to the topic under discussion. The methodology permits the researcher to evaluate the study critically (Kothari, 2004). For this research study, a case study approach is discussed as important data collected from this case study is of value to the research question. Sampling, data collection methods and semi-structured interviews are also discussed as part of the research methodology that was chosen.

3.5.1. Case study

Case study research is a particularly appealing design to fields of study in education and is often guided by its overall study purpose (Baxter & Jack, 2008). It aims to depict and explore a phenomenon with the sole purpose of advancing its understanding. A case study is an intensive study of a single individual, a group of people, a community or a unit with the sole purpose of examining in-depth data that relates to several variables (Cousin, 2005). For this research study, an intensive study was made of a group of teachers from three schools in the community with the sole purpose of understanding the phenomenon under investigation which is: teachers' perspectives about the teaching of History in the Foundation Phase. In numerous cases, a case study approach selects a solitary or a very restricted number of participants as the participants who are going to be studied. The chosen participants are taken from a small geographical area.

For this research study use was made of a case study because it allowed me as the researcher to examine closely the data within an explicit context. The choice of the case study depends on what the researcher wants to know, what will be useful to make the study credible, the overall purpose of the study and what can be done in the time and resources which are available at that particular time (Marshall, Cardon, Poddar & Fontenot, 2013). A case study was chosen for this research because of the nature of the research problem and the question being asked which is: what are Foundation Phase teachers' perspectives on the teaching of History to Foundation Phase children? As clearly argued by Tellis (1997) case studies are an ideal methodology to be used when an in-depth and holistic investigation is required of a phenomenon, therefore, it is important to design the case study carefully. This case study was exploratory and it was in its natural setting as it explored a phenomenon that was a point of interest to me as the researcher. Case studies allow for an intensive and systematic investigation to take place involving a select group of participants. The primary objective of this research study was to understand the perceptions of Foundation Phase teachers regarding the teaching of History in the Foundation Phase.

The group of participants chosen was nine Foundation Phase teachers from three primary schools in KwaDukuza based on practical reasons. I had chosen sites I am familiar with and am already a member of as this allowed me to get through the process on time. The choice of the three schools within the KwaDukuza area allowed for strong comparative power because the data collection sites are all similar in size and operate in the same town. It allowed me to make comparisons within each setting and also across settings. This means that the conclusions from one school can be contrasted and compared with the other schools. The complex phenomena were examined in their natural setting to increase the holistic understanding of the phenomenon under investigation.

This research fits well with a case study design because it focused on an in-depth exploration and analysis of the case being studied as it encompassed an exploratory analysis of a group of teachers within an institution (Anderson, Leahy, DelValle, Sherman & Tansy, 2014). Similarly, the research situation in this study focuses on understanding perspectives of teachers which is based on the interpretive paradigm and is aligned with qualitative and case study design in that it focuses on the descriptiveness of the phenomenon which can be used to produce much information. As Creswell (2009) clarifies, case studies as methods of investigation allow the researcher to examine in detail an event, a program, processes, activity, or one or more individuals over a specific period. The researcher has very little control over the event; while the focus is on a current issue that exists within some real-life context. The focus, in this case, is the teaching of History to Foundation Phase children. Having discussed the case study of this research the method of sampling follows.

3.5.2. Sampling

The procedure of choosing just a small group of participants from a huge group is called sampling (Walliman, 2011). Sampling in this research employs interviews as a data collection device (Robinson, 2014). In most research studies, the amount of work is always limited by time and resource constraints. With these two limitations in mind, the sample that was drawn was done in such a manner that it could be a representation of the teacher population at the chosen schools for this research purpose. As Swain

(2006) has attested schools are important locations for collecting information. Since my research involves interviewing teachers, after much deliberation I decided to site my research study at the schools in the area where I work. For this research study, purposive and convenient sampling were used. It should be noted, however, that although purposive sampling played a major role when participants were chosen for this study there were also elements of convenience sampling. Purposive sampling is important to qualitative research. The benefit of purposive sampling is that it is based on the characteristics of the population (Palys, 2008). Purposive sampling was chosen in this study because the chosen participants had the required characteristic which is what I needed to gather rich information. It also allowed me to engage in an exhaustive study from which perspectives of teachers about making History compulsory in the Foundation Phase were learned. Purposive sampling in this study is the Foundation Phase teachers because they are knowledgeable and experts in the field of teaching Foundation Phase children.

Convenience sampling is seen by Etikan, Musa and Alkassim (2016) as being important because participants can be accessed easily, they are geographically close to the research study, the participants are available at any given time and they are willing to participate in the study. Convenience sampling is considered by Marshall and Rossman (2006) as not very costly in terms of effort, money and time but it may result in data of reduced quality and may be lacking in intellectual credibility. The main concern in this method is outlining the sample or target population. This is the total number of persons who may be legitimately sampled in an interview study. The inclusion criteria specify an attribute that the participants must have to qualify for the study and this criterion draws a boundary around the target population (Robinson, 2014). Convenient sampling was also used in this research study because the three schools chosen are in the area where I teach and the schools are within close proximity to each other. If one wants to get information from a big group of people it is difficult for all of them to answer the queries or for the researcher to scrutinise all the information gathered as it will take much too long. Being in the area allowed me to interview the teachers and study them in-depth. An important consideration that must be considered is the fact that my sample was required to be manageable, concerning time management, data collection and analysis. Therefore, a sample size of nine

teachers was taken from three schools in the area focusing on three teachers per school. Foundation Phase teachers were chosen because of their commonality, which is their expertise in teaching Foundation Phase children. In this study, comparisons were drawn from information gathered from teachers from the three schools.

A small number of teachers was chosen as it allowed me as the researcher to fully immerse myself in the field of research, develop continuing and fruitful relationships with the participants as well as address the research problem in depth through theoretical contemplation. Creswell (2007) believes that three to five interviews can be conducted per case study as small sample sizes in case studies can be extremely valuable as they will allow for more contact time with every participant. Saunders, Lewis & Thornhill (2012) also emphasise that there are no specific rules regarding how many participants need to be selected for a case study. Onwuegbuzie & Leech (2007) claim that what is important is the length and number of times contact is made with each participant and not the number of participants in each case study. Yin (1994) forcefully argues that the relative size of the case study does not matter, what is of importance is whether it meets the established objective. Patton (2002) explains that the number of participants in every case study differs due to what the focus of the study is, what resources are available and what will be regarded as credible. My choice of three Foundation Phase teachers per school was well placed as it represented the resources available to me and it allowed me to delve more deeply to maximise the information collected and offered more insights into teachers' perspectives about teaching History in the Foundation Phase so that my study would be credible. The participants who were chosen were relevant to this study because they have a specific purpose and are the central focus of this study (Vohra, 2014). They were selected based on the number of years they have been teaching in the Foundation Phase which allowed me to collect in-depth perceptions, gain better insights and detailed information via interviews which will have a significant effect on the quality of the research, therefore, this case study seems highly appropriate.

In terms of qualitative research, the number is not important; what is key is the importance of choosing the appropriate participants for the interview based on their

knowledge and experience with the topic under scrutiny because candidates chosen must be able to provide reliable information for the study (Creswell, 2014). The convenience sampling method was used to recruit participants. Convenient sampling began by way of locating any convenient cases that met my criteria which is a small number of Foundation Phase teachers from three schools in the KwaDukuza area so that I could gather an understanding of their perspectives on the teaching of History to young children. The recruitment process for participants began with profiling and identifying teachers in the Foundation Phase from the three local primary schools which is convenient as I am a teacher from the KwaDukuza area. My decision to have a sample size of nine teachers is due to time management and the data generated will give sufficient data to gain a clear understanding of the phenomenon to be studied as Bernard (2002) suggested that the number is not important but reliable and quality data together with willingness and availability to participate are pivotal. The data collection methods used in this research are elaborated on next.

3.5.3. Data collection methods

Data generation plays a significant role in every research study. Data is the information or evidence that a researcher gathers to try to find answers to the explicit questions they are asking. Data could take many forms like video recordings, a set of test results or interview transcripts. According to Walliman (2011), data can be collected in many ways depending on its nature like asking questions as it is an excellent method of amassing qualitative information from individuals. Numerous elements also influence which data collecting method or mixtures of methods to use. Factors such as the environment, organizational culture, policies and the properties or reason that drove the project are some of the factors which influence the researcher's choice of method for collecting data. Kolb (2012) argues that the researcher can use a variety of methods to gather information about the study. Vast amounts of data can be harnessed from interviews, observations, or other research methods. For this research study data was collected from one major source, namely interviews with Foundation Phase teachers which was a vital and necessary part of the process during this study. The interview questions for teachers are created by the researcher. Specific and detailed information was provided by the interview questions which allows for a deeper

understanding of how the participants construct meanings and also how they perceive the the teaching of History in the Foundation Phase. Semi-structured interviews were conducted with nine individual teachers.

Preceding the gathering of data ethical issues were taken into consideration. The identities of the teachers and schools involved in the study were not revealed. Pseudonyms were used as a substitute for concealing names of the schools as well as all the participants. Ms. A, Mrs. B, Mrs. C, Mrs. D, Mrs. E, Mrs. F, Ms. G, Mrs. H and Ms. I. No teacher was forced to participate in this research study. At the beginning of the research study, all participants were gathered together and the purpose, procedure and techniques for the interviews were explained in detail. Teachers were informed about how their privacy would be upheld, what their rights were, how the findings were to be used and how the education system would benefit from this study as it would canvas for the teaching of History in the Foundation Phase. It would provide recommendations for the teaching of History in that particular Phase for all stakeholders. During the interview process data was collected and great effort was made not to ask questions of a sensitive nature. Transcribed data was to be stored in the lockable cupboard of the supervisor for five years and thereafter destroyed. I had taught as a Foundation Phase teacher for the past 36 years in the area of KwaDukuza, therefore, the setting was known to me and I understood and knew the value of teaching History in the Foundation Phase. Since I was a Foundation Phase teacher, I knew that young children had the capabilities of learning History. This study gave me the ideal opportunity to find out if other Foundation Phase teachers had the same perspectives of History in the Foundation Phase as I did.

The present study was conducted at Flower Primary School, Mellow Primary School, and Parkview Primary School. To make the study more meaningful personal semi-structured interviews with Foundation Phase teachers were conducted. During the interview, open format questions about the teaching of History to Foundation Phase children were asked. Open format questions will permit participants to answer in their style and content. They will be at liberty to qualify their answers and freedom of expression will also be permitted which hints at a lack of bias (Walliman, 2011). During

my research study, I took part in various forms of participation in the interview process like listening, discussing, learning and collaborating to gather data. The transcribed interviews were analysed carefully and data was perceived through the lens of the constructs of the theoretical framework. The use of interviewing as a data collecting instrument ensured that acceptable information was acquired regarding Foundation Phase teachers' perspectives on the teaching of History to young children. Reviews of literature and interviews of teachers are the data collection methods that were used in this research study. To obtain information from my participants, a discussion of semi-structured interviews follows next.

3.5.3.1. Semi-structured interviews

The central purpose of all interviews is to discover the views, experiences and beliefs of individuals relating to certain concerns. Much qualitative research depends on verbal interviews with participants as a primary mechanism to collect detailed information concerning the research phenomenon under scrutiny. (Knox & Burkard, 2009). Bless and Higson-Smith (2004, p. 104) define interviews as a process which “involves direct personal contact with the participant”. The major method for data collection in this research study was done through semi-structured face-to-face interviews. Face-to-face interviews are used to interview participants in groups or singly. An interview is a dialogue between the participant and the researcher. The researcher sets the agenda and is the one who asks the questions which is unlike an everyday conversation (Walliman, 2001). As Martin (2000) notes, interviews allow the interviewer to obtain information that may not be collected through other data collection methods. Not only do interviews provide rich information about the topic being researched but the researcher is also able to gain valuable information through the tone, body language, inflection and other non-verbal answers elicited by the participant. Turner (2010) opines that interviews make available in-depth information relating to participants' experiences and perspectives of a particular topic. He goes on to explain that the interviewer must be prepared for the interview, must construct effective research questions and should be knowledgeable about the process of the actual implementation of the interview. Participants will be allowed to present their

ideas in their frames of reference, on their terms and in so doing give the researcher a glimpse of reality (Bavel & Dessart, 2018).

I explicitly sat down with teachers to interview them. According to Knox and Burkard (2009), before the interview, careful consideration should be given to all the questions which will be asked during the interview. It is the researcher who must decide and design the questions for the research process. Krosnick and Presser (2010) mention that choice must be made as to whether the interview style will be open (allows participants to respond in their own words) or closed (requires participants to select from a given set of choices in the schedule of questions). For the interviews with teachers, questions were based on the study's central focus to allow participants to give responses in their own words and to gather specific information so that I can explore and understand the phenomenon at hand which is teachers' perspectives on the teaching of History in the Foundation Phase. There was direct verbal interaction between the researcher and the participant. The basic themes or areas of concern were determined ahead of the interview however, the content of the specific questions and the sequence of the questions were not. The interviews were loosely structured, based around eight questions or areas of interest. These questions were used as a checklist (Appendix C).

Some questions were focused while others were general and open. Interviews remained flexible and creative so that the interviewer could probe individual responses in more detail (Knox & Burkard, 2009). Most of the interviews were done within the school day, mainly at break times, during free periods or after school when children were not at school. Most interviews were concluded in one session. All interviews took place in a zone where it was safe, secure and where privacy was guaranteed. All interviews were recorded using a cellphone as it was easy to use and convenient. Opendakker (2006) points out that recording interviews is more accurate than writing notes. The silent mode of the cellphone was activated so messages and incoming calls could not interrupt the flow of the interview session nor could the session be deleted. The recordings from my cellphone were downloaded onto my laptop for transcription. The typical length for interviews being approximately 40 minutes. Swain

(2006) explains that instead of just interviewing teachers, my main objective should be to collect a comprehensive range of opinions, however, this can only take place if the participant is fully involved.

McKenney & Reeves (2012) believe that active participation by the interviewee is a pre-requisite needed for a successful interview session. Therefore, my task as the researcher was to facilitate and establish a free-flowing discussion in a conducive relaxed environment. This is because strong verbal communication is needed throughout the research study. For effective interviews to occur it is important to develop a rapport with teachers. The single most important aspect of any qualitative research study is the strength of the interviewer-interviewee relationship. The quality of the relationship determines participants' revelation and the depth of the information they are willing to share about the particular topic under investigation. It is also important to know how to work together productively.

Vockell and Asher (1995) claim that interviews are intended to allow participants to supply information to the researcher while McMillan and Schumacher (2001) maintain that interviews are valuable tools that permit the participants to share their attitudes, beliefs and experiences verbally in a personal way. Nine individual interviews were conducted. All participants were Foundation Phase teachers from Flower Primary School, Mellow Primary School and Parkview Primary School. Consent from the principals of the various schools (Appendix A), consent form for teachers (Appendix B) and the University of KwaZulu-Natal Ethics Committee (Appendix D) as well as the Department of Education of KwaZulu-Natal (Appendix E) was first obtained before the interview process began. All interviews were conducted in an area that was free from distractions and which was safe and secure for the participants. Bell, Fahmy & Gorgon (2016) support the view that the strength in the interview lies in the positive rapport between the researcher and the participant as this fosters good relationships and because this will increase the study's accuracy. Below is an explanation of data analysis.

3.6. Data analysis

Qualitative research is based on data that is expressed invariably in the form of word-accounts, descriptions, and feelings and not on numbers. Usually, this type of data is common when people are the focus of the research study (Walliman, 2011). This research was based on the experiences and accounts of Foundation Phase teachers. Researchers collect all categories of qualitative data from interviews and to make this data useable the data must be turned into results. Good qualitative data should be unbiased. Qualitative data gathered from interviews with teachers was not biased as the correct procedures for data collection were adhered to. Converting data into research outcomes is called analysis which is similar to a jigsaw puzzle that can be taken apart and then reassembled again (LeCompte, 2000).

Data analysis according to Robson (2002) is a very significant aspect in every research study and it involves making sense of the data generated to respond to the questions which arose in the study from the time the research question is formulated and until data analysis begins. Data analysis starts from the time the literature review begins, continues during data collection and goes on until publication of the research study. Data from different sources are gathered, reviewed and then analysed to form some sort of findings or conclusion. In this study data was gathered from interview questions asked as well as observation of participants during the interview. Data analysis organises, interprets, structures and presents the data collected from interviews into useful information that provides meaning. It is important to accumulate all the data before scrutinising it to conclude what it reveals (Vaismoradi et al., 2013). Kolb (2012) explains that data analysis is an organised process of sifting and placing all information obtained from the interview transcripts into its proper perspectives to enhance the presentation of what has been revealed. Richie and Lewis (2003) believe that the qualitative researcher must provide some structure and coherence to the cumbersome data collected while at the same time keeping a firm hold on the unique observations and accounts from which the data was obtained. After the interviews with Foundation Phase teachers, data collected was systematically interpreted, analysed and conclusions drawn so that it could answer the phenomenon under scrutiny which

is teachers' perspectives about teaching History in the Foundation Phase and the possibility of making History compulsory during this Phase.

Data analysis is important to understand problems. Since the sole purpose of this study was to comprehend teachers' perspectives about teaching History to young children, the main purpose for me was to acquire data that is collected through semi-structured interviews so that I could find answers to the research questions posed. The conversations from interviews were recorded using a cellphone and then transcribed. Information gathered was organized thematically by examining similarities and differences between responses. Data was then sorted and coded. Findings were written thematically and literature integrated to support the findings of the study. This is because generally the purpose of qualitative research is to understand and describe the prediction of human behaviour, therefore the research question sustaining this study is the most appropriate since it allows for an understanding of the views of teachers regarding the teaching of History in the Foundation Phase.

Creswell (2003) believes that during this phase of the study the researcher must make sense of what is revealed and then assemble the data into groups of information, or into sections also known as codes or themes. These codes or themes are steady expressions, ideas or phrases that were universal among the research participants (Kvale, 2007). Themes are also beneficial for examining the perceptions of different research contributors, emphasising differences and similarities, and general unforeseen insights (Nowell, Norris, and White & Moules 2017). Thematic analysis is generally one of the most common forms of analysis in any qualitative research. Braun and Clarke (2006, p.79) define thematic analysis as: "a method for identifying, analysing and reporting patterns within data". The main purpose of thematic analysis is to analytically examine materials by breaking the transcript into comparatively small units of content. Thematic analysis involves the process of looking for common threads that extend across the whole interview or groups of interviews. It provides a detailed and rich account of the data.

One of the advantages of thematic analysis is that it is flexible because it can both reflect and clarify the reality of the phenomenon under investigation (Javadi & Zarea, 2016). Participants were asked open questions and their responses to these questions were analysed and presented as broad themes. Responses were extracted and assembled into raw textual data. Every interview was recorded and data transcribed accurately. To make sure data was captured correctly the recordings were played repeatedly while reading and re-reading every transcript. The researcher will have to repeatedly review the data from various perspectives and follow all the steps of data analysis. Data analysis will only culminate when conclusions are drawn and answers to the research question have been found (McKenney & Reeves, 2012).

Data analysis is the procedure of systematically applying methods to illustrate or define, summarise, review and weigh data so that sense could be made of the huge amount of data collected. Qualitative data analysis was adopted in the analysis of the interviews whereby information was organised into categories and then similar relationships and patterns were identified and put into categories. Qualitative data analysis in this study involved organising and explaining all the participants' perspectives on the teaching of History in the Foundation phase according to the questions asked (See Appendix C). According to Bertram and Christiansen (2014), data analysis is the process that brings order, structure and meaning to the mass of collected data. There are three steps to data analysis which are data reduction, data display and drawing a conclusion.

Data reduction is the process of transforming masses of qualitative data or information into a corrected, simplified and ordered form so that it becomes meaningful. In this study data was first collected from interviews, then transcribed and read. Transcripts were read together with the cellphone recordings, so I became familiar with the data. This process also gave an accurate explanation of the views the participants had regarding their perspectives on the teaching of History in the Foundation Phase. The interview responses from each school were collected separately and transcribed. Data collected was read several times to gain comprehension. Notes were made and highlighted on the transcripts for relevant and interesting data which was then put into

categories or formats or themes as it emerged from the participants' responses to questions asked.

Data had to be reduced and organised so that structure, order and meaning could be brought to the large volume of data that was collected. Possible common themes, relationships and trends related to the study were identified and discussed with my supervisor. Only when the themes, relationships or trends were agreed upon were they then considered for use in this research study. In this process differences and similarities were identified accordingly. Possible positive and negative viewpoints of the participants were considered at this point. This process allowed me as the researcher to prioritise which aspects were important to the study.

During data categorisation, display information is compressed and organised. Data was then categorised, interpreted and coded so that the findings gave explanations to the phenomenon being investigated. Once data categorisation and data reduction were done data display information was obtained and patterns were discovered which identified the relationship that existed among themes. Data can be displayed in different ways like pictograms, graphs, pie charts and in the form of a table (Miles & Huberman, 1994). In this study themes and subthemes were displayed in the form of a table only after consultation with my supervisor (Table 5) after which conclusions were drawn. Conclusion drawing allows the researcher to begin to conclude the data collected. After the process of data display, I was able to act and draw conclusions based on what participants had to say. I was then able to report my findings. All three processes in data analysis are interwoven and were executed in an ethical manner (Guest & Macqueen, 2008). Data analysis only culminated when conclusions were drawn and answers to the research question had been found (McKenney & Reeves, 2012). The procedures that were applied to make sure the study is trustworthy are explained next.

3.7. Trustworthiness

In any research study, the data and findings gathered must be regarded as trustworthy. Qualitative research was used therefore qualitative verification is required to ensure trustworthiness. In the same context, Korstjens and Moser (2018) believe that when qualitative researchers speak of trustworthiness it poses the question of whether the research findings are true. The research findings can be true if a good relationship exists between the researcher and his participants. It is therefore vital to build and preserve trust in any qualitative inquiry. According to Attia and Edge (2017, p.40) “when sustained and consolidated, trust is likely to motivate participants to engage actively with the research”. If there is no trust, then collecting data can become very difficult. Trust is most likely to elicit prompt, accurate, honest and truthful data which will help in advancing a thick narrative which in turn strengthens the research. This study made use of different techniques like interviews, discussions and observations to develop the trustworthiness of this research study (Baxter & Jack, 2008). After the interviews were held and recordings transcribed, findings were concluded. Findings were then contrasted with wide-ranging literature to increase its trustworthiness.

The credibility of the data refers to how accurate the data collected is and whether the findings are credible (Bryman, 2015). In this research study credibility was attained through the triangulation of data. Triangulation allowed for the mixing of different data types or methods so that different standpoints or viewpoints were able to cast their light upon the phenomenon under investigation. Thick descriptions were used to show that the study’s findings could apply to other circumstances, situations and contexts to ensure transferability (Sikolia, Biros, Mason & Weiser, 2013). In interpretive research studies, it is also vitally important that the research is credible and should reflect the reality of the participant (Bertram & Christiansen, 2014). For credibility to prevail all findings were based only on participants’ responses and were not based on any personal motivations or bias of the researcher.

The credibility and coherence in any study can be maintained if the sample universe is clearly and explicitly described (Robinson, 2014). In this study, the sample

population was spelled out from the initial planning stages-three Foundation Phase teachers each from three primary schools in KwaDukuza which made it a sample size of nine teachers. Robinson (2014, p. 38) claims that “a fully articulated, contextualised sample universe prevents unwarranted generalisations and helps to locate the study within a time and a meaningful group”. To maintain credibility transcripts of the interview were made available for participant’s perusal so that they could confirm and verify their responses and ensure that everything was captured correctly. Qualitative researchers must test their research so that they can reveal that their research is credible. Credibility in qualitative research is about the confidence in the data; how accurate the data and findings are. The credibility of this study was ensured because I engaged in auditing. My findings were reviewed to ensure that they were credible and valid. All data was made available for scrutiny thus ensuring its conformability and all information gathered was also easy to access so that other researchers could use the data to obtain similar findings which would make the research study credible and dependable. Credibility will establish trustworthiness in this study (Shenton, 2004).

Trustworthiness also refers to how valid and reliable data and findings in the research are (McKenney & Reeves, 2012). Patton (2002) claims that validity and reliability are important factors that any researcher should be worried about because it determines the quality of their research. The researcher must make use of multiple ways and procedures to establish whether his findings are valid and reliable. To ensure trustworthiness in qualitative research, it is important to examine validity and reliability as reliability ensures validity. A representative and reasonable sample of participants were chosen to include the four different grade levels of teachers from the Foundation Phase. Participants were given a detailed explanation of the nature and reasons for the study. Participants were given pseudonyms and they were assured that all information given will be confidential and that they will remain anonymous.

Questions in the interview schedule were shown to my supervisor for her expert opinion and recommendations for improvement were adhered to. Interview questions were formulated and presented in a manner that participants were able to understand. For the study to be reliable the same test was done under the same circumstances in

the three primary schools so that it yielded the same results so that it made the study valid (Golsfshani, 2003). In this study, the same questions were asked of all participants to make the study dependable. Participants' responses were vast and varied, however, the responses were analysed thematically. Interviews were recorded using a cellphone to ensure accuracy and open-ended questions were asked in a conducive and relaxed atmosphere so that the participants felt free to ask questions when the need arose. Data was transcribed verbatim and read along with the recordings so that I could make sure interviews were transcribed as it was recorded.

Demonstrating rigour in qualitative research is essential so that the research findings have the integrity to make an impact on practice, policy, or both. Data collection and analysis was rigorous and followed using a strict schedule to ensure the study was completed in time. For the research study to be trustworthy the information collected had to be credible, valid, and reliable. This can only be achieved according to Knox and Burkard (2009) if researchers and participants work collaboratively to enhance the trustworthiness of the study. For trustworthiness to be attained I had to be a reflexive researcher.

3.8. Being a reflexive researcher

Reflexivity is the practice of examining both the research association of the researcher and the participants as well as oneself as a researcher. Attia and Edge (2017 p.33) claim that "reflexivity involves a process of on-going mutual shaping between researcher and research". It is the social interaction component between the interviewer and interviewee. The researcher is perceived as central to the whole research process because the researcher deliberately steps back from the action to speculate about what is taking place and also moves forward to be a dynamic part of the conceptualised achievement during the research process. Researchers admit that changes occur as an outcome of the research processes and they also acknowledge that these changes affect the research.

Reflexivity also presents many challenges like the emotions of participants. Questions of a sensitive nature should not be asked as this may impede the research process (Van der Riet, 2012). Researchers must be careful of their actions and behaviour and they should be aware of their task as a researcher. It is only through an appreciation and understanding of the inter-relationship between the researcher and the participants will the research study be valid. It is important that every researcher reveals and shares their true intentions to enhance theory building which is a crucial part of the research (Mruck & Breuer, 2003). To do this, the researcher must continuously engage in self-appraisal and self-critique and the researcher should also describe how his/her involvement has or has not prejudiced the various stages of the research process (Berger, 2015). I always made it my duty to examine my position as a researcher in this research study and I tried to be honest and truthful at all times. Bias was not a part of this research study. The participants were treated with respect, consideration and objectivity throughout the entire interview process. Being a reflexive researcher was crucial in the research process but I being the researcher had to also be mindful of certain limitations and had to keep in mind certain ethical considerations.

3.9. Problems/limitations of the study

Every research study has certain limitations that can exist because of constraints on the research design or methodology. To facilitate a better understanding and interpretation of the insights accessible in this research study, there are limitations worth pointing out. Firstly, the data presented in this research had the potential for perception-bias as it only reflected the views of those involved in teaching Foundation Phase children. Kolb (2012) believes that convenience sampling could produce a biased sample. I dealt with this by not conveying my personal world views, standards, or sets of theories to the research study and was also mindful of participants' bias. My stance was based on the participants' responses and not my personal view. Anderson (2010) agrees with Kolb when he claims that the research quality of any study is seriously dependent on the specific skills of the researcher and very frequently it is prejudiced by the researcher's idiosyncrasies and bias. It is also important to note that the subject History is not being taught in the Foundation Phase and is not widely embraced so participants may not be knowledgeable about teaching History to young

children. A major limitation of this study was the fact that not much research has been done on teaching History in the Foundation Phase with the result that there is very little understanding about the phenomenon under discussion, which makes this study important and unique as it will give answers to teachers perspectives on making History compulsory in the Foundation Phase in South African schools.

This being a case study of Foundation Phase teachers being interviewed from three schools limited the possibility of information being transferable and generalised to other contexts. The sample size for this study was nine Foundation Phase teachers. This was overcome by first looking for volunteers from neighbouring schools. The availability of teachers was a problem as most teachers were involved in various activities after school. I overcame this by having interviews during break times or during weekends at a secure and safe place which was convenient for the participant. Time was also a limitation with regards to completing the interviews as participants did not have enough time to answer questions in one session. This problem was overcome by having several sessions with small time frames depending on the availability of teachers.

The questions I asked about teaching History to young children were also a limitation because some teachers were uncomfortable about answering them as they did not have sufficient knowledge about the research topic. Teachers were advised that they do not have to answer any questions they do not want to. Teachers may present responses they think the researcher desires to hear as an alternative of their true feelings, attitudes and knowledge. This was overcome by putting participants at ease and making them feel comfortable. It was also explained to the participants that the principles of anonymity and confidentiality would always be maintained. Their names would not be mentioned in the analysis of data. Pseudonyms will be used for every name so that the participants cannot be ridiculed. No one familiar with the school will have knowledge or access to the data. Transcripts of the data were done by me so that strict confidentiality could be maintained. I administered the interviews personally and write-ups were done immediately after the interviews. While one might be discouraged with the limitations found within the study, there is consolation in the fact

that the results and the procedure can be confidently defended. The next section deals with the ethical issues of the study.

3. 10. Ethical issues

The researcher is reliant on the participants for information in a case study research and is unable to carry on without their cooperation and trust (Brickhouse, 1992). For many qualitative researchers, preserving participants' confidentiality while obtaining rich, comprehensive accounts of societal life presents countless unique challenges. Every research study must adhere to certain ethical principles as the entire research process will surface numerous ethical issues that must be observed in the planning and conducting of this study (Alderson & Morrow, 2011). The researcher has the responsibility of maintaining and respecting the needs, values, desires and rights of the participants (Creswell, 2003). This brings forth various ethical issues that must be considered when collecting information for any research study. Bertram & Christiansen (2014) argue that ethics has to do with behaviour which is considered as right or wrong and behaviour which is considered good or bad. All participants should be treated with due ethical consideration and no pressure should be exerted on them throughout the project. The researcher must adopt an attitude of consideration and compassion when conducting the interview and must not show doubt or be critical when listening to the participants as they answer the questions (Walliman, 2011).

This study was conducted only after applying and procuring ethical clearance from the Education Department and the University of KwaZulu-Natal Ethics Committee. Permission from the schools to conduct the research was obtained. Consent from the principals and participants was requested before any research could be conducted. It will be clearly emphasised that the school will not be harmed in any way while the research is being conducted. In the consent letter, it will be mentioned that the confidentiality of the participants and the school will always be maintained. The nature of the study will also be made clear. The principal and children at the school will not be involved in the study as my focus is on the Foundation Phase teachers.

Consent forms were given to participants clarifying the nature and purpose of the research. A calm and comfortable atmosphere where participants felt relaxed was created so that they were able to speak freely. Before interviews began I explained to every participant that participation was voluntary, that they can refuse to participate in the study at any time and that they do not have to answer any questions that they do not wish to. It was strongly emphasized that their anonymity will always be protected and their names will not be used anywhere in the research. Pseudonyms were used instead of real names for all participants including the name of the school so that identities were protected.

Permission to record the interview was obtained from the participants. As suggested by Wiles, Crow, Heath and Charles (2007, p.417) “the notion of confidentiality is underpinned by the principle of respect for autonomy and is taken to mean that identifiable information about individuals collected during the process of research will not be disclosed without permission”. It was explained to them that whatever is said at the interview will not be spoken about to anyone else outside as interviews were strictly confidential thus maintaining voluntary participation. There were boundaries should their welfare be comprised. Permission was sought from the participants to report or address any issues that should arise during the interview.

Protecting the privacy of participants in a study is a fundamental principle of research ethics. The identities of the individuals who were part of the study and the data collected during the study will not be revealed to anyone; nor will the data be used for any other purpose besides the research to be done. The nature of the study was explained first before interviews could begin. Interviews of participants were done at a place where they are most comfortable, at venues and times which were convenient for them. All participants were treated with respect and made to feel at ease, thereby allowing my data to be as accurate as possible. Participants were given the confidence to speak freely as they disclosed their life experiences thus enhancing the quality of the study. Surmiak, (2018) states that the researcher must take responsibility to protect the information collected from the research process. Participants should also be consulted on this matter and they should be made aware of how the research

information is protected. Data will be kept in the supervisor's lockable cupboard so it will be secure. Data will be kept for five years after which it will be destroyed. I made certain that the scheduled research was ethically responsible and that it obeyed the acceptable values and norms thereby ensuring that the rights and welfare of all participants in this study were protected and safeguarded.

3.11. Conclusion

The purpose of this research study was to explain the phenomenon of the study which is, teachers' perspectives about the teaching of History in the Foundation Phase. Issues about the reason for conducting this study were highlighted as History is important for children even from an early age since children from an early age learn to understand their origins and the world around them. A literature review was expounded to indicate the work that has been done on teachers' perspectives about the teaching of History in the Foundation Phase. From the literature review undertaken it indicated that no study has been done on perspectives of teachers on making History compulsory in the Foundation Phase in South Africa. Thus, this study tried to close that gap. The research methodology and research design were discussed in detail. A qualitative approach was selected for this study which was supported by the interpretive paradigm as I tried to explore and gain an understanding of Foundation Phase teachers' perspectives on the possibility of teaching History to young children. The research methodology encompassed a case study from three schools in which nine Foundation Phase teachers were chosen for the study. Data collection methods and the subject of trustworthiness deployed in this study were deliberated over, and the limitations and ethical issues that were followed during the process of this research study were explained

In the Chapter that follows, I explain how I undertook the analysis of my data. The research discoveries are debated, explored and scrutinised. The data generated is anticipated to riposte the research question regarding teachers' views about the teaching of History in the Foundation Phase.

CHAPTER 4: DATA PRESENTATION

4.1. Introduction

The main purpose of this research study was to gain an understanding of teachers' perspectives about the teaching of History in the Foundation Phase. This Chapter presents the narratives of nine Foundation Phase teachers drawn from three primary schools in the area of KwaDukuza in the province of Kwa-Zulu-Natal. The narratives which are discussed here are representations of teachers' perspectives about the introduction of History in the Foundation Phase. Foundation Phase teachers interviewed for this study discussed the importance of History, they expressed their concerns about its non-representation in the Foundation Phase curriculum and the need for it being a part of the Foundation Phase curriculum. Firstly, I discuss the research sites and then the research participants. Secondly, I discuss teachers' perspectives in the form of narratives regarding the introduction of History in the Foundation Phase.

Preceding the gathering of data ethical issues were taken into consideration. The identities of the teachers who were the participants and schools involved in the study were not revealed. Pseudonyms were used as a substitute for concealing names of the schools as well as all the participants. Ms. A, Mrs. B, Mrs. C, Mrs. D, Mrs. E, Mrs. F, Ms. G, Mrs. H and Ms. No teacher was forced to participate in this research study. At the beginning of the research study, all participants were gathered and the purpose, procedure and techniques for the interviews were explained in detail. Participants were informed about how their privacy would be upheld, what their rights were, how the findings were to be used and how the education system would benefit from this study as it would canvas for the teaching of History in the Foundation Phase and also provide recommendations for the teaching of History in that particular Phase for all stakeholders. During the interview process data was collected and great effort was made not to ask questions of a sensitive nature. Data was to be stored in the lockable cupboard of the supervisor for five years and thereafter destroyed. I had taught as a Foundation Phase teacher for many years years in the area of KwaDukuza therefore,

the setting was known to me as I understood and knew the value of teaching History in the Foundation Phase. Since I was a Foundation Phase teacher, I knew that young children had the capabilities of learning History. This study gave me the ideal opportunity to find out if other Foundation Phase teachers had the same perspectives of History in the Foundation Phase as I did. I begin by discussing the background and research content.

4.2. The background and research context

Three schools were chosen as sites in this study. The sites chosen in this research study are schools in KwaDukuza (See Figure 2). KwaDukuza is a suburb situated on the north coast of KwaZulu-Natal, South Africa. Kwa-Zulu Natal is one of the nine provinces in the country. Previously known as Stanger, KwaDukuza was established by the late King Shaka, an important historical figure. It was a half-way point between the Zulu people and the Port Natal settlers. A national monument was erected in Shaka's honour after his death, which has become an important tourist attraction of the town. Stanger was founded in 1873 and named after the first Surveyor-General of the then Colony of Natal, Dr. William Stanger who was a European settler. The name epitomises the historical background of the era. Dr. Stanger rebuilt it after it was burnt down by Shaka's brothers. The town was named Kwa Dukuza in 2006. Census (2011) states that there were 53% blacks, 44% Indians, 1.89% coloureds and 0.70% whites residing in the town. In the next section, the research sites are described.



Figure 2: Map of Stanger (KwaDukuza)

Source: (<https://www.google.com/maps/place/KwaDukuza/@-29.3602736,31.2144913,12z/data=!3m1!4b1!4m5!3m4!1s0x1ef74733ca0ec88f:0x51319bdc841e4377!8m2!3d-29.3669655!4d31.2660004>)

4.3. Research sites

This research was conducted in the suburbs of Stanger Manor, Indian Village and Glenhill's respectively (See Figure 3). All information about the schools was collected from the interviews with participants from the different schools. Flower Primary School, Mellow Primary and Parkview Primary (See Table 3) were the sites of my case study. Pseudonyms were used to protect all the identities of the schools. The areas from which the schools were chosen from, were predominately Indian areas due to the Group Areas Act of (41/1950) which was enforced during the apartheid era; therefore, the schools were regarded as Indian schools. The schools were similar concerning resources and facilities, however, they had different socio-economic configurations. Flower Primary is sited in an area that is an affluent community while Mellow Primary and Parkview Primary are situated in lower socio-economic areas. The reason I chose these schools for my research was because of purpose and accessibility, I am living in KwaDukuza and contacting my participants will make travelling easier as all schools are within close proximity to each other. Gaining access to the schools was not a problem as the principals from all three schools were more than willing to allow their teachers to participate in this study.

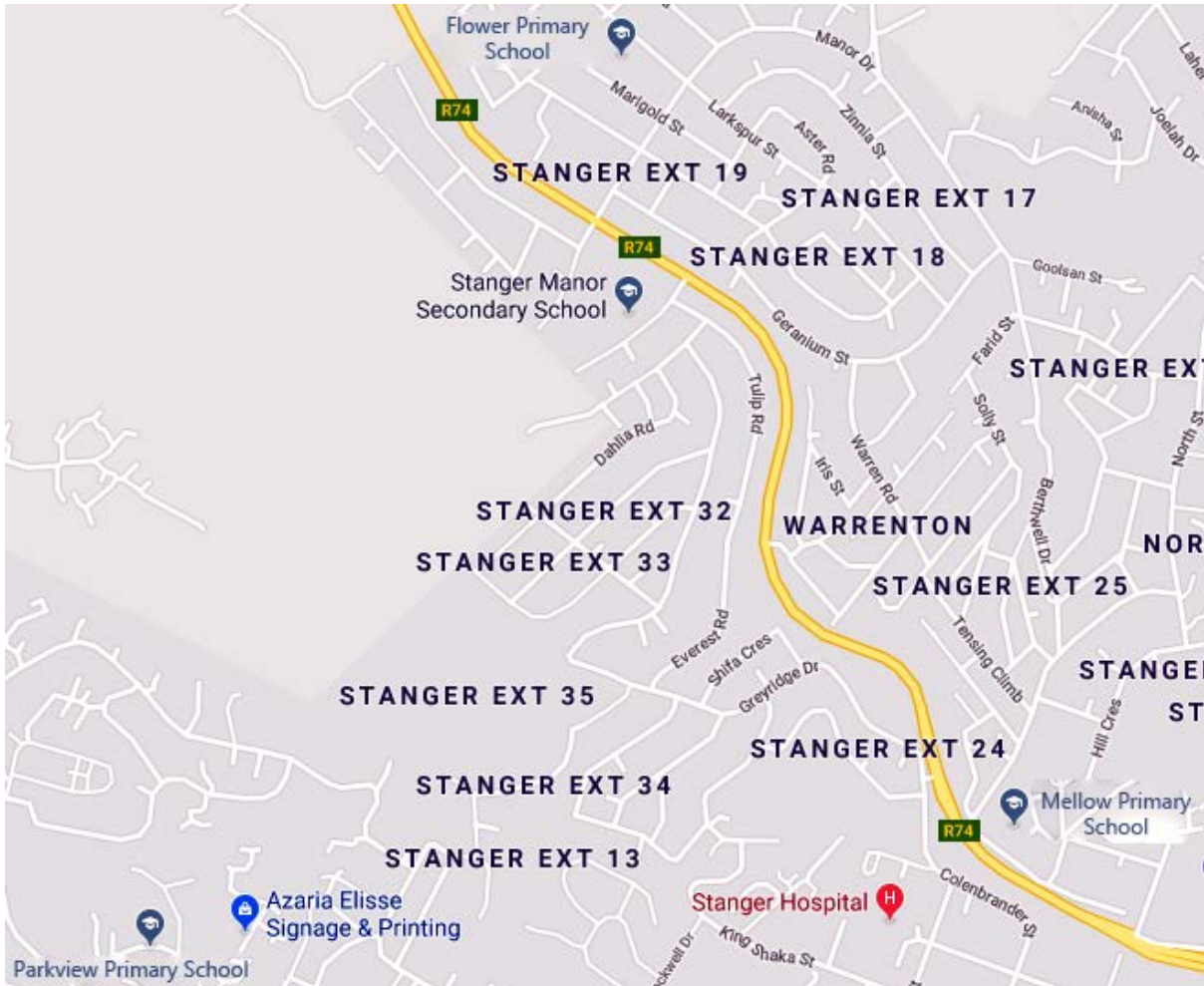


Figure 3: Map of Stanger (KwaDukuza) showing sites of study

Source: (<https://www.google.com/maps/@-29.3276546,31.2831616,15.37z>)

The description given for Flower Primary is more in-depth because of the participants' detailed discussions during the interviews and because I am a teacher based at the school, however, the descriptions for Parkview and Mellow Primary are not as comprehensive as they have been based on discussions held with participants and observations which were made on the day the semi-structured interviews were done at those particular schools.

Table 3: Sites of Study

(Pseudonyms used for names of schools)

Number	School
1	Flower Primary
2	Mellow Primary
3	Parkview Primary

4.3.1. Flower Primary School

Flower Primary School is a public school situated in Stanger Manor and it opened with an enrolment of only Indian children because of the apartheid laws at that time. Rogerson (2017) argues that people were forced to live separately because of apartheid's spatial segregation. People of different race groups were forced to live in different areas because of the tricameral system of apartheid. There is a small shopping centre, library, gym and a bus terminal. Flower Primary School is situated within close proximity to other buildings as well as a pre-school and the homes of the children who attend the school in the area. The school has been fully functional from 13 April 1982 and has been operating for the past 37 years.

Children who live near the school attended the school, however, there were children from surrounding areas as well because there were fewer residents in Stanger Manor at that time. Children from surrounding areas came to school by bus which were provided by the House of Delegates. Slowly as the area began to develop as more people left the farms and moved to the town to be within proximity to the school. The people of Stanger follow an array of religions including Islam, Hinduism and Christianity. Residents of Stanger Manor are predominantly from the middle to upper class and are economically advantaged as many live an affluent life. Several children are dropped off at school by their parents and some come to school by minibus taxis. Some children even walk to school if they live near the school. Those who are in the area use private lift clubs or walk to school and those who are not from the area use public transport. Children are left at day-care centres after school while others are taken care of by their grandparents.

Flower Primary School is a quintile five school. Quintile five schools according to Nguyen, De Villiers, Flourie, Bourne and Hendricks (2014) are fee-paying schools that have a high income. Children from Grades one to seven pay R1500 for school fees per year. Children in Grade R pay R3500 per year. A concession is granted to children according to those who are identified as indigent like those who receive a social grant or whose income is low. This is only a very small portion of the school population and this is because they come from poor economic backgrounds. Parents are asked to apply for an exemption. Depending on their circumstances, children are given full or partial exemption. There are 29 Indian teachers and three African teachers at the school. Unfortunately, there are no coloured or white teachers. 32 teachers are employed at the school including the management staff and all teachers are fully qualified. The school has one male principal, one female deputy principal, two male departmental heads in the senior and Intermediate Phase, while the Foundation Phase has one departmental head. There are five male teachers and 17 female teachers in the Senior Phase. In the Foundation Phase from Grades R to Grade three, there are ten female teachers.

Most of the children in Flower Primary school are Indian and come from surrounding areas, however, there is a minority of black, coloured and white children. The racial profile of the school comprises of 731 Indian children, 276 black children, seven coloured children and three white children. At the time of the study, recent statistics show that there were a total of 1017 children at the school of which 525 are girls and 492 are boys. Many of the African and Indian children come from affluent-upper-and middle-class homes. Most of these children's parents have good jobs and some own businesses. They are provided with the all school requirements by their parents who can afford it. These children are also exposed to a wide range of resources that will assist them in their learning. Because these children have good resources they excel at school. Parents' responses to parent meetings are good and these are held often. For those children who are indigent and cannot afford to purchase stationery, it is given to them. Extra classes are offered by teachers to assist those who need additional support during the intervention programme. Children have access to school computers and the library centre. A range of sporting activities is offered at school which includes table tennis, volleyball, netball, chess, soccer and cricket. Children also take part in

after school activities like Kids Club and Girl Guides. Karate, dance and swimming are offered close to the school. The school also encourages children to be part of Teddies, Brownies, Eco Club, Soul Buddies and Scholar Patrol.

The schools' infrastructure is old. Repairs and maintenance are done regularly. There are children from Grade R to Grade seven and there are about 45 children in each class and about 130 children in each Grade. The school is big with three blocks of classrooms, one of which is a double storey building. There are enough chairs and desks in each classroom to accommodate children. Every teacher ensures that their classroom is well resourced and adorned with appropriate teaching aids. All classrooms are fitted with functional ceiling fans and air conditioners have been installed in three classrooms. Each block has toilet facilities for boys and girls. Situated at the corner of each block are water troughs. A borehole has been installed in school due to the continuous water disruptions. There are flower gardens in front of most of the classrooms and gardening services keep them well maintained. Throughout the year fundraising drives are being done by the Brownies, Girl Guides, Eco-Club, Soul Buddies and the Grade seven children to help the needy and underprivileged. The school is cleaned by the cleaning staff who make sure that the school and all the classrooms are kept tidy.

The school has a vegetable garden that is maintained with the help of a gardener and the Eco-Club. The premises also have a tuck-shop where snacks and cool drinks are sold. The school boasts a sheltered assembly area, jungle gym, resource centre, car park and a large playing field. Provisions have been made for the following sports to be played on the playing field-soccer, cricket and netball. Volleyball and table tennis are played in the assembly area. The Foundation Phase boys and girls together with the senior girls are required to spend their breaks in the assembly area while the Senior and Intermediate Phase boys are accommodated on the large playing field. There is secure fencing around the school which offers protection against unwanted trespassers. Situated at the entrance of the car park is a surveillance camera as well as a security guard for added protection.

4.3.2. Mellow Primary School

Mellow Primary is another public primary school which is located a few kilometres away from Flower Primary and is closer to central KwaDukuza. This school is situated in a lower socio-economic area. The doorways of this school were first unlocked to its pupils in 1958. It was first called by another name and was later changed to its present one. The name change took place in 2001. There were three schools in the area with similar names. One school could keep its name because it was established before the other two schools. The other two schools were asked to change their names and Mellow Primary being the closest to the central business district of KwaDukuza was allowed to be called Mellow Primary. It services children coming from economically poor backgrounds from all areas in and around KwaDukuza. The school caters for children from Grade R to Grade seven and operates three units of each. Initially, this school was exclusively for Indians during the apartheid era, however, this subsequently changed. Children from all races attend this school and now there are mostly blacks at this school who mostly come from outlying areas. The school has a quintile ranking of four.

Presently there are 35 qualified teachers including management members who are employed by the Department of Education at the school. There are no school governing body teachers. The school boasts an enrolment of 1102 children. The school has some old buildings which have asbestos roofing and children and teachers are at risk of catching asbestosis. When it rains heavily, some of the classrooms are in danger of being flooded which compromises teaching and learning. The school does not have the necessary funds to do any necessary repairs. There is water that is supplied by the municipality and the school also shares a borehole with a neighbouring school. There are flushing toilets and the school has electricity. Although the school is now 60 years old and in need of renovation classrooms and other parts of the infrastructure are reasonably well-maintained.

There are a few modern buildings as noticed from my observations and an adequate number of standard classrooms which were huge enough to house the required number of children. The classrooms have numerous beautiful charts on the walls as

well as several useful educational tools. There is an administration block, a staff room, a Science laboratory, a Music/Art room as well as a fully equipped and functional library which is also used as a resource centre. The school also has an assembly area, two huge playing fields as well as a car park. Soccer, volleyball, cricket and netball are the sporting activities offered at this school. The school was fenced all round however it was damaged in several places. The poor fencing has created a security risk as one teacher was assaulted and robbed of her cell phone while at school on 20 September 2018. The lack of state-paid security has left teachers and children vulnerable. As a result, a security guard was employed and was paid from school fees to provide some measure of safety.

4.3.3. Parkview Primary School

Parkview Primary is also a public school which is a few kilometres away from central KwaDukuza and is situated in a poorer socio-economic area. It opened its doors to children from that area in 1995. This school was an old school which was first situated in Lot 14, KwaDukuza however it was relocated to Glenhills which is still a suburb within KwaDukuza and was renamed. This is a quintile four school and there are 1200 children. There are 39 teachers at the school including management members. The children who come to this school come from middle to lower class families who are mostly disadvantaged. Many children walk long distances to school as they come from outlying areas while others come by transport. The school is near the main road, which is very busy, so a scholar patrol was introduced so that the children's safety is ensured. Many children are left in the care of their grandparents as their parents work in areas that are far from their homes. Some are left alone to fend for themselves. These children must make their own lunch, do their washing and other household chores.

A feeding scheme has been introduced at the school and approximately 200 children whose parents are unemployed are fed daily. They are provided with sandwiches that are sponsored by members of the community. The buildings are modern and durable as they are made of bricks. There is an administration block, many classrooms for the different Phases within the school, a staff room, a library and a tuck-shop. The classrooms are adorned with colourful educative charts and other educational

materials. Classrooms are spacious and the furniture in the classrooms is in a reasonably good condition. There is a car park, an assembly area as well as a playground. The sporting activities offered at this school include cricket, soccer, volleyball and netball. The school is fenced all around and has a security guard at the entrance of the gated school.

The school caters for children from Grade R to the Intermediate Phase, meaning that it caters for children from Grade R to Grade six. Children from all race groups attend this school, however, the population of the school is predominantly black, followed by Indians, a few coloured children and only a handful of whites. Three languages were introduced at the school from Grade one, but not all three languages are assessed. English is compulsory and children have a choice between Afrikaans and isiZulu. There is a secondary school close by which children attend once they finish Grade six. A community hall is also near the school. After having described the research sites I now focus on the background of the participants.

4.4. Background of participants

The minimum requirement to become a Foundation Phase teacher is a teaching Diploma in Education. The nine participants who took part in this study were all qualified and trained Foundation Phase teachers with many years of experience at the Foundation Phase level spanning from 10 to approximately 38 years of teaching experience. Some participants with a few years of teaching experience were chosen because other senior teachers were not willing to participate in the research study. I had to look for volunteers to take part in the study although they only had a few years of experience teaching Foundation Phase children. Semi-structured interviews were done with all nine participants at their respective schools. Pseudonyms were used for the names of participants to maintain confidentiality. The nine participants who took part in this study are named in alphabetical order according to the sites of study (See Table 4).

Table 4: Details of schools/ interviews with teachers

(Pseudonyms used for names of schools/teachers)

School	Teacher	Years of Experience in the Foundation Phase	Qualifications
1. Flower Primary	Ms A	37	Junior Primary Education Diploma/ B. A./ B.Ed.
	Mrs B	34	Junior Primary Education Diploma/ H. E. Diploma
	Mrs C	36	Junior Primary Education Diploma/ H. E. Diploma
2. Mellow Primary	Mrs D	34	Junior Primary Education Diploma/ H. E. Diploma
	Mrs E	6	B.A./H.E.D.
	Mrs F	10	NPDE/ACE
3.Parkview Primary	Ms G	26	Junior Primary Education Diploma/ F. D. E.
	Mrs H	38	Junior Primary Education Diploma
	Ms I	21	B.A./B.Ed.

4.5. Perspectives of participants through narratives from the three schools

In this study, semi-structured interviews were used as a mechanism to harness data from the nine participating Foundation Phase teachers. The selection of all participants was based on certain criteria. The participants had to be qualified Foundation Phase teachers who were teaching Foundation Phase currently. They had to be senior teachers in their schools with Foundation Phase teaching experience. Senior teachers were chosen because they are the ones who are experts in their field and who would give me perspectives of children which would be most reliable. Teachers were asked to volunteer as participants. The singular objective of this study was to answer one critical question:

1. What are the teachers' perspectives about the introduction of History in the Foundation Phase?

Semi-structured interviews were conducted with nine participants, three participants from each sampled school. The participants interviewed at all three schools were Indian. This was because the schools in the areas chosen were labelled Indian areas throughout the apartheid era. The interviews with participants were held in their respective classrooms during their free periods. Some interviews were held after all Foundation Phase children had left for home. Interviews went smoothly with very slight disturbances like the noises of children playing outside and the occasional announcements made on the loudspeaker system. Participants were made to feel as comfortable as possible as some of them appeared a bit uneasy. I informed them that the sole purpose of this interview and research study was to highlight their perspectives about the introduction of History in the Foundation Phase and that there were no specific right or wrong answers to the questions. I also assured them that their names would not be used in the study, instead, pseudonyms would be used and this made them comfortable. Data gathered was recorded on my cellphone and transcriptions were done thereafter from the recordings. Transcriptions were read several times together with the recordings to ensure that it was transcribed correctly. Upon listening to the recordings and reading the transcripts from the nine semi-structured interviews data were collected and then put into various broad themes and some sub-themes which were regarded as the participants' narratives. Themes and

sub-themes were derived from the questions asked of participants and their responses to these questions. The broad themes and sub-themes were tabulated and discussed with my supervisor before it was finalised (See Table 5).

Table 5: Emerging themes and sub-themes

Number	Theme	Sub-themes	
1.	Participants' understanding of History in the context of the national curriculum In South African schools.		
2.	Participants' perspectives of History as a discipline in South African schools.		
3.	Participants' perspectives of children's understanding of History in the Foundation Phase.		
4.	Understanding History in the Foundation Phase	<ul style="list-style-type: none"> • Nature of History in the Foundation Phase • Importance of History in the Foundation Phase • How History is being taught in 	

		the Foundation Phase	
5.	Participants' perspectives about the introduction of History in the Foundation	<ul style="list-style-type: none"> • Perspectives about the introduction of History in the Foundation Phase • How must History be taught in the Foundation Phase? 	<ul style="list-style-type: none"> • Integration of History in the Foundation Phase • History as a standalone subject in the Foundation Phase
6.	What type of History should be taught in the Foundation Phase? Global or Local History.		

The narratives to be discussed give a perspective of all nine Foundation Phase participants' views from all three schools that were chosen. During the interview some of the phrases which were uttered by the participants were disjointed. They also made grammatical mistakes. These have been polished so that the meanings of the depictions and explanations given by the participants could be maintained. The findings which are now presented are divided into six major themes and some sub-themes that will give voice to all participants' perspectives regarding the introduction of History in the Foundation Phase.

4.5.1. Participants' understanding of History in the context of the national curriculum in South African schools

This theme was derived from a question that was asked to solicit responses regarding teachers' understanding of History. The question was: "How do you perceive History in the national curriculum? The participants who took part in this study indicated that History did not form part of the curriculum and was not taught as a subject in the Foundation Phase. A few participants had a lack of understanding of the question perhaps because they had no knowledge of History in the context of the curriculum (Ms A and Ms G).

Some participants stated that History is not prevalent in the Foundation Phase national curriculum (Mrs B and Mrs F). This is clearly articulated by Mrs B who argued that History is not a formal subject in the Foundation Phase. This implies that Foundation Phase teachers do not teach History as a formal subject in their classrooms because it is not part of the curriculum. History in the Foundation Phase is not seen as an important subject as it is considered to be beyond the understanding of young children. The History which is taught in the Foundation Phase classroom is done incidentally by looking at the public holidays in the South African calendar and it is done at the discretion of the teacher.

Other participants knew about History and the curriculum but stated that History is not taught in the lower Grades meaning that History as a subject is not taught from Grade one to Grade three. These participants mentioned that History teaching began in the Intermediate Phase in Grade four and it continued into the Senior Phase right up to Grade nine where it was taught under the Social Sciences umbrella (Mrs C, Mrs E, and Mrs F). They also reiterated that History and Geography were combined to form Social Science, thus History was not a subject on its own. This was evidenced from the response which emerged from Mrs F who stated that History is given importance from Grade four to nine and upwards, however it is not a subject on its own. History and Geography are combined to form Social Science. As indicated further by Mrs C who stated further that she is aware that History is offered as an elective in the secondary school in the FET band and she is also aware that History was soon going

to be introduced as a compulsory subject for children. She mentioned that History is going to become compulsory for children from Grades ten, 11 and 12. She argues that the curriculum needs History and that History must start from Grade one and continue until Grade 12. This suggests that there were participants who felt that it is important for History to be taught in the Foundation Phase.

From the semi-structured interviews it became clear that while some of the participants lacked knowledge about the existence of History in the national curriculum (Ms A and Ms G), others were aware that it was not taught as a formal subject in the Foundation Phase (Mrs B and Mrs F) while a few others were also aware that it was taught in the Intermediate, Senior and FET Phases of a child's schooling career (Mrs C, Mrs E, and Mrs F). All participants did express their views about the importance of History in the context of the national curriculum, however, it was Mrs D's views that synthesised the perceptions of all the teachers interviewed when she stated that:

The purpose of History in the national curriculum is to equip children with knowledge, skills and values necessary for self-fulfilment and meaningful participation in society. History empowers each child to make a valuable contribution to his or her community. In order for children to prosper in the future, the past needs to be understood. Thus, this makes History a vital component in the national curriculum.

4.5.2. Participants' perspectives of History as a subject in South African schools

The concept of History as a discipline embraces how History is perceived, what is recalled about History and how valuable it is to individuals. It emerged from the teachers' responses that History was invaluable to them as a discipline when they responded to the question: What do you think of when thinking of History as a discipline? What does it mean to you? Ms G said History allows one to relate to other people like heroes and heroines of the past and who provide good exemplars of morals and values to which others can relate. Besides, Mrs H stated that History as a discipline describes unique historical events that have a social problem. It also describes society as a whole.

Other participants also articulated the importance of History by arguing that:

History as a discipline helps me to be proud of this country, its origin and the people that first lived here. It helps me realise that this is what it was and helps me to appreciate our country, the environment, the people that lived here, the leaders of the past and the transition from the apartheid era to now. I will remember the freedom fighters and our democratic country (Mrs B)

History is very important to me because it is my heritage. History will tell me and my children where we come from, how our grandparents and parents were oppressed during the apartheid era and how they obtained their freedom. According to me, life is so different now and it would be good for children to know the struggles their forefathers underwent so that they could appreciate the life they lead now (Mrs C).

From the responses above it is clear that the participants believe that History is an important subject as it gives explanations as to who we are as persons, as people in a community and as citizens of a nation. History also imparts good values and morals and teaches us right from wrong. All participants who were interviewed understood the importance of History. Participants also voiced their perspectives on children's understanding of History which is to be discussed next.

4.5.3. Participants' perspectives of children's understanding of History in the Foundation Phase

The accounts of all participants' perspectives were in response to the question: Do you think young children can understand History? The question stresses the significance of History and whether our children irrespective of how old they are can comprehend History. This is a pivotal question that helps to ascertain whether History can be taught in the Foundation Phase. Participants who were interviewed all agreed that any child from any age can understand History. As clearly put by Mrs C:

I will not say that children are too young to learn. If children learn things like how to use the computer and can play on the PlayStation then they can learn and understand History if it is explained to them properly. Children like listening

to stories and History can be taught as a story. Children do not have to know the dates.

The above statements indicate that children can learn History, but it depends on what is taught and how it is taught. As argued by Mrs D children can understand History. This she detected when she teaches and gives children worksheets to attempt. From her experience when marking the worksheets, she notices that children are able to illustrate the understanding of the content she has taught them. Mrs F takes this further by stating that, young children do understand History because after she has taught a lesson, she has a question and answer session. According to her most of the children are eager to answer. She says she even gives them a test. For the above participants, the fact that children in the Foundation Phase are taught and can recall it means that they can understand History. Hence Ms I also agreed that young children can understand the past and this is so because:

As teachers, we can gauge whether our teaching has been successful. There are different ways of testing. We can do testing orally by asking questions or do it formally by giving a test to ensure that the lesson was successful. If children respond to our questions then we know that our teaching was a success. This will be the same principle which can be applied to History when it is taught in the Foundation Phase.

All participants were convinced that young children can be taught History. Currently with the subjects taught at school, teachers will be able to use the same principles and apply them to all learning areas to check children's responses and to gauge their understanding of the content taught. When History content is taught to children participants use the question and answer session, a test or worksheets to find out whether children understood the History taught to them. Therefore, they stated that young children do understand History. However, the History taught to children must be simple and basic History suitable to their level of understanding. Mrs B claimed that History should be done very simply so that children should be able to understand.

4.5.4. Understanding History in the Foundation Phase

Participants had a good understanding of History in the Foundation Phase although they do not teach it as a formal subject. History is taught incidentally and as the need arises (Mrs B, Mrs C, Mrs H and Ms I). Participants were knowledgeable about the nature of History in the Foundation Phase; they were also aware of the importance of History in the Foundation Phase and of how History is being taught in the Foundation Phase. The following is the discussion of teachers' understanding of the nature of History in the Foundation Phase as well as the importance of History in the Foundation Phase.

4.5.4.1. Nature of History in the Foundation Phase

The participants who took part in this study admitted that although History was not taught in the Foundation Phase they were aware of the nature of History in the Foundation Phase and were also able to gauge the nature of History that needs to be developed for young children as they are the ones presently teaching them. This is explicitly put in the words of teacher Mrs B:

At the moment History teaching is incidental. I am a Grade three teacher and I do the theme 'My Country.' When I do this theme I discuss the coat of arms and the South African flag. During the discussion on the coat of arms, I explain the significance of each emblem- we discuss the Khoikhoi and the San people who were one of the earliest inhabitants of this country. When it comes to the flag, we discuss the significance of the colours of the flag. We also talk about the past presidents of this country. We talk about Nelson Mandela who was the first black president and we also discuss his struggles. All these topics are brought to the children's attention for now in the Life Skills lesson. It is the History of our country.

This was further explained by Mrs C who responded that:

When it was Mandela month we spoke about Nelson Mandela and the struggles he went through. We spoke about his imprisonment, we spoke about apartheid and how he fought for Freedom. In November we spoke about the indentured

labourers coming to South Africa, the names of the ships, what they did and the laws they had to endure.

From the above discussion, it is evident that all participants understood the nature of History in the Foundation Phase and what needs to be taught. Although it is not prescribed as part of the curriculum, participants stated that they do teach certain aspects of History as part of Life Skills and as they see fit (Ms A, Mrs B, Mrs C, Mrs D, Mrs E, Mrs F, Ms G, Mrs H, and Ms I).

4.5.4.2. Importance of History in the Foundation Phase

All participants indicated that History is important in the Foundation Phase because it has the potential to orientate children to the world around them and to provide children with the opportunity of receiving a well-rounded education. They all agree that History as a subject is important in the Foundation Phase as History is central to the development and advancement of several aspects in a child's life. Some of these include developing a sense of identity, learning life lessons that enhance good moral values, instilling in children the value of community and culture and inculcating good citizenship. The participants further mentioned that, History teaches children to become critical thinkers and decision-makers and that it offers opportunities for children to understand the past, appreciate the present and look forward to the future. They also argued that History also allows children to question, explore and understand their past and appreciate the impact it has on their lives. The following are some of the perspectives participants put forward about the importance of History in the Foundation Phase. Mrs (H) stated that children learn about tolerance and acceptance of each other from History.

History is very important because:

If children are taught History from an early age, they will learn to love History and this is a very important thing. You can alter the way a child thinks. If they

have role models, they can emulate the role models. They can become critical thinkers and decision-makers if they have access to the past (Mrs E).

Children from a very young age need to know their roots. They need to have a sense of identity. They must know where they come from, where their parents and grandparents have come from. It will create in them a love for the subject (Mrs C.)

Mrs D believed that if children are taught History at a young age it will instil in them a love for the subject and they will choose it as a subject later in their schooling career. This suggests that for the participants who were interviewed it was vital that History is taught in the Foundation Phase as it motivates children to study it further. Children can only be motivated to continue studying History if they develop a love and an understanding of the subject. Taking the time and effort to invest in teaching History to young children is investing in the next generation who will take on this important subject in the years to come. Having a basic knowledge of History is essential for the present, past and future as History is important for the holistic development of a well-rounded individual. History provides children with opportunities to question, explore and understand the world around them. Next, we discuss how History is being taught in the Foundation Phase. Since History is so important participants also gave their perspectives on how History is being taught in the Foundation Phase.

4.5.4.3. How is History being taught in the Foundation Phase?

This sub-theme was derived from a question: Are you teaching History in the Foundation Phase? If so, how do you teach it? According to the participants who took part in the study History is taught in their classrooms although it was not part of the curriculum. It was taught incidentally as the topics arose. They all contended that every participant used their discretion regarding choosing topics, however, all participants made use of the South African national calendar to teach History. They looked at the national holidays and topics for History were drawn from there. In the words of Mrs E:

History is not offered as a subject in the Foundation Phase. We touch on it incidentally. When we have holidays like Freedom Day and Youth Day we discuss it in the Life Skills lesson and during the day in our other lessons.

This was further explained by Mrs F who recounted:

That History is being taught in the Foundation Phase, however, it is not taught as a subject on its own. It is integrated with Life Skills. When significant days appear on the calendar like Heritage Day, it is discussed during the Life Skills period and a celebration is held at school. Important days on the calendar are only spoken about on those days only.

Ms G also recounted that:

History is taught in the Foundation Phase as a little aspect that is done during the Life Skills period. It is not a full component. It is brought up incidentally in terms of the public holidays which appear on the calendar. This is when the significance of certain holidays is discussed.

Others also spoke about themes that were taught in the Life Skills period and how they incorporated History content into the themes. Ms A reported that:

They correlate History topics to other subjects. If they are doing the theme 'My Family' which requires children to learn their family tree then children are asked to bring pictures of their family members-their grandparents and their great grandparents. In this way, children are learning where they come from, which is the past. If the theme 'Transport' is being done, History is discussed here. The teacher can talk about transport of long ago, how it has grown and how it has changed with all the innovations.

What was evident from the sentiments expressed above and what became clear was that History is being taught in the Foundation Phase as part of Life Skills. It is not done as a fully blown subject but done incidentally as it appears in our national calendar. Certain aspects of History which pertain to a theme are also done during the Life Skills

period but at the discretion of the participant as and when the need arises. The participants all mentioned that History is not officially in the Foundation Phase curriculum, but they believed that it should be introduced in the Foundation Phase.

4.5.5. Participants' perspectives about the introduction of History in the Foundation Phase

The conclusion drawn from the semi-structured interviews was that History should be taught in the Foundation Phase curriculum as young children are capable of understanding History. However, how History should be taught and included in the curriculum was discussed at great length as participants had different perspectives.

4.5.5.1. Participants perspectives about the introduction of History in the Foundation Phase

All nine participants who were interviewed were vociferous in their opinion regarding discussing their perspectives based on the question: Should History be taught in the Foundation Phase?

History should be taught in the Foundation Phase according to Ms I who states that:

Children only know about technology. They do not have concrete information about the past and that is why it must be included in the timetable if time permits. Young children need to know about the past and children must be taught History content.

This participant's concern is the issue of time, indicating that the curriculum is already crammed but she suggests that if time permits it must be introduced. Presently the Foundation Phase children are being taught the following subjects: English, Mathematics, Life Skills and two additional languages namely Afrikaans and IsiZulu, thus the Foundation Phase curriculum is crammed. History cannot be included in the Foundation Phase curriculum as a subject on its own as there is not enough time in the day to do so as the Foundation Phase time allocation is limited. All participants were firm in their conviction that History should be taught to young children, therefore

it would be left to the relevant stakeholders to decide how and when it should be included in the curriculum.

Ms G also expresses the same sentiments:

History should be taught in the Foundation Phase and the reason for this is because children need to broaden their general knowledge as they need to know about their country and the significance of certain national holidays. They need to know the reason why the country is the way it is and this is because of the past. History should be taught in the Foundation Phase so that children will have a better perspective when they go into the Senior Phase.

It emerged from the participants' responses that History should be included in the Foundation Phase curriculum as it would benefit the children not only in the Foundation Phase but it will also lay the foundation for the love of History and a better understanding of History in the other Phases in their schooling career. This being so, what follows next is a discussion on how History must be taught in the Foundation Phase.

4.5.5.2. How must History be taught in the Foundation Phase?

There were differing perspectives on how History must be taught in the Foundation Phase. Some participants felt that History should be integrated with other learning areas in the Foundation Phase while others believed that it should be a standalone subject.

4.5.5.2.1. Integration of History in the Foundation Phase

An integrated subject can be labelled as one that links different areas of study by recognising merging concepts and cutting across subject matter. Most of the teachers agreed that History can be linked or integrated with other subjects (Ms A, Mrs B, Mrs C, Mrs D, Mrs E, Mrs F, Ms G, Mrs H and Ms I). Although some of the participants

agreed that History can be integrated with other subjects, they preferred to teach it as a standalone subject (Mrs E, Ms G and Ms I).

When probed on: What are the opportunities for making links between History and the other subjects when teaching the learning area, some participants stated that it was evident that there are links between History and the different learning areas in the Foundation Phase curriculum and that this style of teaching would benefit the child (Ms A, Mrs B, Mrs C, Mrs D, Mrs F and Mrs H). Therefore, these participants felt that History should be taught as an integrated subject. The teaching of History as an integrated subject is clearly described by Mrs C who used examples to link History to the different subjects in the Foundation Phase. History can be linked to every subject.

Maths: Using Nelson Mandela as an example one can do word problems by discussing the year he went to prison and the year he was released. Children can work out how many years he spent in jail. Children can solve the problem.

English: The teacher can read a story about Nelson Mandela and then they can be given a comprehension passage to answer.

Afrikaans/IsiZulu: Historical stories can be told to children during the Afrikaans/IsiZulu period

Life Skills: All the subjects to be discussed below form part of Life Skills. History can be linked to these areas in Life Skills.

Beginning Knowledge: Here the discussion will centre on Nelson Mandela-his life.

Personal and Social Well Being: the teacher can discuss how to treat people. During the apartheid era, blacks were treated badly. Teachers can talk about religious and racial tolerance.

Art: Different forms of art can be discussed like Indian and African art.

Music: The children can learn songs. They can learn the national anthem.

Drama: Children can dramatize how people were treated in the past.

Similarly, for Mrs F the introduction of History in the Foundation Phase can be done by integrating it with Physical Education which is part of Life Skills. She suggested that during the Physical Education period children can be taught the History of traditional games and traditional dances. They can also do practicals of games and dances during Physical Education.

From the context of participants' perspectives teaching History through integrating with other subjects makes learning more meaningful for young children. Since teachers are currently integrating History with Life Skills incidentally, they believe that integrated teaching can bring together subjects so that children can attain a more authentic, meaningful and holistic type of learning to take place. This infers that they agree that integration helps to provide an understanding of a more complete picture.

4.5.5.2.2. History as a standalone subject in the Foundation Phase

While some of the participants conceded that History can be taught as integrated with other subjects, other participants felt that it should be taught as a standalone subject. Such participants proposed that teaching History as a standalone subject will allow for History to be self-contained as a subject (Mrs E, Ms G and Ms I). The rationale for teaching History as a standalone subject is that it will be more beneficial because it will allow the teacher to concentrate on teaching History only and therefore the child will focus on that subject only and will not become confused (Hatcher, 2006). This is clearly argued by Ms I who claimed that History should be a standalone subject-on its own because there is so much content that the children need to know. If History is taught as an integrated subject, then they as teachers will just skim on the surface and they will not be able to go deeper.

Another participant, Mrs B suggested that, that both methods of teaching History (integrated and standalone methods) could be beneficial to children in the Foundation Phase. This is what she had to say:

Either way, it will be beneficial. History as an Integrated or standalone will be beneficial to the children. History as a standalone subject will benefit the child a lot because one is spending that set time to teach a certain topic. More time and emphasis will be placed on that special topic or specific area when History is on its own. With the integration of subjects, more emphasis is placed on the topic because it is emphasised in all the different subjects for that particular day.

History, whether it is taught as an integrated or standalone subject will be beneficial as every teacher had their perspectives and were able to explain why they had those views. Participants who preferred integration of History believed that integration provided opportunities to make connections between numerous learning areas (Ms A; Mrs B; Mrs C; Mrs D; Mrs F and Mrs H). It allows for the History content to be repeated in all the learning areas so that children can gain a much better understanding of the content as suggested by Mrs A. Integrated teaching cuts across subject-matter lines and focuses on unifying concepts. Those who preferred History as a standalone subject felt that concentrating on teaching History in a specific period will make children focus in that period and concentrate on the subject for that period (Mrs E; Ms G and Ms I). They will not become confused as they would be if it were an integrated subject because the emphasis is placed on one subject at a time. In understanding how History must be taught in the Foundation Phase it is also important to understand the type of History that should be taught.

4.5.6. What type of History should be taught in the Foundation Phase?

All participants who participated in the study felt strongly that local History should be given preference over global History when asked: If History is to be taught in the Foundation Phase what History should be taught? Ms A believed that the Foundation Phase teacher should start with local History. Attention must be paid to the important public holidays and it should be related to other subjects. Mrs B concurred with Ms A when she stated that since we are South Africans, South African History would be beneficial for children because they will learn about their customs, the customs of the country, their culture and their heritage.

Mrs C also agreed that local History should be taught to children however the History which is to be taught to them must be very simple:

In Grade one, two and three local History should be taught but it should be very basic. History should be taught using the story approach. Examples of topics were given and these included- where they came from, where their parents came from and where their grandparents came from. Children could be told the History of their town and their school. Discussions could also be centred on all historical monuments and statues which were built in the town like the monument of King Shaka and the statues of Chief Albert Luthuli and Mahatma Gandhi.

Some participants believed that local History should also include History about the children themselves (personal), their family, their community, transport, their country, local icons and our South African holidays (Ms A, Mrs B, Mrs C, Mrs D, Mrs E, Ms G, Mrs H and Ms I). This is what History is about. From the discussions depicted above it is evident that local History, from the participants' perspectives, is not being given the attention it deserves. They felt that we as South Africans who are living in South Africa should be teaching our children the History of our country first before teaching them global History as it will be beneficial in helping children understand the development and progress of their country, South Africa.

One participant (Mrs F) felt that children also needed to learn global History as it was important for them to know about what was happening all around them. She felt that global History should be introduced at a later stage, perhaps in Grade three and Grade four as children will be older and they will be able to understand the content of global History.

4.6. Conclusion

The participants who were interviewed were steadfast in their opinion that History should be included in the Foundation Phase curriculum because History forms an

integral part of a child's life. According to the participants interviewed History was not taught as a formal subject but incidentally in the Foundation Phase which was done by looking at the calendar and the national holidays. Participants believed that History was important because children learn morals and values from the past which would help them become better citizens. Participants were asked to share their views as to whether young children understood History and all Foundation Phase participants were firm in the belief that young children are capable of understanding History. They suggested that teachers make use of the South African calendar as there are many opportunities to teach History by using public holidays as History content. The South African calendar was mentioned by interviewees as an invaluable teaching resource because it focuses on South African History which is what the teachers who were interviewed argued about. They felt that children should be learning South African History which is local History as it would foster unity and togetherness.

They also all made invaluable suggestions as to how History should be taught to Foundation Phase children. Some suggested integration of History as being beneficial because they felt that integration of History provided many opportunities to make connections across many disciplines which increased learning (Ms A, Mrs B, Mrs C, Mrs D, Mrs F and Mrs H) while others suggested teaching History as a standalone subject as being beneficial because the subject is done in isolation which will ensure that children will concentrate on that subject in the time allotted to it (Ms E, Ms G and Ms I). Others (Ms A, Mrs B and Mrs C) felt that History should become a part of Life Skills as themes were taught during the Life Skills period and History content can be incorporated with Life Skills. The themes prescribed in the Life Skills curriculum according to participants contains themes like 'My Family, Transport, My Country South Africa' to name a few. Themes like these will allow for History content to be added on. Participants also gave their input as to the type of History to be taught to young children. All participants stated that local History should be taught to children in the Foundation Phase as it is History about their country. For the participants who were interviewed nation building is key which needs to be introduced and explained to children from a young age which can be done by using History to teach national identity.

The participants' responses to the questions asked during the semi-structured interviews give a clear indication that History can be introduced in the Foundation Phase as the children they teach have the capability of understanding the History that is taught to them. All participants agreed that History, when taught incidentally is found to be interesting to the children. They all attested to the fact that teaching History in the early years especially in the Foundation Phase was an invaluable tool in fostering unity in a community and the country. In the Chapter that follows I discuss and analyse the data gathered with the different theories from literature.

CHAPTER 5: DISCUSSION OF FINDINGS: PARTICIPANTS' PERSPECTIVES ABOUT THE INTRODUCTION OF HISTORY AS A SUBJECT IN THE FOUNDATION PHASE

5.1. Introduction

The previous Chapter gave an outline of the data which was gathered through observation and semi-structured interviews which were directed by the research questions (see Appendix C). The data of the study was unpacked by the Foundation Phase teachers who participated in the study. This Chapter now tries to analyse the teachers' perspectives regarding the introduction of History in the Foundation Phase against the literature discussed in Chapter two. An appraisal through literature has identified that no research had been embarked on regarding teachers' perspectives about the introduction of History in the Foundation Phase in the South African context. According to my research History as a subject is not taught in South African schools in the Foundation Phase and participants interviewed for this study attested to that. As a subject History is only taught from Grade four until Grade nine where it is combined with Geography to form Social Science. After Grade nine it is offered as an elective. This Chapter in this research study bridges the gap as it gives voice to Foundation Phase teachers' narratives against literature reviewed regarding the teaching of History in the Foundation Phase.

This Chapter also explains the data presented in Chapter four and it tries to present the findings which were harnessed from the data which was produced from the nine semi-structured interviews conducted at three primary schools in KwaDukuza, Kwa Zulu-Natal. Interviews were conducted at Flower Primary, Mellow Primary and Parkview Primary with three interviews each being conducted at the respective schools. The analytical process in this research study is guided by Bruner's cognitive developmental and "spiral curriculum" theories which describe the different intellectual levels from which children operate and also his modes of representation which children go through to develop an understanding of what they are experiencing. Bruner's theories give us a clearer insight into the various intellectual levels from which children

operate and how learning can be made meaningful for young children (Jiang & Perkins, 2013). Bruner's cognitive developmental and "spiral curriculum" theories will, therefore, help to debate the findings and riposte the research question which was: What are the teachers' perspectives about the introduction of History in the Foundation Phase?

Data was collected from semi-structured interviews and was directed by the research question which formed part of the research. Semi-structured interviews with the Foundation Phase teachers constituted the main part of my sample as this will allow Foundation Phase teachers to share their observations, experiences and perspectives of Foundation Phase children's understanding of History in the classroom. They will also debate the issue as to whether it will be feasible for History to be introduced in this Phase as Foundation Phase teachers are the ones who are interacting with the children daily. The findings collected from the teachers' perspectives through narratives will be analysed under the themes and subthemes discussed in the previous Chapter. The themes that were teased out and which will be analysed are as follows: participants' understanding of History in the context of the national curriculum in South African schools, participants' perspectives of History as a discipline in South African schools, participants' perspectives of children's understanding of History in the Foundation Phase, understanding History in the Foundation Phase, participants' perspectives about the introduction of History in the Foundation Phase and the type of History to be taught in the Foundation Phase.

In this Chapter, I present the participants' perspectives of the introduction of History in the Foundation Phase using the collected data and literature reviewed in Chapter two which will be discussed in conjunction with the questions and themes which were founded from the interviews regarding the teaching of History in the Foundation Phase. This Chapter, therefore, analyses the data that was collected in relation to the literature reviewed in this study. The findings from all the Foundation Phase teachers' narratives revealed that History is an important subject and that young children are capable of understanding History, but the participants disagreed in terms of how History was to

be implemented in the Foundation Phase. Some participants felt that it should be an integrated subject while others believed that it should be a standalone subject.

This study's findings of teachers' perspectives about the possibility of introducing History as a subject in the Foundation Phase revealed that participants agreed that History should be introduced in the Foundation Phase. Participants based their views on their understanding of History in the context of the national curriculum, their understanding of History as a discipline, their perspectives of children's understanding of History, their perspectives about their understanding of History in the Foundation Phase and their perspectives about the nature of History which supports the introduction of History as a subject in the Foundation Phase. The importance of History in the Foundation Phase, opportunities for making links with other subjects and the type of History to be taught in the Foundation Phase were also discussed. I now present the findings of this study in relation to the literature reviewed about teachers' perspectives regarding the possibility of introducing History as a subject in the Foundation Phase.

5.2. Participants' perspectives about the introduction of History in the Foundation Phase in South African schools

Participants' perspectives regarding the introduction of History in the Foundation Phase is divided into four broad themes. Firstly, I discuss the participants' understanding of History in the context of the national curriculum, which includes History as a discipline and participants' perspectives regarding children's understanding of History. Secondly, I explain the nature of History in the Foundation Phase where the focus is also placed on the importance of History and how History is taught in the Foundation Phase. Thirdly, the way forward concentrating on participants' perspectives about the teaching of History in the Foundation Phase is detailed. Lastly, the concerns about the type of History to be taught in the Foundation Phase is addressed.

5.2.1. Participants' understanding of History in the context of the national curriculum in South African schools

A national History curriculum is a programme of study that is followed by every school in the country to ensure that uniformity prevails in all schools. It provides an opportunity to ensure that the standards and content of History are similar nationwide. The national curriculum is usually decreed by the government in consultation with the education department of the country (Commonwealth of Australia, 2009). In this theme, I analyse the findings which were outlined in the previous Chapter concerning participants' understanding of History in the context of the national curriculum. Information gathered from the semi-structured interviews pointed out that most participants attested to the fact that History was not taught in the Foundation Phase because it was not part of the national curriculum (Mrs B, Mrs D, Mrs E, Mrs, Ms G, Mrs H and Ms I). After looking through the Foundation Phase policy documents for the different subjects it was evident that History was not included in any of the documents. The English policy document concentrates on all aspects of English which children needed to learn from grade R to grade three. This was also the case with Mathematics and Life Skills. The participants were aware that History teaching only began in the Intermediate Phase and that it was part of Social Science wherein History was combined with Geography (Mrs C, Mrs E, and Mrs F). One participant, however, avoided the question altogether (Ms A) which showed that she lacked knowledge about the History national curriculum. This is because there has been very little research done and no published literature regarding the proposals for History to be part of the Foundation Phase national curriculum. This, therefore, corresponds with the claim made by Dixon and Hales (2014) who state that little has been done or written about childhood learning in History. This is supported by the MMT claim that there is a perceived lack of knowledge of the country's history among children in our schools today (Breakfast, 2018) and this is due History not being included into the Foundation Phase national curriculum.

Also, interesting to note was that only one participant was aware that History was soon going to become compulsory for children from Grades ten to 12 as History was needed for children to become knowledgeable about their heritage (Mrs C). As affirmed by Pather (2018) the Ministerial Task Team (MTT) which was appointed by Angie

Motshekga in 2015 was given the task of looking into the possibility of History becoming compulsory for Grades ten, 11 and 12 from 2023 because children lacked an understanding of their own country's history. The MTT recommended that History should become a compulsory subject from 2023 for Grades ten to 12 and that it should replace Life Orientation. Nothing was mentioned by the MTT about History being made compulsory in the Foundation Phase which participants felt was an important Phase to begin teaching children important aspects of History as young children do have the capabilities of understanding History. It is interesting to note that Tambyah (2017) believes that History can also be introduced to young children once they have gained sufficient knowledge of literacy and numeracy in primary school. This means that children can be taught History in the Foundation Phase.

The Foundation Phase level of schooling was also seen as a crucial stage by the Foundation Phase participants because this is the Phase where a love of History could be instilled into a child. All Foundation Phase participants believed that although History was not a part of the curriculum it should be taught to children as when History is taught to young children in an unofficial manner, they are capable of understanding History. Children love listening to stories of the past and teaching young children History at an early age will instil in them a love for the subject. This is attested by the words of Mrs D who also synthesised the perception of History in the national curriculum as follows:

I believe it's very important because if children are taught History in the Foundation Phase, it will help them choose History as a subject later on when they are choosing the subject in their schooling career.

This view of History as being important in the national curriculum and the lives of young children is similar to that of Ivey (2012) who argues that History has profound meanings and implications in the lives of everyone because it is useful, practical and indispensable. Mrs D also believes that History in the national curriculum will equip children with the necessary knowledge, skills and values which are needed for self-fulfilment and meaningful participation in society.

History education, however, is perceived by the Foundation Phase participants as being absent from the Foundation Phase national curriculum because English, Mathematics and Life Skills have been given precedence. However, some participants understand History in the context of the national curriculum. Mrs E believed that History as a subject for the Foundation Phase was not given enough importance and was being neglected in the national curriculum. Bowen et al. (2012) firmly believe that History as a subject in the school curriculum is important for all children because it allows children to make sense of the world, explore and to understand the people around them.

5.2.2. Participants' Perspectives of History as a subject in South African schools.

History as a discipline is not only about the study of the past and when it happened in the past, but it is also about the interpretation of various events and how it adds value to our lives. All Foundation Phase participants who were interviewed made it clear that History as a discipline was of tremendous value even for children of a very young age. Mrs H believes that History as a discipline is learning about unique historical events with a social problem. It is also about social relationships, institutions and society as a whole. Also interesting to note is Zundel et al.'s (2016) claim that History as a discipline provides children with much information which children can use to explore places, people and events which occurred in the past and through this they can develop and create an identity for themselves as members of a community in the present. Cobbold and Oppong (2010) also suggest that studying events and people of the past develops a person's identity. It provides us with a proper view of the people in it and the world at large. Based on the interviews with Foundation Phase participants it was evident that one participant considered History to be interesting as she believed that people who lived in the past add value to our lives. As argued by Ms A "History is a subject which gives children a good grounding because it helps them understand where they have come from". This implies that, for children understanding where they come from gives them a sense of identity as learning about people and events of the past will help shape who they are in the present. Bradley et al. (2012) strongly recommend that History be included in the school curriculum because it allows children to make sense

of the world, to explore and to understand the people around them. But for Shah (2016) History is “dull and boring” and has no relevance to everyday life.

As attested by Straaten et al. (2016) History provides children with a sense of personal identity which allows them to become aware of their customs, beliefs and how it has shaped them personally. Children begin to understand who they are, where they come from and what they stand for. Similarly, Fru (2015) and Miller (2012) claim that History provides children with a sense of identity. Telling children about people and events of the past helps children gain knowledge which shapes a person's identity. Similarly, Nyamwembe et al. (2013) argue that if children are not taught History, they would not be able to know who they are, where they come from and how they came to be what they are now. Furthermore, Korostellina (2008) states that History not only provides children with information about the past but also contributes to the development of a person's sense of social identity as children learn to understand each other and the society in which they live. The findings in this study confirm Picketts' (2014) views that History helps children deal with and recognise change and that they are able to link it to the past and present and in this manner are able to develop their own identity.

Straaten et al. (2016) believe that if relevant History is taught to young children it will have many benefits. One of the benefits of learning History is that it helps to create people who are morally responsible individuals. History as a discipline helps children develop vital understandings and make sound judgements which contribute towards an individual becoming an active, informed and morally ethical human being. Some of the Foundation Phase participants' perspectives revealed that History as a discipline contributes to moral understanding and provides an identity for the future (Mrs C, Mrs D and Mrs F). History as a discipline is seen by participants as a means for children to gain knowledge of events of the past which can be used to improve their current situation and also help them so that they do not make mistakes when trying to create a better future for themselves. History as a discipline reminds children of the past and helps them to make informed decisions in the present (Mrs D, Mrs F, Mrs H and Ms I). Mrs E sees History as gaining knowledge about the past so that we do not repeat the mistakes of the past thereby creating a better future for all. This view is similar to that

of Clark (2009) who contends that learning about the past is important as it fosters a positive way of life and helps children develop good character traits which are a prerequisite for citizenship and nation building.

Developing character traits involves making good decisions. As Levesque (2005) claims historical stories provide good examples of moral behaviour which children can emulate because historical narratives of the past provide lessons about what is right and wrong. These stories help children make the correct choices and decisions because they influence their moral understanding and values which helps develop good character traits. As put by Fru (2015) children relate to heroes and heroines when they read stories about great personalities of the past. Stories of historical figures help children to make correct choices in life which lead to morally good citizens of a society and country.

Some participants who were interviewed described History as a discipline that reminded them of their heritage, their ancestors and the struggles which their forefathers underwent (Mrs E, Mrs F and Ms I). History as a discipline recalled thoughts of the apartheid era, democracy and it fostered in them an appreciation for the land they live in as well as for the freedom fighters who fought for their country. Hence participants, Mrs B; Mrs C and Ms G argued that teaching children about the past will help to unify the people in a country because History as a discipline is regarded as a unifying agent. This affirms the view of Zin et al. (2009) who claim that struggles of the past in History play a pivotal role in reinforcing the spirit of solidarity as it will provide children with a feeling of love, devotion, commitment and a sense of attachment to people in a society, country or nation. This is explicitly articulated by Mrs B that, History is regarded as a discipline that helps foster national pride, teaches children about the origins of the country and explains to children all about the people who first lived in the country. Therefore, she felt that there was a need to teach children History in the Foundation Phase as it is about their heritage.

Ms A and Ms I believed that children needed to know the History of their family so that they knew where they came from. This infers that children need to know about their ancestors. Similarly, Mrs C mentioned that children needed to learn about their forefathers, where they came from and the contributions they made to this country because History is about heritage. Nyamwembe et al. (2013) state that History is filled with many memorable human experiences. The people and events of the past are important because the past shapes who we are in the present. Without History, people would not know who they are and where they came from. This is supported by David and Cheuriot (2016) who argued that. History is crucial as it teaches children to become aware of their heritage which leads to the development of conscientious and active citizens because it promotes unity. For Tok (2016) knowing the heritage of one's country will instil in children a love of their birthplace. Osborne argues that History as a discipline and subject is the vehicle for the development of integrity, honour, identity, love and nation building. This implies that children must be taught History from an early age as it is significant as a means of helping children learn about their heritage. Learning about the past helps children develop their own identity in their society which helps them realise that they are citizens of a country. Children learn to make good decisions and become morally good citizens who know the value of tolerance. History, therefore, helps to shape a child's personality and guides him/her in finding his/her place in society and a country.

5.2.3. Participants' perspectives of children's understanding of History in the Foundation Phase

Young children's ability to understand History is a complex issue and for many years, scholars have tried to understand and explain how children learn. To understand whether History can be introduced in the Foundation Phase the work of scholars who deal with learning theories and who do not agree on whether children can be taught History at an earlier stage will be discussed and contrasted with Foundation Phase participants' perspectives and other scholars who say that young children can learn History. Newton (2001) argues that children as young as seven and eight years old were able to understand historical accounts. Heyking (2004) and Blake & Pope (2008) also agree that children can learn History however it can only be learned at a certain

age because the subject is complex. They believe that young children cannot learn History as the content is too difficult and beyond their level of comprehension as they have not reached the appropriate developmental level to understand such difficult information. This revelation finds resonance with Hinde and Perry (2007) who point out that according to Piaget's hierarchical stages of cognitive development it is not recommended that young children be taught History in primary school as young children have not reached that developmental level to grasp historical concepts. It is only during Piaget's formal concrete operational stage of development that children can participate actively in the learning process. Inappropriate content like violence, civic unrest and wars do not shed a positive light on the past and could be damaging because it is beyond the scope of understanding in young children. Booth (1993) posits that children below the age of 16 have difficulty understanding History. This corresponds with the view of Blake and Pope (2008) who affirm that teaching children historical content in the primary years was inappropriate as the subject was too difficult because young children have problems understanding differing viewpoints.

The findings of this study prove that the theories that depict children as being unable to learn History are invalid as they do not concur with the perspectives of the participants who were interviewed for this study. All Foundation Phase participants agreed that young children can be taught History from an early age (Ms A, Mrs B, Mrs C, Mrs D, Mrs E, Mrs F, Ms G, Mrs H and Ms I). Participants' perspectives of History in the Foundation Phase answer the research question because they claim that children in the Foundation Phase are capable of learning History even at a young age since they do have the capabilities. All participants claimed that whenever History is taught to children, teachers gauge their understanding by giving them some form of assessment. The feedback from the assessment gives a clear indication that young children can learn History therefore History can be introduced in the Foundation phase. Wunder (2002) also agrees that children in the early grades can be taught History because they do understand History at levels beyond the memorization of certain information. This concurs with Bruner's (1960) theory of "spiral curriculum" and cognitive development that any child can learn History if it is explained repeatedly and effectively.

Participants claimed that they do teach History to young children in their classrooms. However, this is done unofficially as it is not part of their curriculum. The History they teach is derived from the national holidays which appear on the South African calendar. Some of the holidays they discussed were Freedom Day, Youth Day, Mandela Day and Heritage Day to name a few. After teaching children about the national holidays participants stated that they assessed their teaching to see if children understood what they have been taught. Mrs E argued that during the question and answer sessions and during other forms of testing like answering questions on a comprehension worksheet it was clear that children understood what was taught about historical events which appear on the calendar of the country. This indicates that children can be taught History as indicated yet again by Sexias and Peck (2004) who dispute the claim that young children cannot understand History. They argue that young children do have images of the past and they do understand the past, it may be sporadically incomplete and sometimes inaccurate but it is there for them. The teacher has to help young children figure out the past so that they can think historically.

Moreover, other scholars like Dulberg (2005) and Chapman (2016) also explain that History can be taught to young children if it is properly taught to them using the correct and appropriate teaching strategies. They believe that young children are aware of time, they can identify different interpretations of stories and are proficient in reasoning in similar situations from the Foundation Phase level. Newton (2001) argues that children as young as 7 and 8 years old were able to understand historical accounts. He believes that the ages and abilities of the children are important regarding learning and teachers must choose the appropriate strategy to teach children. His view is similar to that of Bruner who expressed the view that children can learn anything if the learning content is exposed to children in a language they already know and with which they are already familiar. Bruner believes that learning is about using the information one already has, figuring out how to use it so that one could go beyond what one already knows (Jiang & Perkins, 2013). This is following the participants' perspectives as indicated in Mrs B and Mrs C arguments:

Basic History must be taught to children. The History taught to them must be simplified, it must be broken down to the level of the children which will make

the understanding of History easier. Young children should be taught History from an early age as it helps them understand the subject better.

Bruner also believes that any child can learn anything at any stage of development. The difficult subject matter can be taught to young children if the content is formulated, presented and taught with proper structures honestly and intellectually. This ties in with Bruner's cognitive development theory which explains the three modes of representation. Children move through the enactive, iconic and symbolic modes of representation. These modes of representation are present during all stages of development (Lutz & Huitt, 2004). It is during these modes of representation that children build images of information learned and experienced. Furthermore, Claubaugh (2010) explains that the modes of representation are not age-related but loosely sequential and integrated because they translate into each other. Bruner's modes of representation are the way children store information. Children are able to encode information and store it in their memories. They make connections in learning through different experiences and should not only learn to master facts but must be able to grasp basic concepts intuitively. Basic ideas should be revisited regularly and built upon until children understand them fully in-depth. This then comes together in what is known as the "spiral curriculum". It was important that children also understood the principles of any subject and the connections between subjects. (Darling-Hammond et al., 2001)).

Participants agreed that from their perspective any child could learn anything at any stage although History was a difficult subject for young children to learn. This is so because they have observed children during their interactions and experiences with them. They believe that children are capable of learning History. According to Bruner children are not passive in the learning environment. Any child irrespective of their age can learn anything at any stage if the structures of the subject were suitably clarified (Bruner, 1960). It is this theory that supports the idea that difficult information can be broken down into simpler information that young children can absorb and retain in their young minds. Revisiting the content taught continuously will reinforce learning. This means that a subject as difficult as History can be taught to young children at various

levels in their schooling career beginning from simplistic ideas to very complicated ones if it is revisited continuously. This can only be done if teachers give children the proper guidance so that they could build their knowledge. Newton (2001) also concurs that young children learn from repeated exposure to the content and through the teachers' constant guidance.

All participants explained that they do teach History in the classroom, but it is done incidentally and it is very basic. They also claimed that the History they teach is integrated with all subjects in the timetable for that particular day so that children are exposed to the topic throughout the day which reinforces learning which corresponds with Brunner's "spiral curriculum" theory where learning matter is repeatedly imparted to children to obtain optimal learning. Mrs B spoke about the theme 'South Africa' and how she integrated it with the different subjects in the Foundation Phase. She explained that when the History lesson was over, she integrated the lesson with other subjects:

For English, she could ask the children to write a story about the national flag that was discussed in the History lesson. English concepts like plurals could be taught to children. She gave examples of plurals which could be done with the children and these were flags-flags and bird-birds. In the Maths lesson, they could be given the flag to colour and they would have to colour it according to numbers. During the Art lesson children could make a collage of the South African flag. The significance of the symbols on the emblem of South Africa like the fish could be taught during the Life Skills period. The structure of the fish could be discussed during the Science lesson. The national animal, the tree and even the national bird which is the blue crane could also be discussed during the Science lesson. During the Music lesson children could be taught the national anthem and the gumboot dance could be taught during the Physical Education period.

From Mrs B's explanation, it indicates that Bruner's "spiral curriculum" can be used in teaching History. By focusing on the topic of South Africa different historical concepts can be repeatedly done with children in all subjects and this integration of the topic

can give children repeated exposure to the topic. This ties in with Brunner's "spiral curriculum" theory which states that repeated exposure to content reinforces learning in young children (Bruner, 1960). Thus, repeated exposure to a topic in History is beneficial for Foundation Phase children as it reinforces learning. This also tallies with Wunder's (2002) views that children in the early grades can learn History and can understand History at levels beyond the memorization of certain information. This resonates with Mrs C's claim that:

Children are not too young to learn. If children can learn how to use a computer they can also definitely learn History. Children do not have to learn dates as long as they learn History. History can be taught to them using the story approach. Young children love stories.

All Foundation Phase participants who were interviewed did indicate that young children could understand History. As articulated by Jorgensen (1993); Hinde & Perry (2007) children at the age of seven or eight years old do have distinct concepts of the 'past' and 'present', meaning that even young children can learn History. Young children can understand History if it is linked to their existing knowledge and it is presented to them in a language they understand. Ms A explained that young children can distinguish the past from the present:

When doing the theme 'My family' children are asked to bring pictures of their family members, their grandparents and their great grandparents. They use these pictures to build a family tree. In the process of completing the family tree, children are learning historical concepts like the past and the present. Children were even able to talk about their pictures.

This is consistent with Chapman's (2016) view that if History is properly taught to children in the early years, it can instil important opportunities for historical understanding. The findings of this study indicate that teachers do understand how young children learn and were aware of the different strategies they could use to teach young children so that children could understand what is being taught in the classroom. Most participants felt that the story approach of teaching History was

important as most children enjoy a good story (Ms A, Mrs B, Mrs C and Mrs F). As suggested by Lunn & Bishop (2005) History cannot be separated from stories and they also mention the importance of storytelling in the Foundation Phase. Stories help children interpret the motivation, intent and behaviour of historical characters. Children can explain why the character acted the way he/she did and they can also give evidence which is the essence of History. Developing an understanding of sequence is vital to the concept of chronology in History. This resonates with the study of Dulberg (2005) who suggests that if a teacher understands how children learn, they will be able to consistently develop effective plans and strategies to be used in the classroom to foster the development of historical understanding so that the child participates actively in the process of learning.

Children as young as Grade two do know something about History and could deal with some concepts of History if they are presented properly. Participants in this study recounted their perspectives when questioned on how they knew that young children understood History. Mrs D, Mrs F and Ms I narrated that when a lesson was completed children were asked questions and from the question and answer session, they could gauge that children understood what was taught to them. They also discussed other techniques that they used in the classroom like a formal test and a worksheet which could also be used to gather information about children's understanding of History. Mrs H also argued that role play and dramatisations were useful techniques which could be used to gauge if children understood the content taught. Similarly, Kipper and Ruutmann (2010) claim that questioning is a powerful and universal strategy which is used by teachers to check whether children understand what was presented, whether they can recall the information that was delivered and also to evaluate learning in the classroom.

5.2.4. Understanding of History in the Foundation Phase

To teach History one has to have an understanding of History in the Foundation Phase and to do this it is also necessary to gain an understanding of the nature of History, the importance of History and how History is taught in the Foundation Phase. All

Foundation Phase participants who were interviewed were clear in their understandings of this theme and its subthemes.

5.2.4.1. Nature of History in the Foundation Phase

Kello (2016) argues that research shows that many teachers are not sure and are not prepared when it comes to teaching History in the classroom for various reasons because they are faced with numerous situations regarding teaching History. Teachers have children in their classrooms who differ greatly concerning their differing values, beliefs and identities. Newton (2001) stresses the importance of looking at the ages and abilities of children when teaching History as this will determine the content to be taught as well as the choice of strategy to be used when teaching History to young children. From the verbal narratives of participants who were interviewed it could be seen that the participants were aware of the nature of History to be taught in the Foundation Phase as most of them were experienced teachers who have been teaching for several years. Although they are not teaching History in the Foundation Phase as a subject on its own, they claimed that they do touch on certain aspects of History in their classrooms during the Life Skills lesson, as and when the need arises. The topics that they taught in the classroom and which they discussed point to the fact that they do know what they are doing in the classroom. All participants spoke about the national calendar and how they discussed the national holidays which appear on the calendar (Ms A, Mrs B, Mrs C, Mrs C, Mrs E, Mrs F, Ms G, Mrs H and Ms I). Holidays like Freedom Day, Youth Day, Mandela Day and Heritage Day were discussed at great length with the children and participants indicated that this is the History they taught their children.

Since Foundation Phase teachers are the ones responsible for teaching young children many participants stated that they also took it upon themselves to teach children certain aspects of History although it does not form part of their curriculum. This suggests that many participants are aware of the significance of teaching and learning History. When participants are teaching the prescribed themes in Life Skills curriculum, they do include History if it relates to the theme they are teaching which means that participants use their discretion regarding teaching History in the

Foundation Phase. History topics can also be linked to the topics in Life Skills in the Foundation Phase (Mrs B and Mrs C). This concurs with the view of Mindes (2005) who firmly believes that in the pre-primary and primary years the curriculum of any subject should be taught in themes that should be based on children's interest.

Content for History teaching in the primary years should include topics that concern the child like their family, homes, communities and their school. With these topics, children get to share their opinions, they can engage in decision making and they can contribute as individuals because they are familiar with the content. This also resonates with the view of Allerman and Brophy (2003) who state that for the teaching of History to be dynamic, powerful, and effective in the Foundation Phase, History needs to be based on children's prior knowledge and the enduring themes and tasks that have relevance beyond the classroom.

5.2.4.2. Importance of History in the Foundation Phase

Not all scholars believe that History is an important subject. Some believe that History is boring and mostly consists of useless information. Children must learn names, dates, facts and figures which are not useful in everyday life. They see no point in spending time on a subject where children are going to learn the information which they are soon going to forget. Foundation Phase children are too young to be bombarded with such information (Perrotta & Bohan, 2013). Bowen, et al. (2012) however, believe that History for Foundation Phase as a school subject is important because it allows children to make sense of the world, to explore and to understand the people around them. This corresponds with the views expressed by Foundation Phase participants when they agreed that teaching History in the Foundation Phase is very important. Some participants believed that teaching History is teaching children about the past so that they can appreciate the present which indicates that learning about the past instils in children an appreciation of the present and all that they have (Ms A, Mrs B, Mrs C, Mrs F and Ms I). This also confirms Cruze's (2011) claim that History enables children to understand the past to appreciate the present.

As noted by Nyamwembe et al. (2013) History provides children with a sense of identity. This view is in line with the perspectives of the participants who were interviewed about the importance of History. History provides children with a sense of identity as it helps them understand where their grandparents and parents came from, where they belong and how they fit into society (Ms A and Mrs C). Hence Van Straaten et al. (2016) concur that History provides children with a sense of personal identity which allows them to understand who they are, where they came from and what they stand for. Similarly, Korostellina (2008) states that History helps children to understand their society and contributes to the development of a person's identity.

The narratives of participants do indicate that teaching children about the past and about people who impacted their lives will teach children to relate to the past and appreciate where they come from (Mrs E, Mrs H and Mrs F). History gives children a better perspective of the society in which they live. This resonates with Ntabeni's (2010) study when he argues that History helps children appreciate their culture and helps them develop a positive attitude towards their society which subsequently enables them to appreciate others. Consequently, Fru (2015) maintains that History education promotes pride in one's heritage. This is attested by a participant, Ms A that, "History is our roots, our heritage and children need to know that. Children need to know where they came from. Where we came from gives us our identity". Levesque (2005) argues that teaching History is important because children need to understand the challenges that were faced by past generations and appreciate the transformations that took place. Given the above proclamation participants interviewed believed that it was important to teach History to young children as they need to be aware and understand the issues of apartheid and democracy. Children needed to learn about racial discrimination and they need to learn about racial and religious tolerance from a young age (Mrs B; Mrs C and Mrs H). Correspondingly Cobbold and Oppong (2010) also claim that studying events and people of the past not only develops a person's identity but also teaches tolerance.

History according to Mrs D and Mrs E is important because children are taught about important figures in History. These important figures become role models for children

and they can alter the way a child thinks. Young children are fond of emulating their role models. Listening to stories about other important people will teach young children crucial life lessons where they will have to become critical thinkers and decision-makers so that they do not repeat the mistakes of the past enabling them to become morally and sociably upstanding citizens of society. Correspondingly Nordgren (2016) claims that teaching History does have broader educational goals and one of them is to teach children to make decisions. By listening to stories about the past children will learn to make important decisions from the stories told to them. They will be able to identify good from bad, right from wrong and be able to make many other important life choices. Pickett (2014) posits that History offers a wide range of materials that could delight and engage the young child. Young children are always intrigued and fascinated by masterful stories and tales of extraordinary heroes and heroines. These stories could be beneficial for young children.

Donnelly and Wiltshire (2014) state that it is important for young children to be taught History at an early age as it will develop a good understanding and working knowledge of History which will be beneficial in later years as it lays the foundation for History throughout the child's primary schooling years. This was confirmed by Mrs D when she stated in her interview that teaching children History at an early age will foster in children a love for the subject and it will also help the child decide whether he/she wants to do History in the secondary school if allowed to choose History later in his/her schooling career. Ms G also claimed that children who are doing History in Grade four have a tendency of not doing well in History and this is because they do not know the curriculum as it is new. According to her if History is taught at an early stage in the Foundation Phase children will be well prepared for History in the intermediate Phase (Grade four) because the grounding has already been laid, children will perform well and will therefore not struggle to understand History.

5.2.4.3. How is History being taught in the Foundation Phase?

Mindes (2005) states that as early as 1930 progressive scholars like John Dewey encouraged teachers to use learning strategies that focus on children's interest to teach History and construct a flexible and substantial curriculum. Since History does

not form part of the national curriculum in the Foundation Phase, the Foundation Phase participants who were interviewed narrated that significant days in History are taught incidentally in their classrooms. This means that they are choosing History content which they know will interest the child. All participants made it clear that History was taught in the classrooms using the national calendar of South Africa which is where they obtained significant days. The significant holidays are discussed during the Life Skills period and they are integrated with other subjects for that day to reinforce learning (Ms A, Mrs B, Mrs C, Mrs D, Mrs E, Mrs F, Ms G, Mrs H and Ms I).

Research shows that many teachers are not prepared regarding teaching History in the classroom and this is due to several reasons. Teachers are faced with curriculum development and the requirements of the children in their classrooms as well as the expectations of society (Kello, 2016). Some of the participants I interviewed knew how to teach History in the classroom even though it was not a part of the Foundation Phase curriculum. They indicated that they incorporated History into their themes when they are doing Life Skills (Mrs B, Mrs C and Ms G). The themes for each Grade are prescribed in the Life Skills curriculum. Participants spoke about themes like 'My Family, Transport, and My Country' and explained how History was incorporated into these themes (Ms A and Mrs B). According to the Foundation Phase participants, Life Skills lends itself readily to illustrating and supporting History. This is further explained by Macfie (2016) when he states that no discipline is on its own and no discipline is as far apart as previously thought of which means that History can engage itself with other subjects.

5.3. Participants' perspectives about the introduction of History in the Foundation Phase: the way forward

All participants agreed that History should be introduced to children in the Foundation Phase as Foundation Phase children are capable of understanding History. Participants discussed why History should be introduced in the Foundation Phase and expressed their views on how it should be introduced in the Foundation Phase. Participants who were interviewed explained the type of History that needs to be taught in the Foundation Phase if the subject is to be accorded space in the curriculum.

5.3.1. Should History be taught in the Foundation Phase? Participants' perspectives

All participants agreed that History should be taught in the Foundation Phase as it is a storehouse of information and because children needed to understand History. Ms A did not give her perspective about her understanding of History in the national curriculum. She only stated that History must be included in the national curriculum because History is about the past and if we did not know about the past then we could not correct the present or future. She explained and gave her understanding of History, but no mention was made about History in the national curriculum. Perhaps she did not understand the question or had no knowledge of History in the national curriculum because she is not currently teaching History. She, therefore, spoke just on including History in the curriculum.

Ms I and Mrs C believed that young children are able to learn advanced technological practices like operating a computer and playing on their play station so they should be able to learn History. Children need to know about the past as it is their heritage. Stratten et al. (2016) posit that History creates citizens who are aware of their ancestry as well as their identity. Knowing everything about one's ancestry, where they came from can help children develop a strong sense of who they are. History helps establish our identity.

Ms G reiterated that History must be introduced in the Foundation Phase as it would broaden a child's general knowledge. Children need to know about their country and why it is the way it is. Because of the above, this study corresponds with that of Cruze (2011) who argues that that the child in a society can only gain knowledge of that society if he/she learns History. It is only through History that we can get information about societies and people and how they behaved in the past. Knowing and learning about what mistakes were made in the past will help children to avoid repeating those mistakes. History forces you to think. Ms A felt that History was interesting as History adds value to our present living. History gives children a good grounding because it is only through History that children can learn where they come from and how people lived in the past. Without History, children would not know their ancestry. When

children listen to stories of icons like Nelson Mandela it inspires and motivates children to learn. History as a subject encourages children and enriches their knowledge, therefore it should be taught in the Foundation Phase. Bowen et al. (2012) claim that teaching History in the classroom is a meeting ground for diverse historical cultures which is the essence of History.

5.3.2. Why introduce History in the Foundation Phase?

Any subject to be introduced in school needs some justification as to why it is worthy of being taught in the Foundation Phase. Ivey (2012) believes that History is important. After all, it is valuable, useful, practical and indispensable because it has profound meanings and implications for everyone. Clark (2009) argues that young children today do not know much about the country in which they live. The same sentiments are held by participants interviewed hence they all proposed that History must be introduced in the Foundation Phase. They all expressed the importance of History as promoting an awareness of being good citizens. They thus argued that History needs to be taught to young children as it acts as a unifying agent and helps to bring the nation together.

Several participants expressed that an excellent reason for introducing History in the Foundation Phase was that it gives children information about their stories (Mrs E and Ms G). Hence Ms A and Mrs C argue that, History is about heritage and children need to know and understand their past and where they came from so that they could understand where they are now and what might happen in the future. This submission indicates that we all need to know where we came from because the way things are perceived now is the result of how things happened in the past. History helps children understand change. It helps them understand how their community, society, nation and how the world came to be. History thus provides children with a sense of identity. As suggested by Tok (2016) History also provides children with a sound general education thus it is important to teach it as children are finding it difficult to comprehend and understand the context in which they live. History is an important educational tool because it helps children to make decisions about issues they face in society.

Nordgren (2016) claims that History appears and exists everywhere. History can be found in advertisements, on stamps and banknotes, flags, works of art, statues and buildings to name a few and we all use some of these to communicate daily. If children are in contact with these aspects of History and they know the History it represents why can't children learn History? Cruze (2012) believes that History provides children with specific skills and it is these skills that help them understand society. Tambyah (2017) explains that History helps children become informed and responsible citizens because it develops children's reasoning and judgement capacity. On this note, Mrs E argued that studying History at an earlier age will help children become critical thinkers and decision-makers which are important skills to be learned in the History classroom. Levesque (2005) believes that studying History shows children models of responsible behaviour and examples of good citizens. History teaches children how to learn from the mistakes made in the past so that they can be model citizens (Mrs E). As put by Pickett (2014) History as a discipline is important because it provides a platform for children to understand each other as citizens of a society. History, therefore, helps children understand themselves and others. Investing in teaching History in the Foundation Phase is important as it will help children and encourage them to choose History as a subject in the years to come (Mrs B).

5.3.3. How should History be taught in the Foundation Phase? : The way forward

Participants disagreed about how History should be taught if it becomes compulsory in the Foundation Phase. Mindes (2005) believes that in the primary school years the curriculum should be taught in themes which should be based on children's interests. Themes that are included in the curriculum should be about the child him/herself, his/her family and the community. Theme selection should be based on children's prior experiences, skills and developmental stages which should be systemically developed over time. This is confirmed by Alleman and Brophy (2003) who believe that in the primary years History should typically focus on universal elements of cultures such as communication, food, transport, clothing, shelter and government. Tessier and Tessier (2015) also agree that theme-based teaching helps in a meaningful way to engage children in the learning process. Theme teaching can be used in a successful way to improve children's' perceptions of their learning and help them be comfortable with

learning a new subject. To this end, all Foundation Phase participants reasoned (Ms A, Mrs B, Mrs C, Mrs D, Mrs E, Mrs F, Ms G, Mrs H and Ms I) that History could be taught in themes. Others believed that it should be integrated with the other subjects in the Foundation Phase curriculum (Ms A, Mrs B, Mrs C, Mrs D, Mrs F and Mrs H). This will allow for learning of History to be reinforced continuously. Bowen et al. (2012) take this further and suggest that the History curriculum must be flexible to allow for the introduction of different topics so that it caters to the children's interest.

Participants spoke about the standard of History to be taught in the Foundation Phase. History according to them must be simple and very basic as these are very young children (Mrs B, Mrs C and Ms G). A recommendation made by Tambyah (2015) is that a reduced curriculum should be implemented in the Foundation Phase. A reduced curriculum will allow teachers to simplify the content taught to children by selecting only the essentials which are important according to the needs of the children. A reduced curriculum will benefit Foundation Phase children as it will suit their capabilities.

Most participants preferred using the story method of teaching children History as children love a good story (Ms A; Mrs B; Mrs C and Mrs F). Times and dates in History were not important which is in line with the thinking of Osborne (2003) who claims that History should be an educational subject and not an informational one. The focus of History teaching should shift from just the memorisation of only factual information to ensuring that children develop an understanding of History. Newton (2001) mentions that young children can distinguish pictures of people and places according to a particular period in History, however, they have problems with historical periods, dates and epochs. As put by Cobbold and Oppong (2010) reading stories about historical figures of the past unearths the enormous contributions of our forefathers and it provides exemplars of good behaviour and values. Historical stories of the past are beneficial because they serve as role models for children and aid with moral training. This resonates with the claim of Pickett (2014) who agrees that children are always fascinated and intrigued by masterful stories of amazing feats and tales of extraordinary heroes and heroines. History should delight and engage the child.

Foundation Phase children cannot be compared to older children as their reading and writing skills still need to be developed. Visual aids need to be used in the History classroom when teaching young children as they respond well visually (Ms I). She also stated that it was important to use resources like pictures, tapes as well as the television when teaching children. Hartzeler-Miller (2001) explicitly makes mentions that teaching aids help to illustrate a point, arouse children's interest, keeps them motivated and more importantly reinforces learning in children. There were different views regarding how History must be taught in the Foundation Phase. While some felt that History needs to be taught as an integrated subject (Ms A; Mrs C; Mrs D; Mrs F and Mrs H) others felt it should be a standalone subject (Mrs E; Ms G and Ms I). One teacher believed that either way would work as both methods had merits and demerits (Mrs B).

5.3.3.1. Integration of History in the Foundation Phase

No discipline is on its own and no discipline is as far apart as previously thought. An integrated curriculum makes learning more meaningful for children. Being able to successfully use other subjects to teach History is important as History can lend itself readily to illustrating and supporting learning in other subjects (Macfie, 2016).

Foundation Phase participants (Ms A; Mrs B; Mrs C; Mrs D; Mrs E; Mrs F; Ms G; Mrs H and Ms I) explained that the teaching of History in an integrated manner means that History can be paired with many subjects in the Foundation Phase: English, Mathematics, Life Skills, Music, Art, Drama and Physical Education. The benefits of teaching History as an integrated subject were discussed at great length using all the subjects in the Foundation Phase. Many examples were given to illustrate their point. Ms I used the theme 'Family' as an example to explain how integration could be done in the Foundation Phase. During the Life Skills period of which Beginning Knowledge is an important component, a discussion could take place on their family tree. Children will be able to talk about their parents and grandparents and where they came from. During the English period, a story could be read to children followed by a comprehension exercise on Families to ascertain if children could answer questions based on the passage. A word bank could be developed so that children could widen

their vocabulary. Children could also be asked to write sentences about their families. The theme 'Family' could also be integrated with Mathematics. Children could be given problem-solving examples to work out. During the Art lesson, children could be asked to choose a person they admire. Children could then be asked to draw, paint or make a sculpture of the person they admire using clay or play dough.

An integrated curriculum allows children to make sense of themselves and the world around them thereby creating more meaningful learning (Grady et al., 2014). It was Mrs C who claimed that with integration more emphasis was placed on the History topic being discussed and children would gain a better understanding of the topic. If History were a standalone subject time would be a major factor as too little time would be spent on the topic- perhaps thirty minutes twice a week. Alleman and Brophy (2003) also talk about integration in primary school because it is a teaching technique that allows for powerful ideas to be drawn from other subjects. An integrated curriculum allows children to make sense of the content because it creates opportunities for more meaningful learning to take place through all disciplines. Integration of History is consistent with Bruner's "spiral curriculum" theory because integration allows for the topic to be revisited in all subjects. Bruner suggested that basic ideas be revisited continuously and built upon until the child learns it completely. Learning content must be repeatedly exposed to the children to optimise learning. This is in line with his "spiral curriculum" theory. The "spiral curriculum" theory allows for knowledge or information to be repeatedly imparted to children in such a manner that it would deepen and expand a child's knowledge leading to optimum learning (Darling-Hammond et al., 2001).

5.3.3.2. History as a standalone subject

History as a standalone subject was also discussed and deliberated over and the reasons for believing that History should be a standalone subject were explained. Although all Foundation Phase participants spoke about the benefits of teaching History as an integrated subject some preferred it being taught as a standalone subject. As put by some participants History as a standalone subject will allow for the teacher to spend the time allotted to teaching History only. It will allow for History

teaching to be structured and the History content will, therefore, be given the due attention that it deserves (Mrs E, Ms G and Ms I). According to them if History were integrated it would not give the teacher sufficient time to concentrate on History as she also had the content from other disciplines to consider. The participants who were interviewed claimed that the children would not be able to concentrate on History as they would be bombarded with many disciplines if History were integrated. According to Hatcher (2006), any subject which is taught as a standalone subject will give the teacher enough time in the allotted period to teach the content in isolation. Standalone subject teaching increases children's performance as it promotes the retention of information and increases the confidence of children when they perform well in that subject. Teaching History as a standalone subject will create a collaborative and positive environment in the classroom because the teacher and the child get to focus on one subject at a time which means that the child is not bombarded with a lot of information from all the subjects. Mrs B believed that either way, History as an integrated or standalone subject would work when teaching young children as both are equally beneficial.

5.3.4. Type of History to be taught in the Foundation Phase

According to Virtua (2009), an important challenge concerning the History curriculum is the kind of History to teach in a multi-ethnic classroom as schools are the meeting place for children of different backgrounds and cultures. Vars (1991) substantiates this by stating that teachers are continuously confronted with the problem of designing a curriculum that simultaneously considers subject matter, requirements of the child and society's expectations. Participants' perspectives about the type of History to be taught were discussed at great length. From the interviews, some participants indicated that local History should be taught in South African Schools in the Foundation Phase (Ms A; Mrs B; Mrs C; Mrs D; Mrs E; Mrs E; Ms G; Mrs H and Ms I). The participants stated that in the Foundation Phase pupils should study History which focuses on local History which is linked to their surrounding environment.

The implementation of local History was beneficial for many reasons, however one of the reasons was that it would give children an idea of their past and will also make

them aware of their country (Mrs D). As noted by the narrative of Mrs C children should be taught local History which should include History about their town, their school, historical monuments and statues of the town, the museum and important historical figures especially our freedom fighters. Mrs B substantiated this by concurring that local History should be taught since we are South Africans and children will benefit when they learn about the customs, culture and heritage of their own country.

The study of local History will help increase awareness and pride in children about where they live. When children start learning local History, they learn the History of important people, buildings and everything that is around them. Children are therefore able to get a clearer understanding of the locality in which they live. Mrs E agreed with Mrs C when she attested to the fact that local History especially South African History should be taught in the Foundation Phase. She felt that South African History which included our freedom fighters who were our icons should be given prominence in the curriculum as they had made a great impact on our lives. People like Nelson Mandela and Walter Sisulu should become the History topics to be taught to children as important icons from our country as they are people who children in South Africa can look up to and emulate.

According to (Harrison, 2009) teaching children local History is an intelligent strategy the teacher can use to try to stimulate interest and add meaning to the subject he/she is teaching. Good local history includes the study of events that have significance in the nation's history, either in themselves or their nation. As inferred by Nichols (1930, p. 53) "Local history has been taken for granted for many years. Indeed, because it is so close to us, we are apt to think that we know all about it and that it is really after all of very little importance." Our young children do not know about local happenings and they show no appreciation of the great significant happenings of their country. It is therefore important to teach young children that everything has to happen somewhere and they need to know that somewhere is a village, a town or a city, thus children need to learn local History before moving onto global History.

Global history embraces all humanity and not just certain nations, ethnic groups or civilisations. It illuminates the characteristics of human beings and how their thoughts, behaviour and interactions have changed over time. Global History emphasises the study of History of different regions, nations as well as other civilizations (Singer, 2011). From the narrative of one participant, it became clear that she felt that children should also learn global History. Global History should only be taught in the later stages of the child's Foundation Phase schooling career as indicated by Mrs F who claimed that International History could be taught to children at a later stage probably in Grade three because as children grow they will be able to understand it more.

5.4. Conclusion

Throughout this Chapter, it has been shown how the participants perceive the introduction of History in the Foundation Phase. From the discussions with Foundation Phase participants, it was noted that participants regarded History as being an important discipline and that it should become part of the Foundation Phase curriculum. All participants felt that there was a need to teach children History as children needed to know about the past. Children need to learn about their heritage and the struggles of the past so that they can appreciate the present. Teaching History early in a child's life will be valuable as it would lay the foundation for learning in the other Grades. Participants had different opinions regarding how it should be taught in the curriculum. Some felt that it should become part of Life Skills and be integrated with other subjects while others felt that it should be a standalone subject. Integration of History was beneficial as it resonates with Bruner's cognitive and "spiral curriculum" theory as it allows for content to be revisited several times during the day which reinforces learning.

This study did ascertain that young children were capable of learning History as most participants narrated that they teach History in the classrooms although it is not a part of the Foundation Phase curriculum. The History which is taught in the classroom is taught incidentally by looking at the South African calendar and using the national holidays. Since participants' perspectives revealed that Foundation Phase children can learn History my analysis delved deeper to gain confirmation that young children

do understand History. Participants' narratives did indicate that children understood History. Participants explained the different techniques they used to gauge children's understanding of History. Some of these techniques were question and answer, formal tests, worksheets, dramatization and role play.

This study made suggestions about how History should be taught to young children. Participants were of the view that simple basic History be taught to young children and that the story approach was the ideal way to teach History as children find stories interesting and fascinating. They also made valuable inputs concerning the type of History young children should be learning. Most participants felt that young children should be learning local History as they needed to learn about the History of their country. Global History could be taught later in the Foundation Phase, perhaps in Grade three. Foundation Phase participants' diverse perspectives about History are vital for its introduction in the Foundation Phase.

The next Chapter will contain a summary of the research where conclusions are drawn and it will also provide some recommendations about the introduction of History in the Foundation Phase.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.1. Introduction

In the previous Chapter, I presented and scrutinized the research findings in relation to the background of the literature review which was drawn from the works of academics and scholars. I also used Brunner's theory of cognitive educational development and more especially his "spiral curriculum" theory to answer the research question which was:

1. What are the participants' perspectives about the introduction of History in the Foundation Phase?

This Chapter does endorse the fact that the research question which is directed in this study was answered and the objective has been achieved. In this study teachers' perspectives about the introduction of History in the Foundation Phase were explored. An in-depth case study using semi-structured interviews was employed to explore teachers' perspectives and their understandings of History, its introduction in the Foundation Phase and children's capabilities of understanding History. The purpose of this concluding Chapter is to give a general outline of this research study. I firstly provide a synopsis of the Chapters which are contained within this study, secondly, a summary of the findings are discussed under specific themes with the focus being placed on the teaching of History in the Foundation Phase, thirdly I discuss my personal reflections on the use of Brunner's theories as well as my reflections on the methodology of this study, fourthly the recommendations for further research are offered after concluding what the findings of the study were. Lastly, a brief conclusion is provided to finalise this Chapter.

6.2. Synopsis of the study

This research study contains six Chapters which are all distinctly different as they each have a diverse focus as explained below:

Chapter one began by giving a background to the study whereby I explained the importance of this study. Thereafter I gave a justification for the rationale as well as the motivation of the study. The key research question was presented which was: what are the teachers' perspectives about the introduction of History in the Foundation Phase? This was followed by the focus and purpose of the study. Clarification was given of the concepts dealt with in the research study. An explanation of the structure of the schooling system in South Africa was given and the place the Foundation Phase has in this structure was presented together with clarity on the Foundation Phase landscape followed by the context of the site of the research study. The methodology which was employed in the study was explained as it answered the research question of the study. Thereafter an overview of all the Chapters about this study was given.

Chapter two's purpose was to present the current literature about the teaching of History to young children and their capabilities of learning History. The literature that was presented here laid the foundation to evaluate the findings of the current research within the study. The literature presented here was explored in specific themes which were: Importance of History, Theories on historical understanding, and Reasons for making History compulsory, Which History to teach? Global context, Integration of History, Implementation and teaching pedagogy of History and Theoretical framework. Within the themes explored I was able to gain insight into what different scholars have stated about the teaching of History to young children which was especially highlighted within the various themes discussed.

Chapter three presented the research design and methodology which was used to undertake this study. Firstly, I looked at the research design, then I explained the case study for this research study. The research approach and research paradigm were explained in detail. The qualitative research method was chosen for this research because its purpose was to gain an understanding of a phenomenon. The phenomenon in this study was understanding teachers' perspectives about the teaching of History in the Foundation Phase. The methods of collecting data, as well as how semi-structured interviews were conducted was elaborated.

This research study was guided by the interpretive paradigm which was a perfect fit because it allowed me to gain an interpretation and an understanding of all the participants' perspectives. An explanation was given of why this was a case study research. The focus of this study was on teachers' perspectives about the teaching of History in the Foundation Phase. The method of using semi-structured individual interviews as a data collection technique for obtaining information-rich data in this qualitative study was explained as was the procedure for data collection and its relevance for this study. Profiles of the participants were tabulated and data analysis was described in detail. This was followed by an explanation of the methods utilized to ensure trustworthiness, credibility and reliability and how rigour was maintained in this study. The applicable ethical considerations were discussed and the limitations of the study were also acknowledged.

Chapter four presented the data that was gathered from the semi-structured individual interviews with participants. Data was classified into common themes that emerged by using the questions asked of participants. Participants' perspectives about the teaching of History in the Foundation Phase was discussed under the following themes: Participants' Understanding of History in the context of the national curriculum in South African schools, Participants' perspectives of History as a discipline in South African schools, Participants' Perspectives of children's understanding of History In the Foundation Phase, Understanding History in the Foundation Phase-nature of History, the importance of History, how History is being taught in the Foundation Phase, Participants' perspectives about the introduction of History in the Foundation Phase-how must History be taught in the Foundation Phase, integration of History in the Foundation Phase, History as a standalone subject in the Foundation Phase, and the type of History to be taught in the Foundation Phase.

Chapter five analysed the data which was produced from the semi-structured interviews. The data was analysed under the collective themes and subthemes which had emerged. The findings from the themes listed in Chapter four will be discussed now.

6.3. Summary of the findings of this study

It was clearly shown in Chapter four that participants had positive perspectives regarding the introduction of History in the Foundation Phase but they differ on how the subject could be introduced. The essence from the perspectives of participants interviewed is that History is important. History can be learned by Foundation Phase children and must be introduced as it helps in empowering young children with decision-making skills and provides them with sound values. History also teaches children about their heritage. It helps them develop their identity and helps them find their place in society. Through History, children learn to take pride in their country. This conclusion was drawn as a result of the analysis which was done on all participants' perspectives. The major findings to be discussed will indicate that History should be taught in the Foundation Phase.

6.3.1. Participants' understanding of History in the context of the national curriculum in South African schools

The findings which emerged in this theme point to the fact that most participants understood the place of History in the national curriculum while some did not. According to some Foundation Phase participants, History as a subject is not part of the national curriculum in the Foundation Phase in South African schools. History is only taught in the Intermediate and Senior Phases in the National Curriculum however, History is not a subject on its own. History and Geography are combined to form Social Science. They also spoke about History being offered as an elective subject in Grade ten. One participant did indicate that History was soon going to be made compulsory for all children from Grade ten onwards.

6.3.2. Participants' perspectives of History as a subject in South African schools

Participants described their perspectives of History in detail. Most participants believed that History was about learning about the past so that it adds value to the present. They argued that it helps to improve their lives. History was also about their heritage and they felt that everyone needed to know from where they came and about the country in which they lived. They felt that we all need to know about our country so

that we could learn about religious and racial tolerance and also agreed that the struggles of our freedom fighters need to be known so that children could learn about the past as this will unify the nation.

6.3.3. Participants' perspectives of children's understanding of History in the Foundation Phase

Corresponding with Brunner's construct of cognitive development and his "spiral curriculum" theory, it was found that young children do understand History and have the capability to learn History. This was because of participants indicating that they do teach History in the Foundation Phase but the History that they do teach is done incidentally in the classroom. The findings further revealed that participants knew that young children were able to learn History because whenever they did teach History they assessed their children after the lesson and from the responses of the children it was understood young children were capable of learning History.

6.3.4 Participants' understanding of History in the Foundation Phase

The participants in this research study shared their perspectives about the nature of History in the Foundation Phase, the importance of History and how History should be taught in the Foundation Phase. The participants discussed their perspective about the nature of History in the Foundation Phase. Presently History is taught to Foundation Phase children as and when the need arises. All participants (Ms A, Mrs B, Mrs C, Mrs D, Mrs E, Mrs F, Ms G, Mrs H and Ms I) claimed that they looked at the South African national calendar when teaching History to their children. They used the public holidays which appeared on the calendar as their content to teach History to their children. Participants were adamant that History was important for young children as it provides children with an insight into their cultures, helps children understand people and societies, provides children with a sense of identity, it lays the foundations for national unity, contributes to moral understanding and develops critical thinking skills in the child. Participants felt that History should be taught to young children, but it must be simple and brought down to their level. Children like listening to stories and participants believed that the story approach to teaching History was important. Within

this theme, it was established that most teachers wanted History to be merged with Life Skills as they are teaching the subject presently and the prescribed topics in Life Skills had the potential for the teaching of History.

6.3.5. Participants' perspectives about the introduction of History in the Foundation Phase

In this study, participants shared their perspectives about the introduction of History in the Foundation Phase. The Foundation Phase participants who were interviewed proposed the teaching of History as an integrated or as a standalone subject in the Foundation Phase. Teachers were varied in their opinions about how History should be taught. All teachers understood that there were links between History and the other subjects in the Foundation Phase curriculum. History could be integrated with English, Mathematics, Afrikaans, IsiZulu, Life Skills, Music, Art, Drama and Physical Education. Participants felt that with the integration of History with other subjects it would allow for learning to be reinforced and the topic to be revisited continuously as articulated in Bruner's "spiral curriculum" theory. This would be beneficial for young children who are learning History as a repetition of content will ensure that learning is reinforced. Others believed that History as a standalone subject would be better as it would allow the teacher and the child to concentrate on the content being taught in that particular period meaning that children will not become confused.

6.3.6. Type of History to be taught in the Foundation Phase

Within this theme, it was clear that two types of History should be taught in the Foundation Phase, local and global History. All participants (Ms A, Mrs B, Mrs C, Mrs D, Mrs E, Ms G, Mrs H, Ms I) indicated that the focus in the Foundation Phase should be placed on local History as children needed to know about their country and its people first before learning global History. Children needed to know where they came from, they needed to know more about the place they live in, the important landmarks of their locality and they needed to learn about the people of their country who were important many years ago. Once children had learned local History then they could learn about global History. One participant (Mrs F) stated that global History should be

taught to children in Grade three as they would be able to understand as they have matured. Next, my reflections on the teaching of History in the Foundation Phase are discussed.

6.4. Personal reflections on the teaching of History in the Foundation Phase

All Foundation Phase participants agreed that History should be taught to children from a young age because they are capable of understanding History (Ms A, Mrs B, Mrs C, Mrs D, Mrs E, Mrs F, Ms G, Mrs H and Ms I). Their perspectives concur with learning theories by Bruner (1960), Newton (2001) and Mindes (2005) who agree that children of all ages can learn History. The learning theory by Brunner was important as all participants who were interviewed did make it clear that young children can learn History if the content matter is repeatedly revisited at periodical intervals. Foundation Phase participants explained that during integration in the Foundation Phase History will be revisited throughout the day in all subjects which will foster learning. Jorgensen (1993) also claims that children as young as 7 or 8 years old can grasp History as they do have certain distinct concepts of 'past' and 'present'. Groot-Reuvekamp et al. (2017) take this further when they state that the past and the present are depicted in pictures and old photographs. Young children do understand the concept of time when looking at old pictures and photographs, so History can be taught to young children. If we want to have children who are aware of their ancestry, their identity as individuals of society and the country then we need to give History the importance it deserves to achieve this goal. This section, therefore, offers recommendations to address the teaching of History in the Foundation Phase by taking the introduction of the subject at an earlier stage seriously because when children are young, they will learn to love the subject. Once children love the subject, History will be given the prominence it so richly deserves in the curriculum of the Foundation Phase.

6.4.1. Teaching History to Foundation Phase children as a standalone subject

History should be allocated space in the Foundation Phase curriculum as a standalone subject (Mrs E, Ms G and Ms I) and should be given some allocation in the Foundation Phase timetable since it is an important subject that children need to learn. If History

is taught as a standalone subject emphasis will be placed on teaching History content in that period and children will be able to concentrate on learning History only. Hatcher (2006) describes standalone subjects as those subjects which are taught on their own. The advantage of having History as a standalone subject is that the time allocated to History in the timetable will be spent specifically on that subject. Only by allocating specific time for History in the Foundation Phase will there be an assurance that History will be given adequate attention. However, if History cannot be done as a standalone subject then more time must be allocated to Beginning Knowledge as it is a part of Life Skills in the Foundation Phase curriculum. Teachers can use the concepts and content of History and incorporate it with Beginning Knowledge. This increase in time for Beginning Knowledge should be explicitly spent on teaching History in the Foundation Phase.

6.4.2. Teaching History to Foundation Phase children as an integrated subject

An integrated curriculum allows for different areas of study to be connected thereby emphasising related concepts across subjects. The integration of subjects brings together varied disciplines in an all-inclusive manner. It allows children to learn holistically and it helps to build a relationship amongst all things which reinforces learning. The inter-relatedness of all subjects also helps children acquire the basic knowledge and skills which they can use for successful learning (Hatcher, 2006). In the Foundation Phase integration of subjects is recommended to develop and provide learning experiences for children which would lead to a comprehensive and meaningful understanding of the complex influences and associations of History in younger children. The integration of subjects will allow the teacher to continuously revisit a topic to allow for increased retention, deeper understanding, active participation and application of concepts taught. History can be integrated with English, Mathematics, Art, Music, Dance, Drama, Physical Education and Science (Ms A, Mrs B, Mrs C, Mrs D, Mrs F and Mrs H). Knowledge and skills which are developed can, therefore, be applied to more than one field of study. The integration of History with other subjects will allow for History to become more interesting which will be more productive for teachers as well as young children. It will increase children's motivation to learn History and will promote learning which will last a lifetime.

6.4.3. Teaching History using the thematic approach in the Foundation Phase

Integrated learning makes use of language and methodology from different subjects to examine an issue, central theme, experience, problem or topic. Life Skills in the Foundation Phase lends itself perfectly to integrated learning as it uses the thematic approach to teaching. The thematic method of teaching is a type of instructional method which allows for teaching where the emphasis is placed on one concept or many concepts. This method of teaching History has the added advantage of allowing for understanding by focusing on a more in-depth study of a topic. The thematic approach to learning allows for specific themes or topics appropriate for the different grades to be highlighted and taught to young children (Tew, 2014). Putwain, Whiteley, Caddick (2011) are not in favour of theme teaching because they feel that subjects lose their identity and each subject is not given its proper place in the curriculum.

All teachers agreed that many areas of the Foundation Phase curriculum can be incorporated within the topic or theme. Topics or themes chosen can include aspects of History which can be linked to several learning areas in the Foundation Phase curriculum. History can be introduced in the Foundation Phase as it will blend perfectly into the Life Skills curricula as Life Skills is made up of Personal and Social Well-Being, Beginning Knowledge, Physical Education and Creative Arts which comprise the various art forms (Music, Dance, Drama and Visual Arts). According to the CAPS document Beginning Knowledge, Creative Arts, Physical Education and Personal and Social Well-Being are the four areas around which the Life Skills Curriculum is structured (Department of Education, 2011a). It is therefore recommended that History be incorporated into the Life Skills curricula in the Foundation Phase (Ms A and Mrs B) as History will be a source of inspiration for young children (Fru, 2015).

6.4.4. Retraining of teachers if History is to be introduced in the Foundation Phase

Participants who were interviewed did not mention the retraining of teachers if History is to be introduced as a subject in the Foundation Phase. Retraining of teachers is key if a new curriculum is to be introduced as Shah (2016) has argued. From the response

of participants, it was clear that they needed retraining. They teach History as they see fit. Teachers' experiences do influence how they teach and interpret the curriculum (Cornbleth, 1985). It is therefore important that teachers go for retraining as it will provide them with the knowledge and skills needed to be effective teachers. All Foundation Phase teachers need to be thoroughly prepared to teach History to young children. Teachers will need comprehensive and continuous training to address the teaching of History in the Foundation Phase. Retraining of teachers can either be done by the school or the Department of Education, unions or other outside agencies so that Foundation Phase teachers could become effective History teachers. Schools should have in-service teacher training workshops at their schools during Foundation Phase meetings where teachers could gain more insight into teaching History. Schools in the area could also host cluster training workshops to train teachers. Teachers should have the necessary reading material on hand to keep them abreast of the latest strategies in teaching History to Foundation Phase children.

A History committee could be set up to handle this and liaise with teachers. Foundation Phase teachers will need support in implementing the teaching of History. This can be provided by other stakeholders and the Department of Education who will need to host workshops to specifically guide and train teachers. At these workshops, teachers must be guided as to the content or knowledge of History which should be taught to their children. Teachers also need to be taught about the correct instructional methods and the resources which could be used to teach History so that they could become proficient (Reitano & Winter, 2017) in teaching History to children.

6.4.5. Designing the Foundation Phase History curriculum

From the interviews, none of the participants mentioned how the History curriculum can be constructed and implemented for the Foundation Phase. I propose a bottom-up and top-down approach where teachers will be consulted on designing such a curriculum. For example, Foundation Phase specialists could meet to design appropriate History curricula for Foundation Phase curriculum documents which Foundation Phase teachers would submit to curriculum planners as proposals. A committee needs to be formed to research what needs to be included in the History

curriculum as well as the outcomes which need to be achieved for the appropriate grades and their age levels. Kirk and MacDonald (2001) found that teachers' inputs in respect of content for the curriculum are important as they have an immense wealth of knowledge. However, it is at this stage that the value they could add to the process is often neglected. Only when all curriculum decisions are made are teachers allowed in the implementation process of the curriculum (Kliebard, 1979). The curriculum must, therefore, be user-friendly so that teachers understand the curriculum and its objectives. To achieve this Foundation Phase teachers must be directly involved in the beginning stages of the curriculum development for History in the Foundation Phase to be a success. Time allocated for teaching, content areas of History, teaching and instructional methods all play an important role when considering the teaching of History in the Foundation Phase.

Since the teachers in the Foundation Phase were the focus in this research study and their perspectives were crucial it is through their interpretation that we gain an understanding of the teaching of History in the Foundation Phase, therefore the bottom-up approach will be useful as it is known as the grassroots approach. It will allow teachers to engage in the consultative process from the grassroots level in the designing and implementation of the Foundation Phase History curriculum. Teachers must be involved from the inception in the formulation of the curriculum as it is clear from the fieldwork that they are the ones teaching young children and they are experts in understanding the needs of the children.

6.5. Personal reflections on the use of Bruner's learning theory and the introduction of History in the Foundation Phase

Bruner, who was a cognitive psychologist based his theory of development on the singular goal of education which was intellectual development. He identified three modes of representation which were the enactive, iconic and symbolic modes of representation. According to Bruner, it was during these modes of representation that children learn. These modes of representation were not age-related but loosely sequential and integrated. These modes of representation were also not separate modes but they do loosely translate into each other. Learning takes place through all

the modes of representation (Claubaugh, 2010). All participants (Ms A, Mrs B, Mrs C, Mrs D, Mrs E, Mrs F, Ms G, Mrs H and Ms I) agreed that learning takes place during all modes of representation but teachers need to begin their teaching starting with simple History curricula before moving on to more difficult material as this would make learning easier. They advocated the use of the story method of teaching History as young children loved listening to stories. They also agreed that various forms of media be used to reinforce learning especially with young children. Ms I spoke about using television as a medium to teach History to children because visual stimuli make learning permanent.

It was Bruner's "spiral curriculum" which was significant in this research study. His "spiral curriculum" theory is aligned to his cognitive developmental theory and it begins with the belief that any subject can be taught in an honest form to any child in some intellectual way at any stage of development. One of the strengths of the "spiral curriculum" theory is that the content learned in one subject is solidified and reinforced every time the child revisits the content. The 'spiral' curriculum also allows for logical progression to take place from simplistic to complicated content being taught to children. This means that complex and difficult content can be learned and understood by young children if it is structured and presented in the correct way (Lutz & Huitt, 2004). All participants claimed that they structured their lesson in such a way that they move from the simplistic to more complex lessons as children progress through the grades. Similarly, History curricula could be developed to support successful learning for young children from Grade one to Grade three. Mrs E believed that basic History should be taught to children in Grade one and more difficult material be taught to children in Grade three. She also stated that local History should be taught to children in the lower grades as it would be easier to understand and global History should be taught in the higher grades as it was difficult to understand.

According to the participants (Ms A, Mrs B, Mrs C, Mrs D, Mrs F and Mrs H), young children can learn History if it is integrated with other subjects as topics are being continuously revisited in all the subjects in the Foundation Phase curriculum. Each time the topic is revisited it solidifies and reinforces learning which improves the child's

performance in the class. Children in Grade one will learn content in History which is simple and basic but as they grow older they could be introduced to more difficult content matter in History but consistently using the “spiral curriculum”.

The “spiral curriculum” theory is not without negative observation and comments. The design does have its weak points and its disadvantages. According to Takaya (2008), one of the weaknesses of the “spiral curriculum” theory is the use of time in teaching lessons. When content is taught to children there is too much repetition as the content is revisited repeatedly and this would reduce teaching and learning time. Children might also find lessons a bore or not stimulating enough since it is being taught to them repeatedly. McLeod (2019) explains that another weakness of this design is that children are taught to master a certain topic before a new one is taught to them. Fewer topics would be covered and some topics may be done only at a superficial level. This can reduce the number of topics that should be covered within a specific period since curricula in every subject have time constraints. A direct result of not completing all topics in a particular grade would lead to children developing lesser coping skills in the next grade as they did not learn all curricula in the previous grade. Therefore, Mrs E, Ms G and Ms I were firm in the belief that History should be taught as a standalone subject because it is only then that History curricula would be covered properly in the History period. Integrating History with other subjects would mean that teachers only touch on certain aspects of a topic repeatedly. History was an important subject that deserved to be given time and its proper place in the Foundation Phase curriculum.

To conclude, Bruner’s learning theories have their own strengths and weakness, but what is most important is that teachers should capitalise on the strengths and minimise the weaknesses to make the learning of History successful in the Foundation Phase.

6.6. Reflections on methodology

Research has become an integral part of learning. This study aimed to understand and explore Foundation Phase teachers’ perspectives about the introduction of History

in the Foundation Phase. A methodology was employed which supported the qualitative approach. As Merriam (2002) explains a qualitative study seeks to gain an in-depth understanding of a phenomenon within its natural setting and it, therefore, relies on human beings to recount their experiences from their daily lives. As I wanted to gain an understanding and an interpretation of the perspectives that Foundation Phase teachers had an interpretive paradigm was used to discover reality through the participants' perspectives since it is descriptive and exploratory. This was the most appropriate paradigm because I wanted to gain an understanding of Foundation Phase teachers regarding the teaching of History (Koekemoer, 2012).

The purpose of this study was not to scrutinise the introduction of the teaching of History from all the stakeholders in KwaZulu-Natal or KwaDukuza but to rather limit the number of participants to three schools in KwaDukuza. There were possibilities that relevant and useful information was excluded due to the sample size and procedure. Saunders, Lewis & Thornhill (2012) make it clear that there are no specific rules regarding how many participants need to be selected for a case study. Even a small number of participants can provide rich data to complete a research study. A case study was the methodology which was used in this study as it can provide a comprehensive in-depth understanding of the phenomenon under investigation (Baxter & Jack, 2008). The case focused on in this study was the perspectives of different Foundation Phase teachers and why they had these perspectives regarding the teaching of History to young children. This was an appropriate method to use as a case study allows researchers to select an example that is familiar to them and to which they have access. Only the data which was collected from these three schools was considered and nine Foundation Phase teachers were the participants who were the sample chosen for this study. Participants chosen were teachers who were from the area I teach in as the schools were easily accessible for me therefore convenient sampling was also used. Open-ended questions were posed to participants during the interviews to obtain information which is the core of research.

Ocbian and Gamba (2015) state that many factors like the lack of participants and financial constraints can hinder the researcher during the research process. During

my research study, a few problems were encountered. Although the sample size that was chosen can be viewed as a problem or a methodical limitation to the study the decision to use a small size was because time and financial constraints did not allow for a large scale exploration that would cover the entire town, province or country as this would incur a huge expense and would be time consuming. A smaller number of participants was less challenging and more convenient to work with. Finding participants posed a few problems as some senior teachers did not want to be part of the research study. This problem was solved by asking other teachers to volunteer as participants with the result that there were a few less senior participants who were interviewed.

My qualification as a senior Foundation Phase teacher placed me at an advantage in negotiating access to the three schools chosen as the sites of study. Once the three schools were identified and permission granted by the principals it took some time to get participants to volunteer to participate in the study. Semi-structured interviews that foster dialogue between the participants and the researcher were used as the data collection technique. The days and times for interviews were coordinated and scheduled for October. Interviews were held during free periods and after all Foundation Phase children had gone home. Most of the interviews proceeded well however, a few of the participants were a bit nervous and therefore the answers given to the questions posed were short. This does not infer that the answers to questions were left incomplete. The answers given did give me enough data to complete the study as other leading questions relating to the main question had to be posed to elicit the responses I need. Yin (1994) cautions that one of the weaknesses of using a case study is bias. Bias was prevented by me being a reflexive researcher. After collecting the data, I began listening to the recordings so that I could familiarize myself with the data. Then the data were transcribed and coded. With the assistance of my supervisor, themes were identified and tabulated using the questions asked so that they could answer the key research question.

I believe that the methods employed in this study did fit this research study as the methods which were employed allowed me to gain an answer to the research

question. Foundation Phase teachers are the ones teaching young children therefore I believe that their perspectives were crucial and needed to be heard. It was important to listen to them before the subject could be introduced in the Foundation Phase as they are the ones who will be teaching the subject, thus their input was important and invaluable.

6.7. Recommendations for further research

This research study concentrated on only nine trained Foundation Phase participants' perspectives about the introduction of History in the Foundation Phase thus it was unable to unpack everything or delve deeper concerning the research topic. The themes which emerged in this study could be examined further as some topics should receive more exploration before History is introduced in the Foundation Phase. This research study was conducted using a small sample of participants, therefore, I recommend that this topic be researched further by increasing the number of Foundation Phase participants as an increased research population will allow for a much deeper understanding of Foundation Phase teachers' perspectives regarding the introduction of History in the Foundation Phase. The research could be conducted within KwaZulu- Natal but by increasing the sample size, it could also be conducted in the different provinces so that more knowledge could be obtained regarding the introduction in the Foundation Phase and a comparison could be done within provinces to gain a much broader perspective.

This study did not include the Intermediate and Senior Phase teachers as part of the study because the focus was on the teaching of Foundation Phase children, however, their representation as History teachers is also important since they are the ones teaching History in their schools. Including Intermediate and Senior Phase teachers in the research study will help to give other History teachers a voice so that Foundation Phase teachers could harness their expertise concerning the teaching of History.

Currently, the Foundation Phase curriculum does not promote, nor does it offer sufficient opportunities to teach History as a subject. If History is to be introduced at the Foundation Phase level then it is recommended that the stakeholders look at Life Skills in the Foundation Phase as History can be taught by being incorporated within this subject as it provides adequate opportunities for teaching History. An analysis of Grade R to Grade three Life Skills work schedule revealed that there was very little evidence of any History within the curriculum. This provides an opportunity for further research to be done so that History can be included in the Life Skills curriculum as part of Beginning Knowledge.

Content selection for the History curriculum should be made collectively by all stakeholders and the possibility of finding links between topics in History and other subjects in the Foundation Phase curriculum need to be considered. The correct teaching strategies and resources needed to teach History to Foundation Phase children are of paramount importance as young children learn better if History content is taught to them using the correct strategy with the necessary innovative resources. Knowledge of the pedagogical content, as well as the innovative resources and instructional methods, are important for the successful teaching of History in the Foundation Phase. Further research in this area would be beneficial for Foundation Phase teachers as well as the children as it will assist the teachers' capacity to be innovative concerning implementing the History curriculum in the Foundation Phase.

6. 8. Conclusion

The singular purpose of this study was focused on obtaining an understanding of Foundation Phase teachers' perspectives regarding the introduction of History in the Foundation Phase. All the conclusions which were drawn from this research study were obtained from data collected from semi-structured interviews with Foundation Phase teachers. I became concerned when upon reading the findings of the MTT report regarding History where it proposed that History be introduced as a compulsory subject from 2023 for grades ten to 12. It then dawned on me that the teaching of History should begin from the Foundation Phase as teachers are currently teaching

certain aspects of History to their children incidentally. This triggered the need to do a research study on this topic so that I could explore and understand what other Foundation Phase teachers had to say about the introduction of History in the Foundation Phase.

This Chapter which concludes this research provides a summary of the findings and recommendations that are based on literature and the research findings of this study. The recommendations of this study will be brought forward to the attention of Foundation Phase teachers within the schools which were chosen and to all schools within the KwaDukuza area well as members of the Department of Education. The current Foundation Phase curriculum does not promote or provide sufficient opportunities for the teaching of History in the Foundation Phase. This study demonstrates the importance of History as a subject and the need to include it in the Foundation Phase curriculum as young children do understand History. An effort must be made to invest time and effort in developing a History curriculum for the Foundation Phase as well as the teachers in the Foundation Phase as they will be the ones who will instil in young children a love for History. Teaching History in the Foundation Phase from an early age would ensure that children can make informed decisions when making subject choices. It is therefore important that teachers inculcate a love for History in young children as early as the Foundation Phase level so that they choose History as a subject in Grade ten. It is hoped that this study will play a crucial role in stressing the importance of teaching History to young children as it lays the foundation for good and responsible citizens.

REFERENCES

- Abd-El-Khalick, F., & Ackerson, V. (2007). On the role and use of “theory” in science education research: A response to Johnson, Sutherland and Sowell. *Science Education, 91*(10), 187-194.
- Alderson P., & Morrow, V. (2011). *The Ethics of research with Children and Young People: A Practical Handbook*. London: Sage Publications.
- Alleman, J., & Brophy, J. (2003). History is alive: Teaching young children about changes over time. *The Social Studies, 94*(3), 107-110.
- Anderson, C. (2010). Presenting and evaluating qualitative research. *American Journal of Pharmaceutical Education, 74*(8), 141.
- Anderson, C.A., Leahy, M.J., DelValle, R., Sherman, S., & Tansey, T.N. (2014). Methodical application of multiple case study design using modified consensual qualitative research (CQR) analysis to identify best practices and organizational factors in the public rehabilitation program. *Journal of Vocational Rehabilitation, 41*, 87-98.
- Anney, V. N. (2014). Ensuring the Quality of the Findings of the Qualitative Research: Looking at Trustworthiness Criteria: *Journal of Emerging Trends in Educational Research and Policy Studies, 5*(2), 272-281.
- Apple, D. K., & Ellis, W. (2015). Learning how to learn: Improving the performance of learning. *International Journal of Process Education, 7*(1), 21-27.
- Atieno, O.P. (2009). An analysis of the strengths and limitations of qualitative and quantitative research paradigms. *Problems of Education in the 21st century, 13*, 1-6.

Attia, M., & Edge, J. (2017). Be (com) ing a reflexive researcher: A developmental approach to research methodology. *Open Review of Educational Research*, 4(1), 33-45.

Audigier, F., & Fink, N. (2010). Pupils and school History in France and Switzerland. *Education*, 38(3), 329-339.

Ayres, P., & Paas, F. (2012). Cognitive load theory: New directions and challenges. *Applied Cognitive Psychology*, 26(60), 827-832.

Babbie, E., & Mouton, J. (2010). *The practice of social research: Tenth Edition*. Cape Town: Oxford.

Bage, G. (1997). How can we teach History through television? *Journal of Education Media*, 23(2-3), 203-214.

Bailey, M. (2018). *Compulsory History: The blow that broke our education system*. Retrieved from <https://www.dailymaverick.co.za>

Barton, K.C., & Levstik, L.A. (2004). *Teaching History for the Common Good*. New Jersey: Lawrence Ebrahim Associates.

Bavel, R., & van Dessart, F.J. (2018). *The Case for Qualitative Methods in Behavioural Studies for EU Policy-Making*. Luxembourg: Publications Office of the European Union.

Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544-559.

Bell, K., Fahmy, E., & Gordon, D. (2016). Quantitate Conversations: The importance of developing rapport in standardising interviewing. *Quality and Quantity*, 50(1), 193-212.

Berger, R. (2015). Now I see, Now I don't; the researcher's position and reflexivity in qualitative research. *Qualitative Research*, 15(20), 219-234.

Bernard, H.R. (2002). *Research Methods in Anthropology: Qualitative and Quantitative Approaches. Third Edition* Walnut Creek, CA: Alta Mira Press.

Bertram, C., & Christiansen, I. (2014). *Understanding Research. Pretoria: Van Schaik Publishers.*

Biyela, I.G. (2013). *Culture, Memory and Trauma: Proceedings of the Third Annual National Oral History Conference.* South Africa: Research Institute for Theology and Religion.

Blake, B., & Pope, T. (2008). Developmental Psychology incorporating Piaget's and Vygotsky's theories in the classrooms. *Journal of Cross-Developmental Perspectives in Education*, 1(1), 59-67.

Bless, C., & Higson-Smith, C. (2004). *Fundamentals of Social Research Methods: An African Perspective. Third Edition.* Cape Town: Juta.

Blyth, J. (1989). *History in the Primary Schools: A Practical Approach for Teachers of 5- to 11- year old children.* Philadelphia: Open University Press.

Booth, M. (1994). Cognition in History: A British Perspective. *Educational Psychologist*, 29(2), 61-69.

Bowen, L., Bradley, K., Middleton, S., Mackillop, A., & Sheldon, N. (2012). History in the UK National Curriculum. *Cultural and Social History*, 9(1), 125-143.

Braun, V., & Clark, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.

Breakfast, S. (2018, May 31). *Education Department moves to make History compulsory in schools*. In News. Retrieved from <https://www.the southafrican.com>

Brickhouse, N.W. (1992). Ethics in the field of research: Ethical principles and relational considerations. *Science Education*, 76(1), 93-103.

Bruner, J. (1960). *The Process of Education*. Harvard: Harvard University Press.

Bryman, A. (2015). *Social Research Methods*. United Kingdom: Oxford University Press.

Bryman, A., & Bell, E. (2007). *Business Research strategies in Business Research Methods*. New York: Oxford University Press.

Butcher, S.E. (2006). Narrative as a teaching strategy. *The Journal of Correctional Education*, 57(3), 195-209.

Case, R. (1993). Theories of learning and theories of development. *Educational Psychologist*, 28(3), 219-233.

Census. (2011, May 03). Main Place KwaDukuza. Retrieved from www.census2011.adrianfrith.com/place

Chapman, A. (2015). Developing Historical and Meta historical thinking in History Classrooms: Some reflections on research and practice. *Dialogos*, 9(1), 29-55.

Chesebro, J.W., & Borisoff, D.J. (2007). What makes qualitative research qualitative? *Qualitative Research Reports in Communication*, 8(1), 3-14.

Chisholm, L. (2018, June 05). *South Africa Wants to Make History Compulsory at School, but Is It Doable?* HuffPost. Retrieved from <https://www.huffingtonpost.co.za>

Christiansen, I., Bertram, C., Land, S., Dampster, E., & James, A. (2010). *Understanding research. Third Edition*, Scottsville: University of KwaZulu Natal Press.

Christiansen, I., Bertram, C., Land, S., Dampster, E., & James, A. (2010). *Understanding research. Third Edition*, Scottsville: University of KwaZulu Natal Press.

Christiansen, I., Bertram, C., Land, S., Dampster, E., & James, A. (2010). *Understanding research. Third Edition*, Scottsville: University of KwaZulu Natal Press.

Christiansen, I., Bertram, C., Land, S., Dampster, E., & James, A. (2010). *Understanding research. Third Edition*, Scottsville: University of KwaZulu Natal Press.

Clabaugh, G.K. (2010). The Educational Theory Of Jerome Bruner: A multi-dimensional analysis. *New Foundations*, 1-17.

Clark, A. (2009). Teaching the nation's story: comparing public debates and classroom perspectives on History education in Australia and Canada. *Journal of Curriculum Studies*, 41(6), 745-762.

Clark, V., & Braun, V. (2017). Thematic analysis. *The Journal of Positive Psychology*, 12(30), 297-298.

Cobbold, C., & Oppong, C.A. (2010). Re-Echoing the place of History in the school curriculum. *International Journal of Educational Leadership*, 3, 1-13.

Cohen, L., Manion, L., & Morrison, K. (2011). *Research Methods in Education: Seventh Edition*. London: Routledge Publishing.

Cooper, H. (2002). *History in the Early Years: Second Edition*. London: Routledge Falmer.

Cooper, H. (2014, May 02). *How Can We Plan for Progression in Primary School History*: DOI:<http://dx.doi.org/10.7440/res52.2015.02>

Cooper, H., Nichol, J., & Guyver, R. (2013). *International Journal of Historical learning. Teaching and Research*, 12(1), 1-206.

Cornbleth, C. (1985). Reconsidering social studies curriculum. *Theory and Research in Social Science Education*. 8(2), 143-168.

Cousin, G. (2005). Case study research. *Journal of Geography in Higher Education*, 29(3), 421-427.

Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Second Edition. Thousand Oaks: Sage Publications.

Creswell, J.W. (2007). *Qualitative Inquiry & Research Design: Choosing among Five Approach*. Second Edition. Thousand Oaks: CA. Sage.

Creswell, W. (2008). *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. Second Edition. London: Sage.

Creswell, J.W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods*. Third Edition. Thousand Oaks US: Sage Publications.

Creswell, J.W. (2014). *Research Design Qualitative, Quantitative and Mixed Methods Approaches*. Fourth Edition. Lincoln: Sage Publications.

Creswell, J.W., & Poth, C.N. (2017). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. United States of America: Sage Publications.

Cruse, I. (2011). "To call attention to the teaching of History". *New Statesman*, 1-22, LLN 2011/030

Darling-Hammond, L., Austin, K., Orcutt, S., & Rosso, J. (2001). How people learn: Introduction to learning theories. *Stanford University School of Education*, 1, 2-22.

David, R., & Cheruiyot, R. O. (2016). *An Assessment of the attitudes of students towards History and government in selected secondary schools in Bonnet County in Kenya*. *Journal of Education and Practice*, 7(19), 90-93.

De Vos, A.S., Strydom, H., Fouche, C.B., & Delpont, C.S.L. (2011). *Research at Grassroots. Fourth Edition*. Pretoria: Van Schaik Publishers.

Denzin, N.K., & Lincoln, Y.S. (2008). Introduction: The discipline and practice of qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.), *Collecting and interpreting qualitative materials. Third Edition (pp.1-43)*. Los Angeles: Sage Publications.

Department of Basic Education. (2011). *Curriculum and Assessment Policy Statement (CAPS), Grades R-3. English Home Language*. Pretoria: Government Press.

Department of Basic Education. (2011). *Curriculum and Assessment Policy Statement (CAPS), Grades R-3. Life Skills*. Pretoria: Government Press.

Department of Basic Education. (2011). *National Curriculum Statement (NCS), Curriculum and Assessment Policy Statement*. Pretoria: Government Press.

Department of Education. (2018). *Executive Summary of the History Ministerial Task Team*. Pretoria: Government Press.

Department of Education. (2002b). *Revised National Curriculum Statement, Grade R-9 (Schools) Policy. Overview*. Pretoria: Government Printer.

DiCamillo, L., & Gradwell, J. M. (2012). Using simulations to teach middle Grades U.S. History in an age of accountability. *RMIE Online*, 35(70), 1-16.

Dixon, L., & Hales, A. (2014). *Bringing History Alive through Local People and Places: A Guide for Primary School Teachers*. Abingdon: Routledge.

Doi, S. (2017). *Collective Memory and History: An Examination of Perceptions of accuracy and Preference for Bias "History" Passages*. CMC Senior Theses. http://scholarship.claremont.edu/cmc_theses/1633.

Donnelly, D., & Wiltshire (2014). Using film in the teaching of History: The practitioner decision making dynamics. *Journal of International Studies*, 4(10), 17-27.

Dulberg, N. (2005). "The Theory behind How Students Learn": Applying developmental theory to research on children's historical thinking in social education. *Theory and Research in Social Education*, 33(4), 508-531.

Durrheim, K., & Wassenaar, D. (2004). *Putting design into practice: Writing and evaluating research proposals*. In M. Terre Blanche, & K. Durrheim (Eds.), *Research in practice: Applied Methods for Social sciences* (pp. 30-45). Cape Town: University of Cape Town.

Dutt-Doner, K. A., Allen S., & Campanaro, K. (2016). Understanding the impact of using oral histories in the classroom. *The Social studies*, 107(6), 257-265.

Edgar, D. (2012). Learning theories and Historical events affecting design in education. *Sage Open* 2(4), 1-9.

Etikan, I., Musa, S.A., & Alkassim, R.S. (2016). Comparison of convenience sampling and purposeful sampling. *American Journal of Theoretical and Applied Statics*, 5(1), 1-4.

Fielding, J. (2005). Engaging students in learning History. *New Approaches to Teaching History*, 39(2), 1-8.

Fillpot, E. (2012). Historical Thinking in the Third Grade. *The Social Studies*, 103, 206-217.

Fogo, B. (2014). Core practices for teaching History: The results of a Delphi panel survey. *Theory and Research in Social Education*, 42, 151-196.

Fru, R.N. (2015). History education at the crossroads: Challenges and prospects in a Lesotho context. *Yesterday & Today*, 13(5), 1-16.

Gallagher, C. (1996). *History Teaching and the Promotion of Democratic Values and Tolerance*. Strasbourg: Council for Cultural Co-operation.

Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, 8(4), 597-606.

Grady, E.O., Reilly, R.O., & Portelli, J.P., & Beal, C. (2014). *Putting the Learner into the curriculum*, not the Curriculum into the learner: A Case for Negotiated Integration. *International Journal of Pedagogical Innovations*, 2(2), ISSN 01543.

Green, N.C., Reitano, R., & Dixon, M. (2010). Teaching and learning History in primary schools: Pedagogical shifts, complexities and opportunities. *The International Journal of Learning*, 17(8), 307-320.

Groot-Reuvekamp, M., de Ros, A., Van Boxtel, C., & Oort, F. (2017). Primary school pupils' performances in understanding in historical time. *International Journal of Primary, Elementary and Early Years Education*, 45(2), 227-242.

Guest, G., & Macqueen, K.M. (2008). *Handbook for Team-Based Qualitative Research*. United Kingdom: Altamira Press.

Gultekin, F., & Berk, N.A. (2011). The topics that students are curious about in the history lesson. *Procedia Social and Behavioural Sciences*, 15, 2785-2791.

Hallam, R. N. (1967). Logical thinking in History. *Educational Review*, 19, (3), 183-202.

Harris, L. M., Wirz, J. P., Hinde, E.R., & Libbee, M. (2015). Exploring Teacher's Use of Resources To Integrate Geography and History. *Journal of Geography*, 114(4), 158-167.

Harris, R., & Burn, K. (2016). English History teacher's views on what substantive content young people should be taught. *Journal of Curriculum Studies*, 48(4), 518-546.

Harrison, L.H. (2009). Local history as a teaching Technique. *Peabody Journal of Education*, 4(1), 6-8.

Hartzeler-Miller, C. (2001). Making sense of "Best Practice" in teaching History. *Theory & Research in Social Education*, 29(4), 672-695.

Hatcher, D. L. (2006). Stand-alone versus integrated critical thinking courses. *The Journal of General Education*, 3(4), 247-272.

Heyking, von A. (2004). Historical thinking in the elementary years: A review of current research. *Canadian Social Studies*, 39(1), 1-12.

Hinde, E.R., & Perry N. (2007). Elementary teacher's application of Jean Piaget's theories of cognitive development during Social Studies curriculum debates in Arizona. *The Elementary School Journal*, 108(1), 63-79.

Hoover, van S. D., & Yeager, E. A. (2004). Challenges facing beginning History teachers: An Exploratory Study. *International Journal of Social Education*, 19(1), 8-2.

Ivey, D. (2012). What's the value of History? *American Academy of Family Physicians Foundation*, 1- 2.

Javadi, M., & Zarea, K. (2016). Understanding thematic analysis and its pitfall. *Journal of Client Care*, 1(1), 34-40.

Jiang, X., & Perkins, K. (2013). A conceptual paper on the application of the picture word inductive model using Bruner's constructivist view of learning and cognitive load theory. *Interdisciplinary Journal of Teaching and Learning*, 3(1), 8-17.

Jorgensen, K.L. (1993). *History Workshop: Reconstructing the Past with Elementary Students*. Portsmouth: Reed Publishing.

Joseph, S. (2011). What are upper secondary school students saying about History? *Caribbean Curriculum*, 18, 1-26.

Kello, K. (2016). Sensitive and controversial issues in the classroom: Teaching History in a divided society. *Teachers and Teaching*, 22, 35-53.

Kipper, H. & Ruutmann, T. (2010). Strategies and techniques of questioning effectuating thinking and deep understanding in teaching engineering at Estonian Centre for Engineering Pedagogy. *Problems of Education in the 21st century*, 19, 36-45.

Kirk, D., & Macdonald, D. (2001). Teacher voice and ownership of curriculum change. *Journal of Curriculum Studies*, 33(5) 551-567.

Klein, S. R. E. (2010). Teaching History in the Netherlands: Teaching expressions of a plurality of perspectives. *Curriculum Inquiry*, 40(5), 614-634.

Kliebard, H. M. (1979). Systematic curriculum development. In: J. Schaffarzick and G. Skyes (Eds.). *Value conflicts and curriculum issues* (pp.1890-1959). Berkely: McCutchan.

Knowles, J. G., Squire, F., & Cole, A. L. (1999). Understanding teaching through inquiry into school contexts. *Journal of In-service Education*, 25(2), 367-380.

Knox, S., & Burkard, A.W. (2009). Qualitative research interviews. *Psychotherapy Research*, 19(4-5), 566-575.

Koekemoer, M. (2012). *Analysing the dominant discourses on the holocaust in Grade nine South African History textbooks*. (Master's thesis, University of KwaZulu-Natal). South Africa.

Kolb, S.M. (2012). Grounded theory and the constant comparative method: Valid research strategies for teachers. *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(1), 83-86.

Korostelina, K. (2008). History Education and Social Identity. *Identity*, 8(1), 25-45.

Korstjens, I., & Moser, A. (2018). Series: Practical guidance to qualitative research, part 4: Trustworthiness and publishing. *European Journal of General Practice*, 24(1), 120-124.

Kothari, C.R. (2004). *Research Methods, Methods & Techniques: Second Edition*. New Delhi: New Age International Publishers.

Krosnick, J. A., & Presser, S. (2010). *Handbook of Survey Research: Second Edition*. UK: Emerald Group Publishing Limited.

Kvale, S. (2007). *Doing interviews: Second Edition*. Thousand Oaks, CA: Sage Publications Ltd.

LeCompte, M.D. (2000). Analysing qualitative data. *Theory into Practice*, 33(3), 146-154.

Levesque, S. (2005). In search of a purpose for school History. *Journal of Curriculum Studies*, 37(3), 349-358.

Levstik, L. S., & Barton, K.C. (2011). *Doing History: Investigating With Children in Elementary and Middle School. Fourth Edition*. New York: Routledge.

Lewis-Beck, M.S., Bryman, A. & Liao, T.F. (2004). *The Sage Encyclopedia of Social Science Research Methods: Vol.1*. California: Sage Publications, Inc.

Logan, H., Sumsion, J., & Press, F. (2014). Uncovering Hidden dimensions of Australian early childhood policy history: Insights from interviews with policy 'elites'. *European Early Childhood Education Research Journal*, 22(5), 711-722.

Ludivigsson D., & Booth, A. (2015). *Enriching History Teaching and Learning*. Sweden: LiU Tryck.

Lunn, P., & Bishop, A. (2005). Teaching History through the use of story: Working with early year's practitioners who do not have qualified teacher status, in settings other than schools. *International Journal of Research & Methods in Education*, 28(1), 56-65.

Lutz, S.T. & Huitt, W.G. (2004). Connecting cognitive and constructivism: Implications from theory for instruction and assessment. *Constructivism in the Human Sciences*, (91), 67-90.

Macfie, A .L. (2016). The Impact of History? Histories at the Beginning of the century. *Rethinking History*, 203 (3), 469-475.

Marshall, B., Cardon, P., Poddar, A., & Fontenot, R. (2013). Does sample size matter in qualitative research? A review of qualitative interviews in research. *Journal of Computer Information Systems*, 11-22.

Marshall, C.J., & Rossman, B.G. (2006). *Designing Qualitative Research*. Thousand Oaks: Sage Publications.

Martin, L.A. (2000). Effective data collection. *Total Quality Management*, 11(3), 341-344.

McGlynn, C., Mycock, A., & Andrew, R. (2010). National pride and student's attitude towards history: An exploratory study. *Educational Studies*, 36(3), 299-309.

McKenney, S.E., & Reeves, T. C. (2012). *Conducting Educational Design Research: First Edition*. New York: Routledge.

Mcleod, S. (2019, July 11). *Bruner-Learning theory in Education*. Retrieved from <https://www.simplepsychology.org/bruner.html>

McMillan, J.H., & Schumacher, S. (2001). *Research in Education: A Conceptual Introduction. First Edition*. USA: Addison, Wesley, Longman.

Merriam, S.B. (2002). *Qualitative research in practice: Examples for discussion and analysis*. San Francisco, CA: John Wiley and Sons, Inc.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. Sage Publications.

Miller, S.A. (2012). *Theory of Mind: Beyond the Preschool Years: First Edition*. New York: Psychology Press.

Mindes, G. (2005). Social Studies in today's early childhood curricula. *Young children*, 60(5), 1-8.

Mohajan, H.K. (2018). *Qualitative research methodology in social sciences and related subjects*. *Journal of Economic Development, Environment and People*, 7(1), 23-48.

Morgan, K.E. (2011). *Textbooks as mediators in the intellectual project of History education*. (Unpublished Ph.D. Thesis). University of Johannesburg: South Africa.

Mruck, K. & Breuer, F. (2003). Subjectivity and reflexivity in qualitative research-The FQs Issues: *Qualitative social research*, 4(2).

Mucher, S.S. (2007). Investigating the value of history in the preparation of teachers. *The New Educator*, 3(2), 159-169.

National Curriculum Board, (date? 2009). *Shape of the Australian Curriculum: History. Commonwealth of Australia*. Retrieved from <http://www.ag.gov.au/cca>.

Ndlazi, S., (2018, June 01). *History to become a compulsory subject from 2013*. The Star. Retrieved from <https://www.iol.co.za>

Newton, L.D. (2001). Encouraging Historical understanding in the primary classroom. *Evaluation & Research in Education*, 15(3), 182-188.

Nguyen, K.A., de Villiers, A., Fourie, J. M., Bourne, L.T., & Hendricks, M.K., (2014). The feasibility of implementing food-based dietary guidelines in the South African primary-school curriculum. *Public Health Nutrition*, 24(2), 210-225.

Nichols, H. B. (1930).The importance of local History in the schools and methods of teaching it. *The Quarterly Journal of the New York State Historical Association*, 11(1), 53-62.

Nordgren, K. (2016). How to do things with History: Use of History as a link between historical consciousness and historical culture. *Theory & Research in Social Education*, 44(4), 479-504.

Nowell, L.S., Norris, J.M., White, D.E., & Moules, N.J. (2017).Thematic analysis; striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16, 1-13.

Ntabeni, M. N. (2010). History education in the primary schools of Lesotho. *Education 3-13*, 38(3), 225-232.

Nyamwembe, E. O., Ondigi, S., & Kiiro, M. (2013). Attitudes of students towards studying History and government in some selected schools in Mosoch Division, Kisii County, Kenya. *Journal of Education and Practice* 4(11), 17-26.

Ocbian, M. M. & Gamba, M. P. (2015). SSC Graduate students' difficulties in doing research. *JPAIR institutional Research*, 5(1), 49-64

Onwuegbuzie, A. J. & Leech, N. L. (2007). A call for qualitative power analysis. *Quality& Quantity*, 41, 105-121.

Opdenakker, R. (2006). Advantages and disadvantages of four interview techniques in qualitative research. *Qualitative Social Research*, 7(4), 1-12.

Ormond, B.M. (2017). Curriculum decisions: The challenges of teacher autonomy over knowledge selection for History. *Journal of Curriculum Studies*, 49(5), 599-619.

Osborne, K. (2003). Teaching History in schools; A Canadian debate. *Journal of Curriculum Studies*, 35(5), 585-626.

Palys, T. (2008). Purposive sampling. *The Sage Encyclopedia of Qualitative Research Methods*, 2, 697-698.

Panasuk, R.M., & Horton, L.B. (2013). Integrating History of Mathematics into the classroom: Was Aristotle wrong? *Journal of Curriculum and Teaching*, 2(2), 37- 46.

Papalia, D., Olds, S., & Feldman, R. (2008). *Human Development: Eleventh Edition*. New York: McGraw Hill Education.

Pather, R. (2018, May 31). *Education task team- History should be a compulsory school subject from 2023*. Mail and Guardian, Retrieved from <https://mg.co.za>

Patton, M. Q. (2002). *Qualitative Evaluation and Research Methods: Third Edition*. Thousand Oaks: Sage Publications Inc.

Perrotta, K. & Bohan, C. (2013). "I hate History" A study on student engagement in community college undergraduate History courses. *Journal on Excellence in College Teaching*, 24(4), 1-29.

Phakathi, b. (2018, May 29). *Report on making history compulsory until matric to be released this week*. Times Live. Retrieved from <https://www.timeslive.co.za>

Piaget, J. (1952). *The origin of intelligence in children*: New York: International University Press

Pickett, G. (2014, August). *Resource to support teaching local History in Baxter, Iowa, Graduate Research Papers, 76*. Retrieved from <https://scholarworks.uni.edu/grp/76>

Placier, M. (2010). Uses of History in present-day studies of schools: The case of the junior high school. *International Journal of Qualitative Studies in Education*, 11(2), 303-322.

Power, T. (2013). *Education and Schools in South Africa*. Retrieved from: www.expatarrivals.com/south-africa/education-and-schools-in-south-africa.

Pritchard, A. (2009). *Ways of Learning: Learning Theories and Learning Styles in the Classroom. Second Edition*. London: Routledge.

Putwain, D., Whiteley, H. & Caddick, L. (2011). Thematic versus subject-based curriculum delivery and achievement goals: findings from a single-school study. *Educational Research Journal*, 53(4), 387-398.

Rahman, S. (2017). The advantages and disadvantages of using qualitative and quantitative approaches and methods in language “testing and assessment “research: A literature review. *Journal of Education and Learning*, 6(1), 102-112.

Reiitania, P., & Winter, S. (2017). Negotiating the teaching of History in times of curriculum reform: The narratives of four Australian primary teachers. *The Curriculum Journal*, 28(3), 403-420.

Richie, J., & Lewis, J. (2003). *Qualitative Research Practice: A guide For Social Science Students and Researchers*. London: Sage Publications Ltd.

Roberts, P. (2011, 28 March). *From historical literacy to a pedagogy of History, building bridges for historical learning: connecting teacher education and museum education*. Retrieved from <https://www.canberra.edu.au/faculties/education/teacher-ed/historical-learning>

Robinson, O.C. (2014). Sampling in interview-based qualitative research: A theoretical and practical guide. *Qualitative Research in Psychology*, 11(1), 25-41.

Robson, C. (2002). *Real World Research: A Resource for Social Scientists and Practitioner- Researchers.: Second Edition*. Malden: Blackwell Publishing.

Rogerson, J.M. (2017). Kicking sand in the face of apartheid' Segregated beaches in South Africa. In K. Rogatka., & D. Snymanska (Eds.), *Bulletin of Geography: Socio-Economics Series 35* (pp.93-109) Torun: Nicolaus Copernicus University.

Rymes, B.R., & Wortham, S. (2011). Concepts and methods for using narrative in teacher education. *Journal of Narrative and Life History*, 7, 1-20.

Saunders, M., Lewis, P., & Thornhill, A. (2012). *Research Methods for Business Students: Sixth Edition*. New York: Pearson.

Sayed, Y. & McDonald, Z. (2017). Motivation to become a Foundation Phase teacher in South Africa. *South African Journal of Childhood Education*, 7(1).

Scheiner-Fisher, C., & Russel III, W. (2012). Using historical films to promote gender equity in the history curriculum. *The Social Studies*, 103(6), 221-225.

Schmidt, M. A., & Braga Garcia, T. M. F. (2010). History from children's perspectives: Learning to read and write Historical accounts using family sources. *Education* 38(3), 289-299.

Schrier, K. (2014). *Learning, Education & Games*, Vol. 1, *Curricular and Design Considerations*, ECT Press ISBN 978 1-312-54285-3.

Seixas, P. (2017). A model of historical thinking. *Educational Philosophy and Theory*, 49(6), 539-605.

Sexias, P., & Peck, C. (2004). Teaching historical thinking. In A. Sears & I. Wright (Eds.), *Challenges and Prospects for Canadian Social Studies* (pp.109-177). Vancouver: Pacific Educational.

Shah, Dr. R. J. (2016). *Instructional Methods for Teaching Social Studies: A survey of what primary school children like and dislike about Social Studies instruction. International Journal of Advanced Research in Education & Technology*, 3(1), 81-87.

Sheldon, N. (2010). Jeannette Coltham's, John Fines' & Peter Rogers' Historical association pamphlet: Their relevance to the development of ideas about History teaching today. *International Journal of Historical Learning Teaching and Research*, 9(1).

Shenton, A.K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Psychology*, 8(11), 63-67.

Sikolia, D., Biro, D., Mason, M., & Weiser, M. (2013). *Trustworthiness of grounded theory methodology research in information systems*, MWAIS proceedings, 16. Retrieved from <http://aisel.aisnet.org/mwais2013/16>.

Singer, A.J. (2011). *Teaching Global History: A Social Science Approach: First Edition*. New York: Routledge.

Skjaeveland, Y. (2017). *Learning history in early childhood: Teaching methods and children's understanding. Contemporary Issues in Early Childhood*, 18(1), 8-22.

Smith, J. (2016). What remains of History? Historical epistemology and historical understanding in Scotland's curriculum for Excellence. *The Curriculum Journal*, 2(4), 500-517.

Smith, M.K. (2002). Jerome Bruner and the process of education. *The encyclopedia of informal education*, 1-6.

Stoddard, J. D. (2012). Film as a 'thoughtful' medium for teaching History. *Learning, Media and Technology*, 37(3), 271-288.

Stoel, G.L., Drie, van J.P., & Boxtel, van C.A.M. (2015). Teaching towards historical expertise: Developing pedagogy for fostering casual reasoning in History. *Journal of Curriculum Studies*, 47(1), 49-76.

Straaten, D.Van. Wilschut, A., & Oostdam, R. (2016). Making History relevant to students by connecting past, present and future: A framework for research. *Journal of Curriculum Studies*, 48(4), 479-502.

Strauss, A., & Corbin, J.M. (2007). *Basics of Qualitative research: Techniques and Procedures for Developing Grounded Theory. Third Edition*. California: Sage Publications.

Surmiak, A. (2018). Confidentiality in qualitative research involving vulnerable participants: Researchers' perspectives. *Qualitative Social*, 19(3), 1-26.

Swain, J. (2006). Researching young children in junior school: Methodological approaches and the role of the ethnographer. *International Journal of Social Research Methodology*, 9(3), 199-213.

Takaya, K. (2008). Jerome Bruner's theory of education: From early Bruner to late Bruner. *Interchange*, 39(1), 1-19.

Tally, B., & Goldenberg, L. B. (2005). Fostering Historical thinking with digitized primary sources. *Journal of Research on Technology in Education*, 38(1), 1-21.

Tambyah, M.M. (2017). Teaching for 'Historical Understanding'. What knowledge(s) do teachers need to teach History? *Australian Journal of Teacher Education*, 42(5), 35-50.

Taylor, L., & Parsons, J. (2011). Improving student engagement. *Current Issues in Education*, 14(10), 1-33.

Tellis, W. (1997). Applications of a case study methodology: *The Qualitative Report*, 3(3), 1-3.

Temple, S. (2010). What is the future for primary school history in England? *Education*, 3(13), 233-241.

Tessier, J & Tessier J. (2015). Theme-based courses foster student learning and promote comfort with learning new material. *Journal for learning through the Arts*, 11(1), 1-24.

Tew, D.J. (2014, June). "Pedagogy of Teaching History: Comparing the Chronological and Thematic Approaches". Honors Senior Theses/ Projects. Retrieved from <https://digitalcommons.wou.edu/honorsthesis/14>

Thomas, G. (2016). *How to Do Your Case Study: Second Edition*. London Sage: Publications.

Tok, B. (2016). Learning problems in History subject among the Secondary School-Students of Papum-pare district of Arunachal Pradesh. *IRA International Journal of Education and Multidisciplinary Studies*, 5(2)133-139.

Turner, D. W. (2010). Qualitative interview design: A practical guide for novice investigators. *The Qualitative Report*, 15(3), 754-760.

Vaismoradi, M., Turunen, H., & Bondas, T. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing and Health Sciences*, 15, 398-405.

Van der Riet, P. (2012). Reflexivity: A mainstay in promoting rigour and trustworthiness in qualitative research, *Philippine Journal of Nursing*, 82, 28-32.

Vars, G. F. (1991). Integrated curriculum in historical perspective. *Educational Leadership*, 49(2), 14-15.

Virta, A. (2009). Learning to teach History in culturally diverse classrooms. *Journal Intercultural Education*, 20(4), 285- 297.

Vithal, R., & Jansen, J. (2010). *Designing Your First Research Proposal: A Manual for Researchers in Education and the Social Sciences*. Sandton: Juta and Company Ltd.

Vockell, E. L., & Asher, J.W. (1995). *Educational Research*. New Jersey: Englewood Cliffs.

Vohra, V. (2014).Using the multiple case study design to decipher contextual leadership behaviors in Indian organizations. *The Electronic Journal of Business Research Methods*, 12(1), 55-65.

Vygotsky, L. (1978). *Mind in Society: The development of higher psychological processes*: Cambridge, MA: Harvard University Press

Walliman, N. (2011). *Research Methods the Basics: First Edition*. New York: Routledge.

Warner, K. (2009). Talking about theory of History in television dramas. *Continuum*, 23(5), 723-734.

Weegar, M.A., & Pacis, D. (2012). A Comparison of Two theories of Learning-Behaviourism and constructivism as applied to Face-to-Face and Online Learning. *E-Leader Manila*, 1-20.

Wiles, R., Crow, G., Heath, S., & Charles, V. (2007). The management of confidentiality and anonymity in social research. *International Journal of Social Research Methodology*, 11(5), 417-428.

Williams, S. (2016). "Teaching History: Effective Teaching for Learning History-Chronological vs. Thematic Approaches to Student Historical Comprehension". (Unpublished MEd thesis). Dordt College: Iowa.

Wunder, S. (2002). Learning to teach for historical understanding: Pre-service teachers at a hands on museum. *The Social Studies*, 93(4), 159-163.

Yin, R. (1994). *Case study research: design and methods: Second Edition*. Beverly Hills, CA: Sage.

Zin, N.A.M., Jaafar, A., & Yue, W.S. (2009). Digital game-based learning (DGBL) model and development methodology for teaching History. *WSEAS Transactions on Computers*, 8(2), 322-333.

Zundel, M., Holt, H., & Popp, A. (2016). Using History in the creation of organisational identity. *Management & Organisational History*, 11(2), 211-235.

APPENDIX A

Consent letter to principal

The Principal



Dear.....

20 May 2019

Re: Permission to conduct a research study in the school.

I am writing to request your permission to conduct a study of the experiences, meanings & understandings of teachers' relating to the **Teaching Of History**. My supervisor's name is Dr. Kgari-Masondo. The project aims to examine the teaching of History in the Foundation Phase in schools. Current research & literature show us that History is not being taught in the lower grades. The project will involve establishing the importance of learning History. The study aims to analyse teachers' experiences & perceptions of History. The project will involve interviews with teachers.

The title of my study is Teachers Perspectives about the Introduction of History in the Foundation Phase.

This study will involve participants from the school - Foundation Phase teachers. The names of the school & teachers will be anonymized. In the various publications that will result from this study I will not use participants real names or the name of the school. They are also free to withdraw from the project at any time during or after data collection without penalty.

Whilst every precaution will be taken to maintain the confidentiality of the participants, there will be limits of confidentiality. Participants will be informed that should there be a disclosure/s which indicate that their well-being is being compromised or at risk, the researcher will seek their consent in addressing the matter.

Thank you for your cooperation.

Sincerely,

Savithree Naicker
Cell: 082 555 5263
Email: savy13naicker@gmail.com

Project Leader: Dr. Kgari-Masondo
Cell: 083 398 5809
Tel: 031 260 2059
Email: kgarimasondo@ukzn.ac.za

You may also contact the Research Office through:

Mariette Snyman

HSSREC Research Office

Tel: 031 260 8350

E-mail: snymanm@ukzn.ac.za

PRINCIPAL'S INFORMED CONSENT REPLY SLIP

I..... (full names of principal) hereby confirm that I understand the contents of this document and the nature of the research project, and I grant permission to the teachers participating in the research project and give permission for the school to be used as a research site.

The times and dates of the research will be at the sole discretion of the principal.

I understand that the teachers and the school is at liability to withdraw from the project at any time.

.....
SIGNATURE OF PRINCIPAL

.....
DATE

APPENDIX B

Informed consent / assent letter to participants



Dear Participant

Re: Request for permission to participate in a research study.

20 May 2019

I, Savithree Naicker (Student Number: 217080192), am a Master's (History Of Education) student at the University of KwaZulu-Natal. This is a formal invitation to request you to participate in a research project entitled: "Teaching of History"

My supervisor's name is Dr Kgari-Masondo. The project aims to examine the Teaching of History in the foundation phase in schools. Current research and literature show us that teaching History is a problem in the foundation phase. The project will involve establishing the teaching of History. The study aims to analyse teachers' experiences and perceptions of History.

The title of my study is: ***"Teachers' Perspectives About The Introduction Of History In The Foundation Phase"***

I will require you to participate in an individual interview which will take approximately thirty minutes.

The interviews will be audio-taped with your permission. They will then be transcribed and made available to you to ensure that the correct information has been captured. The data collected will be kept in a secure location, and destroyed after a period of five years. I will be careful to use the information that you supply in a manner that will ensure your anonymity. In order to protect your identity, I will use a pseudonym in my transcripts and my research report. If you are uncomfortable at any time you are at liberty to stop the interview and withdraw from the study. Universal principles such as honesty, justice and respect will direct my research.

Whilst every precaution will be taken to maintain the confidentiality of the participants in every group, there will be limits of confidentiality. You will be informed that should there be a disclosure/s which indicate that your well-being is being compromised or at risk, I will seek your consent in addressing the matter

If you would like further details pertaining to the validity of the study then you are most welcome to contact Dr. Kgari-Masondo, my supervisor on kgarimasondo@ukzn.ac.za or on 031 260 2051

You may also contact the Research Office through:

Mariette Snyman
HSSREC Research Office
Tel: 031 260 8350
E-mail: snymanm@ukzn.ac.za

Thank you for your cooperation.

Yours sincerely,

Savithree Naicker
Cell: 082 555 5263
Email: savy13naicker@gmail.com

PARTICIPANT'S INFORMED ASSENT REPLY SLIP

I (full names of participant) hereby confirm that I understand the contents of this document and the nature of this research project and I assent to my participating in the research project.

I understand that I am liberty to withdraw from the project at any time should I desire.

.....
SIGNATURE OF PARTICIPANT

.....
DATE

Additional consent, where applicable:

I hereby provide assent to:	Please tick	
Audio-record my interview	YES	<input type="checkbox"/>
	NO	<input type="checkbox"/>

APPENDIX C

Interview schedule: questions to participants

1. How do you perceive History in the context of the national curriculum?

2. What do you think of when thinking about History as a discipline? What does it mean to you?

3. Are you teaching History in the Foundation Phase? If so how do you teach it?

4. Should History be taught in the Foundation Phase? Qualify your answer.

5. In your view how important is it to teach History in the Foundation Phase?

6. Do you think that young children should be taught History at an early age? Explain your answer?

7. What are the opportunities for making links between History and other subjects when teaching the learning area?

8. If History is to be taught in the Foundation Phase what History should be taught?

APPENDIX D

Ethical clearance: University of KwaZulu Natal



21 October 2019

Mrs Savithree Naicker (217080192)
School Of Education
Edgewood Campus

Dear Mrs Naicker,

Protocol reference number: HSSREC/00000600/2019

Project title: Teachers' Perspectives about the introduction of History in the Foundation Phase.

Full Approval – Expedited Application


This letter serves to notify you that your application received on 16 September 2019 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid for one year from 21 October 2019.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

Yours sincerely,



Dr Rosemary Sibanda (Chair)
/dd

Humanities & Social Sciences Research Ethics Committee
Dr Rosemary Sibanda (Chair)
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

INSPIRING GREATNESS

APPENDIX E

Ethical clearance: Department of Education



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:2/4/8/2011

Mrs S Naicker
PO Box 2488
Stanger
4450


Dear Mrs Naicker

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"TEACHERS' PERSPECTIVES ABOUT THE INTRODUCTION OF HISTORY IN THE FOUNDATION PHASE"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 16 September 2019 to 01 March 2022.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

ILembe District


Dr. EV Nzama
Head of Department: Education
Date: 18 September 2019

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa

Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201

Tel.: +27 33 392 1063 • Fax.: +27 033 392 1203 • Email: Phindile.Duma@kzndoe.gov.za • Web: www.kzneducation.gov.za

Facebook: KZNDOE... Twitter: @DBE_KZN... Instagram: kzndoe_education... Youtube: kzndoe

...Championing Quality Education - Creating and Securing a Brighter Future

APPENDIX F

Letter from a proof-reader

Angela Bryan & Associates

6 Martin Crescent
Westville

Date: 15 May 2020

To whom it may concern

This is to certify that the Dissertation: Teachers' Perspectives about the Introduction of History in the Foundation Phase written by Savithree Naicker has been re-edited by me for language.

Please contact me should you require any further information.

Kind Regards

Angela Bryan

angelakirbybryan@gmail.com

0832983312

APPENDIX G

Turn-it-in originality report

TEACHERS' PERSPECTIVES ABOUT THE INTRODUCTION OF HISTORY IN THE FOUNDATION PHASE

ORIGINALITY REPORT

11 %	2 %	1 %	10 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of KwaZulu-Natal Student Paper	3 %
2	Submitted to Tshwane University of Technology Student Paper	1 %
3	uir.unisa.ac.za Internet Source	<1 %
4	Submitted to Embury Institute for Teacher Education Student Paper	<1 %
5	Submitted to University of Wales, Lampeter Student Paper	<1 %
6	Submitted to Northcentral Student Paper	<1 %
7	Submitted to University of Wales, Bangor Student Paper	<1 %
8	Submitted to University of South Africa Student Paper	<1 %