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# The teaching of Welsh history including Black, Asian and Minority Ethnic history, identity and culture

October 2021



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The recommendations outline that Estyn should:

- review the teaching of Welsh history in schools and the evidence of the extent to which schools are meeting the requirements of the GCSE, AS and A level specifications on teaching Welsh content
- review how diversity is taught in schools and consider if the history taught in schools is representative of all of Wales' communities and their international connections (National Assembly for Wales, 2019).

Following the events of summer 2020 and the Black Lives Matter movement, Estyn agreed with the Welsh Government that the review take account of Welsh and wider Black, Asian and Minority Ethnic history, identity and culture.

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# Introduction

Estyn agreed with the Welsh Government to undertake a state of the nation thematic survey in response to two recommendations by the Culture, Welsh Language and Communications Committee on the teaching of Welsh history, culture and heritage.

The recommendations outline that Estyn should:

- review the teaching of Welsh history in schools and the evidence of the extent to which schools are meeting the requirements of the GCSE, AS and A level specifications on teaching Welsh content
- review how diversity is taught in schools and consider if the history taught in schools is representative of all of Wales' communities and their international connections (National Assembly for Wales, 2019).

Following the events of summer 2020 and the Black Lives Matter movement, Estyn agreed with the Welsh Government that the review take account of Welsh and wider Black, Asian and Minority Ethnic history, identity and culture.

The report includes evidence on the standards, provision and leadership of the teaching of Welsh and Black, Asian and Minority Ethnic history and culture in primary, secondary, special schools and pupil referral units. The review will also capture examples of best practice to exemplify where Welsh and Black, Asian and Minority Ethnic history and culture is developed effectively.

The intended audience for this report is the Welsh Government, headteachers and staff in schools, initial teacher education partnerships, local authority and regional consortia officers. The report's findings will also help to inform the development and implementation of Curriculum for Wales.

The activity planned for the thematic review was reviewed and adapted due to the disruption to education caused by the COVID-19 outbreak in 2020 and 2021. The report draws on findings from inspections undertaken before March 2020, virtual visits with primary schools, secondary schools, special schools and a pupil referral unit (PRU) and a small number of on-site visits to primary and secondary schools. Inspectors also consulted with a wide range of stakeholders including parents, representatives from higher education institutions, academics and regional consortia staff.

# Background

The teaching of Welsh history and culture has been the focus of intense debate both before and since the establishment of the national curriculum in 1988. The murder of George Floyd and the Black Lives Matter movement have brought renewed focus on antiracism education and the teaching of Black, Asian and Minority Ethnic history and culture in schools since summer 2020.

When the National Curriculum was established in Wales and England in 1988, it was agreed that some subjects, including history, would have different programmes of study in Wales. The aim was that the national curriculum for Wales reflect the culture, environment, economy and history of Wales, and the influences that shape modern Wales. In 1993 and 2003, the Qualifications, Curriculum and Assessment Authority For Wales (ACCAC) (2003) identified the need for further guidance on developing Y Curriculum Cymreig and published supporting materials and resources for schools. In 2001, ACCAC (2001) published a report 'Equal opportunities and diversity in the school curriculum in Wales'. In 2001 and 2005 we published thematic surveys on Y Cwricwlwm Cymreig (Estyn, 2005). In 2005 we reported the quality of planning by schools for Y Cwricwlwm Cymreig had improved since the Estyn survey of 2001 and in many of the classes visited, pupils were developing a good knowledge, skill and understanding of the way in which historical events, people and landscapes have influenced artists, poets and authors in various parts of Wales. In the same year we reported that a minority of schools had used the guidance on equal opportunities and diversity in the school curriculum in Wales effectively.

In 2008 the National Curriculum for Wales was revised. Curriculum guidance documents referred to Curriculum Cymreig (Ages 7-14) and Wales, Europe and the World (Ages 14-19). The guidance emphasised the contribution of history to the Curriculum Cymreig helping learners understand the factors that have shaped Wales through the study of local and Welsh history. In addition the guidance specifies that schools should develop approaches that develop pupils' knowledge, understanding, skills, values and attitudes to enable them to participate in the multi-ethnic society of Wales.

'Learners aged 7-14 should be given opportunities to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Learners aged 14-19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales as part of the world as a whole. History contributes to the Curriculum Cymreig by making local and Welsh history a focus of the study and helping learners to understand the factors that have shaped Wales and other countries today.' (Welsh Assembly



Government, 2008, p.8).

‘Schools should develop in every learner a sense of personal and cultural identity that is receptive and respectful towards others. Schools should plan across the curriculum to develop the knowledge and understanding, skills, values and attitudes that will enable learners to participate in our multi-ethnic society in Wales. Schools should develop approaches that support the ethnic and cultural identities of all learners and reflect the range of perspectives, to engage learners and prepare them for life as global citizens.’ (Welsh Assembly Government, 2008, p.4)

In 2010, the Welsh Assembly Government published guidance on ‘Unity and diversity’ to support schools to develop the principles of equality and diversity (Welsh Assembly Government, 2010).

In 2012, the Minister for Education and Skills established a task and finish group chaired by Dr Elin Jones to produce a report for the Welsh Government (2013) on *The Curriculum Cymreig, history and the story of Wales*. The task and finish group noted that schools' attitudes towards the Curriculum Cymreig varied widely, for example by treating the Welsh dimension as an addendum to programmes of study or emphasising local and Welsh context at the expense of the links between Wales and the world. The task and finish group went on to suggest that ‘many learners in Wales learn far more about the history of England than that of their own area and country’ (Welsh Government, 2013, p.12). The main recommendations about Welsh history from the report included:

- In the revision of the national curriculum, the programme of study should be structured so as to provide clear guidance on the relationship between local, Welsh, British, European and world history. The aim should be to provide a sound foundation for learners’ historical understanding while expanding their horizons.
- A proportion of Welsh history should be an integrated and compulsory part of every history GCSE specification offered in Wales.
- Certain questions, themes and topics should be selected for development on Hwb+ so that the higher education and heritage sectors work with teachers to develop innovative resources based on the latest research.

All such resources should emphasise the provisional nature of history and the diversity of experience in all periods. Where appropriate, it should help learners to contrast and compare the experiences of different groups of people in all periods. (Welsh Government, 2013, p.22)

In 2014, the Minister for Education and Skills asked Professor Donaldson to conduct a review of curriculum and assessment arrangements in Wales from the foundation phase to key stage 4. The resulting report, *Successful Futures* (Donaldson, 2015), outlined proposals for a new curriculum and recommended that the principle of subsidiarity be

applied to the process of curriculum reform. The Curriculum for Wales is purpose driven rather than content driven, allowing schools to design and develop their own curriculum. A few stakeholders within education in Wales perceive the Curriculum for Wales to provide both opportunity and threat to the inclusion of Welsh history and culture in schools.

In November 2019, the National Assembly for Wales, Culture, Welsh language and Communications Committee (2019) published a report on the teaching of Welsh history, culture and heritage to inform the Welsh Government's consultation on the Curriculum for Wales 2022. The committee considered evidence from a range of stakeholders, including a member of the Curriculum Cymreig, history and the story of Wales task and finish group who expressed frustration with the lack of progress in the development of the teaching of Welsh history, especially considering that their report was published in 2013 (National Assembly for Wales, 2019, p.7). The Ethnic Minorities and Youth Support Team provided evidence from Black, Asian and Minority Ethnic pupils to the committee outlining their concerns that there was nothing in the curriculum about being black and Welsh. They were also critical of teachers' superficial knowledge of diverse histories. (National Assembly for Wales, 2019, p.19)

In July 2020, the Welsh Government appointed Professor Charlotte Williams to lead a working group to advise on and improve the teaching of themes relating to Black, Asian and Minority Ethnic communities and experiences across all parts of the curriculum. The working group's recommendations included:

- the creation of new bilingual resources to support the teaching of Black, Asian and Minority Ethnic history and culture
- the strengthening of What Matters Statements to reflect that Wales is a multicultural society with a long history of diversity and to mitigate the risk that Black, Asian and Minority Ethnic experiences and contributions are marginalised
- the provision of guidance to stimulate schools to reflect on diversifying the curriculum
- provision for professional learning throughout teachers' careers (Williams, 2021, p.11-15)

In January 2020, the Welsh Government published guidance for the Curriculum for Wales (Welsh Government, 2020). This aims to help schools develop their own curriculum, enabling their pupils to develop towards the four purposes of the Curriculum for Wales. Schools should have a vision to develop a curriculum which supports the development of pupils' sense of identity in Wales. Schools should design their curriculum in a way that allows pupils to consider local, national and international contexts and develop understanding of human rights education and diversity. This includes human rights education and the United Nations Convention on the Rights of the Child (UNCRC). The guidance for the cross-cutting theme of diversity refers to 'recognising and celebrating the diverse nature of social groups and communities and to ensuring that the curriculum

reflects that diversity, and is responsive to the experiences of those groups and communities' (Welsh Government, 2020, p.42). In addition, 'learners' understanding of Wales should also recognise how different perspectives, values and identities shape Wales, rather than presenting a simplistic characterisation of a uniform Welsh identity' (Welsh Government, 2020, p.45). The guidance refers to opportunities such as:

- making links with local communities and organisations
- learning about cultural diversity, values, histories and traditions within local, national and international contexts
- understanding different identities, histories, cultures, perspectives and values that shape communities and societies
- developing an authentic sense of cynefin, building knowledge of different cultures and histories, allowing them to develop a strong sense of individual identity and understanding how this is connected to and shaped by wider influences
- drawing on the stories and distinctiveness of a school's local surroundings
- recognising Wales' diverse linguistic heritage and culture, and its connections with the rest of the world
- recognising the links between local, national and international contexts, understanding how they constantly influence each other

In May 2021, the Welsh Government (2021) published a consultation document on the draft statements of the What Matters Code. Within the humanities area of learning and experience, amendments include making references to Welsh history more explicit. In addition, statements of what matters have been strengthened to refer to the development of pupils' understanding of the diverse history, cultural heritage, ethnic diversity, identities, experiences and perspectives of their local area, Wales and the wider world. The Curriculum for Wales Framework guidance will be published in Autumn 2021.

Maintained secondary schools in Wales teach the reviewed WJEC GCSE in history which commenced in September 2017 for award from 2019. The GCSE qualification aims to allow learners to:

- develop and extend their knowledge and understanding of Welsh history and the Welsh perspective in history
- acquire an understanding of different identities, including their own, within a society and an appreciation of social, cultural, religious and ethnic diversity
- build on their understanding of the past and the diversity of human experience through experiencing a broad and balanced course of study

The GCSE syllabus consists of four units: two studies in depth entitled 'Wales and the wider perspective' and 'History with a European/world focus', a 'thematic study from a broad perspective' and a non-examination assessment (NEA) titled 'Working as a historian'. Each study in depth offers four options for schools to choose from. The

specification for the thematic study guides teachers to highlight the impact of change on Wales within the broader historical context.

Schools commenced teaching the reviewed AS/A Level in September 2015. Aims and objectives of the AS and A level include:

- to encourage learners to acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate
- learners should be given opportunities, where appropriate, to consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world'

# Main findings

## Standards

When given the opportunity, pupils enjoy learning about local and Welsh history, identity and culture. For example, pupils enjoy learning about events such as Tryweryn, Cilmeri and the Rebecca Riots. They particularly enjoy activities where they learn about the significance of local events and individuals within the context of the history of Wales, Britain and the world. When given the opportunity to study Black, Asian and Minority Ethnic history, pupils enjoy studying the contribution of diverse individuals to history such as John Ystumllyn, Martin Luther King, Harriet Tubman and Nelson Mandela. As they mature, pupils appreciate how their understanding of history and culture will help them develop as ethical, informed pupils of Wales and the world. Pupils enjoy handling artefacts and tangible evidence, reading novels based on historical events, using digital resources and preparing and presenting arguments when considering different perspectives.

In a majority of schools, pupils have little knowledge of the historical events that have shaped their local area and can name few significant Welsh people from history. They do not make connections between individuals and events in Welsh history to British and global history and do not develop an understanding of how key historical concepts apply to local, national and international contexts. As a result, they do not develop a progressive and coherent conceptual understanding of the history of Wales. This is often because opportunities to study local and national history are not strategically planned. In a few schools, pupils have a thorough knowledge and understanding of local and Welsh history. In a very few schools, pupils make meaningful connections between their local area and the history of Wales, the Britain and the world. Generally, pupils' recall of historical events and life in Wales is strongest when they have visited a museum or historical site that bring these events to life.

In most schools, pupils have a limited knowledge and understanding of the histories of Black, Asian and Minority Ethnic peoples and communities. Many pupils can name individuals from international history but in general have limited understanding of their historical significance. Most pupils do not know about the history of Black, Asian and Minority Ethnic individuals and communities in Wales. In a very few schools, where Black, Asian and Minority Ethnic history is prioritised and well planned, pupils develop an extensive understanding of history from multiple perspectives.

When GCSE specifications were revised for teaching from 2016, the requirement to choose one study in depth on 'Wales and the wider perspective' had a positive impact on how much Welsh history is studied. However, how much Welsh and Black, Asian and

Minority Ethnic history is studied by pupils at GCSE and A level is still too dependent on the subjects chosen by pupils and the topics chosen from the range offered by the examination board. The disparity in how much Welsh and Black, Asian and Minority Ethnic history is included within topics makes it difficult to assess and compare pupils' knowledge and understanding of Welsh and Black, Asian and Minority Ethnic history. The GCSE examiners' report in summer 2019 suggests that pupils did not refer to the Welsh context well enough in their answers across all thematic papers.

## Provision

A majority of primary schools plan appropriate opportunities for pupils to learn about their local area and Wales. In a few schools, staff use local and Welsh history as a driver for their topic planning and make links between local, national and international histories to develop pupils' understanding of their place in the world.

In a minority of primary schools, local and Welsh history is not an integral part of the school's curriculum and is viewed as a 'bolt-on' element. In a few schools, staff do not consider local and Welsh history at all when planning their lessons. This is often due to a lack of knowledge about the local area and Wales or an over-reliance on commercially produced resources.

In many secondary schools, lessons include only cursory references to local and Welsh history. Teachers do not plan opportunities for pupils to develop a coherent knowledge and understanding of the local area and Wales across historical periods. Pupils have few opportunities to make links to events in British and international history and to develop their history skills in the context of Welsh history. In a few particularly effective examples, history departments think carefully about the content of their curriculum and ensure a balance between knowledge and developing pupils' understanding of concepts and skills. Opportunities to study local and Welsh history at key stage 4 and within AS and A level history are not fully exploited as teachers focus on the specific requirements of examinations.

A minority of schools include Black, Asian and Minority Ethnic histories in their curriculum. Topics mainly focus on international history and cultural diversity in countries other than Wales. Very few schools teach pupils about the contribution of Black, Asian and Minority Ethnic individuals and communities to the history of Wales. Overall, provision is strongest in schools in multicultural and diverse areas of Wales. Very few schools audit or map their provision for Black, Asian and Minority Ethnic history to ensure topics such as Antiracism, Unconscious bias, prejudice and diversity have sufficient focus within their curriculum.

A lack of transition work for history in general means that teachers in secondary schools have very little knowledge of what pupils have learnt about local, Welsh or Black, Asian and Minority Ethnic history at key stage 2. In a very few cases, cluster primary schools work together with their secondary school to agree what is taught at key stage 2 and 3. In a minority of secondary schools, factors including the repetition of topics in key stages and a heavy focus on preparing pupils for GCSE assessments limit how much local, Welsh and Black, Asian and Minority Ethnic history pupils study.

The majority of teachers have appropriate general subject knowledge for local and Welsh history and for international Black, Asian and Minority Ethnic history. Where teachers have less confidence in their subject specialism or the topic being taught, they often do not provide an appropriate level of challenge for pupils. They provide pupils with tasks that keep them busy rather than developing their history skills, do not probe pupils' understanding well enough and do not make links between local, Welsh and international history. Most teachers do not have the knowledge to effectively teach pupils about the contribution of Black, Asian and Minority Ethnic individuals and communities to the history of Wales.

Many schools plan valuable enrichment experiences for pupils, including visits to local places of interest. Many primary schools invite local residents and groups to share their experiences and the history of the area. A few secondary schools plan opportunities for local history groups or societies to engage with pupils. Where this is done well, activities stimulate pupils' interest and enthusiasm for local and Welsh history. Most schools make suitable provision to promote Welsh culture through curriculum activities and school events including a school Eisteddfod. Most Welsh medium schools provide extensive opportunities for pupils to develop their understanding of Welsh language and culture, for example providing pupils with opportunities to take part in performances which tell local and Welsh stories and legends.

The ethnic diversity of primary and secondary schools across Wales varies widely. Most schools situated in multi-ethnic communities invite local groups and individuals to talk about different cultures, beliefs, traditions and histories. A few schools in less diverse areas use digital technology to make links with multi-cultural groups and individuals and schools located in multi-ethnic communities.

## **Leadership**

Most senior and middle leaders in the schools contacted identify that the Curriculum for Wales provides a significant opportunity to enhance and improve the teaching of local and Welsh history. Although many leaders recognise the importance of diversity and Black, Asian and Minority Ethnic history and culture, this is not always reflected in their

strategic planning for curriculum or in their professional learning offer for staff. Only a minority of schools are beginning to incorporate these aspects into their provision purposefully.

Although many senior leaders note that staff are knowledgeable about the history and culture of the local area and Wales, there is little evidence of how schools evaluate teachers' knowledge and understanding of local, Welsh and Black, Asian and Minority Ethnic history and culture. A very few schools are beginning to consider the standards and progress of pupils in local, Welsh and Black, Asian and Minority Ethnic history to identify and plan areas for improvement. In most schools, subject leaders' knowledge, understanding and passion for local, Welsh and Black, Asian and Minority Ethnic history directly influence the topics included within the history curriculum.

Of the teachers contacted who undertook their initial teacher education in Wales, only a few report that they received training on Welsh history when completing initial teacher education (ITE) courses. Very few report that they received training on Black, Asian and Minority Ethnic history and culture. Current ITE partnerships include Welsh history within university-based provision. ITE partnerships are beginning to develop their provision for the teaching of antiracism and diversity within core and subject elements.

In most schools, teachers have very limited access to professional learning for local, Welsh and Black, Asian and Minority Ethnic history and culture. Local authorities and regional consortia offer little specialist professional learning on these specific areas. As a result, nearly all schools rely on their own internal training for the planning and teaching of local, Welsh and Black, Asian and Minority Ethnic history. In a few schools contacted, staff have recently engaged with external organisations and charities that promote racial equality to provide professional learning on antiracism and diversity in Wales and the United Kingdom.

Most schools surveyed refer to a lack of suitable resources for the teaching of local, Welsh and Black, Asian and Minority Ethnic history. Many teachers report difficulty in finding suitable historical source material when planning authentic and meaningful learning experiences, particularly for key stage 2 and key stage 3 pupils.



# Recommendations

## **Schools should:**

- R1 Ensure that pupils develop their knowledge and understanding of the history and culture of their local area and Wales while considering different perspectives and making connections to the history and culture of the wider world
- R2 Ensure that pupils develop an understanding of antiracism and diversity and how they can become ethical, informed citizens of Wales and the world
- R3 Ensure that pupils develop an understanding of how Black, Asian and Minority Ethnic individuals and communities contribute to the history and culture of Wales and the wider world
- R4 Evaluate their curriculum and provision to plan how they will develop pupils' knowledge and understanding of local and Welsh history, antiracism and diversity and Black, Asian and Minority Ethnic history and culture
- R5 Strengthen transition arrangements so that learning experiences for local, Welsh and Black, Asian and Minority Ethnic history and culture build on those of previous key stages and avoid repetition of work

## **Local authorities and regional consortia should:**

- R6 Provide suitable professional learning opportunities for teachers to develop their knowledge of local and Welsh history and to share best practice
- R7 Provide suitable professional learning opportunities for teachers to develop their knowledge and understanding of teaching diversity, antiracism and Black, Asian and Minority Ethnic history and culture within Wales and the wider world
- R8 Provide support for schools to evaluate their current curriculum and provision for local and Welsh history and culture and Black, Asian and Minority Ethnic history and culture and how to plan for improvement
- R9 Provide professional learning opportunities for teachers to develop the teaching of subject specific skills in history and humanities particularly for non-specialist teachers

## **The Welsh Government should:**

- R10 Work with local authorities and regional consortia to ensure that the national professional learning offer places high priority on the development of training and resources for antiracism, diversity and the teaching of local, Welsh and Black, Asian and Minority Ethnic history and culture
- R11 Work with Qualifications Wales to ensure that future GCSE and A level qualifications include opportunities for pupils to develop their understanding of local, Welsh and Black, Asian and Minority Ethnic history and culture

# Standards

## Knowledge and understanding

In a few primary schools surveyed, pupils have a thorough knowledge and understanding of the history of their local area and Wales. In these schools, pupils understand the contribution that local and Welsh events and individuals have made to history. In a very few primary schools, pupils develop a knowledge of the history of their locality and begin to make connections between their local area and the history of Wales and the wider world. In these schools, many pupils can explain how individuals and events have helped shape the community they live in today. In a majority of primary schools, pupils have little knowledge of the historical events that have shaped their local area and can name few significant Welsh people from history.

Pupils at Mount Stuart Primary School investigate the development of the coal industry and the docks area in Cardiff. Pupils discuss and explore how the growth and development of coal mining and the industrial revolution led to the export of raw materials to countries across the world. Pupils develop a sound understanding of how these events shaped immigration and their local community over time. Pupils appreciate and respect a range of perspectives when discussing the experiences of people in their community and Wales.

In most primary schools, pupils have very limited knowledge and understanding of Black, Asian and Minority Ethnic history within Wales and the United Kingdom. Many can talk knowledgeably about individuals from international history such as Martin Luther King and Rosa Parks, but in general pupils have a limited understanding of their significance and contribution to history. In a very few schools, pupils have extensive knowledge and understanding of the contribution of Black, Asian and Minority Ethnic individuals and communities to the history of Wales and the United Kingdom. For example, they understand the importance of the campaign to reform race relations legislation following the murder of Stephen Lawrence. In these cases, pupils make links between events such as the murder of George Floyd, the Black Lives Matter movement and its effect on events in Wales and the United Kingdom.

Generally, primary school pupils' recall of historical events and life in Wales is strongest when they have visited a museum or historical site such as Caerleon Roman museum, Big Pit National Coal Museum in Pontypool or Plas Mawr Elizabethan mansion house in Conwy. In many primary schools, pupils do not make effective use of source material, including first hand evidence to develop their knowledge and understanding of the past, the local area and Wales. Pupils do not consider different perspectives and

interpretations in history well enough because teachers provide them with limited opportunities to do so.

In many secondary schools, key stage 3 pupils can recount a few stories from Welsh history, for example the events of the Rebecca Riots. However, in the majority of cases, pupils do not develop a secure and cohesive knowledge and understanding of the history of their local area or Wales as a whole. They do not make connections between individuals and events in Welsh history to British and global history. This is because local and Welsh history is included as a 'bolt-on' element of the history curriculum. In a very few schools, pupils develop a strong understanding of local and Welsh history where links and connections are made to explain the significance of historic events, changes and individuals. These pupils think analytically to make connections and comparisons with events in other countries and different perspectives.

In most secondary schools, pupils do not develop their knowledge and understanding of Black, Asian and Minority Ethnic history well enough. In a very few schools where teachers provide carefully selected opportunities for pupils to consider Black, Asian and Minority Ethnic history, they show understanding of issues such as slavery, colonisation and the end of empire and can make links with events such as the genocide in Rwanda and racism today. Most pupils do not have an understanding of how Black, Asian and Minority Ethnic individuals and communities have contributed to the history of Wales.

All pupils who take GCSE history study Welsh history as a part of the thematic study. How much Welsh history is studied by pupils in the rest of the course is dependent on the units chosen by schools. The variance in the content of units and GCSE questions makes it difficult to judge how well pupils understand Welsh history. The same can be said for Black, Asian and Minority Ethnic history. Evidence from the examiners' report in summer 2019 suggests that a common feature across all thematic papers was that pupils did not refer to the Welsh context well enough in their answers.

At AS and A level, schools opt to study topics from a range offered within the examination specification. The variance in the opportunities to study Welsh history within topics and examination questions makes it difficult to judge how well pupils perform in units that include elements of Welsh history. Opportunities for pupils to study Black, Asian and Minority Ethnic history within the A level specifications are limited and focus primarily on international history.

## **Attitudes to learning**

Most foundation phase pupils enjoy learning about things that happened in the past including learning about themselves and their families. Pupils particularly enjoy

opportunities to learn beyond the classroom. This includes making visits to historical places of interest to take part in practical activities, for example taking part in Marged's Washday at St Fagans National Museum of History. Most foundation phase pupils enjoy listening to stories about Wales in the past, particularly when these are brought to life through the use of puppetry or by visiting theatre groups.

In key stage 2, pupils in most schools are keen to talk about the activities they enjoy when learning about history, including learning about the local area, Wales and Black, Asian and Minority Ethnic history. The activities they enjoy include:

- taking part in stimulating practical activities
- handling real historical artefacts and evidence including photographs, and newspaper reports
- reading novels that are based on historical events, for example a book where pupils visit the National Museum of Wales and are transported back in time through a painting of Cardiff Docks
- listening to someone who talks to them about life in the past, for example a member of the local community
- preparing and presenting an argument based on a historical event
- visiting places of historical interest such as Llancaiach Fawr, Castell Henllys Iron Age Fort, Flint Castle, Strata Florida, The Slate Museum in Llanberis or Ruthin Gaol
- taking part in re-enactments or events to mark historical occasions, for example the Chartist March on Newport
- listening to stories about Wales when presented as dramas, for example a play about Owain Glyndŵr or Dic Penderyn
- using digital resources, including film clips and websites to explore local history
- listening to stories about individuals such as Joseph Parry, Betty Campbell, Paul Robeson and Walter Tulle and events such as the Senghennydd disaster and the Penrhyn strike

In key stage 3, when given the opportunity, many pupils enjoy learning about local and Welsh history and culture. Pupils appreciate opportunities to learn about the significance of the local area including its political, economic, social, cultural and religious development and how this links to national and international history. For example, pupils enjoy learning about events such as Tryweryn, Cilmeri and the Rebecca Riots. Where pupils are given opportunities to study Black, Asian and Minority Ethnic history, many enjoy studying individuals such as John Ystumlllyn, Martin Luther King, Harriet Tubman and Nelson Mandela.

In the schools contacted, most pupils who choose to study history at GCSE and A level have positive attitudes towards learning about history including Welsh and Black, Asian and Minority Ethnic history.



# Provision

## Curriculum

### Primary schools

A majority of schools plan appropriate opportunities for pupils to learn about their local area and Wales. In the foundation phase, schools usually start with their local area before moving to teach broader themes within history as a part of the 'knowledge and understanding of the world' area of learning. In key stage 2, many schools incorporate aspects of Welsh history into their thematic planning. In a few schools where planning is highly effective, staff use Welsh history and, wherever possible, the local context of the school as the driver for topic planning. Teachers use local historical events to plan engaging learning experiences for pupils. They make links between local, national and international histories to develop pupils' understanding of their place in the world. Teachers plan highly creative activities to develop pupils' history skills alongside their literacy, numeracy and information and communication technology (ICT) skills. In a minority of schools, Welsh history is viewed as a 'bolt on' element to other curriculum planning and not as an integral part of the school's curriculum. In a few schools, staff do not consider local and Welsh history at all when planning their lessons. This is often due to a lack of knowledge about the local area and Wales or an over-reliance on commercially produced resources.

## Case study: History on the doorstep Albany Primary School

### Description of activity/strategy

Teachers present lessons on the context of World War One including key events and what life was like during this period. Lessons include opportunities to research the topic, develop chronology skills and explore poetry and music. This is followed by an 'Albany Military Hospital project' launch week where the headteacher challenges pupils to share the story of the school with the local community through a public exhibition. The initial stimulus for the project includes photographs of soldiers recovering at the hospital. Pupils explore the floor plan to show what different areas of the school were used for and develop a tour from this information as part of an exhibition. Pupils explain how classrooms were used as hospital wards for up to eight patients and the X-ray area in the

hall.

The pupils help plan and promote the exhibition and what they would like to share through a website dedicated to Albany Military Hospital <https://albanymilitaryhospital.wordpress.com> and a Twitter account [@Albany1914](https://twitter.com/Albany1914).

All Year 6 pupils visit the Glamorgan Archives to explore first hand evidence including the school logbooks from the period. This allowed them to uncover that pupils from Albany Primary School were sent to other primary schools in the area between 1914 and 1920.

Pupils hold exhibitions to the public where the school building is open to visit on a Saturday. Pupils dress up in military uniform or as nurses from the period. Pupils give guided tours of the school building culminating in a recreated World War One hospital ward with real beds and pupils role playing medics and injured soldiers. Displays of pupils' artwork, writing and poetry are displayed in the school and musical performances of World War One medleys are given throughout the day.

### **Impact on provision and standards**

- Pupils' engagement with learning has improved due to the teaching of real life local history and the making of links to international history.
- Pupils benefit from opportunities to engage with high quality resources including first hand evidence and source material.
- Pupils' wellbeing has developed through a sense of pride and identity within the local community.
- The project has had a positive effect on pupils' literacy skills. In particular, pupils have benefited from opportunities to plan and deliver guided tours to members of the public. Writing has improved including opportunities to write poetry and letters.
- Collaboration with community groups and individuals has grown.
- The exhibition has become a biennial event at the school.
- Family members of soldiers who spent time at the Hospital have visited the school to meet pupils and provide photographs and fact files about their relatives. This has allowed the project to develop and evolve.

St Woolos Primary School in Newport captures pupils' imagination and develops their sense of belonging and awareness of rights and democracy through its focus on the local history of the Chartist movement. The school is located on the route of the Chartist march of 1839. Pupils in Year 5 learn about the six points of the

charter and apply them to current contexts before they take part in the annual anniversary walk and re-enactment of Chartist speeches at Westgate Square. In autumn 2019, the school took part in a Superheroes Newport Rising project run by the charity 'Our Chartist Heritage'. Year 6 pupils worked with animators and film makers to create a team of superheroes with specific powers designed to battle 'supervillains' such as deforestation, bullying, littering and silencing. The pupils' work was published in a project book.

These experiences help pupils and their families develop a deeper understanding of the historical significance of the Chartists, the role of Newport in the call for political reform and how this links to democracy. Opportunities to take part in performance events help to build learners' confidence and verbal and writing skills.

Cogan Primary School is committed to the belief that, in order for history to be engaging and meaningful to learners and to capture their imagination, it is essential for learning and teaching to start by looking at pupils' locality before making connections to the wider context.

Year 3 pupils are shown a black and white photograph from a 1901 newspaper article about Archie, an Indian elephant that performed with Sanger's travelling circus in Newport. Whilst en-route to Cardiff, Archie became unwell and died at Penarth. The school invites a local textile artist and local historian to support the pupils' learning as pupils explore their ideas on Archie's final resting place.

Year 4 pupils study the Cogan Pill House. The project starts with a scroll being delivered to the class inviting the pupils to attend a Tudor banquet at the school. Pupils dress up in costume for the event. They learn about the Cogan Pill House, a local Tudor mansion using newspaper articles, archive photographs and paintings, websites and evidence from members of the local community. Pupils role play characters from the Tudor period and use green screen technology to record their work.

The 'Street Spies and the Cogan Trail' project allows pupils to investigate the houses in Cogan using census information and old school logbooks to discover who lived in each house. Pupils discover that houses in the locality were built to house the dockworkers who constructed the docks in the 1860s. Pupils take a walking tour to look at street and house names.



Although most schools contacted recognise the impact of the Black Lives Matter movement on raising the awareness of teaching Black, Asian and Minority Ethnic history in schools, only a minority of schools include diverse histories in their curriculum. Of these schools, most focus on international black history and cultural diversity in countries other than Wales. Very few schools include references to slavery within topics. A few schools recently revisited their curriculum planning in response to the events of summer 2020 and Black Lives Matter to identify opportunities to include Black, Asian and Minority Ethnic history and to review the context of what is currently taught, for example when teaching about the privateer Henry Morgan and his connections to the slave trade. Overall, provision is strongest in schools situated in multicultural and diverse areas of Wales.

In most schools, teachers review their planning and revise provision to reflect curriculum changes and to respond to pupils' interests and current events. Teachers use pupil voice to engage pupils when choosing topics. In the majority of schools, where this works well, pupils are given the opportunity to choose the aspects of local and Welsh history they would like to study. In a very few schools, teachers expertly guide pupils to consider multiple perspectives within history, including the experiences of Black, Asian and Minority Ethnic individuals and communities.

## Case study: Talycopa Primary School

### **Context and background to the practice**

In Spring 2017, as a part of a cluster cross curricular project, staff planned a whole school topic entitled 'EPIC Wales'. The project was linked to the tourist body campaign #Find your Epic, aimed at encouraging tourism in Wales. In addition, the school took part in the Arts Council for Wales Lead Creative schools scheme focusing on Welsh dragon legends and castles. The high levels of pupil engagement and enthusiasm towards these topics led staff to review whole school topic planning for Welsh history and culture.

### **Description of activity/strategy**

Teachers planned topics ensuring strong links to the history and culture of Wales. This includes looking at the local context before moving on to national and global links. Pupils contribute their ideas to the planning process to engage their interest and curiosity in learning.

Pupils in Year 5 and Year 6 study the topic 'Pits and Ponies to Eco Power'. The topic starts by looking at the importance of mining in the immediate locality of Llansamlet including local landmarks such as Scott's Pit. Teachers base literacy work and creative writing on the novel 'The Darkest of Days' by Gareth F. Williams, which explores the Senghennydd mining disaster. Pupils visit The Rhondda Heritage Park to gain experience of the mines and the lives of the coalminers. Links with other curriculum areas include art where pupils study the paintings of Valerie Ganz who depicted Welsh miners during the 1980s. Pupils research the work of Aneurin Bevan as a key figure in Welsh history and politics. They learn about his role as a miner and his work in promoting the rights of miners and in setting up the NHS. The topic then looks at the move to eco power and wind farms in Wales and how different sources of power have evolved. This includes visits and workshops to look at deforestation, climate change and the need for eco power.

In a topic entitled 'Time Travellers Wales', pupils in Year 3 and Year 4 studied a range of historical periods starting with the history of the Celts in Wales. They learn about Owain Glyndŵr and myths and legends such as the legend of Dinas Emrys before time travelling to study the land speed record attempts at Pendine Sands. In art, pupils study the work of local artist Nick Holly and create Celtic knot jewellery.

#### **Impact on provision and standards**

- Pupils develop an understanding of how the people of Wales, its communities, history and culture interrelate with the rest of the world.
- There is improved pupil engagement and commitment to their work due to the use of pupil voice.

## **Secondary schools**

In many schools, curriculum planning for local and Welsh history in key stage 3 is limited. Most schools include cursory references or one-off lessons on local and Welsh history. Many do not provide opportunities for pupils to develop their understanding of local and Welsh history by making connections across historical periods. They do not develop pupils' understanding of Welsh history within the wider context of the United Kingdom and international history, and opportunities to link events from local and Welsh history are missed. In addition, pupils have few opportunities to develop their historical skills in the context of Welsh history.

In a few schools, opportunities to develop pupils' knowledge and understanding of Welsh history and culture are carefully planned and developed in history and across curriculum

areas. This allows pupils to develop a coherent understanding of their locality and Wales. Many secondary school leaders do not have a clear enough picture of where local and Welsh history is being delivered across the curriculum. This leads to topics being repeated and pupils completing similar work in different subject areas.

As part of its preparation for the Curriculum for Wales, Ysgol David Hughes has focused its Year 7 curriculum on developing pupils' knowledge and understanding of their local area and Wales. In Welsh lessons, pupils learn about local events and legends such as the witches of Llanddona. In English, they look at Welsh shipwrecks and Welsh connections to the Titanic. In humanities, pupils study the local area including the history of the Welsh princes. In the expressive arts, pupils study a unit on 'cynefin' and the sea, including songs from Wales and the work of Welsh artists. Pupils enjoy the focus on Wales and make connections across and between subject areas and also to international events.

A minority of schools are trialling alternative approaches to teaching history as part of their preparation for the Curriculum for Wales, particularly in Year 7 and Year 8. These approaches include posing enquiry questions, exploring historical concepts and themes and, in a few schools, humanities lessons where connections are made across subjects within the humanities area of learning and experience. A few of these schools include Welsh and local history in their vision for the curriculum and plan opportunities for pupils to develop their understanding across most areas of learning and experience.

## Case study: Ysgol Gyfun Bro Myrddin

### **Context and background to the practice**

The school is a pioneer school for the Curriculum for Wales in the humanities Area of Learning and Experience. Lessons for geography, history and religious education are taught as humanities in Year 7. Year 8 and Year 9 are taught history, geography and religious education as discrete subjects.

The humanities faculty agreed that the curriculum for key stage 3 should strongly focus on the local area and 'cynefin', Wales and its links to the wider world. The history department notes that this is done as a counterpoint for history at GCSE and A level where less emphasis is given to local and Welsh history.

### **Description of activity/strategy**

Following the events of summer 2020 and the Black Lives Matter movement, the humanities department developed an unit of work around the themes of migration and multi-culturalism for Year 7. Teachers plan opportunities for pupils to think about identity and what it means to live in a multi-cultural Wales. They explore institutional racism, prejudice and segregation and the contributions made by ethnic minority communities and individuals to Wales.

The history department has developed a large unit of work on the history of Carmarthen for Year 9 pupils. Lessons include taking pupils on a 'tour' of Carmarthen through the centuries. The unit includes Roman Moridunum, Carmarthen as a medieval centre of commerce, crime and punishment through the centuries, the poorhouse, protest, leisure and the contributions of local people to Wales. The department adapted the unit to include a debate on should the commemorative statue of Thomas Picton be removed due to his links with the slave trade. Pupils visit key sites in the town such as the prison, workhouse and Knott Square. Pupils produce a personal project on how and why Carmarthen has developed over the centuries.

Links are made with other curriculum areas through extra-curricular activities that focus on local history. The local history unit led to the creation of a history app for Carmarthen. The school commissioned and performed a musical 'Heol Penlan' based on the history of two neighbouring streets in Carmarthen.

### **Impact on provision and standards**

- Pupils' attitudes to learning about history and Welsh culture are positive. They develop an understanding of their identity and community in a local, Welsh and international context.
- The number of pupils choosing history at GCSE and A level compares well with other foundation subjects.
- Local and Welsh history strengthens the focus on Welsh culture as a part of the ethos of the school.
- The school is developing the way it includes Black, Asian and Minority Ethnic history as an integral part of Welsh history.

In a few particularly effective examples, history departments plan their curriculum strategically, focusing on learning and teaching and how they can best develop effective subject pedagogy . When thinking about the content of their curriculum, these departments ensure a balance between knowledge, developing pupils' understanding of concepts and skills and designing meaningful opportunities to develop literacy, numeracy and ICT skills. These departments use a range of approaches, including the planning of incisive enquiry questions that stimulate and challenge pupils to think

deeply.

A minority of schools and pupil referral units are beginning to plan and trial how they can include more Black, Asian and Minority Ethnic history within their key stage 3 curriculum. Topics mainly focus on international history, including the experiences of black people in 1920s America, the American Civil Rights Movement and apartheid in South Africa. Very few schools teach pupils about the contribution of Black, Asian and Minority Ethnic individuals and communities to the history of Wales. Where this is done well, approaches include choosing enquiry questions which allow pupils to explore different perspectives and multiple histories. For example, when studying the industrial revolution in Wales, one school has developed opportunities for pupils to explore Wales' connections to slavery, Welsh abolitionists and anti-abolitionists.

Denbighshire pupil referral unit Ysgol Plas Cefndy develops and explores a historical enquiry based on the question 'Why does Venus Williams have a Welsh surname?' Pupils explore and discuss Welsh links to the slave trade. This allows pupils to research and consider the effect the past has on society today and issues such as institutional racism, bias and Black Lives Matter. This helps pupils to develop an understanding of Wales as a multi-cultural nation.

In most schools, teachers have little knowledge of what pupils have learnt about local and Welsh history in key stage 2. As a result, pupils often repeat topics and activities. In a very few cases, cluster primary schools work with their secondary school to agree what is taught in history, including local and Welsh history at key stage 2 and key stage 3. This allows schools to plan the teaching of local history and how they make connections between local, Welsh and global history. Most schools do not plan for progression when, or if, including topics on Black, Asian and Minority Ethnic history within their curriculum.

In a minority of schools, pupils' opportunities to study a range of topics and to deepen their knowledge and understanding of local, Welsh and Black, Asian and Minority Ethnic history are limited. Factors that effect this include:

- the repetition of topics at key stage 3, key stage 4 and, in some cases, the sixth form
- teachers' focus at key stage 3 on how to answer GCSE questions, limiting pupils' development of broader historical skills

- the adoption of a three-year key stage 4, which narrows the breadth of experiences offered to pupils at key stage 3

At key stage 4, history departments choose units for study from those offered by the examination board. Most schools agree that the focus on Welsh history strengthened when GCSE specifications were revised for teaching from 2016. Schools report that the requirement to choose one study in depth on 'Wales and the wider perspective', and the inclusion of examination questions that require pupils to make reference a Welsh perspective, have had a positive impact on how much Welsh history is studied. Most schools consider teacher expertise, available resources, the availability of professional learning, the level of interest shown by pupils, conceptual difficulty of topics and the amount of content when choosing units for study. A minority of schools refer to a lack of resources and professional learning on Welsh history as reasons why they avoid choosing particular units. Generally, the Welsh dimension is not fully exploited as teachers focus solely on the specific requirements of the examinations.

Pupils' opportunities to develop their knowledge and understanding of Black, Asian and Minority Ethnic history in key stage 4 are dependent on their choice of subjects at GCSE and the units chosen by the school. In history, schools can opt to study 'The USA: A nation of contrasts' or 'Changes in South Africa 1948-1994' as studies in depth and 'Changes in Patterns of Migration' as a thematic study. As in key stage 3, there is very little opportunity to study the histories of Black, Asian and Minority Ethnic communities in Wales. A very few schools, usually those with high numbers of ethnic minority pupils, consider the ethnic background of their pupils when choosing units for study.

Within AS and A level history, schools choose units of study from those offered by the examination board. They must choose to base either the period study or depth study on aspects of the history of Wales and England. The amount of Welsh history included within units varies between topics, allowing schools to opt in or out of teaching about Wales. Schools refer to a lack of resources as the main reason why they choose not to study units that include more Welsh history. Opportunities to study Black, Asian and Minority Ethnic history at A level exist within units on American history, for example opportunities to study the civil war and civil rights. A few schools consider the examination specification a barrier to teaching more Welsh and Black, Asian and Minority Ethnic history.

The special schools contacted are developing a curriculum that responds to their pupils' needs and focuses on authentic experiences and opportunities for pupils to develop skills. These schools plan valuable opportunities for pupils to learn about their local area and Wales. For example, one uses the theme 'Me, myself and my community' to offer pupils opportunities to learn using their senses. Another uses the theme of castles and legends as the context to develop pupils' skills. Special schools provide opportunities for pupils to experience other cultures through music, celebrations and food. They are

beginning to consider how they can improve their approach to the teaching of diversity.

A very few primary and secondary schools audit or map their provision for the teaching of diversity and the representation of the contribution of Black, Asian and Minority Ethnic individuals and communities in history and across the curriculum. Schools do not plan how they can include topics such as antiracism, unconscious bias, prejudice and diversity well enough.

As a part of its preparation for the Curriculum for Wales, Stanwell School looked at how well it represents and includes the experiences of Black, Asian and Minority Ethnic individuals and communities across the curriculum. Subject departments outlined their current provision and opportunities for further development including links to possible resources. This has raised teachers' awareness of the importance of representation and inclusion as they plan their curriculum. For example, in drama at key stage 3, pupils study prejudice, stereotypes and discrimination. The department is exploring how it can include works by Black, Asian and Minority Ethnic writers in lessons. In history lessons, Year 7 pupils study migration over time including the impact of the Romans, Black Tudors and the development of Tiger Bay.

## Teaching

history teaching is dependent on the overall quality of teaching in the school. It is also dependent on the disciplinary knowledge and understanding of teachers including subject specific pedagogy. The majority of teachers have appropriate general subject knowledge about the local area of their school and Welsh history. They also have suitable subject knowledge about international Black, Asian and Minority Ethnic history. These teachers research topics to gather information and resources to develop their own subject knowledge and support pupils' learning in the classroom. Most teachers do not have the knowledge to effectively teach pupils about the contributions of Black, Asian and Minority Ethnic individuals and communities to Welsh history. Teachers fear that they may 'say the wrong thing' when teaching pupils about Black, Asian and Minority Ethnic history and culture. As a result, pupils' learning experiences about diversity in Wales and in other countries are limited.

In secondary schools, the quality of local, Welsh and Black, Asian and Minority Ethnic history teaching is generally dependent on the quality of teaching in the department overall. In many secondary schools, history and humanities lessons are taught by subject

specialists. Where teachers have less confidence in their subject specialism or the topic being taught, they often do not provide an appropriate level of challenge for pupils. They provide pupils with tasks that keep them busy rather than developing their history skills, do not probe pupils' understanding well enough and do not make links between local, Welsh and international history. Many teachers have appropriate subject knowledge about Black, Asian and Minority Ethnic international history but lack knowledge about the contribution of Black, Asian and Minority Ethnic individuals and communities to the history of Wales.

We conducted a survey of parents and carers who belong to the Estyn Parents and Carers Reference Group. Almost 24% of respondents believe that their child's school teaches local history well while almost 15% of parents believe that their child's school teaches Black, Asian and Minority Ethnic history well. Just over half of parents believe that their child's school could do more to promote Welsh history and culture. Almost 60% of parents believe schools could do more to promote Black, Asian and Minority Ethnic history.

In most schools contacted, staff feel unsure how they should address topics that include Black, Asian and Minority Ethnic history. In many instances, staff are concerned that they may say the wrong thing and as a result avoid subjects and sensitive discussions when teaching. Many teachers report that they do not have sufficient knowledge on aspects of Black, Asian and Minority Ethnic history to enable them to teach these subjects confidently. This includes addressing topics such as colonialism, the slave trade and the experiences of the Windrush generation. In some instances, this has led to the teaching of misconceptions about the experiences of Black, Asian and Minority Ethnic people in history or the reinforcing of stereotypes.

In the most effective lessons for Welsh and Black, Asian and Minority Ethnic history in primary and secondary schools, teachers plan valuable opportunities for pupils to develop their history skills alongside their literacy, numeracy, ICT and thinking skills. In these lessons, teachers:

- plan how they introduce disciplinary and substantive concepts to ensure progression in pupils' understanding of the subject matter
- plan activities that build well upon prior learning and are sequenced to maximise progress
- provide opportunities for pupils to make links and connections across topics and historical periods
- use a range of source material including primary sources to engage pupils and to make their learning authentic and stimulating
- provide opportunities for pupils to evaluate evidence
- allow pupils to consider multiple perspectives and interpretations
- provide opportunities to consider the significance of historical events, changes and



- individuals
- plan authentic and meaningful literacy, numeracy and ICT tasks

Coychurch Primary School in Bridgend uses a range of source material about the Aberfan disaster to help develop pupils' history skills, in particular analysis and interpretation skills. The project also helps pupils to develop their oracy skills as they present arguments about who was at fault for the disaster in a class debate.

## Enrichment

Most primary schools plan valuable enrichment experiences for their pupils, including visits to local places of interest. In many, a visit is used as a starting point for topic work to stimulate pupils' interest in the subject and to support further work in the classroom. In the best practice, teachers take advantage of the expert knowledge of staff working at these places of interest. This can include engaging with staff in advance of the trip to plan experiences and to gather resources including primary source material and artefacts for use in the classroom. Primary schools note several barriers to visiting places of interest such as the expense of hiring transport for pupils, the numbers that can visit at one time and the availability of facilities, including toilets and suitable spaces to eat lunch.

Talycopa Primary School organised a visit for Year 1 and Year 2 to the National Waterfront Museum in Swansea to explore the exhibits on inventors and inventions. Pupils prepared questions to interview an actor playing the role of Richard Trevithick and dressed up as the owners of the ironworks to role-play how they would ask Richard Trevithick to invent something to move iron.

## Case study: Pillgwenlly Primary School

### **Context and background to the practice**

Staff understand the importance of developing a sense of belonging amongst the diverse community of the school. Their aim is to plan learning opportunities that

focus on the local area paying high regard to the large percentage of Black, Asian and Minority Ethnic families who live close to the school.

### **Description of activity/strategy**

Pupils visited a 'pop up' museum that was created to show the diverse nature and complexity of the population of Pillgwenlly. The museum focused on the contributions of the Black, Asian and Minority Ethnic community to life in Pillgwenlly, Newport and Wales. Pupils were very enthusiastic to see and touch a range of artefacts which inspired them to ask questions about the area and their community.

As a result of the children's interest following the museum visit, staff decided to develop pupils' learning further by organising a cross curricular project on the city's docks, which have played a significant part in defining the local community.

Teachers planned activities to help pupils have a clear understanding of the purpose of the docks and the role it played in cargo shipping. Pupils discussed possible countries where the ships came from, what their cargo was, where the need was and the profit that could be made. They discussed the impact of the trade on the local community and how Pillgwenlly, Newport and Wales became more ethnically diverse as a result of the migration of ship workers and dock workers. The children pooled their knowledge to create a clear understanding of the workings of Newport dock.

### **Impact on provision and standards**

- The mini cross-curricular project focuses on the contributions of Black, Asian and Minority Ethnic communities locally and nationally and the importance of diverse communities in society. The school's Black, Asian and Minority Ethnic pupils and families feel that this recognises the importance of their history and contribution to society.
- Pupils mainly focus on how workers, ships and cargoes travel the world through history and geography. Pupils explore the reasons why families decide to follow workers and settle in Pillgwenlly. Pupils look at the impact of these decisions on the current community to recognise the vibrant, diverse society in which they live.
- Pupils use numeracy skills to calculate distance, cost and profit.
- Pupils develop a clearer understanding of identity. The project led to the realisation that identity can be a sense of belonging to more than one culture/heritage. Pupils understand that Black, Asian and Minority Ethnic and Welsh identity can be intertwined and are not mutually exclusive.
- The project raised the profile of the Black, Asian and Minority Ethnic community's contribution to how Pillgwenlly, Newport and Wales has developed over the last century.

Dowlais Primary School in Merthyr Tydfil works closely with the education officer at Cyfarthfa Castle to gather resources to support the teaching of local and Welsh history. Key stage 2 pupils learn about the ironworks in Dowlais within the context of the industrial revolution in South Wales. Pupils visit Cyfarthfa Castle and Joseph Parry's cottage to learn about notable local individuals. In 2019 pupils completed work on 'The remarkable women of Merthyr Tydfil' for a national heritage award project:

- Laura Ashley
- Saint Tydfil
- Lady Charlotte Guest
- Edith Gertrude Phillips
- Lady Crawshay

Most primary schools have suitable provision to promote Welsh culture through curriculum activities and wider school events. Most Welsh-medium primary schools provide extensive opportunities for pupils to develop their understanding of Welsh language and culture. This includes taking part in cultural activities and events in school, in the local community and nationally. In most English-medium primary schools, leaders use an annual school Eisteddfod as an opportunity to promote both traditional and modern Welsh culture. A minority of these schools use their Eisteddfod as the finale of a whole school theme on Wales, including learning about the local area and wider Welsh history and culture. In the best practice, the Eisteddfod is part of the school's systematic and continuous approach to developing an understanding and appreciation of Welsh culture. It is used as an opportunity to enrich pupils' experiences and understanding within a programme of opportunities planned throughout the school year.

In primary schools where best practice is observed, staff plan opportunities for local residents and groups to share their experiences and the history of the local area and its communities in a meaningful way. Most schools situated in multi-ethnic diverse communities invite groups and individuals from the local community to talk about different cultures, beliefs, traditions and histories. Schools in less diverse areas find making links to a range of multi-ethnic groups or individuals more difficult. In a few instances, schools have used digital technology to facilitate talks about different cultures and histories from individuals and groups who do not live locally. A very few schools have created partnerships with schools in multi-ethnic diverse areas to allow pupils to work together.

Ysgol Y Bynea worked with the Bynea Historical Society over a number of years where members of the society regularly visit the school to provide oral history on history topics. In addition, the Historical Society run exhibitions at the local village hall where stalls are set up to depict life in Bynea and Llwynhendy in the past. Pupils visit the exhibition to learn about the tin and steel works, coal mining, Buckley's Brewery, ships that transported materials from Bynea and local individuals such as Terry Davies the rugby player. Pupils engage in conversation with the 'stall holders' who explain how different artefacts were used in the past.

Ysgol Gynradd Talwrn worked with the local branch of 'Merched y Wawr' to gather information on the history of the school and village. Members of Merched y Wawr visited the school to take place in a marketplace activity where pupils visited 'stalls' to listen to accounts of local history and handle artefacts. For example, pupils learnt about 'Lôn Bwbach' the Roman road that is said to be haunted. An Arts Council grant allowed pupils to record their learning through poetry, music composition, drama and animation. Pupils presented the project in a 'Heno' style TV magazine programme. Due to COVID-19, the final sharing of the project moved online as a live event on a digital platform. Pupils benefited from the opportunity to work with other generations within the local community.

In many primary schools, teachers regularly tell pupils Welsh folk stories to help them know about famous people and legends from the past. For example, many schools tell stories in assemblies, during class story time or by employing external groups to present drama performances.

During the recent COVID-19 pandemic, pupils at Cwmffrwdoer Primary School in Torfaen worked on a heritage project on the local legends surrounding the stones at Mynydd Garn-clochdy. Pupils worked with a local artist through a series of virtual workshop sessions. The project was presented as a series of challenges:

- Challenge 1: What are the main features of a Myth or Legend? What makes a Myth or Legend exciting? Local Context 'Mynydd Garn-clochdy' - 'The

Devil's Heap of Stones'.

- Challenge 2: Get to know your local landscape – Creative artwork based on the rock formations at Mynydd Garn-clochdy.
- Challenge 3: Developing creative writing based on the atmospheric features of the Mynydd Garn-clochdy Landscape.
- Challenge 4: Developing characters and settings for story writing based on St Cadoc – St Cadoc's Church Trevethen – Medieval Paintings recently uncovered at St. Cadoc's Church Llancarfan – The Tale of Culhwch and Olwen (Mabinogion) – The local context of Mynydd Garn-clochdy & Cwmffrwdoer.

The project led to the publication of the pupils' work in book form, giving the project relevance, purpose and authenticity.

In many of the secondary schools contacted, history and Welsh departments plan worthwhile opportunities for pupils to visit places of historical interest in the local area during key stage 3. These visits include excursions to castles, museums, historic buildings and walking tours, including visits to war memorials. Many secondary schools offer international visits to historic places of interest, for example the first world war battlegrounds of Belgium and Northern France, Auschwitz, New York and Washington DC. Many of these schools include opportunities for pupils to make links to local and Welsh history when visiting sites abroad for example, by exploring the experiences of Welsh immigrants to the USA at Ellis Island and visiting the graves of Welsh first world war soldiers when visiting Belgium and northern France. A few secondary schools make adaptations to their school timetable to enable departments to organise educational trips and excursions, particularly in the summer term. This allows schools to release a sufficient number of staff to support visits.

A few secondary schools plan valuable opportunities for pupils to engage with local history groups or societies. Individuals visit schools to provide information on local historical events or contribute to visits to local places of interest. A few schools plan opportunities for pupils to engage with representatives from educational groups and charities to mark Black History Month or Holocaust Memorial Day.

Most secondary schools provide some suitable opportunities for pupils to develop their knowledge and understanding of Welsh culture. Most hold a school Eisteddfod to celebrate Welsh culture. In a minority of schools, this is a stand-alone event, and opportunities to develop pupils' understanding of traditional and modern Welsh culture are underdeveloped. A minority of schools provide extensive and creative opportunities to enrich pupils' understanding of the Welsh language and culture, for example by commissioning musicals to tell local and Welsh stories and legends. This is a particular strength in most Welsh-medium schools.

The ethnic diversity of primary and secondary schools across Wales varies greatly. Many schools in large urban areas in south Wales include pupils from a range of diverse backgrounds, whereas schools in more rural areas tend to be less diverse. A majority of schools recognise the importance of promoting cultural diversity and the culture of groups of pupils within their school. This may include the inclusion of topics relating to the history and culture of specific countries or people, whole school events to help promote understanding of different cultures and opportunities for pupils to share their own culture and traditions.

In Our Lady and St. Michael's Catholic Primary School in Abergavenny, Filipino pupils speak with pride and excitement about the opportunity that the school provides to lead whole school assemblies about the Philippines. Other pupils express how these events have given them opportunities to learn more about the history and culture of their classmates.

## **Case study: Rhayader Church in Wales Primary School**

### **Context and background to the practice**

In 2015, staff at the school identified developing pupils' awareness of different cultures as an area for development. Staff recognised that opportunities to develop an understanding of cultural diversity and migration are limited within its rural and predominantly white community.

### **Description of activity/strategy**

The school purchased books to use in class that celebrated different cultures and planned class work around these books. At the same time, the school adopted an approach which focused on the principles behind the Peace Mala double rainbow. The principles include friendship, respect and peace between people of all cultures, lifestyles, faiths and beliefs. The school made links with a local company which organises workshops on cultural diversity. All pupils attend a whole school workshop and, due to its success, this has become an annual event.

During the workshops, pupils have the opportunity to explore and develop their thinking, attitudes and behaviours towards people of other cultures, races,

language groups and religions living in Wales. Pupils are challenged on a deeper level to understand cultural difference and how they can relate in more meaningful ways people from different cultures. Cultural intelligence skills are developed to help equip children and young people for life in a changing multi-cultural Wales. Follow-up activities focus on questioning and work in the classroom.

In addition, the school has introduced lessons on migration including the Windrush experience and what it means to be British today.

### **Impact on provision and standards**

- Staff develop confidence to address antiracism including the correct use of language and terminology through training sessions.
- Pupils develop an awareness of cultural similarities and differences within a multi-cultural Wales.
- Pupils improve their knowledge and understanding of the history and development of multi-cultural communities.

# Leadership

## Strategic leadership and subject leadership

In most primary schools contacted, senior and middle leaders identify the importance of using the local area to teach pupils about Welsh history and identity in a meaningful context. These leaders recognise that the new Curriculum for Wales provides a significant opportunity to enhance and improve the teaching of local and Welsh history.

In primary schools, very few subject leaders have formal qualifications in history, although most have a suitable knowledge and understanding of how to plan for the teaching of history. Where provision for teaching Welsh and Black, Asian and Minority Ethnic history is strongest, subject leaders for history or humanities have a strong passion for the subject. In the best practice, they:

- inspire and collaborate with other members of staff to research their local area and Wales
- make links with community groups and historical sites to deliver professional learning for staff and deliver valuable experiences for pupils
- provide effective support and expertise, for example to help teachers make meaningful links between local history, Welsh and international contexts
- select source material including primary and secondary sources to inspire pupils' learning
- evaluate standards and provision regularly to identify where improvements can be made

Senior leaders in many primary schools are aware of diversity as a cross-cutting theme as they design the Curriculum for Wales. They recognise the need to plan how pupils develop their understanding of how Black, Asian and Minority Ethnic communities have contributed to the development of Wales and the wider world. Many are aware of the importance of seeing positive representations of Black, Asian and Minority Ethnic people within the curriculum and how diverse role models can positively influence the school community. A minority of schools are beginning to incorporate these aspects into their provision although, in some cases, this is limited to stand-alone topics such as Black History Month.

Pillgwenlly Primary School engaged with locally born Yemeni boxer Mo Nasir to



raise pupils' aspirations and explore the concept of identity. Mo Nasir won a Commonwealth Games Bronze medal in 2006. Mo Nasir visited the school to lead physical education sessions and talk about the importance of working hard and engaging with education. Pupils were inspired by his success story and engaged with new experiences to promote their health and wellbeing.

## Case study: Mount Stuart Primary School

### Context and background to the practice

Following discussions with pupils and staff, the school recognised that pupils are proud of their own heritage and the diversity of the school community. However, many pupils were not aware of the reasons why the community is so diverse, including the background and history of the local area. The school noted that children identify that they come from a particular ethnic background for example Somali, Yemini or Arab, most children do not feel or identify as being Welsh, despite being born and raised in Cardiff Bay.

The school has worked with the local community to develop a vision which states that 'You will understand your heritage and be proud of who you are as part of our diverse Mount Stuart community'. The vision is central to the development of the Curriculum for Wales within the school.

### Action

The school launched 'The Mount Stuart Melting Pot' heritage project in 2019-2020. Staff and pupils research the heritage and history of the school community. The school provides pupils with opportunities to celebrate how the blend of different cultures within the community, including Welsh culture, contribute to a sense of belonging and 'Welshness'.

The school held a Heritage Day to launch the project and celebrate the school's diversity. Children dressed in the traditional dress of the country they identify with most and brought in food to celebrate the school's diversity.

Using the humanities and expressive arts areas of learning and experience (AOLE) as the context for planning, each class investigated a period of local history from the industrial revolution to the current day. This included the history of Tiger Bay, Butetown and the development of modern day Cardiff Bay. Pupils investigated how and why people of different cultures settled in Cardiff Bay during each of these periods. The school also invited members of the local

community to share their personal experiences and cultures. Teachers planned opportunities for pupils to present their findings through the medium of art, dance, drama and music using local artists to support the work. The school planned an exhibition of the pupils' work, including live performances at a local hotel in Cardiff Bay, but were unable to hold the event due to the pandemic.

### **Impact on provision and standards**

- Pupils recognise and celebrate their own heritage and the multi-ethnic heritage of their community within Wales.
- Pupils have an increased awareness of the positive contribution their families and community have made to local and Welsh history.
- Pupils have an improved understanding of the significance of Cardiff Bay and the dock area during the industrial revolution, the world wars and the post war period.
- Pupils enjoy the experience of working with a range of high-quality artists and medium within the expressive arts.

## **Case study: Pembroke Dock Primary School**

### **Context and background to the practice**

Leaders at Pembroke Dock Primary School recognised that many of their pupils had little experience of multi-culturalism within society. In addition, the aims of the school's strategic equality plan include the elimination of racist language and incidents within the school and the local community.

### **Action**

Staff at the school planned and delivered a whole school topic entitled 'Don't Hate, Educate'. Staff were provided with a bank of resources as a starting point and allocated time to research, resource, plan and prepare an unit of work. The school also provided training from a third sector organisation specifically about diversity, differences and similarities across religions, refugees and asylum seekers.

Staff chose specific elements of the topic for each year group to ensure that learning was meaningful and appropriate for pupils. Pupils were included in the planning process with input on what they wanted to know and learn about. Pupils'

knowledge and understanding of the chosen topic were assessed at the beginning of the unit and again at the end.

Pupils in nursery and reception began by looking at the book 'Tusk' by David McKee which tells a story about black and white elephants and how the two groups are at war. The story concludes with the peaceful black and white elephants going into the jungle together and the birth of the grey elephant. The text allowed pupils to discuss racism and prejudice through story.

Year 4 chose to focus on refugees and asylum seekers in response to the opening of the Penally refugee camp. Pupils were asking questions and sharing both positive and negative comments and views that they had heard within the community. Staff decided to focus on developing pupils' empathy towards refugees and asylum seekers, encouraging discussion and questions.

Year 6 chose to look at black history having watched reports featured on BBC Newsround during Black History Month. Lessons focused on the triangular trade and middle passage to develop pupils' knowledge and understanding of the slave trade. Links were made with the pulling down of Edwards Colston's statue in Bristol. In addition, staff used the novel 'Ghost' by Jason Reynolds to discuss and reflect on the issues raised.

### **Impact on provision and standards**

- Pupils have an increased awareness of Antiracism and diversity including how to use language appropriately when discussing topics.
- Pupils have an improved knowledge of the impact of the slave trade and its connections to Welsh and British history.

Senior and middle leaders in most secondary schools contacted identify that the Curriculum for Wales provides a significant opportunity to enhance and improve the teaching of local and Welsh history. In a few schools this underpins the vision for the curriculum alongside teaching and learning. In a very few instances, leaders do not recognise the importance of local and Welsh history. These leaders believe that the curriculum is crowded and find the inclusion of local and Welsh history and culture difficult to plan. Although many leaders recognise the importance of diversity, antiracism and Black, Asian and Minority Ethnic history and culture, this is not reflected well enough in their strategic planning for curriculum. A minority of schools have not developed a vision for curriculum and have not considered how they can develop pupils' understanding of local, national and international dimensions and diversity.

In the secondary schools contacted, nearly all history subject leaders are subject

specialists, as are many staff within the department. In many schools, teachers within history or humanities departments collaborate to plan teaching and learning and prepare resources to support learning. In a minority of schools, this is strategically planned to take advantage of staff expertise and interests. In most schools, subject leaders' knowledge, understanding and passion for local, Welsh and Black, Asian and Minority Ethnic history directly influence the topics included within the history curriculum.

In a few schools, leaders prioritise opportunities for staff to develop their knowledge and understanding of the local area when they join the school. These schools provide opportunities for staff to take part in tours of the local area and share information on local and Welsh history through booklets and briefing papers.

## **Self-evaluation and improvement planning**

Many senior leaders note that their staff are knowledgeable about the history and culture of the local area and Wales. However, there is little evidence to show how schools use their self-evaluation processes to evaluate the standards and progress of pupils' in these aspects. In a very few schools, leaders survey teachers' knowledge and understanding of local, Welsh and Black, Asian and Minority Ethnic history and culture to plan professional learning opportunities in these areas.

## **Case study: Leadership and the Story of Wales - Ysgol Gyfun Gŵyr**

### **Context and background to the practice**

The school is part of the national teacher professional enquiry project working with the Welsh Government and ERW. The school's ethos and vision for the Curriculum for Wales are centred around promoting and deepening pupils' sense of belonging and Welshness. The school developed an enquiry to look at its current provision of Welsh history, tradition and culture and the importance of Wales' role and place within Europe and the wider world. This included the development of 'cynefin' while making connections between the local area, Wales as a whole and a global context.

### **Description of activity/strategy**

The school used a survey for staff to discover their knowledge, experience, skills

and confidence when planning to introduce a local curriculum. Pupils were invited to participate in a focus group to describe their experience of how 'cynefin' and the story of Wales was currently included in the curriculum. Although the school is a Welsh-medium school, both staff and pupils felt that Wales, its people and traditions had been neglected within its current curriculum. Pupils felt that they have more knowledge of British and international history than the history of Wales. They felt that they lacked knowledge about the scientific, mathematical and technological contribution of Welsh people to national and global developments and they knew more about the geography of other countries than their own local area. Staff felt that their own education and the lack of professional learning around the story of Wales was a barrier to the development of cynefin, the story of Wales and its place in a global context. They identified that professional learning is key to understanding how to make meaningful links between the local area, Wales and the world.

The school provided opportunities for staff to undertake professional learning on the story of Wales. Leaders of Areas of Learning and Experience conducted research on cynefin and the story of Wales to identify opportunities to incorporate these aspects within their subject area. Staff identified lines of enquiry to research the concepts of 'cynefin' and the story of Wales within their subjects.

### **Impact on provision and standards**

- All Areas of Learning and Experience (AoLE) have developed enquiries stemming from the local area. For example, science and technology has developed an enquiry on pollution in Port Talbot and the history of copper mining in the local area. The mathematics department researched notable buildings in Wales when looking at angles and bearings. The humanities AoLE has introduced enquiries on the 1849 cholera outbreak in Swansea and the experiences of Gowerton and South Wales soldiers in the First World War. Languages, literacy and communication used the story of the Beasley family of Llangennech to discuss the legal status of the Welsh language.
- The research undertaken by staff as part of the project has informed the school's vision for the Curriculum for Wales. All AoLEs have developed a specific vision for teaching and learning that encompasses Welsh identity and cynefin within an interconnected world. The context of learning within each AoLE is strongly influenced by this vision.
- The school has trialled units of study for the Curriculum for Wales across some AoLEs.
- Pupil focus groups are used to monitor and evaluate how well the units of study are engaging pupils. Initial feedback from these groups indicate that pupils' interest and engagement is improved by making links between local examples, Wales and the world. Pupils feel that they have a deeper understanding and empathy towards the context of lessons and their

enjoyment of learning is increased.

Most schools contacted undertook an audit of their provision for local, Welsh and Black, Asian and Minority Ethnic history in preparation for our visit. A very few of these schools evaluate the quality of pupils' work and the effectiveness of their provision for Welsh and Black, Asian and Minority Ethnic history and culture to plan for improvement.

In many primary schools, the history subject leader undertakes some form of regular monitoring in line with the school's policy. This is usually annually or part of a two- or three-year cycle. In most schools, subject leaders only evaluate the school's provision for history. They do not evaluate the standards that pupils achieve in history or the progress that they are making. In nearly all schools, standards in local and Welsh history and culture and Black, Asian and Minority Ethnic history are not considered as part of whole-school self-evaluation processes or the monitoring of history.

In nearly all secondary schools, history departments self-evaluate standards and provision within the subject area. In general, history departments use a range of suitable evaluation and improvement processes to identify specific areas needing improvement. A minority of schools audit the opportunities pupils receive to look at topics within a Welsh context as part of their provision for *Y Cwricwlwm Cymreig*. In a very few schools, Welsh history and culture are included as a priority area within the school's improvement plan and are linked to the development of curriculum across all areas of learning and experience. In a minority of schools, Welsh history and culture are viewed as a specific priority area for Welsh and history departments and not as a whole-school priority.

A very few schools consider Black, Asian and Minority Ethnic history and culture, diversity and Antiracism when evaluating their provision. Of those surveyed, only a very few secondary schools identify diversity, Antiracism education and the contributions of Black, Asian and Minority Ethnic communities as key priority areas in improvement plans. These schools are beginning to plan how best to develop professional learning and teaching to address these aspects.

## **Professional learning**

Of the primary and secondary teachers contacted who undertook their initial teacher training in Wales, only a few report that they had any significant training on Welsh history when completing their initial teacher education (ITE) courses. Only a very few teachers received training on the teaching of Black, Asian and Minority Ethnic history and

culture.

All history tutors within ITE partnerships audit students' specialisms to identify which historical periods and topics they are confident to teach. Knowledge of both Welsh history and Black, Asian and Minority Ethnic history varies considerably due in part to the varied academic background of students. Within the university-based programmes, students are set tasks for self-study and tutors link students in small groups to address gaps in knowledge. Generally, university-based provision references Welsh history within its teaching and is increasingly including Black, Asian and Minority Ethnic history. ITE partnerships' provision for Welsh and Black, Asian and Minority Ethnic history when students are placed on school placement is dependent on the topics chosen by individual schools within their curriculum and, at secondary level, the GCSE and A level topics chosen. A few ITE partnerships are beginning to audit students' opportunities to teach Welsh and Black, Asian and Minority Ethnic history when placed in schools to identify how they can develop practice in these areas.

All ITE partnerships contacted report that they provide training for staff and students on antiracism and diversity including training from a prominent educational charity. Plans to develop provision for the teaching of antiracism and diversity within core and subject elements in ITE courses are at an early stage of development.

In most primary schools contacted, staff report that local authorities or regional consortia offer few professional development opportunities to develop the teaching of local and Welsh history. In line with other non-core subjects, advisers from the local authority or regional consortia do not focus on standards and provision for history. Nearly all primary schools note that there is very little support to develop the teaching of Black, Asian and Minority Ethnic history and culture. As a result, nearly all schools rely on organising their own internal training for school staff. The quality of training depends on the knowledge, skills and passion shown by the subject leader towards local, Welsh and Black, Asian and Minority Ethnic history.

Most secondary schools note that professional development opportunities for history teachers are mainly focused on training provided by the examination board. In a majority of secondary schools, staff note that they benefit from meetings facilitated by the local authority or regional consortia to discuss the development of resources and schemes of work for GCSE and A level classes. In a few instances, staff attend meetings to discuss the subject area at key stage 3 within the humanities area of learning and experience and to share best practice. However, very few training events and meetings include professional learning opportunities for local, Welsh and Black, Asian and Minority Ethnic history. In a few schools, where staff are given the freedom to choose topics for professional learning, teachers refer to websites, webinars and twitter accounts produced in England as useful resources to develop their teaching of Black, Asian and Minority

Ethnic history.

In a few schools contacted, staff have recently engaged with an educational charity or organisations that promote racial equality to provide staff with professional learning on antiracism and racial diversity in Wales and the United Kingdom. In these schools, staff note that they feel more confident when challenging misconceptions and the way they use language to discuss race when teaching about racism and diversity.

## Resources

Most primary schools surveyed refer to a lack of suitable resources for the teaching of local, Welsh and Black, Asian and Minority Ethnic history. Many teachers report that they struggle to find first-hand sources that are suitable for primary aged pupils when planning authentic and meaningful learning experiences for local or Welsh history. Many teachers note that they often struggle to find books and resources that reflect Black, Asian and Minority Ethnic history and the diversity of communities in modern Wales. In a very few instances, this has led schools to write and publish books to reflect their school community.

## Case study: Cogan Primary School

### **Context and background to the practice**

In 2019, staff at Cogan Primary School in the Vale of Glamorgan were concerned that pupils at the school didn't see characters in the school's picture books that were representative of the ethnic backgrounds of the pupils.

### **Description of activity/strategy**

Teachers decided to run their own National Book Award to promote diversity and inclusion. In conjunction with a local book shop, the school selected books using the following criteria:

- suitable for mainly three to seven-year-olds
- published between 1 March 2017 and 30 September 2018
- a strong theme of tolerance and inclusion or positive representation of minorities, ethnically diverse culture, diverse or non-stereotypical characters
- characters with disabilities
- Teachers promoted the competition using social media platforms which



drew the attention of the Children's Commissioner for Wales and prominent authors. Teachers also contacted publishers who submitted eligible titles to the competition. Pupils read the books to select a shortlist, before voting for the winner.

### **Impact**

- Pupils enjoyed reading the picture books and engagement with reading improved.
- Pupils developed an awareness of diversity in their reading materials.
- Positive engagement with the school community including parents, the local library and local business owners.

Generally in secondary schools, teachers use a combination of commercially produced textbooks, digital resources and booklets teachers have produced themselves to teach Welsh and Black, Asian and Minority Ethnic history. Most history departments depend on an informal network of links with other schools to develop and share resources. When departments rely completely on commercially produced resources, opportunities to teach pupils about local and Welsh history are often missed. In a minority of schools, teachers use resources produced for GCSE courses as teaching resources for key stage 3 pupils. As a result, in a few schools, pupils do not study a broad and varied curriculum in history as topics are repeated at key stage 3 and 4.

Teachers report that finding suitable primary and secondary source material for the teaching of local and Welsh history is difficult. Researching and adapting materials add to teachers' work load. Most Welsh-medium and bilingual schools struggle to find suitable Welsh language resources, particularly for key stage 3 pupils. Often when resources are translated, the average reading age of pupils is not taken into account.

# Appendices

**Appendix 1: Questions for providers**

**Appendix 2: Evidence base**

**Appendix 3**

**Glossary**

**References**

# Appendix 1: Questions for providers

As a starting point for reviewing current practice, schools can use the following questions as part of their self-evaluation:

## Standards

- How do we know the standards that pupils are achieving in history, particularly standards in local and Welsh history and Black, Asian and Minority Ethnic history?
- How do we know how well pupils progress in their knowledge and understanding of local and Welsh history and Black, Asian and Minority Ethnic history?
- How well do pupils recount their knowledge and understanding of local and Welsh history and Black, Asian and Minority Ethnic history?
- How well do pupils make connections between events in their local area, Wales and the wider world? How well do pupils make connections between Black, Asian and Minority Ethnic history in Wales and the wider world?
- How well do pupils consider different perspectives and interpretations in local and Welsh history including Black, Asian and Minority Ethnic history and perspectives?
- How well do pupils use historical sources to develop their understanding of local, Welsh and Black, Asian and Minority Ethnic history?

## Provision

How well do we:

- ensure that the curriculum includes a broad range of topics including regular opportunities to study local and Welsh history to help pupils develop as ethical and informed citizens of Wales and the world?
- ensure that the curriculum allows pupils to consider history from different perspectives including Black, Asian and Minority Ethnic history in Wales and the wider world?
- ensure that the curriculum allows pupils to make links between the history of the local area, Wales and the wider world?
- plan opportunities for pupils to develop their history skills and understanding of disciplinary and substantive concepts within the study local, Welsh and Black, Asian and Minority Ethnic history?
- plan opportunities for pupils to develop their understanding of antiracism, prejudice, bias and diversity?
- ensure that opportunities to develop literacy, numeracy and information and communication technology (ICT) in the context of local, Welsh and Black, Asian and

Minority Ethnic history are meaningful?

- ensure that we do not repeat topics and/or skills in key stage 3 that pupils have already covered in key stage 2 and build on their knowledge and understanding?
- ensure that tasks build on the knowledge and understanding developed in other subject areas in secondary schools and similar work is not repeated, when cross curricular links are made?
- use visits and visitors to enrich the curriculum?
- ensure that our provision for Welsh culture develops pupils' understanding of the cultural heritage of Wales, its diversity and the role of the Welsh language?

## Leadership

How well do we:

- monitor the standards that pupils achieve in local, Welsh and Black, Asian and minority Ethnic history to inform decisions around our provision for these areas?
- consider how confident our teachers feel to teach topics within Welsh and Black, Asian and Minority Ethnic history?
- provide suitable professional learning opportunities for staff to develop their expertise in teaching pupils about the local area and Wales?
- provide suitable professional learning opportunities for staff to develop their teaching of antiracism, diversity and Black, Asian and Minority Ethnic history and culture?
- listen to stakeholders including pupils and parents?

# Appendix 2: Evidence base

The findings and recommendations in this report draw on:

- meetings using a digital platform with leaders in 21 primary schools, 10 secondary schools, two special schools and one pupil referral unit
- visits to six primary schools and two secondary schools
- interviews with regional consortia officers
- interviews with academic staff from Welsh Universities
- interviews with tutors from Initial Teacher Education Partnerships
- survey responses from 81 parents or carers from Estyn Parents and Carers Reference Group
- inspection reports from September 2018 to March 2020

The sample of schools visited or telephoned takes account of a range of geographical locations, socio-economic background, ethnic background, size of school and linguistic contexts.

Activities included:

- interviews with headteachers and subject leaders
- discussion with pupils
- learning walks with staff or pupils
- scrutiny of pupils' work
- scrutiny of school documents, including, for example policies, schemes of work, planning documents, portfolios of pupils' work, self-evaluation documentation, audits and resources

## List of schools interviewed or visited

### Primary schools

Albany Primary School  
All Saints RC Primary School  
Cogan Primary School  
Coychurch Primary School  
Cwmffrwdroer Primary School  
Darran Park Primary School

Dowlais Primary School  
Johnston C.P. School  
Mount Stuart Primary  
Our Lady and St Michael's Catholic Primary School  
Pillgwenlly Primary School  
Pembroke Dock C.P. School  
Rhayader Church in Wales Primary School  
Rhos Street C.P. School  
St Helen's Roman Catholic School  
St Illtyd's Roman Catholic School  
St Woolos Primary School  
Talycopa Primary School  
Ysgol Croes Atti  
Ysgol Gynradd Bethel  
Ysgol Gynradd Gymraeg Castell-nedd  
Ysgol Gynradd Gymraeg Hamadryad  
Ysgol Gynradd Llanilar  
Ysgol Pencae  
Ysgol Terrig  
Ysgol Gynradd Talwrn  
Ysgol Y Bynea

### **Secondary schools**

Cathays High School  
Connah's Quay High School  
Penyrheol Comprehensive School  
Risca Community Comprehensive School  
Stanwell School  
The John Frost School  
Welshpool High School  
Ysgol Gyfun Gymraeg Bro Myrddin  
Ysgol David Hughes  
Ysgol Gyfun Gŵyr  
Ysgol Gyfun Y Strade  
Ysgol Syr Thomas Jones

### **Pupil referral unit**

Denbighshire Pupil Referral Unit Ysgol Plas Cefndy

### **Special schools**

Portfield Special School  
St Christopher's Special School

# Appendix 3

The rolling three-year national average in 2021 for pupils of statutory school age who are eligible for free school meals in primary schools in Wales is 21%. For secondary schools in Wales 19% are eligible for free school meals.

Eighteen per cent of pupils in primary schools in Wales have a special educational needs provision (SEN). For secondary schools in Wales 20% have a SEN provision.

All case study data comes from the Welsh Government's Pupil Level Annual School Census database. The latest data is for January 2021.

## **Albany Primary School**

Albany Primary School is an English-medium school situated close to the centre of Cardiff in the multicultural area of Roath. There are currently 434 pupils on roll. Many pupils are from an Ethnic minority background and a majority of pupils speak English as an additional language. Over the last three years the average proportion of pupils who have been eligible for free school meals is around 28%.

## **Cogan Primary School**

Cogan Primary School is in the Cogan area of Penarth in the Vale of Glamorgan. There are 209 pupils on roll, and just over 14% of them are eligible for free school meals. Most pupils are white British and speak English at home. A few pupils come from a minority ethnic background. Over the last three years the average proportion of pupils who have been eligible for free school meals is around 13%.

## **Coychurch Primary School**

Coychurch (Llangrallo) is an English-medium primary school in the village of Coychurch, on the outskirts of Bridgend. It serves the village itself, but a significant number of children attend the school from the surrounding area. There are currently 152 pupils on roll including 18 nursery school pupils. Very few pupils come from an Ethnic minority background and most speak English at home. Over the last three years the average proportion of pupils who have been eligible for free school meals is around 14%.

### **Cwmffrwdroer Primary School**

Cwmffrwdroer Primary School is in Pontnewynydd, near Pontypool. The local authority is Torfaen. The school currently has 258 pupils on roll. Very few pupils speak Welsh at home and nearly all pupils are White British ethnicity.

The school has a higher rate of pupils eligible for free school meals than the national average. Over the last three years the average proportion of pupils who have been eligible for free school meals is around 38%.

### **Denbighshire Pupil Referral Unit Ysgol Plas Cefndy**

Denbighshire portfolio PRU is an all age pupil referral unit (PRU) for pupils experiencing social emotional and behavioural difficulties (SEBD). The PRU operates across three sites, with an integrated line management structure, and overseen by a single management committee. The main site at Ysgol Plas Cefndy, Rhyl houses foundation phase to key stage 4 provision for pupils with SEBD and the Milestones provision for a small group of key stage 3 and 4 pupils who present with high levels of anxiety. The PRU aims to return pupils to mainstream education or to further education, training or employment.

There were 67 pupils on roll in 2019. The local authority placement panel manages all admissions to the PRU. The majority of pupils are dual registered with their mainstream school. All pupils have access to full-time education.

### **Dowlais Primary School**

Dowlais Primary School serves the community of Dowlais in the Merthyr Tydfil County Borough Council local authority. There are 191 pupils on roll. A minority of pupils come from an Ethnic minority background and few pupils speak English as an additional language. Over the last three years the average proportion of pupils who have been eligible for free school meals is around 21%.

### **Mount Stuart Primary School**

Mount Stuart Primary School is an English-medium school situated in Butetown, Cardiff. There are currently 461 pupils on roll. Nearly all pupils are from an Ethnic minority background and many pupils speak English as an additional language. Around 27% of pupils have been eligible for free school meals over the past three years.



### **Our Lady and St Michael's Catholic Primary School**

Our Lady and St Michael's is a voluntary-aided Roman Catholic primary school in Abergavenny in Monmouthshire local authority. The school has 187 pupils. A minority of pupils come from an Ethnic minority background and few pupils speak English as an additional language. Very few pupils speak Welsh at home. Over the last three years the average proportion of pupils who have been eligible for free school meals is around 22%.

### **Pembroke Dock C.P. School**

Pembroke Dock County Primary School is near the town centre of Pembroke Dock in the Pembrokeshire local authority. There are 659 pupils on roll, including 100 in nursery. Most pupils are of a White British background and very few speak Welsh at home. Over the last three years the average proportion of pupils who have been eligible for free school meals is around 29%.

### **Pillgwenlly Primary School**

Pillgwenlly Primary School is a large multicultural school in an area of high social deprivation in Pill, Newport. Many pupils have an Ethnic minority background and speak English as an additional language. Over the last three years the average proportion of pupils who have been eligible for free school meals is around 36%.

### **Rhayader Church in Wales Primary School**

Rhayader Church in Wales Primary School is located in the outskirts of Rhayader in Mid Wales. The school has 203 pupils on roll. The percentage of pupils eligible for free school meals is around 18%. Most pupils come from a White British background. The school is a dual stream school with 65 pupils taught through the medium of Welsh. Over the last three years the average proportion of pupils who have been eligible for free school meals is around 20%.

### **Stanwell School**

Stanwell School is an English-medium mixed 11 to 19 comprehensive school situated in Penarth, Vale of Glamorgan. There are currently 1,998 pupils on roll, of whom 474 are in the sixth form. The school serves the communities of Penarth and Sully. Many pupils come from a White British background and very few speak English as an additional language. Over the last three years the average proportion of pupils who have been

eligible for free school meals is 5%, greatly below the national average.

### **St Woolos Primary School**

St Woolos Primary School is near Newport city centre, in Newport local authority. There are 351 pupils on roll, aged between 3 and 11 years. Fifty-one pupils attend the nursery class in either the morning or the afternoon. A majority of pupils come from an Ethnic minority background and over half speak English as an additional language. Very few pupils speak Welsh at home. Over the last three years the average proportion of pupils who have been eligible for free school meals is 32%.

### **Talycopa Primary School**

Talycopa Primary School serves the community of Llansamlet on the outskirts of Swansea. The school has 223 pupils between the ages of 3 and 11, including 38 part time pupils in the nursery. Most pupils are from a White British background. Over the last three years the average proportion of pupils who have been eligible for free school meals is 19%.

### **Ysgol Gyfun Gymraeg Bro Myrddin**

Ysgol Gyfun Bro Myrddin is a Welsh-medium secondary school for pupils aged between 11 and 19 years. The school is situated in Carmarthen and serves the town, the surrounding villages and rural area.

There are 928 pupils on roll, including 185 pupils in the sixth form. Many pupils come from Welsh-speaking homes. Very few pupils come from Ethnic minority backgrounds. Over the last three years the average proportion of pupils who have been eligible for free school meals is 4%.

### **Ysgol David Hughes**

Ysgol David Hughes is a bilingual comprehensive school with 1,128 pupils between 11 and 18 years old on roll, of which 214 are in sixth form. It serves the catchment area of south east Anglesey, which is an agricultural and tourism area, in the main, with some light industry. Nearly 50% of pupils speak Welsh at home. Very few pupils have an Ethnic minority background. Over 7 in 10 pupils are taught through the medium of Welsh. Over the last three years the average proportion of pupils who have been eligible for free school meals is 10%.

## **Ysgol Gyfun Gŵyr**

Ysgol Gyfun Gŵyr is a Welsh-medium secondary school for pupils aged between 11 and 19 years. The school is situated in Gowerton and serves the west of Swansea.

There are 1,107 pupils on roll, including 191 pupils in the sixth form. Around 8% of pupils are eligible for free schools meals. Just less than one in three of pupils come from Welsh-speaking homes. Very few pupils are from Ethnic minority backgrounds.

## **Ysgol Gynradd Talwrn**

Ysgol Gynradd y Talwrn is situated in the village of Talwrn, approximately three miles from Llangefni on the Isle of Anglesey. Welsh is the main medium of the school's life and work, and English is introduced to pupils in key stage 2. There are 35 pupils between 4 and 11 years old on roll. Very few pupils have an Ethnic minority background and a majority of pupils speak Welsh at home. Over the last three years the average proportion of pupils who have been eligible for free school meals is 14%.

## **Ysgol Y Bynea**

Ysgol Gynradd Bynea is in the village of Bynea near Llanelli. The school has grown rapidly over the last four years and there are currently 196 pupils on roll aged 3 to 11. Most students are White British ethnicity and very few speak Welsh at home. Over the last three years the average proportion of pupils who have been eligible for free school meals is 14%.

# Glossary

<b>Antiracism</b>	The policy of challenging racism and promoting racial equality
<b>Area of Learning and Experience AoLE</b>	There are six Areas of Learning and Experience in the Curriculum for Wales including the AoLE for humanities.
<b>Black History Month</b>	Black History Month is a month long celebration of the contributions made by people of African and African-Caribbean descent to local, national and world history. Black history month is usually held in October.
<b>Black History Cymru 365</b>	Black History Cymru 365 celebrates African and African-Caribbean history and heritage throughout the year in Wales.
<b>Cynefin</b>	<p>The place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable. Though often translated as 'habitat', cynefin is not just a place in a physical or geographical sense: it is the historic, cultural and social place which has shaped and continues to shape the community which inhabits it. (Curriculum for Wales, Humanities Area of Learning and Experience statements of what matters)</p> <p>The concepts that underpin the discipline of history. These include chronology, change and continuity, cause and effect, evidence, interpretations, representations, perspectives, questioning, evaluation, significance, making judgements, validity and interconnectedness.</p>
<b>Disciplinary concepts</b>	Knowledge and understanding of the discipline, in this case history. This includes knowledge and understanding of disciplinary and substantive concepts and how they may be planned and taught.
<b>Disciplinary knowledge and understanding</b>	A group of people from a particular culture or race living in a country where the main group is of a different culture or race
<b>Ethnic Minority</b>	Understanding information or view which are not explicit in the text. Pupils take information from the text, make predictions, add their own ideas, draw conclusions and make judgements to create an interpretation of the text.
<b>inference</b>	These are identified as usually including the skills of location, reorganisation, inference, evaluation and appreciation.
<b>higher order reading skills</b>	A voluntary organisation for women in Wales established in 1967. Two hundred and eighty branches across Wales organise regular meetings and activities.
<b>Merched y Wawr</b>	The method and practice of teaching
<b>pedagogy</b>	

**Show Racism the Red Card**

Show Racism the Red Card is an antiracism educational charity that was established in 1996. The organisation utilises the high profile status of football and football players to help tackle racism in society.

**statements of what matters**

These are statements that identify key concepts in the areas of learning and experience in the Curriculum for Wales.

**Substantive knowledge and concepts**

Knowledge about the past. Substantive concepts include diversity, community, authority, governance, citizenship, justice, equality.

**regional consortia**

The provision set up by a group of local authorities to deliver school improvement services as set out in the Welsh Government's National Model for Regional Working

**Unconscious bias**

A preference or prejudice of which a person holding it is not aware. The bias may affect behaviour and decisions.

## Numbers - quantities and proportions

nearly all	with very few exceptions
most	90% or more
many	70% or more
a majority	over 60%
half	50%
around half	close to 50%
a minority	below 40%
few	below 20%
very few	less than 10%

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# Glossary

## **antiracism**

The policy of challenging racism and promoting racial equality

## **Unconscious bias**

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## **cynefin**

The place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable. Though often translated as 'habitat', cynefin is not just a place in a physical or geographical sense: it is the historic, cultural and social place which has shaped and continues to shape the community which inhabits it. (Curriculum for Wales, Humanities Area of Learning and Experience statements of what matters)

## **pedagogy**

The method and practice of teaching

## **Merched y Wawr**

A voluntary organisation for women in Wales established in 1967. Two hundred and eighty branches across Wales organise regular meetings and activities.