

# 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.

# Glossary

## **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.