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OPEN CONSULTATION

# The Curriculum for Wales – Clarifying the Humanities area in relation to the history of Wales and the world

We want your views on proposed changes to the Humanities area in relation to the history of Wales and the world.

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# Overview

We are consulting on proposed changes to the Humanities area to include specific reference to the history of Wales and the world within the statements of what matters and guidance.

## Introduction

The **Curriculum for Wales Framework guidance** (<https://hwb.gov.wales/curriculum-for-wales>) was published in January 2020 to support the implementation of new curriculum and assessment arrangements in Wales. The Framework comprises various sections, including mandatory elements (such as statements of what matters) as well as wider statutory guidance. The **statements of what matters Code** (<https://gov.wales/curriculum-wales-statements-what-matters-code>) is developed under section 6 of the **Curriculum and Assessment (Wales) Act 2021** (<https://www.legislation.gov.uk/asc/2021/4/contents/enacted>) (the Act). It sets out the 27 statements of what matters across the six areas of learning and experience (Areas) on which all maintained schools and funded non-maintained settings must base their curriculum. These statements of what matters form part of the Curriculum for Wales Framework.

The Welsh Government strengthened the statements of what matters for **Humanities** (<https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters>) following **consultation in spring 2021** (<https://gov.wales/statements-what-matters-code>) to ensure the study of Welsh history in all its diversity and complexity is both explicit and compulsory for schools and settings. The **Co-operation Agreement between Plaid Cymru and the Welsh Government** (<https://gov.wales/co-operation-agreement-full-policy-programme-html>) emphasises the

importance of Welsh history in all of its diversity and complexity – being mandatory in the new Curriculum for Wales and commits us to reviewing the mandatory statements of What Matters Code and other supporting guidance.

The relevant statement now states:

“ Through consistent exposure to the story of their locality and the story of Wales, as well as to the story of the wider world, learners can develop an understanding of the complex, pluralistic and diverse nature of societies, past and present. These stories are diverse, spanning different communities as well as in particular the stories of Black, Asian and Minority Ethnic people. This also enables learners to develop a common understanding of the diverse history, cultural heritage, ethnic diversity, identities, experiences and perspectives of their local area, Wales and the wider world.

To further strengthen this shared commitment, and to ensure greater clarity for schools and settings, we propose the statements of what matters Code should be updated to provide explicit reference to the ‘history of Wales and the world’. If agreed, this update will also be reflected in relevant sections of the **Humanities Area guidance** (<https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/>).

To support this requirement, in line with the Co-operation Agreement, we will also commission the development of an overarching timeline of Welsh history and further updates will be provided in due course.

# **Proposed changes to the Humanities area in relation to the history of Wales and the world**

We propose to make a change to the following statement of what matters as highlighted below:

## **Human societies are complex and diverse, and shaped by human actions and beliefs.**

An appreciation of identity, heritage and cynefin, including the history of Wales and the world, can influence learners emotionally and spiritually, and help build their sense of self and of belonging. Through an understanding of themselves, learners develop their own identity and an awareness of how they, as individuals, can shape the communities in which they live. Consequently, learners will come to realise that the choices we all make, individually and collectively, can have major impacts on society.

Through consistent exposure to the story of their locality and the story of Wales, as well as to the story of the wider world, learners can develop an understanding of the complex, pluralistic and diverse nature of societies, past and present. These stories are diverse, spanning different communities as well as in particular the stories of Black, Asian and Minority Ethnic people. This also enables learners to develop a common understanding of the diverse history, cultural heritage, ethnic diversity, identities, experiences and perspectives of their local area, Wales and the wider world.

Over time, places, communities and societies evolve, experiencing continuity and change that has affected, and continues to affect, their own and other people's lives. As they explore this, learners can come to appreciate how this

evolution is driven by the interplay between a range of factors, including environmental, economic, social, political and cultural processes, human actions and religious and non-religious beliefs and worldviews. It will also help them build an understanding of the causes, consequences and significance of the changes and interrelationships that have shaped societies at different levels of development.

Experiences in this Area can encourage a critical understanding of how societies are and have been organised, structured and led, in the learners' own locality and in Wales, as well as in the wider world. Societies are characterised by a range of cultural, linguistic, economic, legal and political norms and values. They are also dynamic, both driving and reacting to changes on a local, national and global scale. Learners can explore the connections and interdependence between such societies in the past and present, in the context of a globalised world. Further engagement will also encourage them to explore – and develop a tolerant and empathetic understanding of – the varied beliefs, values, traditions and ethics that underpin and shape human society.

This aspect of the Area encourages learners to explore concepts, including chronology, change and continuity, diversity, cause and effect, interconnectedness, community, identity and belonging, authority and governance.

To support the proposed change to the Humanities statement of what matters in para 2.1, we also propose the following changes to sections of guidance within the **Humanities area guidance** (<https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/>):

## **Humanities Introduction** (<https://hwb.gov.wales/curriculum-for-wales/humanities/>), **paragraph 4**

Humanities is central to learners becoming ethical, informed citizens of Wales and the world. In contemporary and historical contexts, investigation and exploration of the human experience in their own localities and elsewhere in Wales, as well as in the wider world, can help learners discover their heritage and develop a sense of place and cynefin. It can also promote an understanding of how the people of Wales, its communities, history, culture, landscape, resources and industries, interrelate with the rest of the world. Contemplating different perspectives will in turn help promote an understanding of the ethnic and cultural diversity within Wales and as part of Welsh history. Taken together, these experiences will help learners appreciate the extent to which they are part of a wider international community, fostering a sense of belonging that can encourage them to contribute positively to their communities.

## **Designing Your Curriculum** (<https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/>)

Specific considerations for this Area

The statements of what matters refer to the need for consistent exposure to the story of learners' locality and the history of Wales, as well as to the story of the wider world, to enable learners to develop an understanding of the complex, pluralistic and diverse nature of societies, past and present. Learners should be grounded in an understanding of the identities, landscapes and histories that come together to form their cynefin. This will not only allow them to develop a strong sense of their own identity and well-being, but to develop an understanding of others' identities and make connections with people, places and histories elsewhere in Wales and across the world. Local, national and

global contexts are integral to the Area and form part of the key principles described below relating to the choice of content.

## **Consultation questions**

### **Question 1**

Does the addition of 'history of Wales and the world' better clarify the importance of the teaching of Welsh history as part of the teaching of heritage in the statement of what matters and associated guidance?

### **Question 2**

The statements of what matters are key elements of the curriculum structures for each Area of Learning and Experience (Area). Is the proposed addition of 'history of Wales and the world' to the Humanities Area statement clear and accessible, providing understanding of the breadth for curriculum development?

### **Question 3**

The statements of what matters have been refined following consideration of issues as part of the passage of associated legislation by the Senedd in 2021. Do the proposed changes to the Humanities Area provide sufficient clarity and support to schools and settings in their curriculum planning?

## **Question 4**

To support schools in engaging with the proposed changes to the statement of what matters and the associated guidance, we will also be commissioning the development of an overarching timeline of Welsh history. How could such a timeline and any other supporting resources support schools to engage with the proposed mandatory requirements highlighted in this consultation?

## **Question 5**

We would like to know your views on the effects that the proposed amendments to the Humanities Area would have on the Welsh language, specifically on opportunities for people to use Welsh and on treating the Welsh language no less favourably than English.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

## **Question 6**

Please also explain how you believe the proposed amendments to the Humanities Area could be formulated or changed so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language, and no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Please use the consultation response form to respond to the above questions.

# **UK General Data Protection Regulation (UK GDPR)**

The Welsh Government will be data controller for any personal data you provide as part of your response to the consultation. Welsh Ministers have statutory powers they will rely on to process this personal data which will enable them to make informed decisions about how they exercise their public functions. Any response you send us will be seen in full by Welsh Government staff dealing with the issues which this consultation is about or planning future consultations. Where the Welsh Government undertakes further analysis of consultation responses then this work may be commissioned to be carried out by an accredited third party (for example, a research organisation or a consultancy company). Any such work will only be undertaken under contract. Welsh Government's standard terms and conditions for such contracts set out strict requirements for the processing and safekeeping of personal data.

In order to show that the consultation was carried out properly, the Welsh Government intends to publish a summary of the responses to this document. We may also publish responses in full. Normally, the name and address (or part of the address) of the person or organisation who sent the response are published with the response. If you do not want your name or address published, please tell us this in writing when you send your response. We will then redact them before publishing. You should also be aware of our responsibilities under Freedom of Information legislation.

If your details are published as part of the consultation response then these published reports will be retained indefinitely. Any of your data held otherwise by Welsh Government will be kept for no more than three years.

# Your rights

Under the data protection legislation, you have the right:

- to be informed of the personal data held about you and to access it
- to require us to rectify inaccuracies in that data
- to (in certain circumstances) object to or restrict processing
- for (in certain circumstances) your data to be 'erased'
- to (in certain circumstances) data portability
- to lodge a complaint with the Information Commissioner's Office (ICO) who is our independent regulator for data protection

For further details about the information the Welsh Government holds and its use, or if you want to exercise your rights under the UK GDPR, please see contact details below:

Data Protection Officer:

Welsh Government  
Cathays Park  
CARDIFF  
CF10 3NQ

e-mail: [Data.ProtectionOfficer@gov.wales](mailto:Data.ProtectionOfficer@gov.wales)  
(<mailto:Data.ProtectionOfficer@gov.wales>)

The contact details for the Information Commissioner's Office are:

Wycliffe House  
Water Lane  
Wilmslow  
Cheshire

K9 5AF

Tel: 01625 545 745 or 0303 123 1113

Website: [ico.org.uk](https://ico.org.uk/) (https://ico.org.uk/)

## Further information and related documents

Large print, Braille and alternative language versions of this document are available on request.

The consultation documents can be accessed from the Welsh Government's website at [gov.wales/consultations](https://gov.wales/consultations) (https://gov.wales/consultations).

The Curriculum for Wales Framework guidance can be found at: [Curriculum for Wales - Hwb \(gov.wales\)](https://hwb.gov.wales/curriculum-for-wales) (https://hwb.gov.wales/curriculum-for-wales).

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