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Llywodraeth Cymru  
Welsh Government

Llywodraeth Cymru  
Ymgynghoriad – crynodeb o'r ymatebion

Cwricwlwm i Gymru:  
Y Dyniaethau - hanes Cymru a'r byd

Dyddiad cyhoeddi: Chwefror 2023

Mae'r ddogfen hon hefyd ar gael yn Saesneg.  
This document is also available in English.

# Cwricwlwm i Gymru: Hanes Cymru a'r byd

## Cynulleidfa

Ymarferwyr addysg; ysgolion a gynhelir; lleoliadau meithrin a ariennir nas cynhelir; unedau cyfeirio disgyblion; lleoliadau addysg heblaw yn yr ysgol; awdurdodau lleol; gwasanaethau gwella ysgolion; cyrff llywodraethu ysgolion a gynhelir; pwyllgorau rheoli unedau cyfeirio disgyblion awdurdodau esgobaethol; undebau llafur ac Estyn.

## Trosolwg

Crynodeb o'r ymatebion i'r ymgynghoriad ynghylch diweddariadau a awgrymir i faes cwricwlwm y Dyniaethau.

## Camau i'w cymryd

Er gwybodaeth.

## Rhagor o wybodaeth

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## Copïau ychwanegol

Mae'r ddogfen hon ar gael ar wefan Llywodraeth Cymru yma: [Cwricwlwm i Gymru - Rhoi eglurder ynghylch y maes Dyniaethau mewn perthynas â hanes Cymru a'r byd | LLYW. CYMRU](#)

## Dogfennau cysylltiedig

Mae'r Cod Datganiadau o'r Hyn sy'n Bwysig ar gael yma: [Cod datganiadau o'r hyn sy'n bwysig | LLYW. CYMRU](#)

Mae canllawiau Fframwaith y Cwricwlwm i Gymru ar gael yma: [Cwricwlwm i Gymru – Hwb \(llyw.cymru\)](#)

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Mae'r holl ymatebion yn y ddogfen hon wedi'u dyfynnu yn yr iaith wreiddiol.  
All responses included in this document are quoted in their original language.

## Cwricwlwm i Gymru

1. Caiff [Fframwaith y Cwricwlwm i Gymru](#) (y Fframwaith) ei bennu yn genedlaethol ac mae'n cynnwys gofynion y cwricwlwm, fel y nodir mewn deddfwriaeth, ac ystod o ganllawiau ategol. Cafodd ei gyhoeddi ym mis Ionawr 2020 ac mae'n cynnwys 27 o ddatganiadau drafft o'r hyn sy'n bwysig wrth ddysgu. Cafodd y 27 o ddatganiadau drafft o'r hyn sy'n bwysig eu cadarnhau wedi hynny drwy gyhoeddi'r Cod Datganiadau o'r Hyn sy'n Bwysig ar 15 Tachwedd 2021 (gweler isod).
2. Mae canllawiau'r Cwricwlwm i Gymru, a'r canllawiau eraill a gyhoeddir ochr yn ochr ag ef, wedi'u llunio ar y cyd. Maent wedi'u datblygu yng Nghymru, gan ymarferwyr ar gyfer ymarferwyr, gan ddwyn ynghyd arbenigedd addysgol ac ymchwil a thystiolaeth ehangach. Maent wedi'u cyhoeddi'n bennaf i helpu ysgolion i gynllunio eu cwricwlwm eu hunain ac i fodloni gofynion a nodir mewn deddfwriaeth.
3. Dyluniwyd y Fframwaith i helpu ymarferwyr i ddatblygu dull mwy integredig o ddysgu. Mae'r chwe maes dysgu a phrofiad (y Meysydd) yn dwyn ynghyd ddisgyblaethau cyfarwydd, ac yn annog cysylltiadau ystyrllon a chadarn ar draws gwahanol ddisgyblaethau. Bydd gan y disgyblaethau unigol hynny ran bwysig i'w chwarae o hyd, yn arbennig wrth i ddysgwyr ddangos cynnydd a dechrau arbenigo.
4. Mae canllawiau'r Cwricwlwm i Gymru yn annog cydweithio a chynllunio, dysgu ac addysgu trawsddisgyblaethol, o fewn ac ar draws y Meysydd. Mae hyn yn galluogi dysgwyr i feithrin cysylltiadau ar draws eu dysgu ac i gyfuno gwahanol brofiadau, gwybodaeth a sgiliau.
5. Mae'r Fframwaith hwn yn cynnwys 27 o ddatganiadau mandadol o'r hyn sy'n bwysig. Mae'r rhain yn sicrhau lefel o gysondeb wrth gynllunio cwricwlwm ar draws lleoliadau ac ysgolion, gan fod rhaid i ddysgwyr ddatblygu dealltwriaeth o'r holl ddatganiadau. Bydd y broses o archwilio'r datganiadau hyn ac ailymweld â hwy yn galluogi dysgwyr i ddatblygu dealltwriaeth ddyfnach eto ar hyd y continwrm dysgu ac i wneud cynnydd

tuag at ddealltwriaeth fwy soffistigedig o'r wybodaeth, y syniadau a'r egwyddorion allweddol ym mhob Maes.

6. Bydd y ddealltwriaeth fwy soffistigedig hon yn galluogi dysgwyr i werthfawrogi sut mae eu dysgu'n cyfrannu at y syniadau hyn a pham mae hyn yn bwysig, yn hytrach na gallu dim ond cofio ffeithiau unigol heb ddeall y cyd-destun. Mae'r cynnydd hwn, ar y cyd ag amrywiaeth o ddulliau asesu, yn galluogi'r dysgwyr a'r ymarferwyr i ddeall ble mae'r dysgwyr arni, a beth sydd angen iddynt ei wneud nesaf.

## **Y Cod Datganiadau o'r Hyn sy'n Bwysig**

7. Mae'r Cod Datganiadau o'r Hyn sy'n Bwysig yn is-ddeddfwriaeth a ddatblygwyd o dan adran 6 o Ddeddf Cwricwlwm ac Asesu (Cymru) 2021 (y Ddeddf). Mae'n nodi'r 27 o ddatganiadau mandadol o'r hyn sy'n bwysig ar draws y Meysydd y mae'n rhaid i gwricwlwm pob ysgol a gynhelir a phob lleoliad a ariennir nas cynhelir fod yn seiliedig arnynt. Mae'r datganiadau o'r hyn sy'n bwysig yn rhan o Fframwaith y Cwricwlwm i Gymru.
8. Mae'r Ddeddf yn ei gwneud yn ofynnol i Weinidogion Cymru lunio'r Cod, ymgynghori ar ei gynnwys a'i adolygu o bryd i'w gilydd. Mae'r gofyniad ar ysgolion a lleoliadau i ddefnyddio'r datganiadau o'r hyn sy'n bwysig a nodir yn y Cod yn cyd-fynd â gofynion eraill o ran cynllunio a datblygu eu cwricwlwm o dan Fframwaith y Cwricwlwm i Gymru.
9. Roedd yr ymgynghoriad hwn yn cynnwys diweddariad arfaethedig i un o'r datganiadau o'r hyn sy'n bwysig a gyhoeddwyd o dan y Cod, yn ogystal â chanllawiau cysylltiedig ym Maes y Dyniaethau.

## **Y broses ymgynghori**

10. Roedd fersiynau cynharach o'r datganiadau o'r hyn sy'n bwysig yn destun ymgynghoriad 12 wythnos fel rhan o'r ymgynghoriad a oedd yn cwmpasu holl ganllawiau drafft Fframwaith y Cwricwlwm i Gymru yn 2019. Yn ystod yr ymgynghoriad hwnnw, gofynnwyd yn benodol am safbwyntiau ar y 27 o ddatganiadau drafft o'r hyn sy'n bwysig. Roedd hwn yn ymgynghoriad

sylweddol gyda dros 2,000 o ymatebion amrywiol gan ymarferwyr, arweinwyr ysgolion, rhieni, grwpiau â diddordeb arbennig, y sector cyhoeddus a phlant a phobl ifanc. Ochr yn ochr â mewnbwn gan grwpiau ffocws, cawsom 1,680 o gyflwyniadau digidol, ynghyd ag adborth gan 423 o ddysgwyr. Mae cyfres o [adroddiadau sy'n ymdrin â'r ymgynghoriad hwnnw](#) ac ymatebion iddo wedi'u cyhoeddi gan Lywodraeth Cymru.

11. Cynhaliwyd yr ymgynghoriad penodol ar God drafft gwreiddiol y Datganiadau o'r Hyn sy'n Bwysig rhwng 21 Mai a 16 Gorffennaf 2021. Cafwyd cyfanswm o 44 o ymatebion i'r ymgynghoriad hwnnw ynghylch y Cod drafft. Yn dilyn yr ymgynghoriad, ar 28 Medi 2021 cyhoeddwyd adroddiad yn crynhoi'r ymatebion, a chafodd y Cod drafft arfaethedig a ddeilliodd o hynny ei osod gerbron y Senedd. Yna, cyhoeddwyd y Cod canlyniadol ar 15 Tachwedd 2021.
12. Rhwng 30 Tachwedd 2022 a 4 Ionawr 2023, cynhaliwyd ymgynghoriad penodol ynghylch Maes Dyniaethau y Cwricwlwm i Gymru. Roedd yn awgrymu geiriad ar gyfer egluro un datganiad o'r hyn sy'n bwysig a chanllawiau cysylltiedig mewn perthynas â hanes Cymru a'r byd.
13. Roedd yr ymgynghoriad hwn sy'n effeithio ar y Cod Datganiadau o'r Hyn sy'n Bwysig a'r canllawiau ehangach ar y cwricwlwm yn cynnwys chwe chwestiwn allweddol. Roedd y ddau gwestiwn cyntaf yn canolbwyntio ar safbwyntiau ynghylch eglurder a hygyrchedd y diwygiadau arfaethedig. Roedd cwestiynau 3 a 4 yn ymwneud â pha mor dda y byddai'r diwygiadau arfaethedig yn cynorthwyo ysgolion a lleoliadau yn eu gwaith, ochr yn ochr â'r cymorth a fyddai'n cael ei ddarparu drwy ddatblygu adnodd llinell amser ar gyfer y Maes hwn. Roedd cwestiynau 5 a 6 yn gwestiynau ymgynghori safonol gan Lywodraeth Cymru a oedd yn ceisio safbwyntiau ar yr effeithiau y byddai'r cynigion yn eu cael ar y Gymraeg. Roedd cwestiwn 7 yn rhoi lle i ymatebwyr gyflwyno safbwyntiau ehangach nad oedd yr arolwg ymgynghori wedi ymdrin â hwy eto.
14. Cafwyd 53 o ymatebion i'r ymgynghoriad, a gyflwynwyd ar-lein yn bennaf, er bod 11 o'r rhain wedi'u cael drwy'r blwch post gohebiaeth. Cyflwynwyd 11 o ymatebion yn y Gymraeg.

15. Roedd amrywiaeth o fuddiannau wedi'u cynrychioli: ymarferwyr oedd y categori mwyaf o ymatebwyr, gan gyfateb i tua 32% o'r ymatebion. Roedd 13% o'r ymatebion wedi dod gan gyrrff proffesiynol neu grwpiau buddiannau, ac roedd canran debyg yn deillio o'r categori 'arall'. Daeth tua 11% o'r ymatebion gan gyrrff rhanbarthol ac awdurdodau lleol, tua 9% gan y sector gwirfoddol, 8% gan lywodraethwyr ysgolion, a 6% gan ymatebwyr a nododd eu bod yn rhieni neu'n ofalwyr. Daeth 2% o'r ymatebion gan lobïwyr, a dewisodd yr ymatebwyr sy'n weddill beidio â darparu gwybodaeth.

## **Crynodeb o ganfyddiadau'r ymatebion**

16. Dyma rai o'r pwyntiau allweddol a godwyd gan y rhai a ymatebodd i'r ymgynghoriad:
- mynegwyd cefnogaeth gyffredinol gan bron bob ymatebydd i addysgu hanes Cymru ac i'w bwylais yn y Cwricwlwm i Gymru, er i rai pryderon gael eu crybwyll ynghylch sicrhau cydbwysedd ar draws ehangder Maes y Dyniaethau
  - teimlai'r mwyafrif o'r ymatebwyr y byddai'r newidiadau arfaethedig i ddatganiad y Dyniaethau o'r hyn sy'n bwysig a'r canllawiau cysylltiedig yn sicrhau mwy o bwylais ac eglurder ynghylch addysgu hanesion Cymru, er i amryw o safbwyntiau gael eu mynegi ynghylch geiriad penodol y newidiadau arfaethedig
  - roedd rhai ymatebwyr o'r farn fod y newidiadau arfaethedig yn ddiangen, a hynny'n bennaf naill ai oherwydd bod eglurder digonol yn y geiriad presennol a luniwyd gan weithgor ymarferwyr y Dyniaethau, neu oherwydd pryderon ynghylch newidiadau pellach (a newidiadau yr ystyriwyd eu bod yn rhai cymharol fach) yn awr tra bo ysgolion a lleoliadau'n dal i weithredu eu trefniadau cwricwlwm newydd
  - roedd cefnogaeth gyffredinol i'r bwriad i ddatblygu adnodd llinell amser newydd i gefnogi dysgu ac addysgu yn y Maes hwn; cyflwynwyd amryw o safbwyntiau ynghylch cynnwys y llinell amser a'r gwaith o'i datblygu, a

thynnwyd sylw hefyd at risgiau o ran ei chyflwyniad a'r modd y gallai ysgolion a lleoliadau ei dehongli

- roedd y mwyafrif o'r ymatebwyr o'r farn ei bod yn debyg y byddai meithrin dealltwriaeth fwy clir a manwl o hanes Cymru ymysg plant a phobl ifanc yn creu rhywfaint o fudd o ran datblygiad y Gymraeg; roedd ymatebwyr eraill naill ai'n ansicr ynghylch unrhyw effeithiau cyfatebol neu o'r farn y byddai hyn yn dod i'r amlwg wrth i fwy o ddysgwyr brofi'r Cwricwlwm i Gymru wrth iddo gael ei gyflwyno
- roedd thema gyffredinol hefyd drwy'r holl ymatebion i'r ymgynghoriad ynghylch cymorth pellach ar gyfer datblygu'r broses o ddysgu ac addysgu hanes Cymru mewn ysgolion a lleoliadau; amrywiau'r safbwyntiau o ran natur y cymorth hwnnw, ond yn gyffredinol roeddent yn cynnwys adnoddau a deunyddiau ategol a chyfleoedd dysgu proffesiynol penodol

17. Mae'r adborth yn cyfrannu at y gwaith o lunio diweddariadau i fframwaith y Cwricwlwm i Gymru a chytuno arnynt, gan gynnwys y Cod Datganiad o'r Hyn sy'n Bwysig. Mae hefyd yn cyfrannu at waith ynghylch llunio adnodd 'llinell amser'. Erbyn hyn, mae'r adborth ehangach a gafwyd drwy'r ymgynghoriad hefyd yn cyfrannu at bolisiâu, yn ogystal â'r broses o ddatblygu cymorth pellach.

18. Isod ceir dadansoddiad o'r ymatebion fesul cwestiwn ymgynghori, ac mae copiâu o'r ymatebion fesul cwestiwn i'w cael yn Atodiad A i'r adroddiad hwn. Gofynnodd y mwyafrif o'r ymatebwyr i fod yn ddienw, ac felly mewn rhai achosion mae'r ymatebion yn Atodiad A wedi'u diwygio ychydig er mwyn parchu'r dymuniadau hynny.

## **Cwestiwn 1 - egluro pwysigrwydd hanes Cymru**



19. Y cwestiwn llawn a ofynnwyd yn yr ymgynghoriad:

Ydy ychwanegu 'hanes Cymru a'r byd' yn y datganiad o'r hyn sy'n bwysig a'r canllawiau cysylltiedig yn egluro'n well bwysigrwydd addysgu hanes Cymru fel rhan o addysgu treftadaeth?

20. Cyflwynodd 42 o'r ymatebwyr sylwadau am y cwestiwn hwn. O'r rheini, cytunodd y mwyafrif helaeth fod yr hyn y cynigir ei ychwanegu yn helpu i egluro pwysigrwydd addysgu hanes Cymru o dan y Cwricwlwm i Gymru. Er eu bod yn gefnogol, awgrymodd tua thraean o'r rhain ffyrdd y gallai'r datganiad a'r canllawiau gael eu cryfhau, yn eu barn hwy. Nododd ambell ymateb nad oedd angen egluro'r datganiad presennol ymhellach.

*"We welcome the explicit reference to the history of Wales and the world. We believe that this provides more clarity for schools and settings within the statement of what matters and associated guidance around the need to teach Welsh history."*

O ymateb Estyn

21. O fewn y gefnogaeth gyffredinol i'r diwygiad, roedd amryw o'r awgrymiadau ynghylch geiriad gwahanol yn cynnwys galwadau am fwy o fanylder ynghylch hanes Cymru, lle Cymru yn y byd, a hanes yr iaith Gymraeg. Cyflwynwyd yr awgrymiadau hyn gan gymysgedd o ymarferwyr a sefydliadau sy'n rhanddeiliaid. Cafwyd adborth ynghylch y derminoleg a oedd yn cael ei defnyddio, yn ogystal â'r pwyslais a oedd yn cael ei roi ar agweddau penodol.

## Cwestiwn 2 – eglurder a hygyrchedd

22. Y cwestiwn llawn a ofynnwyd yn yr ymgynghoriad:

Mae'r datganiadau o'r hyn sy'n bwysig yn elfennau allweddol o strwythurau'r cwricwlwm ar gyfer pob Maes Dysgu a Phrofiad (Maes). Ydy'r cynnig o ychwanegu 'hanes Cymru a'r byd' at ddatganiad y Maes Dyniaethau yn glir ac yn hygyrch, ac yn darparu dealltwriaeth o'r cwmpas ar gyfer datblygu'r cwricwlwm?

23. O'r 42 o sylwadau a gafwyd mewn ymateb i'r cwestiwn hwn, cytunodd tua chwarter fod y cynnig yn glir ac yn hygyrch i ymarferwyr, ac roedd tua

chwarter yn anghytuno. Er bod y safbwyntiau ynghylch y cwestiwn hwn yn amrywio mwy na'r safbwyntiau ynghylch cwestiwn 1 yr arolwg, roedd gweddill yr ymatebwyr i'r cwestiwn hwn yn cynnig safbwyntiau mwy amwys o ran y modd yr oedd y cynnig yn hwyluso eglurder a hygyrchedd.

24. O blith y rhai a oedd yn cytuno â'r diwygiad, cafwyd safbwyntiau yn mynegi eu bod yn fodlon ar y pwyslais tra bo hefyd yn creu lle ar gyfer hyblygrwydd wrth gynllunio'r cwricwlwm ar lefel leol o fewn y datganiadau trosfwaol o'r hyn sy'n bwysig. Roedd ymatebwyr eraill o'r farn nad oedd y diwygiad yn mynd yn ddigon pell, ac yn galw am fwy o gyfarwyddo a manylder yn y datganiad mandadol ynghylch yr agweddau ar ddysgu sydd i'w cwmpasu gan bob ysgol a lleoliad. Yn yr ymatebion i'r cwestiwn hwn, roedd galwadau hefyd am fwy o gymorth i ymarferwyr y tu hwnt i ddarparu'r datganiad, er mwyn hwyluso'r gwaith o ddatblygu a gwireddu'r cwricwlwm yn well.

*“Nid ydym wedi ein argyhoeddi fod ychwanegu ‘hanes Cymru a’r byd’ at y datganiadau a’r canllawiau yn unig yn mynd i gryfhau statws hanes Cymru yn y cwricwlwm fel a nodwyd yn yr ateb i Gwestiwn 1 uchod. Barn CYDAG yw fod angen manteisio ar y cyfle yma i wneud llawer mwy o godi statws hanes Cymru yn y cwricwlwm newydd ac i sicrhau fod pob plentyn drwy Gymru yn mynd i gael cyfle cyfartal i ddysgu am hanes ein gwlad.”*

O ymateb CYDAG

25. Roedd ymatebwyr i'r cwestiwn hwn hefyd yn tynnu sylw at bwysigrwydd ystyried yr angen am gydbwysedd mewn perthynas â hanes y Deyrnas Unedig (DU) a hanes y byd, a'r heriau y mae hynny'n eu creu o ran cyfyngiadau amser yn y cwricwlwm. Roedd eraill o'r farn fod y diwygiad hwn yn rhoi arweiniad digonol er mwyn i ddysgu fod yn seiliedig ar hanesion Cymru ac yna ehangu tuag allan i gyd-destunau y DU, Ewrop, a'r byd. Roedd safbwyntiau eraill yn awgrymu bod y diwygiad yn culhau'r cwricwlwm neu'n arwain at ffocws llai eglur. O'r ymatebion i'r cwestiwn hwn, roedd ymdeimlad cyffredinol fod angen cymorth ac adnoddau pellach er mwyn cefnogi'r agwedd hon ar y cwricwlwm.

## Cwestiwn 3 – digon o eglurder a chymorth

26. Y cwestiwn llawn a ofynnwyd yn yr ymgynghoriad:

Mae'r datganiadau o'r hyn sy'n bwysig wedi eu mireinio ar ôl ystyried materion fel rhan o hynt deddfwriaeth gysylltiol gan y Senedd yn 2021. Ydy'r newidiadau arfaethedig i'r Maes Dyniaethau yn darparu digon o eglurder a chymorth i ysgolion a lleoliadau wrth iddynt drefnu'r cwricwlwm?

27. Rhoddodd 44 o ymatebwyr i'r cwestiwn hwn sylwadau manylach gydag ystod eang o safbwyntiau yn cael eu mynegi mewn perthynas â darparu eglurder i gefnogi'r gwaith o drefnu'r cwricwlwm. Roedd tua chwarter yr ymatebwyr yn cytuno bod yr ychwanegiad i'r datganiad mandadol o'r hyn sy'n bwysig yn ddigon eglur. Roedd tua thraean o'r ymatebwyr yn gyffredinol o'r farn nad oedd hyn yn wir, a'r gweddill yn cynnig sylwadau pellach ar y diwygiad arfaethedig.

*“My own department has responded in very different ways - some welcome the changes, others are opposed to them. This is leading to efforts by the former to make changes, also by the latter to be as minimalist as possible. Many still feel a tokenistic approach is appropriate, which the statements still allow for unfortunately.”*

Ymateb Dienw

28. Er bod rhai ymatebwyr o'r farn bod y diwygiadau arfaethedig yn pwysleisio'n briodol yr angen i gynnwys hanes Cymru wrth drefnu cwricwlwm y Dyniaethau, awgrymodd eraill bod angen mwy y tu hwnt i ganllawiau'r cwricwlwm. Fe wnaeth rhai ymatebwyr alw am lefelau uwch o benodoldeb yn elfennau mandadol y Cwricwlwm i Gymru. Fodd bynnag, ac yn fwy cyffredinol, roedd yr ymatebion i'r cwestiwn ymgynghori hwn yn ymwneud â'r angen am lefelau uwch o eglurhad a chefnogaeth y tu hwnt i'r datganiad o'r hyn sy'n bwysig. Mewn ymateb i'r cwestiwn hwn roedd galwadau i ddatblygu adnoddau penodol a darparu dysgu proffesiynol i gefnogi ymarferwyr â'u darpariaeth ddysgu ac addysgu yn y maes cwricwlwm hwn.

*“The changes set out distinct areas for study within the Humanities guidelines which directly connect learners to the outcomes and consequences of ideas, belief and actions. They give educators the tools to unpick complex themes and narratives and examine evidence critically -*

*recognising the impacts of the diversity of place in the natural world as well as the wider human society.”*

Ymateb Dienw

## Cwestiwn 4 – llinell amser drofwaol

29. Y cwestiwn llawn a ofynnwyd yn yr ymgynghoriad:

I gefnogi ysgolion i ymgysylltu â'r newidiadau arfaethedig i'r datganiad o'r hyn sy'n bwysig a'r canllawiau cysylltiedig, byddwn hefyd yn comisiynu datblygu llinell amser drofwaol o hanes Cymru. Sut gallai llinell amser o'r fath ac unrhyw adnoddau cysylltiedig gefnogi ysgolion i ymgysylltu â'r gofynion mandadol arfaethedig a amlygir yn yr ymgynghoriad hwn?

30. Daeth 49 o ymatebion i law ar gyfer y cwestiwn hwn, gyda'r mwyafrif helaeth o blaid datblygu adnodd yn darparu llinell amser drofwaol ar gyfer hanesion Cymru. O fewn hyn, fodd bynnag, mynegwyd ystod eang o sylwadau ac argymhellion o ran y cynnwys, y cyflwyniad a'r risgiau a fyddai'n gysylltiedig â datblygu adnodd o'r fath. Dim ond ychydig iawn o ymarferwyr a oedd yn ystyried bod y datblygiad hwn yn ddiangen.

*“This is a great idea. I hope that it goes beyond the general, and obvious, markers in Welsh history but more provides 'a warts and all' type approach.”*

Ymateb Dienw

31. O ran y cynnwys, ymysg y safbwyntiau roedd yr angen i osgoi rhestr or-symbl neu un dimensiwn o ddyddiadau allweddol, ond i groesawu'r cyfle i gael dull mwy plwraliaethol a chyfannol o ymdrin â hanesion Cymru, wedi'u cyflwyno yng nghyd-destun datblygiadau'r DU, Ewrop a'r byd. Er eu bod dan gafeat mewn ambell achos, amlygodd rhai ymatebwyr yr angen i gynnwys themâu megis dinasyddiaeth, gwleidyddiaeth, strwythurau democrataidd, a sut ydym wedi effeithio ar ein hamgylchedd naturiol. Roedd nifer o ymatebwyr yn cydnabod yr angen i gynnwys yr adnodd fod mor wrthrychol â phosibl er mwyn iddo fod yn ddefnyddiol ac yn berthnasol i bob ysgol a lleoliad. Ymysg safbwyntiau eraill a fynegwyd roedd yr angen i adlewyrchu traddodiad Cymru o gydweithio, yn ogystal â datblygiad iaith ac

amrywiaeth. Amlygwyd hefyd yr angen i sicrhau bod yr adnodd yn cyd-fynd ag elfennau mandadol y cwricwlwm.

*“Any timeline would need to reflect the sociological emphasis of the statement of what matters. Simply put it would need to include the aspects of the Area that learners are encouraged to explore ie: chronology, change and continuity, diversity, cause and effect, interconnectedness, community, identity and belonging, authority and governance.”*

Ymateb NASUWT

32. O ran sut y caiff yr adnodd ei ddatblygu a'i gyfathrebu, roedd rhyw gonsensws yn y sylwadau fod angen rheoli'r adnodd yn ofalus drwy ymgysylltu'n uniongyrchol ac yn ystyrlon ag ymarferwyr o bob cwr o Gymru. Roedd nifer o ymatebwyr yn tynnu sylw at bwysigrwydd cyd-ddatblygu gyda'r proffesiwn neu gan y proffesiwn, ond gan hefyd gynnwys arbenigwyr a dysgwyr, i helpu i liniaru neu gydbwysu'r ystod eang o ddylanwadau a fyddai'n debygol o fod â diddordeb mewn offeryn o'r fath i helpu i gynllunio a threfnu cwricwlwm yr ysgol.
33. Amlygwyd hefyd y risgiau o ymarferwyr yn ystyried adnodd o'r fath yn adnodd sy'n cyflwyno'r agweddau 'gofynnol' ar hanes i'w cynnwys yn eu cwricwlwm, yn enwedig mewn perthynas â sybsidiaredd a galluedd athrawon; dwy egwyddor allweddol sy'n sail i ddiwygiadau'r Cwricwlwm i Gymru. Fodd bynnag, fe wnaeth rhai o'r ymatebwyr alw'n benodol am y lefel honno o gyfarwyddyd. Galwodd amrywiaeth o ymatebwyr am gyfathrebu a chyflwyno'r adnodd dilynol yn glir i sicrhau bod pob ysgol a lleoliad yn deall ei natur yn iawn ac na fyddai ei ddefnydd yn ofyniad mandadol.

*“Providing one resource could also undermine subsidiarity, with the events listed on the timeline becoming taught in a tick box way that the CfW does not encourage.”*

Ymateb Dienw

34. Ar y cyfan, mae ymatebion i'r cwestiwn hwn yn ffynhonnell gyfoethog y gall y gweithgor dilynol fanteisio arni wrth ddatblygu deunyddiau ategol, gyda llawer o gwestiynau allweddol yn cael eu codi gan ymatebwyr.

## Cwestiynau 5 a 6 – gwella'r Gymraeg

35. Y cwestiynau llawn a ofynnwyd yn yr ymgynghoriad:

Cwestiwn 5 – Hoffem wybod eich barn ar yr effeithiau y byddai'r diwygiadau arfaethedig i'r Maes Dyniaethau yn eu cael ar yr iaith Gymraeg, yn benodol ar gyfleoedd i bobl ddefnyddio'r Gymraeg, a pheidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg. Pa effeithiau y byddai'n eu cael, yn eich barn chi? Sut y gellid cynyddu'r effeithiau cadarnhaol a lliniaru'r effeithiau negyddol?

Cwestiwn 6 – Eglurwch hefyd os gwelwch yn dda sut rydych chi'n credu y gall y diwygiadau arfaethedig i'r Maes Dyniaethau gael eu llunio neu eu haddasu er mwyn cael effeithiau cadarnhaol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg, a pheidio â chael effeithiau andwyol ar gyfleoedd i ddefnyddio'r Gymraeg ac ar beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

*“Mae codi proffil hanes Cymru yn siwr o gael effaith bositif ar yr iaith. Daw dysgwyr i ddeall i ddeall mae'r Gymraeg oedd iaith y Cymry, ac mai'r datblygiadau cymdeithasol cymharol ddiweddar sydd wedi effeithio ar ei datblygiad.”*

Ymateb Dienw

36. Cafwyd 48 o ymatebion ar gyfer cwestiwn 5, a 42 ohonynt wedi'u cyflwyno ar gyfer cwestiwn 6. Ar y cyfan roedd yr ymatebion yn cydnabod y gallai rhywfaint o fudd i ddatblygiad y Gymraeg ddeillio o'r cynigion hyn, er bod nifer o ymatebwyr yn nodi y byddai hyn yn anodd ei fesur ar hyn o bryd.
37. O'r rhai a oedd o'r farn bod effaith gadarnhaol yn debygol, roedd hyn oherwydd eu bod yn credu y byddai mwy o ddysgwyr yn dysgu am agweddau ar hanes Cymru gan gynnwys pwysigrwydd diwylliannol a hanesyddol yr iaith. Ystyriwyd bod hyn yn gadarnhaol hefyd oherwydd y cyfle i ddysgwyr gael profiad pellach o'r iaith yng nghyd-destun ffigyrau hanesyddol, llefydd a digwyddiadau Cymru. Roedd lleiafrif o'r ymatebwyr o'r farn na fyddai'r cynigion yn cael unrhyw effaith amlwg yn hyn o beth, gydag eraill yn nodi nad oeddent yn gwybod.

*“This is difficult to predict! An additional focus on the teaching of Welsh history ought to be a positive move for promoting the Welsh language [...] However, much would depend upon the approach of*

## **Cwestiwn 7 – gwybodaeth ychwanegol**

38. Y cwestiwn llawn a ofynnwyd yn yr ymgynghoriad:

Rydym wedi gofyn nifer o gwestiynau penodol. Os oes gennych chi faterion perthnasol nad ydym wedi rhoi sylw penodol iddynt, defnyddiwch y blwch isod i roi gwybod i ni amdanynt.

39. Roedd yr ymatebion i'r cwestiwn olaf hwn, 32 ohonynt, yn cynnwys amrywiaeth o faterion ehangach yn ymwneud â datblygiad hanes Cymru neu'r Cwricwlwm i Gymru yn fwy cyffredinol, neu'n atgyfnerthu pwyntiau a godwyd yn gynharach mewn ymatebion.
40. Ymysg yr ychwanegiadau hyn cafwyd awgrymiadau i brofi'n well ac adlewyrchu barn dysgwyr yn y datblygiadau hyn, ochr yn ochr â galwad barhaus am lefelau uwch o ddysgu proffesiynol ar gyfer addysgu hanes Cymru. Er nad oedd hyn yn ymwneud ag unrhyw gwestiwn ymgynghori penodol, roedd thema sylfaenol drwy ystod eang o ymatebion ynghylch y gefnogaeth honno i'r proffesiwn. Tynnodd nifer o ymatebwyr sylw at y ffaith nad oedd ymarferwyr o reidrwydd wedi profi addysgu hanes Cymru yn eu haddysg eu hunain, felly nad oeddent mewn sefyllfa dda i gynnwys y ffocws hwn yn y Cwricwlwm i Gymru.

*“It is my strongly held view that professional learning rather is what will be important in making impact at classroom level. I have no objection to the changes, but feel that other ways of promoting greater Welsh History focus in schools will have greater impact.”*

Ymateb Dienw

Ymhlith y safbwyntiau eraill a fynegwyd, nad oeddent wedi'u codi eisoes mewn ymatebion i gwestiynau cynharach, roedd cyfeiriad at lwyth gwaith ymarferwyr ac amser i baratoi a threfnu o dan y Cwricwlwm i Gymru. Nodwyd hefyd bod dysgu ac addysgu hanes Cymru yn gyfyngedig oherwydd bod ysgolion uwchradd ar hyn o bryd yn canolbwyntio ar baratoi ar gyfer TGAU.

## Copïau o'r ymatebion i'r cwestiynau

Ceir yr ymatebion gwreiddiol isod, ond mae'n bosibl bod rhai wedi'u haddasu fymryn i gyd-fynd â chais yr ymatebydd i aros yn ddiennw.

### Cwestiwn 1

*Mae ychwanegu 'hanes Cymru a'r byd' yn nodi'n glir bod angen rhoi sylw penodol i hanes Cymru o fewn y cwricwlwm newydd. Mae hyn yn golygu y bydd pob ysgol yng Nghymru yn gwybod beth yw ei chyfrifoldeb a bydd hefyd yn sicrhau atebolrwydd. Er y byddai llawer yn dehongli 'hunaniaeth, treftadaeth a chynefin' fel hanes Cymru, eto o beidio â nodi 'hanes Cymru' yn benodol, mae perygl na fyddai pawb yn gwerthfawrogi'r pwysigrwydd o addysgu hanes Cymru.*

*Y gofid, fodd bynnag, yw y gellid dehongli 'hanes Cymru a'r byd' yn unig fel 'cysylltiad Cymru â gweddill y byd'. Mae angen sicrhau canllawiau pellach ac adnoddau priodol er mwyn sicrhau bod y sylw dyledus yn cael ei roi i hanes Cymru.*

*Fel cyn bennaeth Adran Hanes 'rwyf yn croesawu'r diffiniad newydd. Y cam pwysig oedfd sicrhau fod Hanes Cymru yn rhan statudol o'r Cwricwlwm ac mae hyn yn digwydd. Bydd hyn yn unioni y pwyslais roddwyd dros ddegawdau lawer ar ddysgu Hanes Lloegr, y Natsiaid a'r mudiad Hawliau Sifil yn yr UDA ar draul hanes Cymru. Yn naturiol, mae angen symud o'r Cynefin i hanes Cymru, gweddill y DU a'r byd. Dylanwadodd y Rhufeiniaid a'r Normaniaid yn sylweddol ar ein gwlad. Yn eu tro aeth Cymry dros y byd yn fforwyr, fôladron, perchnogion caethweision, ymladdwyr yn erbyn caethwasiaeth yn yr UDA, sefydlwyr diwydiannau yng ngogledd yr UDA a Hughesovka [Donetsk] ac i Batagonia. Fedrwn ni ddim peidio bod yn ymwybodol o ddatblygidau megis y Dadeni Dysg, twf Protestaniaeth, Imperialaeth a'r Rhyfel Oer er enghraifft. Ond y newid calonogol yw na fydd Hanes Cymru yn cael ei ddibrisio bellach.*

*NRW is pleased that the change of wording helps to show that Wales does not view itself as separate from the rest of the world, as current wording has a "them and us" tone which is not conducive to children and young people becoming ethical, informed citizens of Wales and the world. The wording sits more comfortably with the global citizenship ethos.*

*We welcome the explicit reference to the history of Wales and the world. We believe that this provides more clarity for schools and settings within the statement of what matters and associated guidance around the need to teach Welsh history. We believe the reference to the 'history of Wales and the world' is a positive step to encourage teachers to plan opportunities for pupils to make meaningful links between the history of their locality, Wales and the wider world. Any further materials to outline and explain the changes made to the statement of what matters and associated guidance should continue to make this explicit. It will be important for Welsh Government to consider approaches to publicise these changes widely. In addition, practitioners should be provided with high quality professional learning to help them understand the implications for their planning and teaching.*

*In October 2021 we published our report on 'The teaching of Welsh history including Black Asian and Minority Ethnic history, identity and culture' 1 The report states, '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.'*

*Since we resumed inspection activity following the Covid-19 pandemic, the situation remains similar particularly in relation to the teaching of Welsh history in secondary schools. In many secondary schools, lessons continue to offer only cursory references to local and Welsh history. Teachers plan one-off lessons on local and Welsh history which often do not make sufficient links across historical periods or to the wider world. Too often, teachers make very brief references to Wales when looking at historical events. For example, pupils spend significant time studying topics such as the sinking of the Titanic where teachers make superficial links to Welsh history by referring to Fifth Officer Harold Lowe from Barmouth. We therefore welcome the specific reference to the history of Wales in the Curriculum for Wales guidance.*

*In many primary schools, teachers incorporate aspects of local and Welsh history into their planning. In a few schools where planning is highly effective, staff use Welsh history and wherever possible, the local context of the school as a driver for topic planning. They make links between local, national and international histories to develop pupils' understanding of their place in the world. In a few schools, Welsh history remains a 'bolt on' element to other curriculum planning and is not considered as an integral part of the school's planning.*

*1 'The teaching of Welsh history including Black, Asian and Minority Ethnic history, identity and culture' Estyn, October 2021*

*I support the proposal for the addition of 'history of Wales and the world' in the statement of what matters to ensure the teaching of cultural heritage, identity, place, and history of Wales and the world is clearly defined in the new curriculum for Wales. I welcome the inclusion of the values and contributions of all communities in the new curriculum, such as the stories of Black, Asian, and Minority Ethnic people to allow children to develop a better understanding of the diverse history, and cultural heritage of Wales, shaped by the contributions and perspectives of different communities in Wales.*

*This commitment is in line with Article 29 of the UN Convention on the Rights of the Child (UNCRC) which states that children have a right to an education that develops respect for cultural identity, language, and values, including the national values of the country in which the child is living, as well as the country of origin and respect towards different cultures and religions. Article 29 makes reference to the importance of the curriculum to reflect the child's social, cultural, environmental, and, economic context, as well as considering diverse values through dialogue and respect for diversity.*

*I also suggest that the principles of children's rights, particularly those contained within Articles 28 and 29, as well as Article 12 of the UNCRC, form part of the changes to the Humanities area and in the wider Curriculum to support schools and settings to better understand the interconnectedness of children's human rights under the UNCRC (including specific reference to Articles) and the statements of what matters Code in their curriculum planning.*

*Mae'r ymadrodd yn awgrymu 'cysylltiad Cymru â gwledydd eraill, a chyfraniad Cymru i'r byd' yn hytrach na 'hanes cenedlaethol Cymru' sef hanes datblygiad Cymru fel cenedl. Cynigiaf ddileu'r ymadrodd 'a'r byd'.*

*Ymhellach mae angen canllaw ar ffurf dynodi corff cyffredin o wybodaeth o Hanes Cymru y byddai'n ofynnol i ysgolion sylfaenu eu cynlluniau gwaith arno.*

- a) Yes. Congratulations.
- b) *Would it provide better clarity if the 'relevant statement' included the word 'practices' after the word 'identities' to enable "understanding of the complex, pluralistic and diverse nature of societies, past and present...of their local area, Wales, and the wider world"?*
- c) *One definition of practices: "the actual application or use of an idea, belief, or method" <https://dictionary.cambridge.org/dictionary/english/practise> For example, Owenism is a set of ideas having their origins in Wales and spreading across the world and involved a different set of practices, clearly illustrating what people can achieve by working together and by ensuring the needs and interests of all are taken into account. Could this enable pupil's to differentiate between the infant school experiences at the New Lanark Mills, and Owen as the pioneer of infant school practices that transformed their lives?*
- d) *The concept of 'practices' illuminates the crucial role of human agency, providing context & connection with the proposed timeline (Question 4), and most relevant in understanding concepts of 'cynefin', 'citizenship', 'association', and 'social action' in a Welsh context? For example, as Maw states "Owenite practice was a vital vehicle for keeping alive democratic ideals. (and demonstrates) ...very vividly just how closely linked were all forms of working-class activity...political and trade unionism, co-operation in all its forms, and, from 1838, Chartism". ('Robert Owen and his Legacy', Edited by Thompson & Williams, p.169/170, Cardiff UP (2011).*

*Cred Dyfodol i'r iaith bod dysgu am ddigwyddiadau a datblygiadau pwysig hanesyddol yng Nghymru yn allweddol i ddealltwriaeth plant a phobl ifainc o Gymru heddiw ac o'u treftadaeth.*

*Mae ychwanegu "hanes Cymru a'r byd" i'r Datganiad o'r hyn sy'n Bwysig yn ymddangos fel cam ymlaen; ar y llaw arall, gellir dehongli hyn i olygu cyfraniad Cymru i'r byd neu gysylltiad hanes Cymru â hanes gwledydd eraill. Mae perygl, felly, i'r ymadrodd "hanes Cymru a'r byd" awgrymu mai dim ond yng nghyd-destun hanes y byd mae hanes Cymru fel cenedl o bwys.*

*Er mwyn sicrhau dealltwriaeth gyffredin bod addysgu hanes Cymru yn genedlaethol yn orfodol ym mhob ysgol a lleoliad, awgrymwn gyfeirio at "gan gynnwys hanes y Cymry a hanes Cymru a'r byd."*

*Mae'r cyfeiriadau yn y Canllawiau cysylltiedig yn welliant oherwydd eu bod yn cyfeirio'n benodol at hanes Cymru. Gallwn fod yn fwy hyderus y bydd dysgu hanes Cymru yn rhan greiddiol o'r Cwricwlwm newydd.*

*Mae lle i ddadlau y byddai cyfeirio at hanes Cymru fwy nag unwaith yn y datganiad yn fwy tebygol o sicrhau ei fod yn dderbyn sylw teilwng yn y Cwricwlwm.*

*Mae angen sicrhau dehongliad cyffredin o'r gair "enedlaethol" gan athrawon a sefydliadau ar draws Cymru, h.y. bod "enedlaethol" yn cyfeirio at Gymru nid y DG.*

*Yn ei ddatganiad ar 15.11.22, cyfeiriodd Gweinidog y Gymraeg ac Addysg fwy nag unwaith at hanes y Gymraeg, e.e. "Rydym am i'r holl ddysgwyr ddeall hanes Cymru, gan gynnwys hanes y Gymraeg." Pam nad oes cyfeiriad at hanes y Gymraeg, felly, yn y newidiadau arfaethedig? Cred Dyfodol i'r iaith y dylai'r Datganiad o'r hyn sy'n Bwysig a'r canllawiau cysylltiedig gyfeirio'n benodol at hanes yr iaith Gymraeg, gan gofio bod yr iaith, a natur ieithyddol Cymru, yn allweddol i ddealltwriaeth o gymdeithas Cymru heddiw a natur ieithyddol ardaloedd amrywiol ein gwlad. Byddai gwella dealltwriaeth o hanes yr iaith yn cyfrannu at greu cymdeithas fwy goddefgar. O ddysgu hanes Cymru'n gytbwys, byddai hyn yn digwydd yn naturiol ond nid yw'n sicr o ddigwydd ym mhob lleoliad heb gyfeiriad penodol at hanes yr iaith.*

*Croesawn y newidiadau i'r Datganiad o'r hyn sy'n Bwysig a'r Canllawiau cysylltiedig, ond credwn y byddai'n fanteisiol cryfhau'r cyfeiriadau er eglurder, ac i gynnwys hanes y Cymry a hanes yr iaith, yn benodol.*

*I have no objection to these additions. However as History is one of the five subject areas within the AoLE, to me, Welsh History is clear and obvious from everything in the AoLE guidance already. All of the statements of what matters should be read through the lens of History already. Regional professional learning in Humanities has included a focus on History and Welsh History specifically. Based on conversations with teachers [...] all are already very clear about the need to focus to a greater extent on Welsh History in the Curriculum for Wales, based on the current guidance.*

*Yes. Heritage is not necessarily history and if the Welsh Government wants the teaching of Welsh History in schools in Wales it must specify clearly that is what it requires. There is too much obscurity in the language of the Curriculum for Wales. This clarity is welcome but the whole of the Curriculum could do with a make-over to ensure that schools are clear in what is required from them. The phrase 'Wales and the world' is a case in point of lack of clarity even though it is an improvement on what presently exists. Are teachers to teach the history of the world? Clearly not given the time constraints in the school curriculum. It would be clearer to state 'Wales in the world.'*

*Mae angen meddwl am hanes lleol a hanes Cymru fel man cychwyn yn hytrach nag atodiad i hanes Lloegr.*

*Diddorol yw gweld yr ymadrodd 'addysgu treftadaeth' - bydd hwn yn amrywio o ardal i ardal yng Nghymru ond yn cynnig cyfleoedd da i weithio gyda partneriaid lleol fel llyfrgelloedd ac amgueddfeydd lleol (os byddant ar agor/dal yma!). Mae cyndeidiau llawer o'n disgyblion yn perthyn i hanes llyfydd eraill, bydd eu tref-tad-aeth felly yn amrywiol iawn.*

*Mae cynnwys '...a'r byd' yn cynnig her ychwanegol i athrawon. Beth yw'r fframwaith 'hanes Byd' sydd eu hangen ar blant a phobl ifanc Cymru?*

*It SHOULD make it clearer, but there are so many teachers who are going out of their way to try to not comply with this/ accept the need to teach a distinctive history of Wales that I feel it still gives them too much 'wriggle room'. This is good progress, but I feel the wording needs to be stronger again.*

*As far as I'm aware, the "history of Wales and the world" was referred to in previous National Curriculum guidance. It isn't a new concept. We have always been encouraged to focus on aspects of Welsh history. Perhaps now it is just more explicit in the guidance.*

*Mae'n bwysig i bobl wybod am eu gwlad eu hunain a'r hyn sydd wedi arwain at y fath 'gymhlethdod' fel y'i gelwir yn y wlad. Rhaid cofio hefyd mai'r meddylfryd gwirion 'ewch i weld y byd' a globaleiddio byd eang sydd wedi achosi' rhan fwyaf o broblemau modern y byd (ynghyd a'r rhai hynny nad oedd a dim amgenach ar eu meddyliau nag adeiladu ymerodraethau byd-eang). Rhaid hefyd bod yn wylidwrus o'r arfer 'Prydeinig' cyfredol i feio Cymru am ddarganfod America a choloneiddio Patagonia ac o'r arfer i edliw mai 'Cymry' oedd rhai o Arlywyddion cyntaf America. Rhaid cofio bod Cymru erbyn hyn wedi ei Saesnegeiddio/Phrydaineiddio. Mae angen gwyrdroi arferiad cyfredol y Prydeinwyr/Saeson o alw'r Cymry yn hiliol am fynnu eu hawliau eu hun yn eu gwlad eu hunain hefyd drwy addysg. Mae'n bwysig adrodd y gwir hanes, sef gorthrwm y Cymry dan law'r Lloegr a llywodraeth Prydain/Coron Lloegr. Mae'n bwysig hefyd nodi mai 'Prydeinwyr/Saeson' oedd arweinwyr yr ymerodraeth nid gwir Gymry. Mae angen hefyd dysgu pobl eu bod wedi colli eu hiaith oherwydd gorthrwm Lloegr. Mae nhw bellach yn dysgu'r ifanc bod y Cymry yn hiliol a ddim yn gynhwysol ond y gwrthwyneb sy'n wir -*

<p><i>pobl yn setlo yma heb affliw ots am y brodorion, diffyg parch a mynnu eu hawliau eu hunain heb bwys am neb oherwydd bod deddfau Lloegr yn caniatáu iddyn nhw wneud hynny. Mae'n rhaid eu dysgu hefyd mai gwlad heddychlon yw/oedd Cymru ac na fyddai wedi mynd i ryfel oni bai am arweinyddiaeth ymerawdol Lloegr. Mae angen eu dysgu hefyd am 'ethnocide' ac am effeithiau'r ymerodraeth Brydeinig ar wledydd eraill y byd. Mae nhw hefyd angen dysgu mai nid concro'r byd yw'r nod, na bod y gorau yn y byd ychwaith, ond yn syml i wneud unrhyw ddaioni y gallan nhw yn eu plwyfi a'u gwlad eu hunain. Efallai y dylid ychwanegu'r Cymru, Y Byd a'r Lleuad i'r cwricwlwm yn fuan! Hefyd yn argymhell rhoi 'psychic studies a telepathy' yn y cwricwlwm (er mwyn dal i fyny efo America) oherwydd ein bod yn colli 'psychics' naturiol yn ifanc iawn oherwydd anghredinwyr a'u bod nhw'n cael eu dysgu i beidio credu. Mae'r ddawn 'psychic' yn digwydd cyn canfod unrhyw dalentau cynhenid fel cerddoriaeth neu chwaraeon. Os am wybod am eu lle yn y byd, pam nid yn y bydysawd?</i></p>
<p><i>It is written in such opaque language that it is difficult to understand.</i></p>
<p><i>However it implies that it is at the detriment of global topics that have no link to Welsh history.</i></p>
<p><i>Yes. Perhaps 'history of the Welsh people' would be better but history of Wales will give an opportunity for teachers to include the many treasures of our past.</i></p>
<p><i>Mae'n hanfodol bod hanes Cymru yn cael ei weld yng ngyd-destun y byd yn gyfan ond does dim digpwn o bwyslais yma ar hanes Cymru FEL CENEDL. Drwyddo draw mae'e geiriau "cenedl" a "chenedlaethol" yn absennol. Mae hyn yn adlewyrchu persbectif ideolegol na ddylai lywio cynnwys y Cwricwlwm</i></p>
<p><i>No. It feels clear without this addition - CfW talks about context and cynefin already - not sure how this adds anything extra.</i></p>
<p><i>I think using the term 'history' place more emphasis on the need for Welsh history however I think the majority of humanities teachers would pick this up from 'story'. I also think the word 'story' is better as it better encompasses the entirety of the humanities area. As a history teacher reading the term 'story' I would immediately think about Wales' history anyway.</i></p>
<p><i>The Humanities AOLE is quite vast already and having been on multiple curriculum planning days, specifically for Humanities, it neither adds or takes away from the sentiment.</i></p>
<p><i>Although I thought it was already quite clear and this is what we have been planning for. I do however feel that the onus is placed more on history rather than the other subject disciplines in humanities.</i></p>
<p><i>It makes it more specific and solidifies the crucial linkage between local, Welsh and wider world. A standard definition of 'cynefin' is required.</i></p>
<p><i>As long as it is not at the expense of teaching diversity and global citizenship. Otherwise it could narrow the curriculum.</i></p>
<p><i>Nid yw'r ymadrodd 'hanes Cymru a'r byd' yn y Cytundeb Cydweithio rhwng Plaid Cymru a Llywodradeth Cymru. Mae'n ymadrodd annelwig a gall olygu 'perthynas Cymru â gwledydd eraill' a/neu 'gyfraniad Cymru i'r byd' yn hytrach na hanes cenedlaethol Cymru, sef datblygiad Cymru fel cenedl. Dylid dileu 'a'r byd' a defnyddio'r term 'hanes Cymru' fel sydd yn y Cytundeb Cydweithio. Hynny fyddai'n egluro'n well bwysigrwydd addysg hanes Cymru.</i></p>

*Yes. It gives clarity and focus and supports the concept of cynefin which is integral to the teaching and learning of the Humanities. There is a need to unpick how we define or interpret the 'history of Wales'. Through which/ whose lens (or a multitude of lenses?) are we to understand this? If we are to be pluralistic, objective, critical and factual with our curriculum, this needs further development and explanation to support schools and practitioners with their curriculum and pedagogy in ensuring that they meet the mandate of the 'what matters' statements.*

*Yes. Quals Wales now needs to ensure that this is reflected in the 'new' GCSE's and I'd argue that this needs to come into every AOLE's - Scientists from Wales, Mathematicians from Wales etc*

*The history of Wales/story of Wales is mentioned in the other paragraphs within the SWM (Human Societies are complex...), the addition of 'History of Wales and the wider world' in the opening paragraph is a minor change.*

*Such a small change could confuse practitioners.*

*There seems to be too much emphasis in the document on local history. This is confusing as history of the locality is not the history of Wales. Surely it's far too much to expect a child to learn about the history of their locality AND the history of Wales AND Britain (I hope!!) AND the world? Where would a teacher get all this information from? It feels, reading the document, as if you think all the teachers in a school come from that school's locality, and live there now, and would know about the history of the locality.. similarly, it's as if you are assuming all the children and their families are from the local area, and plan to stay there. This is not my experience at all. Where I live and where my children go to school is near one of Wales' biggest cities, it's a diverse community, many cultures, including many, like us, who moved here for work. The children come and go, often coming to the school for a year or two and then moving on. The teachers in the school come from all over to teach there. None are immediately local, many are living fairly close say 1/2 hr away, many are not from that locality though, having moved into their area - whether from elsewhere in Britain or from elsewhere in Wales. Also thinking of my most recent school where I taught, this was a village school and only 1 teacher lived in the locality, but she wasn't from the area at all, indeed she was from England and had moved to the area to live, and then as a qualified teacher has ended up helping out, and then working out the local school... the rest of us travelled in to the area to teach there..4 of us living the best part of an hour away, the others were closer, at up to 30 mins drive away, but none were from that village, nor the surrounding valley; all came from different localities. Of all the teachers working in that school, not one would have inbuilt knowledge of the history of the locality, and how we would have researched it and taught it I just don't know - and what the relevance of that would have been to the children, who again, many were from families who had moved to the area, many would be moving on again shortly... what would be the point of teaching the history of that locality and how would the teachers gain the knowledge of such, especially with ALL the other pressures on their time. Isn't the history of Wales as a whole more important - along with British history and essentially, World history? I can understand you in Cardiff making Cardiff history central but in these little villages it seems challenging to resource, and of questionable relevance and importance. I think it's important to always consider, what are children NOT learning when they are learning X. There is only so much time in the day. If they are not learning about the word because they are learning about their 'locality' is that a good or a bad thing.*

*Regarding the statement "history of Wales and the world" - yes, it does make the history of Wales stand out as important, but I'm not sure if it is clear what you mean by it, in terms of whether you are wanting history to be taught from the perspective of Wales and Wales' place in the world (A) or if you mean Welsh history will be taught as well as world history (B) - see next question answer for more details on this distinction.*

<i>There is no mention of the history disabled people in Wales and the wider world there is not inclusive.</i>
<i>To my mind the importance of geopolitical timelines should always be implicitly cross referenced in any history curriculum.</i>
<i>The context of Welsh history is the British Isles and the wider Christian and European culture and polity.</i>
<i>Yes but see also response to Q 2 below.</i>
<i>Mae'r ychwanegiad hwn yn welliant mawr. Mae hanes Cymru nawr yn rhan o'r Cwricwlwm, sefyllfa nad oedd yn bodoli cynt pan fu pwyslais ar hanes Lloegr/Prydain. Dylai hanes symud o'r cynefin o i Gymru ac i'r byd. Y cam pwysig oedfd sicrhau fod Hanes Cymru yn rhan statudol o'r Cwricwlwm ac mae hyn yn digwydd. Bydd hyn yn unioni y pwyslais roddwyd dros ddegawdau lawer ar ddysgu Hanes Lloegr, y Natsiaid a'r mudiad Hawliau Sifil yn yr UDA ar draul hanes Cymru. Yn naturiol, mae angen symud o'r Cynefin i hanes Cymru, gweddill y DU a'r byd. Rhaid bod lle i hanes byd-eang wrth gwrs gan fod dylwanadau ar ein gwlad, ond o leaif nawr mae hanes Cymru yn 'bodoli',</i>
<i>The addition of this statement, '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, is a starting point.</i>
<i>There is a level of complacency of this statement as in practice diversity of the teaching of CfW is superficial due to professional confidence and knowledge.</i>
<i>Mae CYDAG yn croesawu unrhyw ymgais i gryfhau statws 'hanes Cymru' yn y Cwricwlwm i Gymru - yr ydym wedi galw am hynny mewn ymgynghoriadau eraill yn y gorffennol - ac felly yr ydym yn croesawu ychwanegu 'hanes Cymru' yn y datganiad o'r hyn sy'n bwysig ac yn y canllawiau cysylltiedig. Fodd bynnag, nid ydym yn credu fod ychwanegu 5 neu 6 gair yn y datganiadau a'r canllawiau yn mynd yn ddigon pell. Barn CYDAG yw y dylid sefydlu Gweithgor dan gadeiryddiaeth annibynnol tebyg i'r Gweithgor Cymunedau, Cyfraniadau a Chynefin: Profiadau Pobl dduon ac Asiaidd a lleiafrifoedd ethnig, er mwyn rhoi canllawiau ac adolygu'r modd y bydd Hanes Cymru'n cael ei gyflwyno yn yr ysgolion. Byddai'r Gweithgor yn dynodi corff cyffredin o wybodaeth sylfaenol y dylai ysgolion ei gynnwys yn eu cynlluniau gwaith.</i>
<i>Er mwyn cryfhau statws hanes Cymru yn y cwricwlwm, yr ydym hefyd yn galw am y newid canlynol i'r olaf o'r Pedwar Diben - dinasyddion egwyddorol, gwybodus fydd yn:</i>
<i>" wybodus am eu diwylliant, eu cymuned, eu cymdeithas a'r byd yn awr ac y gorffennol"</i>
<i>Ym marn CYDAG dylid gosod 'Cymru – eu Gwlad' yn rhan o'r rhestr hon.</i>
<i>The addition of 'history of Wales and the world' does provide a lot of detail on why this is important in relation to what it would expect this would help to foster in learners (i.e. sense of belonging, how to have an impact on society, understanding elements of diversity, learning about their heritage, developing spiritually and ethically).</i>
<i>However, it does not refer to the aim of these objectives – specifically in this context the development of the Anti Racist Wales Action Plan and the commitment of Wales to become an anti racist nation by 2023. We believe it is important for people to understand why the areas of progression expected in learners are important in this sense, and for this to happen educators need to have a similar understanding and be able to refer and engage themselves and learners in this policy. This is also the case</i>

*with the Future Generations for Wales (2015) Act, which holds a principle of a More Equal Wales (amongst others). Again, it is imperative that the deeper aim of the objectives of this area of the curriculum and its developments is made clear. With this, it will strengthen the statements of what matters, and giving direct connection to Welsh policy and legislation, strengthen the sense of cynefin for both learners and educators in Wales.*

*We also believe there should be some further consideration of the use of the term 'tolerance'. Understood as the ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with, it is concerning that this term may make space for discriminatory opinions or behaviour to be tolerated within learning spaces and outside of them, rather than challenged through proactive behaviour change.*

*In addition, the concept of cynefin may be harder for some learners to develop than others – considering the impacts of forced migration the cultures of gypsy, romani and traveller communities, the experiences of children who have been removed from their parents or people of mixed and multiple heritage, for example. The statement and the supporting information for this area of the humanities would again be strengthened if it were to ensure that curriculum designers and educators do not place undue emphasis on cynefin on geographical / national / heritage or other fixed factors that are seen to be experienced by the majority, so as to not discriminate or have an opposing effect on people who may have different lived experiences.*

## **Cwestiwn 2**

*Mae'r cynnig o ychwanegu 'hanes Cymru a'r byd' yn sicrhau gwell eglurder ac yn pwysleisio pwysigrwydd addysgu hanes Cymru. Nid yw'r geiriau ar eu pennau eu hunain yn manylu ar y cwmpas o ran datblygu'r cwricwlwm. Er mwyn sicrhau bod pob ysgol yn deall y cwmpas ar gyfer datblygu'r cwricwlwm, credaf y byddai angen cynnwys mwy o fanylion, darparu canllawiau pellach a sicrhau adnoddau a hyfforddiant digonol.*

*Fel nodwyd uchod mae croeso i'r diffiniad newydd a datganiadau megis:*

*"Pwysigrwydd sicrhau bod hanes Cymru..yn fandadol o fewn Cwricwlwm newydd i Gymru*

*a "Diweddarau'r Cod datganiadau o'r hyn sy'n bwysig er mwyn cyfeirio'n benodol at hanes Cymru a'r byd*

*Datganiadau clir a chalonogol. Eu gweithredu yw'r her.*

*As principal advisor to the Welsh Government on the natural environment and its sustainable management, we also have a duty to ensure concepts and actions are included in the Curriculum, particularly regarding the greatest challenge humanity has ever faced – the climate and nature emergencies.*

*However, there is no reference to the natural environment of Wales being integral to the teaching and learning of societies, past and present, in Wales or in the wider world. Current wording ("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."), misses opportunities to emphasise the influence that the natural environment has had, and does have on how our past and present lives are shaped including on marginalized groups.*

NRW suggests that at a minimum, the inclusion of the wording 'natural environment' is placed within the Humanities Introduction – paragraph 4 .

*'It can also promote an understanding of how the people of Wales, its communities, history, culture, **natural environment** and landscape, resources and industries, interrelate with the rest of the world.*

*We believe stating 'history of Wales and the world' is clear and accessible as it allows flexibility for curriculum planning while clarifying the need to include the history of Wales within any curriculum offer. This is a positive addition as it ensures that learners in Wales are provided with experiences that include the history of Wales as a country while making links with the history of the wider world. It will be important that any messaging around this is clear. Professional learning or communications should help schools to understand that it is important that pupils learn about their locality, Wales and the wider world. In a few instances practitioners are focussing solely on their locality which is limiting pupils' knowledge skills and understanding.*

*Our thematic report on the teaching of Welsh history notes 'in a few primary schools, pupils have a thorough knowledge and understanding of the history of their local area and Wales. They 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 many secondary schools, 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 the history of the wider world. We believe the changes to the Humanities Area statement reference how curriculum planning in the humanities should allow pupils to make links and connections. We also welcome the references to the diverse history, cultural heritage, ethnic diversity, identities, experiences and perspectives of their local area, Wales and the wider world. We believe that there is a need for high quality professional learning and resources to support practitioners to develop their knowledge and understanding of Welsh history in the context of the wider world. Subject specific support for the humanities is key to developing this aspect.*

*We would like to draw attention to the use of the phrase 'common understanding'. We believe this may reinforce the notion that any resource/timeline produced to support the Humanities area of learning and experience includes compulsory elements. Please see comments relating to Question 4.*

- a) *Is it worth mentioning that Owenism and co-operation are great examples for young people of what people can achieve by working together and by ensuring the needs and interests of all are taken into account?*
- b) *In our experience in supporting teachers, Co-operation is not understood beyond its current role as a UK retailer, yet it could be highly relevant in exploring global "stories of Black, Asian and Minority Ethnic people" in Africa & Asia. For example <https://www.amazon.co.uk/Cooperative-Rule-Community-Development-Britains/dp/0520381882> shows "how cooperation ... spread across the British empire to stabilize peasantries, discipline character, and stem anticolonial activism..(but also) became spaces of resistance devising counter visions of development (offering) compelling insights into the theory and practice of colonial rule, the history of development and decolonization." (Review by Stephan F. Miescher, author of A Dam for Africa: Akosombo Stories from Ghana).*



<p><i>Cred Dyfodol i'r Iaith nad yw cynnwys un cyfeiriad clir, yn unig, at "hanes Cymru" a dim un cyfeiriad at "hanes y Gymraeg" yn y Datganiad o'r hyn sy'n Bwysig yn ddiagonal i ddarparu dealltwriaeth o'r cwmpas ar gyfer datblygu'r Cwricwlwm. Cofier, hefyd, y sylw at ddryswch posibl o ddefnyddio'r ymadrodd "hanes Cymru a'r byd" yn unig (Gweler uchod)</i></p>
<p><i>Most of the suggested additions are minor changes that do not impact the clarity of the existing wording. However, the proposal for the designing your curriculum section is more confusing than the original. It states: "the story of learners' locality and the history of Wales, as well as to the story of the wider world:" - It is unclear why Wales has a 'History' but the world and the locality have a 'story'. This could be seen as to devalue global and local History to being 'stories' rather than 'histories'. This is an addition that distorts the original meaning.</i></p> <p><i>More broadly, as social studies is a new subject within the AoLE, care should be taken to ensure that the statements of what matters do not read as relating purely to the past – contemporary society needs to be reflected in the choice of language in all statements of what matter. This was a key consideration of the pioneers originally.</i></p>
<p><i>No. The History of Wales is broad and deep and open to a variety of controversial interpretations. The simple statement 'history of Wales and the world' sheds no light to practitioners upon what aspects of this vast area should be focussed upon. What do you want the learners of Wales to know and understand about the history of Wales and the world? Or do teachers just cherry pick their favourite 'bits'?</i></p>
<p><i>Ydy'r datganiadau or hyn sy'n bwysig yn elfennau allweddol neu'n gofynion mandadol neu'n gofynion stadudol? Rhaid gofalu nad yw'r arweiniad yn amwys. Mae ychwanegu'r cymal 'hanes Cymru a'r byd' yn cynnig mwy o eglurder ond bydd athrawon yn pendroni am y 'cwmpas' parthed 'hanes y byd' sy'n addas ar gyfer datblygu'r cwricwlwm ar gyfer disgyblion eu hysgolion, eu clwstwr neu'r dalgylch, a Chymru.</i></p>
<p><i>It is very open ended. Obviously with a skills &amp; competency-based curriculum, content has become somewhat superfluous in the eyes of many teachers. 'History of Wales' leaves the door open for thorough treatment, or also very superficial treatment. Some will teach the history of Wales, others will briefly 'mention' Wales while teaching unrelated topics.</i></p>
<p><i>There is no reference to 'British history' of which we are also part of and significantly shaped by. The statement should read 'history of Wales, Britain and the world'.</i></p>
<p><i>It is accessible as it provides a broad scope. Teachers can select topic areas that they feel are relevant and meaningful to their locality. Perhaps there could be a little more clarity and examples provided.</i></p>
<p><i>As above. If expressed in plain words, it would be far better.</i></p> <p><i>I am in favour of Welsh History and Geography being taught - and in many places, local historical people and local geographical features can be readily brought into the lessons.</i></p> <p><i>I was brought up in Gogledd Cymru in the 1940s and can still remember the height of almost every mountain over 3000feet. I can also recall the Princes of Wales from Gruffudd ap Llywelyn to Dafydd ap Gruffudd. I can describe most of the castles and who built them - I can make a reasonably intelligent guess at who built many of the less well-recorded ones. I became a member of Cymdeithas Hynafiaethau Cymru in my 20s and have remained one since.</i></p>

*There was no work in my line in Wales so I had to earn my living in Lloegr, but I also became a school governor and took children on working parties to the Ffestiniog Railway - it is a good way of teaching skills, self-reliance, safety at work - and also gives you a grip on geography and geology. I have written some stories for children about Welsh historical figures - such as Archbishop Williams, Ednyfed Fychan, Maelgwn Gwynedd, Elffin, Taliesin and Myrddin Emrys. Had I lived in De Cymru, I would possibly have written about the Lord Rhys... the possibilities are endless.*

*If you plan to have a similar approach, you would have my entire support*

*I believe that the old values of Welsh society are more important for democracy than the fabled Athens Republic - why were the anglo-Norman barons expecting King John to listen to them if they hadn't a good dash of Celtic blood as well as Saxon and Norman? No other northern Europeans acted like this.*

*Adding the 'world' means that the vast area of Asia and China can also be included with its empires and scientific learning, its art and politics.*

*Mae yma ymdrech fwriadol i gymhlethu pethau. Wrth gwrs bod hanes yn gymhleth ond mae'r fath beth i'w gael â hanes cenedlaethol a phroses codi cenedl. Roedd sefydlu Cynulliad Cenedlaethol yn 1999 yn gwireddu hen, hen freuddwyd i roi sylwedd gwleidyddol i genedligrwydd Cymru. Dylai'r cwricwlwm adlewyrchu'r ymdrech hanesyddol yna. Mae'r lleol wrth gwrs yn bwysig ond mae perygl i'r syniad i genedl gael ei gollu os gorbwysleisir y lleol*

*As above - not sure what the point of a further consultation is - seems a waste of time and money*

*Yes I believe that this better emphasises the need to start with Wales and work outwards globally, looking at Wales' links to the world- which would then lead to the history of the world.*

*Learning local and National history is vital; however, this statement could cause people to panic and only focus on the 'Welsh' history instead of 'Wales and the wider world'. (This may not immediately suggest breadth of curriculum)*

*It is clear but is still completely open to interpretation. Again it feels as if the onus is on history rather than the other inter-related humanities subject disciplines.*

*I feel that the statement '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' is a clear indicator of requirements. It can be best developed through compare & contrast enquiries.*

*Making the changes to the statement of what matters is a clear indication of the importance of local area and region as well as the development of National Identity. Basing areas of study around identity building of communities and groups within and as part of communities gives educators and learners a context through which to explore and examine the events of the past which have contributed to the circumstances and identities of the modern world and learners place in that as Welsh citizens. Through a deeper understanding of themselves, learners can develop a better awareness of their personal and collective identities and intersectionality of identity. Being able to see how individuals and movements which originated in Wales or affected Welsh political, social, economic and cultural life allows learners to recognise the impact of choices on the micro and macro level and how these effects influence other subject areas and topics outside of traditional 'history'.*

*Gweler yr ateb i Gwestiwn 1. Byddai ychwanegu 'hanes Cymru' yn darparu dealltwriaeth.*

*Potentially, yes, but as mentioned above, there needs to be further guidance as to whose lens we use when exploring the history of Wales. Accompanying any significant change like this will be the need to provide professional learning and resources to support schools and teachers with their delivery. Whilst there are some resources that give an overview of Welsh history, there will need investment and commitment to providing resources that will be accessible for teachers and supportive of them as they design their curriculum and teaching resources. There will be large numbers of teachers across Wales who have not studied 'Welsh history' and will need to be provided with accessible PL/webinars / expertise to help them with this. This will need to be offered bilingually to support all schools in Wales.*

*It would also be helpful if some link was made to the RVE legislation (Curriculum and Assessment Act 2021) to ensure that schools were signposted to meet the mandates associated with RVE, as an integral element of the Humanities.*

*Why just include it in the Humanities curriculum see the point above. If we want to inspire young learners in Wales they should know about authors from Wales Dylan Thomas, RS Thomas, Gerald Lloyd Owen, artists, actors, mathematicians, scientists their all a part of the History of Wales. But you simply add the History of Wales to the Humanities AOLE - poor!*

*A phrase lost within a paragraph in itself is not helpful to incredibly busy practitioners who are already at breaking point dealing with the day to day challenges of schools whilst trying to build a curriculum from the ground up in their spare time, as we go along. If the phrase carries such weight for the Welsh Government, there is a need for supporting documents that exemplify this expectation, and how it might translate at various points within the journey of a learner, 3-16. As with the rest of the curriculum, there are too many flowery paragraphs describing intentions, without enough exemplification and concrete support for practitioners to make those intentions a reality.*

*Wales is already mentioned several times throughout the humanities statements. Adding the history of Wales could be perceived as a minor change.*

*Not clear if it is supposed to be:*

- A. The history of Wales AND the world - ie linked, ie Wales' role in world history*
- Or*
- B. The history of Wales. ... and also the history of the world.*

*With the current wording, it sounds like it is the former you are proposing, but that would be so hard to do, near enough impossible to teach to be honest, very few resources would be available, very little information online. Could lead to inaccuracies and misconceptions. Eg when studying WW2, are you proposing it is now taught as Wales' role in WW2... the war from the perspective of Wales. ? This would be wrong I feel - children can only take in so much and the curriculum is already so very, very broad, it's more important for them to get a good understanding of what led, internationally, to WW2, what happened during the war, from a factually accurate, global perspective, what the ramifications of the war were, what measures were put in place to stop another world war etc etc. Not Wales' role in this. As a completely separate topic, yes, I think children should learn about the history of Wales. But I don't think they should learn about the world only from the perspective of Wales.*

*If it is the latter being proposed (option B), as I would hope, then it should be worded more along the lines of..... To learn about the history of the World, including the history*

<p><i>of Wales. To make it clear you are not changing the curriculum to "the history of Wales and how that affected the world".</i></p>
<p><i>This statement only partly shows the key elements. 22% of the Welsh population are disabled. There is not mention of the history of disabled people and the differences in approach in the world towards disability and the changing beliefs throughout history.</i></p>
<p><i>Again, the context for the development of Wales is British and European.</i></p>
<p><i>While acceptable in a generalised and over-arching sense, the additions proposed do not capture enough breadth.</i></p> <ol style="list-style-type: none"> <li><i>1. There is a need to include specific reference in WM to the history of the Welsh language and to emphasise the cross-curricular link to the LLC WM.</i></li> <li><i>2. It would be helpful to replace the word 'people' with 'men, women and children' to indicate the greater breadth required.</i></li> <li><i>3. In para 1, line 3 of the amended WM document should not read 'through an understanding of themselves' but 'through an understanding of their context' surely?</i></li> </ol>
<p><i>Gwelliant. Y broblem fydd gweithredu. Rhaid i athrawon gael hyfforddiant ac adnoddau, yn bennaf oherwydd diffygion y gorffennol ym maes hanes Cymru</i></p>
<p><i>Yes, but the history of Wales and especially the history of world is a great opportunity as long as staff are confident to teach world history.</i></p>
<p><i>Nid ydym wedi ein argyhoeddi fod ychwanegu 'hanes Cymru a'r byd' at y datganiadau a'r canllawiau yn unig yn mynd i gryfhau statws hanes Cymru yn y cwricwlwm fel a nodwyd yn yr ateb i Gwestiwn 1 uchod. Barn CYDAG yw fod angen manteisio ar y cyfle yma i wneud llawer mwy o godi statws hanes Cymru yn y cwricwlwm newydd ac i sicrhau fod pob plentyn drwy Gymru yn mynd i gael cyfle cyfartal i ddysgu am hanes ein gwlad.</i></p>
<p><i>It is agreed that the addition is clear and accessible. However, we do not feel that this truly provides an understanding of the breadth for curriculum development.</i></p> <p><i>In addition to points made below regarding support for educators and curriculum designers to plan and engage with mandatory requirements, we are disappointed that the mention of Black, Asian and Minority Ethnic people exists only within this section of the Statement of what is important. We understand that Black, Asian and Minority Ethnic histories should be encompassed across the curriculum according to the new developments and the report made by Charlotte Williams. However, even under relevant statements related to the difference of perception of events and human experiences, our natural world and its diversity and ethical action, there is no specific mention of including stories related to Black, Asian and Minority Ethnic people.</i></p> <p><i>We know that Black, Asian and Minority Ethnic people, their histories and contributions to Welsh localities, the nation as a whole and globally, have often been and are still regularly forgotten or downplayed. We believe that it is imperative to ensure that this does not happen that reference is made to their inclusion in each and every paragraph of the statement of what matters.</i></p>

### Cwestiwn 3

*We support the intention of the Welsh Government to strengthen the statements of what matters in relation to the Humanities Area. We agree that clearer guidance on teaching the 'history of Wales and the world', combined with 'the development of an overarching timeline of Welsh history' is a reasonable approach to take 'to ensure the study of Welsh history in all its diversity and complexity is both explicit and compulsory for schools and settings'. However, in their current form the proposed changes do not provide sufficient clarity and support for schools and settings in their curriculum planning.*

*In November 2022, our report Citizens' Voices, People's News: Making the Media Work for Wales, published in partnership with The Open University in Wales, suggested that Wales' citizens would support a recommendation that 'the Welsh Government should take 3 steps to strengthen Democracy and Citizenship education in schools, including more explicit guidance for the teaching of democracy and citizenship (local, national and global), as well as the modern history and politics of Wales, within the Humanities area of learning and experience (AOLE) of Curriculum for Wales.' Therefore, we suggest more specific emphasis be placed on the story of democracy and Welsh political history in the guidance.*

*Our report notes that 'the discussions of the Citizens' Panel around this recommendation reinforce from an adult perspective the views of 200 young people who participated in Our Voices Heard – a project run by Electoral Reform Society Cymru (ERS) in 2018, which called for a very similar range of interventions to support citizens' understanding of the democratic process, political parties, institutions and campaigning.*

*Given the emphasis within the what matters statements for the Humanities Area on governance, chronology, change and continuity, diversity, cause and effect, interconnectedness, community, identity, belonging and authority, and the fact that Welsh Government are consulting on this guidance, we believe there is an opportunity to bake in a much greater focus on democracy and politics into the teaching of 'Welsh history in all its diversity and complexity'. This could be achieved through both further specificity in the statements of what matters and the development of an overarching timeline of Welsh history which takes special account of the story of democracy in Wales, the UK and the wider world.*

*Citizens Voices, People's News also warns 'Despite... high level conceptual guidance, the emphasis that Curriculum for Wales places on individual schools' autonomy presents a high risk of variance in the specificity of the Democracy and Citizenship education learners will actually receive', and recommends that 'explicit Democracy and Citizenship education focused on the democratic process at UK, Wales and local levels be stipulated in the guidance, with clear links to a high quality package of resources, linked to teacher training.' This speaks directly to both the 'clarity' and 'support' aspects of this question: further clarity is required in the guidance, and further support will be required for schools and educational settings if this Area of Learning and Experience is to be delivered effectively across Wales, particularly in relation to the vital role that politics and democratic ideals play in past and present societies.*

*Yn sicr, mae'r newidiadau yn nodi'n glir bod yn rhaid cynnwys hanes Cymru o fewn y cwricwlwm newydd, ond nid yw'n nodi hyd a lled a dyfnder yr addysgu. Gyda'r geiriad fel ag y mae, mae'n ddigon posibl y bydd faint o hanes Cymru a addysgir yn amrywio'n fawr o un ysgol i'r llall. Byddai rhoi mwy o ganllawiau yn sicrhau mwy o gysondeb. Dylid nodi corff cyffredin o wybodaeth sylfaenol y dylai ysgolion ei gynnwys yn eu cynlluniau gwaith.*

*Er y croesewir y diwygiad hwn, eto i gyd mae'n bwysig bod yn fwy penodol. Mae'n hollbwysig rhoi arweiniad i athrawon, er mwyn sicrhau bod sylw priodol yn cael ei roi i hanes Cymru a bod pob dysgwr yng Nghymru yn cael yr arlwy priodol a digonol o hanes Cymru.*

*Mae'r datganiadau o'r hyn sy'n bwysig wedi eu mireinio ar ôl ystyried materion fel rhan o hynt deddfwriaeth gysylltiol gan y Senedd yn 2021. Ydy'r newidiadau arfaethedig i'r Maes Dyniaethau yn darparu digon o eglurder a chymorth i ysgolion a lleoliadau wrth iddynt drefnu'r cwricwlwm?*

*Mae gennyf nifer o amheuron am MDPH y Dyniaethau. Mae cynnwys Astudiaethau Busnes ac Astudiaethau Cymdeithasol o dan ymbarel y Dyniaethau yn rhwym o leihau amser a ganiateir i ddysgu Hanes Cymru. Mae cynnwys Astudiaethau Cymdeithasol braidd yn ddi-angen gan fod astudio cymdeithasau yn rhan annatod o hanes.*

*Ond esboniad posibl arall yw fod Asstudiaethau cymdeithasol yn cyfeirio at cymdeithasau cyfoes. Os ydyw, mae'n adlewyrchu gwendid sylweddol yny penawdau bras o'r Darganiadau o'r Hyn sy'n Bwysig, sef eu bod wedi eu geirio yn y presennol:*

*"Mae'r byd naturiol yn amrywiol a deinamig wedi'i ddylanwadu gan brosesau a gweithredoedd dynol" a "Mae cymdeithasudynol yn gymhleth ac amrywiol, ac maent yn cael eu llywio gan weithredoedd a chredoau pobl*

*Mae'r datganiadau yn gamarweiniol tu hwnt yng nghyd destun Hanes ac yn ganlyniad cywasgu gormod o elfennau i FDPH y Dyniaethau. Yn syml, nid oedd cymdeithasau yn gymhleth, amrywiol na deinamig o'u cymharu â heddiw. Priod waith yr hanesydd yw egluro'r newidiadau a'r datblygiadau ddigwyddodd dros ganrifoedd.*

*Gwnaeth John Davies y pwynt yn glir yn ei lyfr "hanes Cymru"*

*"Nid oes angen rhagdybio cyfres o fewnlifiadau ac nid oes tystiolaeth o bwys i gynnal rhagdybiaeth o'r fath. Cywirach fyddai ystyried bod gan Gymru y rhan fwyaf o stociau cynhenid o bobl erbyn tua 2,000 O.C. ac i'r economi a grewyd ganddynt fod yn sail bywyd am filoedd o flynyddoedd, nes yn wir i amgylchiadau materol y gymdeithas Gymreig newid yn sylfaenol yn ystod y ddau gan mlynedd diwethaf" [tud.13]*

*Y Chwyldro Diwydiannol o ganol y G18 newidiodd natur bywyd Cymru a thu hwnt yn sylweddol i'r mwyafrif llethol o bobl. Yn sgîl y Chwyldro Diwydiannol datblygodd cymunedau du ac ethnig ym mhorthladdoedd de Cymru yng nghanol y G19*

*Dadleuol a dweud y lleiaf yw'r honiad:*

*"lluosieithog ac amrywiol cymunedau ddoe a heddiw"*

*Mae darllen hanes tuag yn ôl yn bechod i haneswyr. Fel gwnaeth John Davies nodi, go brin fod Cymru naill ai yn lluosieithog nac amrywiol cyn dyfodiad y Chwyldro Diwydiannol. Prin fedrai pobl deithio cyn i'r rheiffurdd gyrraedd; a phriodi o fewn y plwyf neu'r plwyf agosaf gwnai'r rhan fwyaf o Gymru hyd y G19.*

*Schools and settings are only just beginning to develop their planning around this AoLE. Changes now will be disruptive to some schools and settings, but the changes are of a small proportion, and it is important to get it right.*

*The proposed changes offer flexibility but are open to interpretation and whereas some teachers will relish the opportunity and require little support, others may find it daunting.*

*The content and experiences around this AoLE within ITE courses are critically important if teachers are to design a curriculum specific to children and young people.*

*It is important for the WG Education Department to offer appropriate support to schools and settings through CPD, supporting resources and advice and guidance. Natural resources Wales would be happy to support the development of any resources focused on the role of the natural environment and landscape change over time.*

*We believe the statement of what matters is clear and provides detail which will support schools to plan their curriculum. We welcome the reference to 'consistent exposure to the story of their locality and the story of Wales'. We believe this makes clear the expectation that schools plan regular opportunities for pupils to develop an understanding of local and Welsh contexts and make links to the story of the wider world. We also believe this supports the concept of planning for progression within the humanities.*

*Our thematic review on the teaching of Welsh history including Black, Asian and Minority Ethnic history, identity and culture notes a lack of transition work for history in general. Only in a very few cases, do cluster primary schools work together with their secondary school to agree what is taught. We believe this is a key consideration when developing guidance to support schools to plan for pupils' consistent exposure to the story of locality and Wales. A lack of transition work for the humanities means that teachers in secondary schools have little knowledge of what pupils have learnt about their locality and Wales. This leads to repetition when choosing topics. As a result, planning for progression in pupils' knowledge and understanding of local and Welsh history is not taken into account well enough. In addition, a minority of secondary schools focus heavily on preparing pupils for GCSE examinations. These schools often start teaching GCSE topics during key stage 3. In a few instances this limits how much local and Welsh history pupils study. Ensuring pupils have consistent exposure to local and Welsh contexts is a key consideration for the development of new qualifications within the humanities.*

*We welcome the addition of 'as a part of Welsh history' to paragraph 4 in the humanities introduction to strengthen the focus on Welsh history. We believe the changes to the statement helps clarify some misconceptions around 'cynefin'. In a few schools this is cited as a reason why they do not make links to wider and diverse contexts. In addition, in primary schools where pupil voice is not used effectively enough, teachers allow pupils to choose topics without consideration of how they can make links to the local area, Wales and the wider world. The inclusion of 'the history of Wales and the world' helps mitigate this.*

*Mae'r datganiadau wedi eu mireinio'n ei gwneud yn glir y dylai Hanes Cymru fod yn rhan ganolog o'r Maes Dyniaethau ond mae angen mwy o gyngor a chymorth ar ysgolion a lleoliadau wrth iddynt drefnu'r cwricwlwm. Rhaid ystyried y sefyllfa gyfredol anfoddhaol (gweler, er enghraifft, adroddiad Estyn, Addysgu hanes Cymru gan gynnwys hanes, hunaniaeth a diwylliant Pobl Ddu, Asiaidd a Lleiafrifoedd Ethnig Hydref 2021) o ran y diffyg sylw a gaiff Hanes Cymru mewn llawer o ysgolion, diffyg profiad a diffyg gwybodaeth ymysg athrawon o ddysgu Hanes Cymru a bylchau o ran adnoddau. Byddai darparu canllaw ar ffurf corff cyffredin o wybodaeth sylfaenol am Hanes Cymru yn gymorth mawr i ysgolion lunio cynlluniau gwaith a fyddai'n sicrhau y byddai gan ddysgwyr ymwybyddiaeth o ddatblygiad cenedlaethol eu gwlad.*

(a) Yes. We would add two comments:

(b) To what extent does this depend on the capacity of individual 'schools and settings' and the availability of relevant local material and practical support to bring the subject matter alive in a contemporary context? For example, stories and images of local Credit Unions, Housing Co-ops, Co-op Energy companies and social care coops? Or

<p><i>how internationally, the 17 UN SDG's can be mapped against excellent free access videos produced by <a href="https://aroundtheworld.coop/our-work/">https://aroundtheworld.coop/our-work/</a> These could be an excellent resource for Advanced Welsh Bacc projects. Could they be included in the 'other supporting resources'? (See Question 4.)</i></p> <p><i>(c) From an ethical perspective, could Owenism and co-operation provide great examples for young people of what people can achieve by working together and by ensuring the needs and interests of all are taken into account.</i></p>
<p><i>Mae'r addasiad i'r Datganiad o'r hyn sy'n Bwysig yn welliant ac yn debygol o sicrhau bod ysgolion yn fwy ymwybodol o'r angen i gynnwys hanes Cymru yn y Cwricwlwm. 'Dyw ychwanegu "gan gynnwys hanes Cymru a'r byd," ddim ynddo ei hun yn rhoi unrhyw gymorth i ysgolion a lleoliadau wrth iddynt drefnu'r Cwricwlwm. Cofier, hefyd, y sylw at ddryswch posibl o ddefnyddio'r ymadrodd "hanes Cymru a'r byd" yn unig (Gweler uchod - cwestiwn1).</i></p> <p><i>Bydd datblygu adnoddau atyniadol, addas a darparu hyfforddiant o safon uchel, yn holl bwysig er mwyn darparu cymorth allweddol. Rhaid cofio'r man cychwyn, sydd mewn llawer o ysgolion yn anfoddfaol iawn o ran y diffyg sylw a gaiff Hanes Cymru oherwydd diffyg profiad a gwybodaeth rhai athrawon a bylchau o ran adnoddau. (Gweler adroddiad Estyn 2021).</i></p>
<p><i>The Statements of what matters in humanities are overwhelmingly sociological. It is up to the Welsh Government what it wants to see the learners of Wales know and understand regarding the history of Wales. The NASUWT requires only clarity, resources and an understanding of the workload implications of implementation.</i></p>
<p><i>Not sure. I would make clear that there is a timeline that should be used to inform planning.</i></p>
<p><i>No. Mae'r datganiadau o'r hyn sy'n bwysig yn cynnig arweiniad gwerthfawr o hanfodion y disgyblaethau sydd o dan yr ymbarel 'Y Dyniaethau'. Ond, mae athrawon ar hyn o bryd yn cael eu tynnu i sawl cyfeiriad: ysgogi ac ymateb i ddiddordebau'r disgyblion, y disgwyliad eu bod yn cydweithio (ac yn aml yn gorfod cyfaddawdu) gydag eraill, ymateb i ddyddiadau a digwyddiadau pwysig (e.e. 'dathlu' Jiwibili y Frenhines ond yn anwybyddu canmlwyddiant yr Urdd), defnyddio yn hytrach nag addasu deunyddiau parod. Bydd angen mwy o eglurder a chymorth i ysgolion wrth iddynt drefnu'r cwricwlwm mewn dull cydlynus, sy'n helpu dysgwyr i adeiladu ar eu dysgu blaenorol (goblygiadau i ddealltwriaeth cronolegol disgyblion) ac yn eu helpu i wneud cysylltiadau (dros amser ac ar draws lleoliadau byd-eang). Rwy'n synhwyro bod diffyg gwybodaeth am hanes Cymru ond hefyd hanes y Byd</i></p>
<p><i>My own department has responded in very different ways - some welcome the changes, others are opposed to them. This is leading to efforts by the former to make changes, also by the latter to be as minimalist as possible. Many still feel a tokenistic approach is appropriate, which the statements still allow for unfortunately.</i></p>
<p><i>This change is after we have begun implementation as a school that has done so in 2022. It is unsupported by current resources and training- the promise to do so in the future is not good enough. I think the idea of changing the statements now to secure a political deal is unacceptable- teachers are already having the kitchen sink thrown at them with COVID mental health epidemic, Centre Determined Grades, budget cuts and a new curriculum</i></p>
<p><i>It will be up to individual teachers and departmental Areas of Learning within schools to devise their own curriculum plan, based on national guidance. It would be helpful to see a completed curriculum plan or a template to demonstrate good practice and how to organise new schemes of work effectively.</i></p>



<i>Proposals need to be clearer. Too much woolly circumlocution, so sorry.</i>
<i>"Consistent exposure" needs to be quantified.</i>
<i>However, I think it makes the curriculum narrower. It definitely doesn't add breadth!</i>
<i>To give the Welsh people a sense of confidence in their abilities and skills it is important that they know their strengths in the past and present. Strong communities are based on this.</i>
<i>Ddim yn deall y cwestiwn - yr iaith a ddefnyddir yn y cwrstiwn yn gymhleth.</i>
<i>Mae eglurder yn cael ei golli mewn amleiredd a jargon.</i>
<i>The changes support clarity but not support aspect. Support in this area is massively needed. Largely due to teachers within Wales going to school without compulsory coverage of Welsh history. Professional learning as well as learning materials are needed. There have been new textbooks in both Welsh and English that have helped however I would like to see courses for humanities leads as well as funding for the creation of further material within Hwb and in hard copy.</i>
<i>We have planned our offer and learning experiences already</i>
<i>I believe it appropriately emphasises the need to include Welsh history within humanities schemes of work</i>
<i>If resources were provided and easily accessible for schools and teachers to effectively use, this would be seen to support schools. The resources need to be effective and any changes need to be manageable for schools. The curriculum is so vast that it can be challenging to meet every aspect of the curriculum as it stands.</i>
<i>It is still wide open to interpretation. School want greater clarity on what exactly is meant by these statements. What will be looked for? How much is OK?</i>
<i>I think the statement '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' helpfully clarifies this.</i>
<i>The changes set out distinct areas for study within the Humanities guidelines which directly connect learners to the outcomes and consequences of ideas, belief and actions. They give educators the tools to unpick complex themes and narratives and examine evidence critically - recognising the impacts of the diversity of place in the natural world as well as the wider human society.</i>
<i>The changes place diversity of experience and perspective at the heart of study for an equitable opportunity to represent those whose voices and cultural identities have been traditionally marginalised and encourage these learners to undertake more active citizenship and ownership in their communities and in the wider environment of Wales and the wider world as well as reflect the recent socio-economic and cultural history of Wales as a modern country.</i>
<i>Possibly</i>

*Mae'n amlwg fod angen arweiniad clir a phendant ar yr ysgolion oherwydd bod diffygion yn y ddarpariaeth bresennol o ran cyflwyno Hanes Cymru. Byddai arweiniad yn cynnwys canllawiau a chymorth gan gynnwys hyfforddiant-mewn-swydd i athrawon, a sicrhau bod comisiynu adnoddau dysgu priodol digonol. Er mwyn sicrhau bod hanes Cymru yn cael ei gyflwyno'n effeithiol a effeithlon, dylid llunio corff cyffredin o wybodaeth sy'n sylfaenol yn hanes Cymru ar gyfer yr ysgolion.*

*Regrettably, these changes have been made now and were not part of the original statements and documents. Schools and teachers must be supported with the planning time to digest these changes and how they can be implemented within their bespoke curricula.*

*Referencing the 'BAME' community does little to support Wales's rich and diverse history. There are significant groups and cultures who have had a significant impact on Welsh identity and culture and are 'othered' by the use of this phrase. For example, the Italian migrants of the 19th and 20th centuries, and the Jews migration to Wales in the 18th century – both of which have significantly altered the landscapes, economies, and cultures of Wales.*

*Teachers need training and resources to teach Welsh history.*

*Adding in the phrase "the history of Wales" provides only limited clarity. Exemplifying some of the key aspects of the history of Wales schools could teach would be helpful to expand on the more common aspects of the history of Wales such as castles, coal mining, chartists etc*

*See above, I don't find it clear re what you mean by locality, and what you mean by "and the world" - hopefully you don't mean world history is less importance than local history? Where is the locality and where do teachers find out about the locality's history? And where does Welsh history fit into both?*

*Ethnic minorities are mentioned but no other minorities such as disability or women. This needs to be included.*

*The terminology 'in particular the stories of Black, Asian and Minority Ethnic people' implies discrimination in favour of those groups vis-a-vis other groups which I thought was illegal.*

*I suggest that you explore the response of a sample of primary and secondary school curriculum planners on this point. The NC introduced as a result of the 1988 Education Reform Act was too detailed in its specification of curriculum content but there is a need to be clear about how learners should progress in their understanding of Welsh history across age ranges in preparation for their roles as citizens and constructive members of their communities as well as the wider world. The intention to develop a timeline and supporting resources should help.*

*Mae'r maes yn eang iawn. Mae cynnwys busnes a chymdeithasol yn gwneud y pwnc yn drwm - mae hyn yn wir am feysydd eraill hefyd wrth gwrs. Tybed a fydd llai o amser ar gael i ddysgu hanes, ac yn benodol hanes Cymru? Dydw i ddim yn arbenigo ar hanes nac hanes Cymru, ond mae'n ymddangos i mi bod nifer o'r datganiadau yn sôn am y gymdeithas fel y mae heddiw, nid fel yr oedd hi yng Nghymru ond ychydig ddegawdau yn ôl. Nid oedd pobl yn teithio, nid oeddynt yn siarad nifer o ieithoedd. Mae'n sicr y byddai arbenigydd yn gallu egluro'r syniad hwn yn well.*

*No, the support for schools is not consistent enough. School staff are not confident enough for making the curriculum diverse. Without practitioner knowledge, the proposed changes will be superficial at best.*

*Mae angen sefydlu gweithgor annibynnol i edrych ar y maes er mwyn gofalu fod digon o adnoddau a chymorth ar gael i gefnogi athrawon wrth gynllunio i addysgu'r maes yma. Fel y dangosodd ESTYN mewn adroddiad diweddar mae gormod o amrywiaeth ar hyn o bryd wrth ddysgu hanes Cymru yn ein hysgolion. Nid yw ychwanegu 5 neu 6 gair at y datganiadau a'r canllawiau ynddo'i hun yn ddigon i sicrhau cyfleoedd cyfartal i bob plentyn drwy Gymru wrth ddysgu am hanes Cymru.*

*We recognise the depth of guidance provided online to support educators in planning their curriculum accordingly, including availability of some resources on Hwb. However we find these resources sparing. We have placed links for additional resources we believe should be included – however there are many more not here mentioned.*

*The area on designing your curriculum found within the Hwb site related to Humanities guidance as linked in the consultation document again does not refer once to Black, Asian and Minority Ethnic people, their histories or contributions. Reference to concepts of inequality and equality is referenced, though room for interpretation is large, as ethnicity is only mentioned under history, geography and social studies. Again, as mentioned above, we feel that due to the ground-breaking legislation, policy and developments in place in Wales, it is imperative that Black, Asian and Minority Ethnic people, their histories and contributions are specifically referenced in this guidance, to ensure that it is not missed when educators come to design their curriculums.*

*Copy of Wales 1919 Race Riots Open-Access Syllabus: By 1919 Race Riots Collective (Collated July 2019) – found:*

*<https://docs.google.com/document/d/1u6PokG6henzV3h7tYzQzAbZw0FDzYtcFbsAlkdx12k4/edit>*

#### *Course description*

*This open access course has been designed to share resources and information about multiculturalism in Wales, and the notorious race riots of 1919.*

*It will look at a wide range of different resources looking at themes such as Welsh history, multiculturalism, race, class and gender. We will be addressing questions such as:*

- *What is the history of multiculturalism and people of colour in Wales?*
- *Why were there race riots in Wales?*
- *Where did they happen?*
- *Who was involved?*
- *What was the effect of the riots?*
- *What has happened since?*

#### *Materials and Access*

*There is a mix of materials in this course syllabus, including websites, exhibitions, videos, photo galleries, blogs and more.*

#### *Accessibility and Language*

*We have tried where possible to make this document as accessible as possible for those with additional needs. If there is anything else we can do to make this resource more accessible for you, please email us [...].*

#### *Welsh Language*

*Over the next few weeks, we hope to distribute this in the Welsh language with expanded resources in the Welsh language looking at the 1919 race riots and multiculturalism in Wales.*

#### *Unit One: Introduction to Multicultural Wales*

*This unit aims to give the reader an overview of the history of multiculturalism in Wales and Cardiff, looking at the history and heritage of many different black and minority ethnic groups in Wales. The breadth of these resources are broad, with some pieces larger than others. The links that are underlined will take you to the resources hosted online. Otherwise, these pieces have to be located elsewhere, such as your local libraries.*

#### *Reading*

- *A Brief History of Muslims in Wales, Abdul Azim Ahmed, On Religion Magazine, (article)*
- *A Tolerant Nation? Revisiting Ethnic Diversity in Wales, edited by Charlotte Williams, Neil Evans and Paul O'Leary (book)*
- *"Arriving in Wales" (p36-p40) in Beyond the Stereotypes: A Review of Gypsies/Roma/Travellers and the Arts in Wales, Yvonne Cheal, Romani Arts, 20102 (report)*
- *Cardiff Migration Story, Runnymede Trust, 2012 (online booklet)*
- *Cymru Ddu: Black Wales, S4C and Butetown History and Art Centre (book)*
- *Italian Immigration to Britain in the Late Victorian Period, Runnymede Trust, 2019 (online webpage)*
- *Penrhyn Castle and the Transatlantic Slave Trade, National Heritage Trust, 2019 (online report/webpage)*
- *Sugar and Slate, Charlotte Williams, Planet Books (book)*
- *The 1919 Race Riots in Britain: Background and Consequences, Jacqueline Jackson, PhD Dissertation, University of Edinburgh, 1987 (freely available online)*
- *Tiger Bay Story, Neil Sinclair, Butetown History and Art Centre (book)*
- *Slave Wales: The Welsh and Atlantic Slavery 1660-1850, Chris Evans, University of Glamorgan Press, 2010 (book)*
- *When it Comes to Britain's Jewish History, Wales is Overlooked, Nathan Abrams, Times of Israel, 2018 (online article)*

#### *Watching*

- *Dock of the Bay: Episode 1, ITV Wales, 2018 (documentary)*
- *Dock of the Bay Episode 2, ITV Wales, 2019 (documentary)*
- *Cymru Du: Black Wales, S4C, date unknown, (documentary)*
- *Mixed Britannia #1: 1910-1939 (40:00-59:00), BBC, 2019 (documentary)*

#### *Online Resources*

- *Romany Wales Project*
- *Sugar and Slavery: the Penrhyn Collection [see also: Interpreting the Slave Trade: the Penrhyn Castle Exhibition, Marian Gwyn, Brunel University, date unknown (online document)]*
- *Our Migration Story Project, Runnymede Trust*

#### *Unit 2: Introduction to Tiger Bay*

*By the early 20th century, Cardiff was a booming Victorian port city like London, South Shields and Glasgow but it grew quicker than nearly all of them. With three docks built by the Marquis de Bute, manpower from all over the world was needed. Cardiff Docks exported 90% of its goods and imported only 10%. Someone had to export these goods and prior to the mid-1800s, Cardiff was a small town with just a few farms.*

*With the British Empire expanding, many different push and pull reasons led people to leave home and work for the Merchant Navy. With the opening of the Suez canal, the colonisation of India and the Caribbean, many men worked as "donkeys", fuelling coal into the hot furnaces to keep the steamboats going. This coal that was made was mined*

from South Wales coalfields. It was the most prized possession that the world sought after: black gold, coal, and pivotal to the economic success of Cardiff and Wales.

This reading list looks at Tiger Bay, an area in Cardiff, South Wales. Tiger Bay was home to people from over 100 different countries in the world, all of whom lived together.

#### Reading

- *A Brief History of Muslims in Wales*, Abdul Azim Ahmed, *On Religion Magazine*, (article)
- *Somali Seafarer Ibrahim Ismaa'il: from Cardiff to the Cotswolds*, Runnymede Trust, 2019
- *Somali Elders: Portraits from Wales*, Glenn Jordan, Abdihakim Arwo and Akli Ahmed, *Butetown History and Arts Centre*, 2004 (book)
- *The 1919 Race Riots in Britain: Background and Consequences*, Jacqueline Jackson, PhD Dissertation (freely available online)
- *Staying Power: the History of Black People in Britain*, Peter Fryer, Pluto Press
- *Tiger Bay Story*, Neil Sinclair, *Butetown History and Art Centre*, 1993 (book)
- *The Lascars: Britain's Colonial Era Sailors*, Runnymede Trust, 2019 (online article)
- *The Early History and Settlement of Yemenis in Cardiff*, Sophie Gilliat Ray, *Ethnic and Racial Studies* (online journal article)\*
- *The Infidel Within: Muslims in Britain since 1800*, Humayun Ansari, Hurst Press, 2004 (book)

#### Photography

- *Image Collection*, *Tiger Bay Exchange*, 2019 (webpage)
- *Down by the Bay: Picture Post-Humanist Photography and Images of 1950s Cardiff*, Glenn Jordan, Stuart Hall and Bert Hardy, *Butetown History and Arts Centre*, 2003 (book)
  - *Children Playing Near the Water at Tiger Bay*, found on page 47 of *Down by the Bay*, 2003 (photograph on *People's Collection of Wales* website)
  - *Jitterbug in Tiger Bay, 1950*, found on page 41 of *Down by the Bay*, photograph by Bert Hardy, 2003 (photograph on *People's Collection of Wales* website)
  - *Tiger Bay Mosque*, found on page 57 of *Down the Bay*, photograph by Bert Hardy, 2003 (photograph on *People's Collection of Wales* website)

#### Watching

- *After Many A Summer- The Changing Face of Tiger Bay*, ITV, 1968 (documentary)
- *Butetown is my Home*, Darryn February, 2017 (short film)
- *Cymru Du: Black Wales*, S4C, (documentary)
- *Dock of the Bay: Episode One* (presented by Adeola Dewis), ITV Wales, 2018 (documentary)
- *Dock of the Bay Episode 2*, ITV Wales, 2019 (programme episode)
- *Mixed Britannia #1: 1910-1939 (40:00-59:00)*, BBC, 2019 (documentary)
- *Tiger Bay* (film), 1959
- *Tiger Bay and the Rainbow Club*, Malcolm Capener, home movie, year unknown (video)
- *Tiger Bay is my Home*, Channel 4, 1987s
- *World of a Child*, BBC, year unknown (documentary)

#### Unit 3: 1919 Race Riots: Newport

The race riots first started in Newport, Gwent, in June of 1919. Unlike Cardiff, there are not many resources on the Newport riots that have been brought to light. Nonetheless, Gwent Archives has a large repository of documentation such as police and court records about the 1919 race riots in Newport that may be of interest.

#### *Primary Reading*

- *Newport Race Riots 1919, This is Not Gwent, date unknown (online webpage)*
- *Remembering the Newport Race Riots of 1919, Shaheen Sutton, Wales Arts Review, 2019 (online article)*
- *Staying Power: the History of Black People in Britain, Peter Fryer, Pluto Press, 1994 (book)*
- *The 1919 Race Riots in Britain: Background and Consequences, Jacqueline Jackson, PhD Dissertation, University of Edinburgh, 1987 (widely available online)*
- *The South Wales Race Riots of 1919, Neil Evans, Llafur Welsh People's History Society Journal, Volume 1, 1989 (journal article)*
- *The South Wales Race Riots of 1919: A Documentary Postscript, Neil Evans, Llafur Welsh People's History Society Journal, Volume 3 Number 4, 1983 (journal article)*
- *The Welsh Woman who Can Remember the 1919 Race Riots, BBC Wales, 2019 (online article with a video)*

#### *Secondary Reading*

- *1919 Race Riots, Open University, date unknown (online webpage)*
- *The Infidel Within: Muslims in Britain since 1800, Humayun Ansari, Hurst Press, 2004 (book)*

#### *Listening*

- *1919 Race Riots Podcast: Episode One, Horn Development Association, 2019 (podcast and video)*
- *1919 Race Riots Podcast: Episode Two, Horn Development Association, 2019 (podcast and video)*
- *Wales' Forgotten Riots, BBC Radio Wales, 2019 (radio show)*

#### *Unit 4: 1919 Race Riots: Cardiff*

*Cardiff was the second city in Wales to riot in 1919. A few days after the events in Newport, disturbances emerged in the city centre before boiling over and spilling out to different parts of the city.*

*We have divided this list into primary reading and secondary reading. The primary reading are pieces that look at the historical events of the race riots in 1919, with the secondary reading being reflections on what happened over these two days. We have organised it in this way to divide up the content, as we have much more information for Cardiff than we do for other places.*

#### *Reading*

- *1919, 1969 and Memories of Malay Cosmopolitanism, Tim Bunnell, Mandala, 2019 (online news article)*
- *A Life of a Somali Seaman, Ibrahim Isma'ail, date unknown (book)*
- *Cardiff Race Riots 1919, Cathays Cemetery blog, date unknown, (online webpage)*
- *Racial Riots in South Wales: report of Chief Constable David Williams, Cardiff City, 1919 (report)*
- *Staying Power: the History of Black People in Britain, Peter Fryer, Pluto Press, 1994 (book)*
- *The 1919 Race Riots in Britain: Background and Consequences, Jacqueline Jackson, PhD Dissertation, University of Edinburgh, 1987 (widely available online)*
- *The South Wales Race Riots of 1919, Neil Evans, Llafur Welsh People's History Society Journal, Volume 1, 1989 (journal article)*
- *The South Wales Race Riots of 1919: A Documentary Postscript, Neil Evans, Llafur Welsh People's History Society Journal, Volume 3 Number 4, 1983 (journal article)*

#### *Secondary Reading*

- *Cardiff Race Riots: Reparative Histories, Gaynor Legall, UBoat Project, 2019*

- *Feeling Together: Emotion, Heritage and Conviviality and Politics in a Changing City*, Alida Payson, PhD Thesis, Cardiff University, 2018
- *Lascars c.1850-1950: The Lives and Identities of Indian Seafarers in Imperial Britain and India*, PhD Thesis, Ceri-Ann Fiddler, Cardiff University, 2011 Seafarers
- *The Notorious Race Riots of 1919 in Cardiff that Shamed Wales*, Wales Online, 2019 (online article)
- *The Infidel Within: Muslims in Britain since 1800*, Humayun Ansari, Hurst Press, 2004 (book)

#### Watching

- *Butetown is my Home*, Darryn February, 2017 (short film)
- *Tiger Bay is my Home*, Channel 4, 1987 (video)
- *Routes Episode 4*, channel unknown, date unknown

#### Listening

- *1919 Race Riots Podcast: Episode One*, Horn Development Association, 2019 (podcast and video)
- *1919 Race Riots Podcast: Episode Two*, Horn Development Association, 2019 (podcast and video)

We would also like to bring attention here to our research report, *Show Us You Care: exploring the cumulative impact of racism upon racialised young people in the Welsh education system* (2021) - <https://racealliance.wales/research/> // <https://racealliance.wales/wp-content/uploads/2021/04/Show-Us-You-Care-Full-Report-1.pdf>

We would specifically like to make reference to the following recommendations:

#### *Become anti-racist*

Young people we spoke to want teachers to be more proactive in educating themselves and others about different forms of racism. The culture of some educational institutions needs to change, taking a proactive, anti-racist approach.

Quote: 'Showing that they care and they're willing to really push to correct this type of behaviour. Because first of all if you feel like you can't even talk to the teacher about your experience, then what can they really do you know?' - Farah.

Quote: 'I think teachers should have training about how to understand different people from different backgrounds'. – Amina.

We therefore recommend that schools should:

1. Develop their own race equality action plans to move towards becoming anti-racist, considering the recommendations in this report within the framework of the Public Sector Equality Duty, the Future Generations Act 2015 and with guidance from Welsh Government's Race Equality Action Plan. These plans should set out the steps the school will take and who will take them, and should be developed in consultation with racialised young people, parents, families and school staff.
2. Proactively engage with third sector anti-racism practitioners, such as Show Racism the Red Card and EYST Wales, to develop staff understanding of racism as an evolving issue, particularly in the educational setting, and learn how they can address racism pragmatically at institutional, indirect and direct levels.
3. Increase engagement with families, committing to an inter-generational approach to addressing racism. Schools should play a more active role in Community Cohesion programmes to achieve this.
4. Take an intersectional approach to challenging racism, in its many forms, recognising intersections of race with gender, class, sexuality, religion and disability. Teacher training should adequately reflect an intersectional approach.



*Represent us*

*Young people we spoke to want to see more racialised educators at all levels in Wales. They want to see themselves reflected in what they learn in education.*

*Quotes:*

*'More BAME representation like authors, artists, movements like Black Lives Matter'. – Ayanna.*

*More representation of other nations and other histories ... there is a wide range of education to be extracted from - different nations, races and things like that'. – Ehsaan.*  
*'Open discussions in classes exploring not just race, but other hate towards like religion. Islamophobia, Zionism etc'. – Niesha.*

*We therefore recommend that Welsh Government and the Education Workforce Council should:*

- 1. Commit sufficient resources for the timely implementation of Professor Charlotte Williams' Cynefin report recommendations towards a representative curriculum reflecting racialised communities.*
- 2. Increase efforts to inspire, recruit and support racially diverse educators to progress within schools in Wales, utilising positive action provision as outlined in the Equality Act 2010 to its fullest resource.*

*As the humanities area is multidisciplinary, including politics, we would also like to draw attention to our research report 'Do the Right Thing: achieving equity in racialised representation in public and political life in Wales' (2021) -*

*<https://racealliance.wales/research/> // <https://racealliance.wales/wp-content/uploads/2021/01/RAW-Research-paper-160121-2.pdf>, especially the following recommendations:*

*Broad sweeping reformation of systems and processes, including increasing and improving political education at all levels and engagement with racialised communities. A concerted demonstration of commitment and understanding of the need for diversifying representation – our leaders must demonstrate that racism is not tolerated at any level of society. Employers must tackle racism head on, active sanctions must be implemented for online abuse, and efforts to decolonise systems and move to a new economy must be made.*

*One of the largest reforms need to take place within our systems of education. From an early age, statutory education in Wales must improve its provision of socio-political education. Children, young people and university students should receive proactive education in relation to public and political life, what it entails in practice and in terms of the systems and processes that it functions by and what the pathways to these realms are. This provision must be extended beyond formal statutory education and be made available via community groups and to adults, taking into consideration a variety of methods and learning styles. Central to this must be a focus on success stories, increasing the active promotion of roles models in Public and Political life.*

*Braver and bolder: Commit to broader societal changes needed in Wales*

*To combat lack of understanding of public and political life, education in Wales must improve its provision of socio-political education, via formal as well as informal means such as community-led education*

*Much more training is needed for school practitioners. It is an academic study of great importance.*



## Cwestiwn 4

*We recognise that the teaching of ‘the history of Wales and the world... in all its diversity and complexity’ is contentious, and that any attempt to create a singular timeline – implied by the word ‘overarching’ – will be rightly contested. We therefore suggest that the development of any such timeline and supporting resources be developed using principles of co-production; that they involve as wide a spectrum of Welsh citizens – including young people, and relevant experts – as possible; and that the timeline builds into itself concepts of 4 multiplicity, contested narratives, a plurality of voices and constructive debate (i.e. it should not take the simple form of a linear list of ‘important people’, ‘important dates’ or ‘important events’, although those will of course feature as part of the supporting resources).*

*To protect the development of the ‘overarching timeline’ against reductive linear or ‘iconic’ approaches to Welsh history, through which particular individuals, communities, events or localities might gain undue prominence at the expense of others, the work might adopt the kind of ‘patchwork’ approach to ‘understanding... the complex, pluralistic and diverse nature of societies, past and present’ exemplified in the recent Welsh (Plural) anthology (Repeater Books, 2021). This would clearly support the aim to develop a curriculum which ‘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.’*

*Such a ‘patchwork’ approach, structured around local, regional and national content, as well as UK, European and global dimensions, would allow schools to navigate the practicalities of curriculum development through modular delivery, with varied and diverse ‘building blocks’ of age-appropriate knowledge and understanding developed across the course of each learner’s journey. This would allow appropriate weight to be placed on individual and collective ‘identity, heritage and cynefin’ as well as the development of ‘a common understanding of the diverse history, cultural heritage, ethnic diversity, identities, experiences and perspectives of their local area, Wales and the wider world’ that the mandatory guidance requires.*

*In conjunction with the case we have outlined in answer to Question 3, we would also advise more specificity in the guidance around the ‘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.’ Although the guidance states very generally that ‘Societies are characterised by a range of cultural, linguistic, economic, legal and political norms and values’, once again we believe there is ample scope both within the guidance and in the development of any support materials to be more explicit about politics and democratic structures in Wales and the wider world, and would urge that any timeline and supporting resources take account of the well-documented deficit in Welsh citizens’ understanding of and engagement with our current democratic institutions. A good starting point here is *The Story of Our UK Democracy That Every Citizen Should Know*, developed in Wales by *The Democracy Box*.*

*Byddai llinell amser o’r fath yn gymorth i sicrhau cyd-destun i’r gwersi fydd yn cael eu darparu. Bydd hefyd yn adnodd gweledol defnyddiol i ysgolion. Bydd yn rhaid rhoi sylw gofalus i’r hyn fydd wedi ei gynnwys ar y llinell amser hon.*

*Croesewir unrhyw adnoddau o safon a fydd yn cael eu darparu yn y Gymraeg a’r Saesneg ar yr un pryd. Mae’n bwysig cydweithio gydag athrawon, haneswyr, academyddion, darlithwyr ar gyrsiau hyfforddi athrawon a rhanddeiliaid eraill, er mwyn sicrhau bod y ddarpariaeth yn un werthfawr ac yn un a fydd o fudd arbennig i ddisgyblion Cymru.*

*'Rwyf yn croesawu'r bwriad hwn yn fawr. Bydd hyn o gymorth sylweddol, yn arbennig athrawon nad ydynt yn arbenigwyr hanes. Bydd modd dangos y prif ddiwyddiadau yn ymwneud â Cynefin, Cymru, y DU a gweddill y Byd ar y Llinell Amser. Gall 1588 nodi trechu'r Armada [Ewrop a'r DU] tra bod cyfieithu'r Beibl i'r Gymraeg yn ddiwyddiad o bwys mawr yng Nghymru.*

*Mae croeso hefyd i'r sylw i "gronoleg" ac "esblygiad". O ddysgu'r pwnc yn gronolegol daw disgyblion i ddeall natur a chyflymder newidiadau dros y canrifoedd. Gall hyn hefyd hwyluso llunio adnoddau perthnasol ar gyfer athrawon o ystyried bod nifer yn anghyfarwydd â'r pwnc.*

*Dont i ddeall ystyr "hunaniaeth" a'u "gwerthoedd diwylliannol" a sut mae'r rheiny wedi newid ac addasu dros amser, yn ogystal â deall am ddiwylliannau eraill tu hwnt i Gymru, sydd yn amlwg yn cynnwys diwylliannau sydd wedi bwrw gwreiddiau yma dros y ddwy ganrif ddiwethaf.*

*In light of the climate and nature emergencies and the scenarios our future generations will have to manage, overarching guidance is required to support learning in, learning about and learning for the natural environment in a local and global context covering all aspects of learning outside the classroom, environmental education and the sustainable management of our natural resources.*

*Any timelines and additional supporting resources must reflect the influence human behaviour has had on our natural environment to support teaching and learning about how our past actions are having real impacts on our future. It is of the utmost importance that our children and young people learn from humanities mistakes and adopt lifelong positive pro-environmental behaviour.*

*As a public sector organisation NRW has a duty to support the Education Department as a whole and the embedding of the Curriculum for Wales. Natural Resources Wales is happy to continue to work with the Curriculum team to ensure the required level of environmental awareness is assured within the framework and can provide technical expertise to support the development of supporting resources.*

*For further clarification or information please contact:*

*[education@naturalresourceswales.gov.uk](mailto:education@naturalresourceswales.gov.uk)  
[www.naturalresources.wales/learning](http://www.naturalresources.wales/learning)*

*We believe an overarching timeline of Welsh history would be welcomed by schools as a resource to support curriculum planning. Most schools surveyed by Estyn when collecting evidence for our thematic report on the teaching of Welsh history referred to a lack of suitable resources for the teaching of local and Welsh history. In many schools, teachers continue to have limited access to professional learning for local and Welsh history. Schools said that local authorities and regional consortia offer little specialist professional learning and opportunities for teachers to share practice on these specific areas. Teachers often cite difficulties around finding suitable historical source material when planning authentic and meaningful learning experiences, particularly for Key Stage 2 and Key Stage 3 pupils. In particular, professional learning and resources to support teachers to access and use authentic source materials would be welcomed. This includes professional learning to enable the adaptation of source material to support pupils' literacy skills in the classroom. For example, the development of pupils translanguaging skills in the context of historical resources and adapting sources to ensure readability while preserving their authenticity. This would be particularly valuable for non-specialist teachers in the humanities to ensure the effective teaching of subject specific skills in history and humanities.*

*We believe a key risk when developing a timeline resource for Welsh history is that schools will perceive any events included on the timeline as compulsory aspects of Welsh history to include in their curriculum. This may help develop more consistent provision for Welsh history across all schools. However, there is a risk that this will lead schools to solely focus on the timeline and not consider the local context well enough. In addition, it may lead to the repetition of topics as noted in our response to Question 3. We believe Welsh Government should provide clear guidance around these issues to mitigate risks including the appropriateness of topics for pupils of different ages and the need to plan for progression in knowledge and understanding. This aspect should be revisited regularly to avoid any emerging misconceptions.*

*We believe resources should be subject to a review process with a range of stakeholders including teachers from settings and schools across Wales. Particular attention should be given to ensuring Welsh and English resources are published at the same time and are considered by practitioners working in Welsh-medium, English-medium and bilingual schools. Consideration should be given to how any timeline refers to all areas of Wales and the diversity of its communities over time. Opportunities to make links with other areas of Wales and the wider world should be signposted.*

*Croesawn y bwriad i gomisiynu datblygu llinell amser drofswaol o hanes Cymru. Byddai'r llinell amser yn ganllaw defnyddiol iawn ochr yn ochr â dynodi corff cyffredin o wybodaeth am Hanes Cymru. Yn wir, ni ellir llunio llinell amser gytbwys heb yn gyntaf gytuno ar hanfodion sylfaenol Hanes Cymru.*

- (a) *An overarching timeline of Welsh History would be excellent. We hope this would include the tradition in Wales of co-operation and collaboration rather than individual effort alone that can be seen, for example, in the way Welsh laws were codified in the 10<sup>th</sup> century. Would this also include a timeline related to the emergence of different threads of the Labour Movement from the Napoleonic Wars onwards? We are working on a Robert Owen / Co-operation timeline and would be pleased to assist as required.*
- (b) *The Co-op Heritage Trust has produced a timeline, but as we recall this has limited Welsh examples. It would be very helpful if relevant aspects of Big Lottery funded Co-op Heritage Trust archive material could be modified and translated into other languages.*
- (c) *Support materials: we suggest a cross-modules/subject approach would probably be the most effective and durable. From a 'cynefin' perspective, would this necessarily mean a school-by-school approach? Our initial experience in working with schools is this could be quite demanding in terms a) agreeing what will be taught, b) the way it will be taught and c) how the success or otherwise will be evaluated to enable further progress.*
- (d) *In cost effectively producing support resources, we see great value with baseline research in accessing which YouTube material will yield many excellent examples of approaches. However, most are not necessarily geared to the Welsh four purposes. Likewise, building upon existing videos including A 'level and International Baccalaureate materials could be crucial, providing this is good practice. This will be of especial use to the teachers whose knowledge of co-operatives may be limited, and they will need a starting point to understand how best co-operative issues can be raised effectively in a subject specific and cross curricular way.*
- (e) *At our event on 12/11/2022, (i) a large UK retail society spoke of its English Academy School experience.*  
<https://www.youtube.com/channel/UCgIFq2AOE0qprZEepLQjVjw> *It is worth noting none of these schools include Robert Owen or co-operatives in their curriculum. We may be wrong, but in the current climate we see little appetite for such work extending beyond existing English locations. (ii) Reference was also made to the Co-op College which has recently experienced a major re-structuring.*

- (f) Ref. the UN SDGs, the International Labour Organization (ILO) has extensive resources on co-operatives and the SDGs:  
[https://www.ilo.org/global/topics/cooperatives/areas-of-work/WCMS\\_445131/lang-en/index.htm](https://www.ilo.org/global/topics/cooperatives/areas-of-work/WCMS_445131/lang-en/index.htm)
- (g) For Primary pupil's in particular, Owen's New Lanark Mills provide an excellent opportunity for drama, music, and dance.
- (h) We have been able to trace a one day 'Robert Owen Day' teaching pack. Apart from being dated it seems to isolate key learnings from the rest of the curriculum.
- (i) Could this example of co-production be encouraged? [Co-curate North East: creating sustainable routes for North East communities to digitally transform and co-produce open cultural resources](#)
- (j) We see great opportunities for schools working together to produce relevant resources to be shared on the Welsh Hwb

*Mae Dyfodol i'r Iaith yn croesawu'r bwriad i gomisiynu llinell amser drosfwaol o hanes Cymru. Bydd hyn yn cynnig cyfle i nodi digwyddiadau pwysig yn hanes Cymru, y Deyrnas Gyfunol, Ewrop a'r Byd a gall ysgolion nodi arno ddiwyddiadau pwysig lleol er mwyn i ddisgyblion ganfod gwell dealltwriaeth o hanes eu Cynefin o fewn cyd-destun hanes Cymru, y Deyrnas Gyfunol, Ewrop a'r Byd. Bydd llinell amser yn caniatáu i ddisgyblion ddatblygu dealltwriaeth o "gronoleg" ac "esblygiad" fydd yn caniatáu i'r disgyblion ddeall natur a chyflymdra newidiadau dros amser.*

*Gall llinell amser fod yn gymorth gweledol i ddisgyblion ddeall eu hunaniaeth a'u diwylliant a sut mae'r rheiny wedi newid ac addasu dros amser, yn ogystal â deall am ddiwyllianau eraill y tu hwnt i Gymru, sydd yn amlwg yn cynnwys diwyllianau sydd wedi ymsefydlu yma. Mae angen ystyried cynnwys ar linell amser, hefyd, materion allweddol yn ymwneud â hanes yr iaith. Priodol hefyd fyddai olrhain hanes yr ieithoedd Celtaidd eraill ynghyd ag ieithoedd lleiafrifol eraill yn Ewrop a thu hwnt, megis Catalaneg, Basgeg, Māori ayyb. Golygai hyn wedyn ddealltwriaeth gwell a dyfnach o bobl amlieithog y byd, lle mae dwyieithrwydd ac amlieithrwydd yn norm i'r mwyafrif.*

*Mae'n bwysig sicrhau bod adnoddau eraill o ansawdd uchel ar gael (yn y Gymraeg a'r Saesneg ar yr un pryd), i gyfoethogi profiad y disgybl ac i hwyluso gwaith yr athro, gan gofio nad hanes fydd maes arbenigedd llawer o'r athrawon a fydd yn addysgu'r Maes Dyniaethau; e.e. adnoddau i annog defnyddio sgiliau hanesydd, adnoddau i wal y dosbarth, llyfrau, ffilmiau byr, adnoddau am gymeriadau hanesyddol o bwys a lleoliadau hanesyddol, adnoddau am hanes yr iaith, ac ati.*

*History is by nature a political subject, and an underlying political perspective could be promoted inadvertently through the resource, through the selection of content, events, people and the way that things are explained. This will be an important consideration if one resource is produced and recommended by WG.*

*I would suggest that WG should fund profession learning programmes to engage teachers with the complexities and range of perspectives on Welsh History, encouraging deep engagement and learning to really support and empower practitioners.*

*Providing one resource could also undermine subsidiarity, with the events listed on the timeline becoming taught in a tick box way that the CfW does not encourage.*

*Any timeline would need to reflect the sociological emphasis of the statement of what matters. Simply put it would need to include the aspects of the Area that learners are encouraged to explore ie: chronology, change and continuity, diversity, cause and effect, interconnectedness, community, identity and belonging, authority and governance.*

<i>A timeline is useful if it's for guidance only.</i>
<i>Place a link within the What Matters Statements or in the Design your curriculum section but make it very obvious.</i>
<i>Our history is not widely known or understood. It is vital to address this for the future success of our nation. However, without centralised coordination and quality assurance to create a comprehensive but accessible resource we won't be able to achieve this. Most parents did not learn of the history of Wales at school themselves. Through the new curriculum we can improve our self-knowledge as a country across the generations, not just for our young.</i>
<i>Roeddwn ar ddeall bod Llywodraeth Cymru eisoes wedi comisiynu cwmni i ddatblygu llinell amser droswaol o hanes Cymru!</i>  <i>Bydd ysgolion yn croesau llinell amser droswaol er mwyn datblygu dealltwriaeth o'r fframwaith cronolegol sy'n berthnasol i hanes Cymru. Gobeithio bydd yr adnoddau cysylltiedig yn ddefnyddiol, e.e. gosod cefnlen o'r hanes byd-eang sy'n berthnasol i'r digwyddiadau/datblygiadau allweddol yn hanes Cymru. Mae athrawon yn chwilio am adnoddau hygyrch, e.e. prin yw'r cyfeiriadau at Gymru neu at esiamplau Cymreig yn llyfr David Olusoga 'Black and British'</i>
<i>This is essential. It would give the non-compliant and poorly informed teachers a structure to follow. The main issue (I believe) is that a large number of teachers are themselves unaware of Welsh history, having not been taught it themselves at school and not subsequently studying it in later life. Many are now threatened by the requirement of teaching it, so the more guidance they can receive the better.</i>
<i>Ensure it is comprehensive in its scope, focusing not just on political history, but social and economic too. Accessible to all</i>
<i>Timelines are always useful. They provide a framework and an overview. Effectively presented timelines can be a fabulous teaching aid, especially for classroom display. Schools could select and make links between relevant events throughout the history of Wales. It could help learners identify examples of change and continuity, both nationally and in their local area. An overarching timeline might give teachers a sense of which aspects of Welsh history are deemed to be most significant and worthy of further investigation.</i>
<i>What do you mean by 'an overarching timeline?' Do you mean that history is a continuous process? Do you mean you are going to study every detail of the Methodist revolution (a good way of putting pupils off the entire idea of history!) as there was a tendency in my youth? Where are you going to start? Burial chambers and hillforts? What about the Romans, the sons of Cunedda (causing the difference between North and South Welsh, I am told), Offa and his being repulsed possibly by Elis ap Madog, the Battle of Rhuddlan with the wounded being drowned by the incoming tide (have you heard that melancholy tune on the harp?), right down to the Industrial Revolution and the mineral assets of Wales being ripped out to provide the gentry with big houses, or even castles to keep their workforce at bay.</i>
<i>It has been specified from the very beginning that the new curriculum is to be skills based rather than content driven. This now is no longer the case for the Humanities AOLE. All other AOLEs have got freedom but Humanities are now being dictated to!</i>
<i>This timeline would be a help in a similar way in English history, The Tudor Age, The Industrial Revolution give an immediate idea of what happened although it must not hang one to the English terms except where applicable like The Industrial Revolution</i>

<p><i>which involved both Nations. This Timeline must be out for consultation so that it can be modified if necessary by the public and experts.</i></p>
<p><i>This is a great idea. I hope that it goes beyond the general, and obvious, markers in Welsh history but more provides 'a warts and all' type approach. It would be good to see elements here on the Welsh language and BAME.</i></p>
<p><i>Mae llinell amser yn allweddol. Dylai llinell amser hanes cenedlaethol Cymru fod yn gyfopchrog â llinell amser hanes Ewrop a'r byd. Byddai digwyddiadau arwyddocaol megis y Chwyldro Diwydiannol, twf imperialaeth a chreu'r cenedl-wladwriaethau Ewrtopeaidd i'w gweld yn yr ail linell amser, ac yn wir yn hanfodol yn stori'r genedl</i></p>
<p><i>Identifying the areas where an understanding of Welsh history is at its weakest. I would suggest that WM schools have a stronger grasp of it and it is taught more regularly.</i></p> <p><i>As well as a timeline, resources that support the progression would also be of use. What parts of Welsh history should a child be learning about at PS1, PS2 etc? Ultimately schools will need to decide but without the breadth of resources at all progression steps, this will be very difficult to do.</i></p>
<p><i>Perhaps for Wales as a whole but doesn't help a context based offer of experience - schools have spent a considerable amount of time working on their offer linked to local history and development of the community. Will we have to change again - this adds workload yet again to schools.</i></p> <p><i>Any change like this should have been made before implementation of a new curriculum, schools have already spent time on this - we don't have capacity to rethink, rewrite our offer and the links to cross - curricular and integral skills.</i></p>
<p><i>This is needs to be diverse and far reaching- there a plenty of timelines of Wales but the hidden histories such as that of BAME people and women are missed out. This needs to be integrated and not separated from the rest of Welsh history. There could also be an attempt to get schools and teachers involved in this to promote the local element. This is something I would be really interested to do in my own setting</i></p>
<p><i>Resources for i) the history of Wales (timeline) ii) BAME history iii) RVE within the Humanities AOLE is vital, if desired coverage is met by schools. The curriculum asks to cover a lot but with little resources or guidance for schools to follow.</i></p>
<p><i>A timeline would be great, we as a school already have one of sorts. There need to be specific resources created by teachers for teachers. There are very few Welsh history books out there and they are not written with a focus for children or the new curriculum (I know that Hodder are about to publish one).</i></p>
<p><i>The timeline has potential. it requires careful planning so as to make it focused, but not over-loaded. It should be organised in several categories--political(including military), economic, social and cultural (including religion).</i></p>
<p><i>A timeline of Welsh history should allow for the representation of the ways in which the natural environment has influenced the populations and developments over time in Wales, and how this has changed through the influence of decision making, relationships with the wider world including immigration / emigration / colonialism and trade, the development of agricultural and industrial policy and housing, changes to population, religion and belief and the story of radical action/ activism and campaigning from the local to national and international level influencing policy and culture elsewhere. Examples of this could be the development of co-operatives and mutual societies and the founding of health services culminating in the NHS, the influence of</i></p>



<p><i>this model on other countries and reactions to healthcare policy and development, support for trades unions in dominant industrial heartlands and the way this influences behaviour and decision making at a local and national level today. Having a timeline to draw on allows educators to find local community examples and influences which reflect responses to national and international events in ways which can be interpreted for a deeper level of understanding of active citizenship for learners.</i></p>
<p><i>No more guidance is necessary. There is already an overwhelming amount of documentation and guidance. Teachers are quite capable of teaching the History of Wales. Curriculum for Wales already has too many layers to it and further guidance is making it overly complicated. Less is more.</i></p>
<p><i>Important to offer support such as timeliness and resources</i></p>
<p><i>Mae llunio llinell amser ynghyd â nodi corff cyffredin o wybodaeth sy'n sylfaenol yn hanes Cymru yn hanfodol gan fod diffygion amlwg yn y ddarpariaeth bresennol. Mae adnoddau aml-gyfrwng ar gyfer gwahanol oeddrannau yn allweddol, a dylid sicrhau bod y broses o gomisiynu, cyhoeddi a dosbarthu deunyddiau i'r ysgolion yn digwydd gynted ag y bo modd gan fod bylchau i'w cau.</i></p>
<p><i>This is a positive and welcome move, but again, which lens will be used to develop this timeline? Will there be a focus group to work on this collaboratively? How will you ensure that all the lenses within the Humanities AoLE will be represented? The history of Wales must be examined using our social studies, geographical, RVE, and business lenses. Potentially this is going to be a very welcome tool to aid and support the delivery of rich and robust learning. Still, care and caution must be taken to ensure that the resource is as objective as possible.</i></p> <p><i>Linking with RVE legislation and how Wales has been shaped by Christian thought and practices would support schools meeting their RVE responsibilities, with regard to the changing shape of Welsh identity referenced by the 2021 census data. The circulating schools for example, in the 18th century, were pivotal in making Wales a literate nation. There are wonderfully rich examples from our history, but the timeline and other supporting resources must be objective, open and allow for critical engagement from learners.</i></p>
<p><i>Great to have a timeline to highlight to teachers/schools what they need to teach and yes I'm well aware of the argument that the aim of the new curriculum is not to tell teachers what to teach but I firmly believe in this instance it's different - 1. Because teachers have not been taught Welsh history themselves and are not aware of what to teach. 2. There are very important issues that should be taught to every learner in Wales - 1282, Brad y Llyfrau Gleision, Glyndwr, Aberfan etc. as a result I want more than a simple timeline I'm very happy to show you exactly what I want if you contact me</i></p>
<p><i>This may be useful, but should be provided now, along with this announcement, to avoid the uncertainty and worry that has dogged the rollout of the new curriculum and is leading to burnout and negativity, as with assessment and progression.</i></p>
<p><i>This would give schools inspiration to teach children a wider variety of Welsh history other than the common aspects such as castles etc. It would also support non specialists in their own knowledge and understanding of Welsh history. Straightforward, short, reading resources aimed at non specialist teachers would help develop practitioner knowledge and understanding of Welsh history.</i></p>
<p><i>Excellent. It will be extremely useful to have a timeline of Welsh history and related resources to use. It will help schools engage as they need this info in order to teach it! I know nothing of Welsh history as wasn't taught it in school in the 80s. And I'm not from</i></p>

*the locality where I was teaching, so knew nothing about their history. I do know about British and world history and there are plenty of books and online resources on this - but there's very skimpy info on local or Wales history available, especially for primary schools, especially for the foundation phase.*

*This timeline needs to include historical changes in law and attitudes towards disabled people and women as well as ethnic minorities. There is much written on these topics and references can be give to support this.*

*Consider constructing a graphical representation of a basic guideline which could be colour coded across 7 continents. Keep this basic as brand used in curriculum from year ks1 to Bac but with deeper iterations as pupils pass through school. Could be interactively linked via web or other media as well as print.*

*A timeline of Welsh history would be useful, and I believe there are a number available. I don't see the need for a major commission to achieve this but, if one is to be undertaken, it should be actioned by Welsh and British historians.*

*use an outside independent agency*

*This another challenge for positive co-construction with school curriculum planners. Only if teacher, school and LA organisations are involved will schools engage fully in responding to mandatory requirements. Estyn has a role here too.*

*Yn sicr mae angen cefnogi athrawon. Mae'n dal yn wir bod nifer fawr heb fod yn ymwybodol o hanes eu gwlad, gan eu bod wedi derbyn addysg ar hanes Lloegr/Prydain ar draul hanes Cymru.*

*The commissioning of the overarching timeline is challenging as it has to be reflect Welsh history within a global context. This is a once in a generation opportunity to create an inclusive timeline. Schools need support to teach using a more inclusive curriculum.*

*Mae CYDAG yn sicr yn gefnogol iawn i'r egwyddor o sefydlu llinell amser drosfwaol o hanes Cymru. Ond er mwyn rhoi'r llinell amser ar waith mewn dull ymarferol ymhob ysgol drwy Gymru, mae CYDAG yn credu'n gryf fod angen i ysgolion dderbyn canllawiau manwl yn nodi corff cyffredin o wybodaeth ar gyfer y rhaglenni astudio a'r manylebau, sef y cyfnodau a'r digwyddiadau allweddol yn ffurfiad a datblygiad ein cenedl sydd wedi cyfrannu i greu'r Gymru gyfoes.*

*Heb sicrhau hyn, ni fydd hanes Cymru yn cael ei gyflwyno'n effeithiol ac yn gyson yn ein hysgolion.*

*In addition to that mentioned in question 2, regarding no mention of Black, Asian and Minority Ethnic people, histories and contributions in any other paragraph of the statements of what matters, we feel that, given it's lack of reference anywhere else in the guidance that we can find, schools are not adequately supported to engage even with the mandatory requirements.*

*Looking specifically at the section of the statement referenced in the consultation document, we have the following concerns and points to raise. These are made with a simple review, and we are concerned that for educators working from what is available to them that areas could be missed / forgotten, and that therefore they will fail in meeting these mandatory requirements.*

*- We hope that some reference to the 'complex, pluralistic and diverse nature of societies, past and present' will include space for learners to acknowledge the role*



*Wales played in the transatlantic slave trade, including its beneficiaries such as Picton and Penhryn Castle, and that although Wales was colonised by England, this does not make it exempt from being part of broader British colonisation around the world.*

*- We hope that stories of Black, Asian and Minority Ethnic people would include the stories of migration, especially to the large ports of Wales and their impact on areas such as Cardiff, Conwy and Newport, including stories of racism such as the race riots of 1919, the last man hung in Cardiff (Mahmood Hussein Hassan), the case of the Cardiff 5 (Stephen Miller, Tony Paris, Yusef Abdullahi, and cousins John Actie and Ronnie Actie), and how these connect to more recent histories such as those of Mohamud Hasan, Moyeid Bashir and Siyanda Mngasa.*

*- We also hope these stories would of course include positive stories of contributions, such as the well renowned Betty Campbell, but also the founders of Butetown Carnival, BLM Wales, migrations to Argentina, politicians and local activists.*

*- We also hope that where connection and reference is made to how people can shape their communities, that reference is made to the Future Gen Act, the Anti Racist Wales Action Plan, BLM Wales, the work being done by the National Museum and Arts Council Wales and Size of Wales on antiracism and decolonisation, the implementation of a Social Justice Minister and the increase of Black, Asian and Minority Ethnic politicians, - these real life stories from ground up must also be shared.*

*- In relation to learners 'exploring connections and interdependence between such societies in the past and present, in the context of a globalised world', we hope that consideration is made of Wales still being part of the UK and the impact of Welsh MPs on non devolved issues, as well as an understanding of Brexit, and that Wales as a nation voted to leave, and these implications as well.*

*- We hope that when reference is made to 'a sense of belonging' that considerations are given not just as mentioned related to a sense of cynefin, but also that people can belong to Wales even if they are not White Welsh or Welsh Language speaking, even if they were born elsewhere. We hope that space is created to recognise that cynefin may not be as easy to feel in Wales for people who were not born here, and in relation to a Nation of Sanctuary, that within this area of learning, cynefin is very much explored, the definition developed, and space made for its development in learners, by learners.*

*- Considering the development of 'empathetic understandings' we hope that guidance is provided on what this means, and believe this should stay and, as mentioned above, tolerance should be removed – as empathetic understanding within frameworks of non-violent communication for example allow for people to be able to engage others better in proactive engaged behaviour change – something that is also critical for educators to learn how to undertake, so as to not perpetuate a culture of political correctness without real value beneath what is 'not said.'*

*- We hope that in relation to 'helping learners to discover their heritage' that equitable, trauma informed opportunity is provided to all learners to discover their heritage, including as mentioned above those from migrant backgrounds, background of adoption, and gypsy, roma and traveller backgrounds, for example.*

*In addition, within the principles of progression, we see no reference to equality, and a note on values and ethics again leaves a lot of room for interpretation. Given the commitment to becoming an anti racist Wales by 2030 and the admission of institutional and systemic racism across the nation, we believe it is crucial to be able to measure progression against more specific concepts of ethics. As framed by Ibram X. Khendi in his 2019 book 'How to be an antiracist', we believe that in regard to this area, progression should be considered against learning aims that no racial group is inferior*

*and therefore no racial group needs developing; supporting policies of equality of outcome (over opportunity) and universal provisions of services; challenge of existing power structures; centring marginalised peoples perspectives and aligning with intersecting struggles such as feminist, anti-capitalist, anti-war, anti-imperialist, LGBTQIA+ rights, migrant rights and climate justice.*

*A timeline would contextualise Wales parallel to other countries. Having its own distinct history not isolated but linked to European and world history.*

## Cwestiwn 5

*Gallai'r diwygiadau arfaethedig newydd beri bod pobl yn ymagweddu'n wahanol tuag at yr iaith. Er mwyn sicrhau gwell dealltwriaeth o bwysigrwydd yr iaith Gymraeg i hanes a hunaniaeth Cymru, mae'n bwysig bod y pwnc yn cael ei addysgu'n dda ac mewn ffordd ddeallus. Dylid sicrhau bod pob disgybl yng Nghymru yn gweld yr iaith o fewn cyddestun hanesyddol, gan fod yn ymwybodol o hynt a helynt yr iaith ar hyd y canrifoedd. Dylid sicrhau bod adnoddau priodol a safonol ar gael, ac mae'n bwysig bod y wybodaeth bwrpasol ar y llinell amser arfaethedig. Yn ogystal, bydd angen sicrhau hyfforddiant pwrpasol i athrawon a chyfluoedd digonol iddynt baratoi a chynllunio ar gyfer cyflwyno'r pwnc.*

*Mae Datganiad Ysgrifenedig Hanes Cymru yn y cwricwlwm i Gymru gan y Gweinidog Addysg a'r Gymraeg ar Dachwedd 15ed yn ddi-amwys:*

*“Rydym am i holl ddysgwyr ddeall hanes Cymru, gan gynnwys hanes y Gymraeg”*

*“Rydym hefyd am i'r holl ddysgwyr deimlo eu bod yn cael eu hysbrydoli i ddefnyddio'r Gymraeg sydd ganddynt, ni waeth lle y maent ar eu taith i ddysgu'r Gymraeg” a*

*“Mae'n bwysig bod pobl ifanc yn gallu ymchwilio i hanes amrywiol Cymru, canfod eu hunaniaeth, deall pwysigrwydd y Gymraeg a datblygu dealltwriaeth o'u cynefin”.*

*Mae'n hanfodol ymgorffori bwriad y Gweinidog i ddysgu “hanes y Gymraeg” yn y Datganiadau o'r Hyn sy'n Bwysig. O wneud hyn, bydd disgyblion dros y blynyddoedd, yn dod i ddeall mae'r Gymraeg, a'r Gymraeg yn unig, oedd iaith y mwyafrif llethol o drigolion Cymru am ganrifoedd lawer.*

*Bydd y ddealltwriaeth o'r gwreiddiau dwfn yma yn egluro enwau llefydd megis “llan”, “bryn” ac “aber” yn hytrach na'r fersiynau Saesneg. O barchu cynaliadwyedd ac amrywiaeth diwylliannol yn ogystal ag amgylcheddol, bydd yn rheswm pwysig dros arddel a defnyddio'r Gymraeg, yn ôl dymuniad y Gweinidog. Bydd “hanes y Gymraeg” yn arbennig o bwysig yn yr ysgolion cyfrwng Saesneg gan egluro hir hoedledd a phwysigrwydd y Gymraeg ar draws y canrifoedd. Bydd hyn yn gymorth wrth anelu at filiwn o siaradwyr Cymraeg erbyn 2050, gan greu gwell dealltwriaeth rhwng y carfannau ieithyddol ac ategu sylw y Gweinidog fod y Gymraeg yn perthyn i bawb.*

*Effaith gadarnhaol...er mwyn addysgu hanes Cymru bydd rhaid defnyddio ffynonellau hanesyddol a ysgrifenyd yn y Gymraeg a'r Saesneg, parchu enwau lleoedd Cymreig ac ymdrin â llenyddiaeth Cymraeg a Saesneg Cymru a siarad gydag arbenigwyr neu lygad dystion. Bydd darparu geirfa, trawsgrifiadau a fersiynau sain i helpu athrawon a disgyblion sy'n dysgu Cymraeg.*

*Natural Resources Wales is subject to Welsh Language Standards under Section 47 of the Measure and is happy that the Curriculum for Wales offers equal opportunity for both languages treating the Welsh language no less favourably than the English language.*

*We believe that the amendments to the Humanities Areas provides an opportunity to develop a better understanding and appreciation of the Welsh language and the role it plays in the identity, culture and history of Wales. We believe that the development of resources including the timeline provides opportunities to include key historical events around the history of the Welsh language. This should provide pupils with an opportunity to better understand the importance and significance of the language and the development of Wales as a bilingual and multilingual nation.*

*We believe that the proposed resources provide an opportunity to promote the use of the Welsh language for example by introducing Welsh words and phrases in English-medium and bilingual settings and schools such as Cofiwch Dryweryn, Llywelyn ein Llyw Olaf.*

*In addition, we believe the proposed amendments could encourage local authorities and regional consortia to provide professional learning and regional resources to support the development of local and Welsh history. Support for area of learning and experience and subject specific aspects of curriculum planning should be promoted. This will promote teachers' awareness of local and Welsh history including the history of the Welsh language across Wales. Teachers with no Welsh language skills, entry and foundation skills should be supported through professional learning and resource development to introduce more Welsh into classrooms. Support should include how to pronounce key words and phrases to build confidence when teaching pupils about Wales and its history.*

*Byddai ystyried Hanes Cymru'n gytbwys yn naturiol yn cynnwys cyfeirio at ran ganolog yr iaith Gymraeg dros y canrifoedd ac felly'n cyfrannau at gynnig cyfleoedd i ddefnyddio'r Gymraeg a sicrhau na fyddai'n cael ei thrin yn llai ffafriol na'r Saesneg.*

*(a) We believe this could only be positive with the Welsh language helping to unite communities and promote learning and collaboration.*

*(b) See above reference to relevant Co-op Heritage Trust material at Question 4 above.*

*Petai ysgol yn dewis cyfeirio at hanes yr iaith fel rhan o hanes Cymru, gallai'r newidiadau gael effaith positif ar agwedd tuag at yr iaith.*

*The NASUWT does not consider that these proposals would have any positive or negative effects on the opportunities for people to use Welsh or to treat the language no less favourably than the English language.*

*It will enhance opportunities to appreciate the language and its heritage. Hopefully motivating learners more.*

*I think there are many opportunities for those Welsh people who do not yet feel a connection to the Welsh language to feel included and welcomed into the Welsh language in an inclusive way through a better understanding of the history of the language and country. Just look at the connection many non-Welsh-speaking Welsh (and other nationalities) have felt to Yma o Hyd in recent months. That sense of belonging and togetherness is so central to our wellbeing individually and as a country and as we develop our distinct place in the world as a nation.*

<p><i>It increases opportunities exponentially. A history of Wales necessarily brings with it a requirement of learning Welsh names, places etc. which would reinforce the fundamentals of Welsh spelling and pronunciation. Welsh language source material could readily be included in lessons and Welsh phrases included in answers where appropriate for the Welsh ability of that class/ school. The thematic nature of local Welsh topics of study could lead to cross-curricular study with Welsh departments.</i></p>
<p><i>This is difficult to predict! An additional focus on the teaching of Welsh history ought to be a positive move for promoting the Welsh language - For example, there may an increased use of incidental Welsh in day-to-day teaching. However, much would depend upon the approach of individual schools and teachers, and how much of a priority the Welsh language is given in each institution. I do feel that learners need to be heavily immersed in using the Welsh language in all Areas of Learning for there to be a significant improvement in their language skills and their ability to converse confidently and effectively in Welsh.</i></p>
<p><i>Yn anffodus mae'n rhy hwyr i fedru byw yn Gymraeg - second class citizens mewn Welsh reservoirs fel y native americans ydan ni bellach. Mi fedrwn siarad Cymraeg adref neu efo ffrindiau a diolch am hynny. Tra bo mewnlfriad, lleihau wnaiff y defnydd o'r Gymraeg mewn byd cyhoeddus. Does fawr o Gymraeg yn y senedd a hyd yn oed llai yn y weinyddiaeth, a chawni ddim hyd yn oed cadw enwau uniaith ar ein trefi/pentrefi/nodweddion daearyddol. Chawn ni ddim hyd yn oed Eisteddfod Gymraeg bellach gan ei fod yn hiliol a ddim yn gynhwysol i fewnfudwyr. Ta waeth. Efallai y bydd yn rhaid i ni sefydlu Eisteddfodau Cymraeg Cudd maes o law fel roedd y Crynwyr yn gorfod ei wneud slawer dydd.</i></p>
<p><i>A grip on Welsh language improves your grip on history, or it did. But the language seems to be changing. I am the only non-Welsh-speaking member of my family - I have a niece who writes Welsh novels!</i></p>
<p><i>Teaching more Welsh history is not going to result it more Welsh being spoken if the teachers are not bilingual / confident in speaking more Welsh in lessons.</i></p>
<p><i>There should be a strengthened feeling of the need for Welsh language and opposition to it should be reduced as the history of its suppression comes to light. In Welsh lessons stories and history can be used particularly in junior and lower grades of High School. Welsh could also be used in PE classes and in general school discipline. The Welsh stream or the Welsh Schools should go public with choirs, plays even with football leagues. But once started in junior schools it must continue - Welsh clubs, role playing with need for Welsh</i></p>
<p><i>Mae dysgu hanes Cymru yn ein hysgolion yn holl bwysig i barhad yr iaith a'n parhad fel cenedl.</i></p>
<p><i>I think it will generally have a positive effect on the authenticity of the use of Welsh across this AoLE and others. The more we study Wales and its influence on the world the more opportunities for using Welsh will occur.</i></p>
<p><i>Mae'n ollbwysig bod arwyddocâd canolog y Gymraeg yn hanes Cymru yn cael ei bwysleisio a'i egluro. Gallu hyn fod yn ddylanwadd cadarnhaol ar yr ymdrech gyfredol i adfer y Gymraeg yn iaith genedlaethol</i></p>
<p><i>It should be positive if the professional learning is there for those who are not fully aware of Welsh history. As someone that advises in schools across Wales as well as teaching, there is a disparity in what is being taught. English medium pupils and teachers need to know the challenges and difficulty the Welsh language has been through.</i></p>

<i>Live (optional) lessons on Welsh history I think would be a great way of ensuring engagement and upskilling staff.</i>
<i>NO - why would it have an impact?</i>
<i>They should have no effect as the promotion of the Welsh language should come through the LLC aole. It isn't a case of treating the Welsh language less favourably, it's more a case of respecting English and not treating that any less favourably as is becoming the case.</i>
<i>I think the effect of this would be positive as it would engage learners with Welsh vocabulary they may not otherwise have come across. Encouraging teachers to stop and direct learners to what these words mean would greatly benefit the Welsh language. An example of this for instance could be when teaching 'Gwenllian Ferch Gruffud' understanding the term 'ferch' or 'mab' or it could even be looking at place names and their origins e.g a lot of pupils live in areas with Welsh street names- what do they mean- what is the history?</i>
<i>Resources for non Welsh speakers need to be available and created by the Welsh Government for schools. I don't think the proposed amendments to the WM or AOLES will impact the Welsh language either positively nor negatively. Resources enable positive change- key phrases, glossaries, topic words and phrases for areas of Humanities, created by either Welsh speaking practitioners or the Welsh Gov. will assist this.</i>
<i>This is quite a leading question. Pupils are already proud of their heritage and language they will be able to explore this in more depth.</i>
<i>The study of how the Welsh language has developed and fared over time needs to be a key element in the study area, with good quality resources to support this. The meaning of Welsh place names is often a very good starting point for enquires into the locality.</i>
<i>Proposed amendments to the area relating to language places a greater emphasis on the importance of language as part of the local and national understanding of what it means to be Welsh and how this has been treated at different points in history. Learners will be better able to understand the part languages has had to play and continues to play in other areas of the humanities and other areas of curriculum studied.</i>
<i>Wider understanding and significance of the Welsh language can have positive impacts in reducing barriers between Welsh and Non-Welsh speaking communities as well as increasing the opportunities to share and engage with Welsh language origin concepts, individuals and events. Placing importance on the Welsh language impacts on the pluralistic nature of Welsh communities where other languages are spoken and emphasises that treating Welsh no less favourably than English allows for the support and longevity of other languages which contribute to equitable, healthy and fulfilled Welsh identities of citizens with diverse backgrounds and experiences.</i>
<i>Negative effects such as the perception from non-Welsh speaking households of barriers or resistance to learning could be mitigated through non traditional methods of engagement and learner-led projects to encourage positive interactions in the Welsh languages through creative practice in line with the other areas of focus within the curriculum. Learners being able to be part of positive language based campaigns or projects for localised change and opportunities to use Welsh</i>

<i>I don't think it will any effect. Teachers will continue to teach Welsh in an English medium school, and they will continue to encourage incidental Welsh in all areas of learning.</i>
<i>Focus in Wales impact Internationally avoid being too insular</i>
<i>Byddai addysgu hanes Cymru yn cynnwys cyflwyno hanes datblygiad y Gymraeg o'r Frythoneg ynghyd â hynt a helynt y Gymraeg drwy'r canrifoedd dilynol hyd at ein cyfnod ni. Byddai hynny'n fodd o godi ymwybyddiaeth o gynnyrch diwylliannol y Gymraeg, o'i gwerth fel treftadaeth, a'i phwysigrwydd fel cyfrwng defnyddiol.</i>
<i>Support for schools to deliver the curriculum through the medium of Welsh and supporting the history of the language with any accompanying resources.</i>  <i>Funding and time to facilitate schools to do this thoroughly will be needed.</i>
<i>Welsh History I believe is vitally important because it is the WHY behind learning the language. It provides learners with a passion for the language this can clearly be seen by the Welsh football team and the work of Ian Gwyn Hughes with them by taking them to yr Ysgwrn, Aberfan and Hedd Wyn's grave and then seen through Yna O Hyd!</i>
<i>The teaching of Welsh history would naturally offer opportunities for the use of the Welsh language in context, with place names and origins a basic example.</i>
<i>The Welsh language is not mentioned explicitly within the humanities AoLE.</i>  <i>The proposed amendments may not have a great impact on the Welsh language unless the Welsh language is specifically mentioned. For example, the 'History of Wales including the Welsh language'.</i>  <i>Where carefully planned, studying the history of Wales will, however, present opportunities for schools to develop a greater awareness of the development of the language and it's cultural and historic significance.</i>
<i>Teaching about how our language was suppressed might go forward in teaching how important it is to keep our language alive</i>
<i>As always, this will have no effect</i>
<i>The history of the Welsh language is very important to be mentioned here as there has been great discrimination against Welsh speakers throughout history.</i>
<i>Depends entirely on genuinely committed resources.</i>
<i>Welsh language should be promoted but not at the detriment if the English word</i>
<i>Amendments to the Humanities Area will need to specify coverage of the history of the Welsh language and its continuing usefulness/advantages/etc.. Links to WM in LLC will need to be specified and amendments made to LLC guidance.</i>
<i>Mae codi proffil hanes Cymru yn siwr o gael effaith bositif ar yr iaith. Daw dysgwyr i ddeall i ddeall mae'r Gymraeg oedd iaith y Cymry, ac mai'r datblygiadau cymdeithasol cymharol ddiweddar sydd wedi effeithio ar ei datblygiad. Dylai disgwyr ddod i ddeall bod y Gymraeg yn rhan o hanes pob unigolyn yng Nghymru. Bydd yn arbennig o bwysig i ddysgwyr cyfrwng Saesneg, nad ydynt bob amser wedi gweld hanes Cymru yn rhan o'u hetifeddiaeth nhw, a bod y Gymraeg yn perthyn i bawb yng Nghymru.</i>

*I am not sure about the effect on the Welsh language.*

*Nid ydym yn ymwybodol o unrhyw effeithiau negyddol yn sgil y newidiadau. Ond, yn naturiol, byddai'n rhaid sicrhau fod unrhyw adnoddau - a manylebau arholiad ac unrhyw adnoddau cysylltiol - ar gael ar yr un pryd yn y Gymraeg a'r Saesneg.*

*Giving a context to the Welsh language as being a vehicle for Wales developing its distinct and unique history would enrich the curriculum. This enables pupils who identify and feel rooted in Wales be they ethnically Welsh or not.*

## Cwestiwn 6

*Mae'n hollbwysig bod y pwnc yn cael ei addysgu'n dda a bod athrawon yn llwyr ymwybodol o'r hyn y disgwylir iddynt ei ddysgu (cynnwys craidd wedi ei nodi). Dylid sicrhau bod adnoddau pwrpasol o safon uchel ar gael yn y ddwy iaith ar gyfer addysgu'r cynnwys craidd hwn.*

*Mae'r argymhellion yn nodi'r anghenion pwysicaf.*

*Yn anffodus, oherwydd yr addysg dderbyniodd y rhelyw o athrawon Hanes y Dyniaethau, ac o gofio bydd angen i athrawon nad ydynt yn arbenigwyr Hanes ddysgu'r pwnc, mae angen darparu hyfforddiant mewn swydd dwys ar Hanes Cymru a hanes y Gymraeg. Gan fod hyfforddiant ar y gweill am hanes a chyfraniad pobl ddu ac ethnigau lleiafrifol, bydd modd cyfuno'r hyfforddiant.*

*Yr angen arall, fel sydd yn cael ei nodi, yw sicrhau adnoddau addas a deniadol i'r athrawon. Mae llyfr John Davies, "Hanes Cymru" yn cynnwys y wybodaeth angenrheidiol, ond go brin fod y campwaith yma yn ateb gofynion athrawon yn y dosbarth. Mae modd didoli'r wybodaeth am y Gymraeg o'r llyfr, ac mae llyfryn defnyddiol Cennard Davies "The Welsh Language" yn crynhoi hynt a helynt y Gymraeg o'r cychwyn hyd yn gymharol ddiweddar. Mae deunyddiau eraill ar gael a'r gamp fydd dethol, diwygio a digideiddio'r deunydd ar gyfer anghenion yr unfed ganrif ar hugain.*

*Mae'r newidiadau arfaethedig, o'u gweithredu'n effeithiol, yn gosod seiliau at wireddu ysbryd teitl gwreiddiol y cwricwlwm – "Addysg yng Nghymru, Cenhadaeth ein Cenedl"*

*Natural Resources Wales is subject to Welsh Language Standards under Section 47 of the Measure and is happy that the Curriculum for Wales offers equal opportunity for both languages treating the Welsh language no less favourably than the English language.*

*One suggestion would be to develop partnership with community/co-op organisations where Welsh is their main language. For example, <http://cwmnibro.cymru/> helping to unite communities and promote learning and collaboration.*

*Petai'r Llywodraeth yn cynnwys cyfeiriad penodol at hanes yr iaith yn y Datganiad o'r hyn sy'n bwysig a'r canllawiau cysylltiedig, mae'n fwy tebygol o gael effaith positif ar ymwybyddiaeth am yr iaith ac efallai ysbrydoli rhai ysgolion i wneud mwy o ymdrech gyda'r Gymraeg a rhoi mwy o gyfleoedd i ddisgyblion ddefnyddio'r iaith. Mae hyn yn wir hefyd o ran cynyddu naws ac ethos Cymreig ysgolion fel sefydliad lle mae iaith a diwylliant brodorol Cymru yn cael ei amlygu, ei drafod a'i barchu trwy elfennau amrywiol o ddiwylliannau megis Eisteddfod ysgol, Cyngerdd ysgol, Diwrnod Shwmae/Sumae, dyddiadau pwysig yn ein hanes fel Diwrnod Owain Glyndŵr, Llywelyn Ein Llyw Olaf, Dewi Sant, Santes Dwynwen ayyb.*

<i>Gweler yr ymateb i'r cwestiwn blaenorol.</i>
<i>The NASUWT does not consider that any changes are necessary to impact on opportunities for people to use the Welsh language, or to ensure that there are no adverse effects on opportunities for people to use the Welsh language and on treating the language no less favourably than the English language.</i>
<i>This comes from school culture and ethos and implementing the values of the 4 purposes. This should be happening anyway</i>
<i>Why don't we ensure that more of the national discussions are related to Curriculum for Wales beyond education into all aspects - surely all aspects of our economic and social development should be entwined with our curriculum development? Might help with some of the perpetual backlash/misinformation against bilingual signs/letters etc.</i>
<p><i>Hybu prosiectau hanes llafar</i></p> <p><i>Prosiectau sy'n annog ysgolion i gydweithio ar brosiect hanes/hanes byd</i></p> <p><i>Chwalu'r tybiaethau bod pobl du, Asiaidd a lleiafrifoedd ethnig ddim yn gallu siarad Cymraeg, e.e. cefnogi partneriaid sydd am gynnal gweithdai cyfrwng Cymraeg mewn ysgolion.</i></p> <p><i>Chwalu'r tybiaeth mai mewn ysgolion Cymraeg yn unig mae plant yn dysgu hanes Cymru, h.y. yn yr ardaloedd sy'n 'very Welsh' neu'n 'proper Welsh'!</i></p> <p><i>Chwalu'r tybiaeth mai dim ond mewn ardaloedd aml-ethnig y mae plant yn dysgu hanes y bobl duon, Asiaidd a lleiafrifoedd ethnig sy'n byw yng Nghymru.</i></p>
<i>Our school has a very low Welsh-speaking population so it would be difficult to envisage answers written in Welsh, but a mandatory requirement that ability-appropriate Welsh sources, places, names, phrases etc. be integrated into the curriculum would ensure that these are at least developed in a progressive way. At present they are neglected entirely.</i>
<i>Resources, resources, resources- the more that are produced and suitable for class application the better.</i>
<p><i>We have a problem that English is the international language - and it is used in safety work such as air traffic control, navigation and railway safety. We perhaps ought to recognise English - a comparatively recently developed language, compared with Cymraeg - as the international lingua franca rather than as the language of our neighbours.</i></p> <p><i>It is notable how many people from foreign lands speak English so well - often better than the English themselves.</i></p>
<i>Welsh language is quite different to English and is hard to learn as a teenager - this leads to 'aggro' v Welsh speakers therefore it must become habitual while a youngster Welsh history is needed to inform of our Nation's importance and how it is mirrored today in Tibet and Myanmar who are also fighting for their culture and their lives. The language must be shown to be workable and that people can be bilingual with no harm to either language. Welsh should be as good as English - no changing hastily when people arrive just a quick translation if necessary. Books with English one side and Welsh the other are useful when used correctly. Signs and titles are to be bilingual in public places.</i>



<i>Sicrhau bod defnyddiau Cymraeg amrywiol a chyfeothog i'w cael i athrawon a disgyblion, a'r rheini wedi'i cyfansoddi yn Gymraeg yn hytrach na bod yn gyfieithiadau o'r Saesneg</i>
<i>This question is so poorly worded - I cannot finish it. Sorry!</i>
<i>NO - why would it have an impact?</i>
<i>They do not need to be changed. Teaching of Welsh history is separate to the teaching and using of the language.</i>
<i>Helpful and useable resources made for teachers.</i>
<i>The changes should bolster interest and support for the Welsh language among pupils and teachers who do not use the language. The direct and long-standing relationship between the language and all parts of Wales should be explored.</i>
<i>The proposed amendments could be adapted to create pathways or increased opportunities to use the Welsh language by working in partnership with organisations to create original content in Welsh for use by other learners in ways which integrate with other areas of the curriculum to give language a higher profile and greater impact across different areas of study and sectors. Having other routes to learning and using the Welsh languages to positively influence the lives and experiences of younger people makes its study and integration more sustainable and places the Welsh language at a higher status to prevent it being treated less favourably than English.</i>
<i>Important that the balance is maintained so English first language are not disadvantaged</i>
<i>There will need to be equity and accessibility for all schools.</i>
<i>Dim yn deall y cwestiwn!</i>
<i>The majority of the education workforce are non Welsh speaking. With the ever-increasing demands on schools and staff, if further progress is desired in terms of the Welsh language, schools and staff need as much support as possible - to include comprehensive optional materials and time saving practical support. There is simply not enough time in the day for schools to meet the needs of the WG agenda through staff training. We can't just be expected to add more.</i>
<i>As outlined in response to question 5, foregrounding the Welsh Language within the statements of What Matters would be the most effective way of ensuring that the Welsh language is treated equitably. More practically, the provision of some high-quality resources / professional learning opportunities to deepen practitioner's knowledge of this area are essential, to ensure that this is realised effectively within curriculum provision.</i>
<i>Take out the word cynefin from the English documentation. It's rude to insert Welsh words into English text. I have no idea what it means and think it gives a bad impression of Welsh, lowering its importance and impact, when randomly inserted into English text. Welsh is treated less favourably than English when English readers see random Welsh words they don't understand in the text.</i>
<i>Bringing the Welsh language into the history curriculum is a positive step.</i>

*It's not so much a matter of formulation, although that is important, as it is of implementation and, in considering the former, being careful to prioritise the latter. The 'how to implement/involve/engage' is key and co-construction is part of the answer.*

*Bydd arbenigwyr hanes yn gallu ymateb i'r cwestiwn hwn. Hyfforddiant i athrawon yn sicr, mae angen hynny oherwydd y diffyg fu yn eu haddysg hwythau pan roeddent yn yr ysgol. Yn sicr mae angen adnoddau, dydy hi ddim yn deg disgwyl i athrawon baratoi eu hadnoddau eu hun - a'r adnoddau hynny o safon uchel. Angen deunydd modern, digidol yn ogystal*

*I am not sure about the effect on the Welsh language.*

*Every opportunity should be taken to use Welsh openly and publicly. Wales like other small nations should have bilingualism/ multilingualism as an accepted norm.*

## **Cwestiwn 7**

*Natural Resources Wales (NRW) is the largest public sector organisation in Wales. Its purpose is to ensure that the natural resources of Wales are sustainably maintained, enhanced, and used, now and in the future.*

*The Environment (Wales) Act and the Well-being of Future Generations (Wales) Act together provide modern legislation for managing Wales' natural resources and improving the social, economic, environmental and cultural well-being of Wales.*

*In light of the climate and nature emergencies, an understanding and appreciation of the need for the sustainable management of our natural resources (SMNR) is essential now and in the future, as our environment comes under increasing pressure from a growing population. This will directly impact and be impacted by climate change and will drive the need for increased energy production adding pressure to our use of natural resources, their resilience and biodiversity.*

*In line with the Wellbeing of Future Generations Act this will require work across the environment and education sectors to ensure an understanding and positive connection with the role that natural resources and the environment play in our lives socially, economically and culturally, is established from a young age.*

*Natural Resources Wales would be happy to continue to work with the Education Department to ensure the required level of environmental awareness is assured within the new framework and can provide access to support networks, resources, data and training for teachers and education professionals.*

*For further clarification or information please contact:*

*[education@naturalresourceswales.gov.uk](mailto:education@naturalresourceswales.gov.uk)*

*[www.naturalresources.wales/learning](http://www.naturalresources.wales/learning)*

*I am unsure as to why a Children's Rights Impact Assessment (CRIA) has not been published alongside the consultation document. I do feel that Welsh Government should publish CRIAs contemporaneously with the process of policymaking in order to satisfy duties under the Child Rights Scheme, especially on those issues most clearly affecting children directly. I hope that a CRIA will be published very soon.*

*I would expect the views of children and young people to be taken into account in such a proposal, especially as the proposals will mean that children will be directly affected*

*by the outcome of this consultation. However, there is no children and young person's version of the document, or an accessible easy read consultation document. This is particularly surprising. The Welsh Government should consult directly with children and young people on this proposal so that their views are taken properly into account in plans of making changes to the Humanities area of the new Curriculum to include a specific reference to the Welsh history and the world within the statements of what matters and guidance.*

*I welcome these proposals which strengthen children's human rights, particularly in relation to Article 29 of the UNCRC.*

*Fel y nodir uchod (ymateb i gwestiwn 1), yn ei ddatganiad ysgrifenedig ar 15.11.22 am Hanes Cymru yn y cwricwlwm i Gymru, mae Gweinidog y Gymraeg ac Addysg yn cyfeirio fwy nag unwaith at y Gymraeg:*

*“Rydym am i'r holl ddysgwyr ddeall hanes Cymru, gan gynnwys hanes y Gymraeg”  
“Rydym hefyd am i'r holl ddysgwyr deimlo eu bod yn cael eu hysbrydoli i ddefnyddio'r Gymraeg sydd ganddynt, ni waeth lle y maent ar eu taith i ddysgu'r Gymraeg.” “Mae'n bwysig bod pobl ifanc yn gallu ymchwilio i hanes amrywiol Cymru, canfod eu hunaniaeth, deall pwysigrwydd y Gymraeg a datblygu dealltwriaeth o'u cynefin”*

*Nid yw'r newidiadau arfaethedig i'r Datganiad o'r hyn sy'n Bwysig na'r Canllawiau cysylltiedig yn cyfeirio o gwbl at y Gymraeg. Nid yw'r newidiadau arfaethedig, felly, yn mynd i gyrraedd nod y Gweinidog o ran y Gymraeg a hanes y Gymraeg.*

*Mae'n allweddol bwysig bod y Datganiad o'r hyn sy'n bwysig a'r Canllawiau cysylltiedig yn cael eu haddasu ymhellach er mwyn:*

- 1. cryfhau'r cyfeiriadau at hanes Cymru;*
- 2. darparu eglurder am ystyr “cenedlaethol” yng nghyd-destun hanes Cymru;*
- 3. adlewyrchu'n llawn ddymuniaid a bwriad y Gweinidog o ran hanes y Gymraeg a'r effaith ar y Gymraeg.*

*Rhaid peidio colli'r cyfle hwn i wella'r Cwricwlwm a dealltwriaeth disgyblion am hanes y Cymry a hanes y Gymraeg.*

*It is my strongly held view that professional learning rather is what will be important in making impact at classroom level. I have no objection to the changes, but feel that other ways of promoting greater Welsh History focus in schools will have greater impact.*

*Please make it very clear when and if a change occurs.*

*From what I can see there is a huge amount of pressure on schools to create and develop a whole range of expertise and resources whilst also teaching children every day. Welsh history is surely an example of where it makes no sense for the core provision of knowledge and skills not to be mapped centrally to provide a consistent understanding of the story of Wales across all schools, and ideally with support to layer on regional/LA specific information. High profile competitions, celebrations and showcases of learning would help attract attention from the media to support engagement of older generations.*

*Mae angen canllawiau ar arweiniad ar gynllunio cwricwlwm Cymreig sy'n parchu hawl pob plentyn a pherson ifanc yng Nghymru i ddysgu hanes eu gwlad, e.e. Sut mae athrawon yn penderfynu beth i'w gynnwys/gadael allan? Sut ydynt yn 'negydu' gyda'n cydweithwyr o fewn yr ysgol ac o fewn y dalgylch: pwy sy'n cyflwyno beth? pryd? a pham? Ond beth am ymateb i lais/dylanwad y plentyn? Beth yw'r pwysiad rhwng hanes lleol, hanes Cymru a hanes byd-eang? Sut gall ysgolion cael mynediad at hanesion a diwylliannau cymunedau sy'n wahanol i'w cymunedau hwy, e.e. ardaloedd gwledig a*

*Chymraeg, pobl du, Asiaidd a lleiafrifoedd ethnig? Sut mae defnyddio porwr Hwb i ddod o hyd i adnoddau addas? A fydd defnyddio adnoddau Twinkl a Gwyddoniadur Britannica yn diwallu'r gofyn?*

*1) A majority of our adult population does not currently know Welsh history. This includes our teachers, even history teachers. This is a potential barrier which must be addressed.*

*2) Many teachers feel they do not have the time/ competency to create new resources. Having Welsh history resources produced specifically for this new curriculum would mitigate this problem (and ensure standards).*

*3) Recommendations and 'optional' guidance have proven unsuccessful. We need mandatory requirements which are non-negotiable. Welsh history was recommended from the outset but has not been taught to any satisfactory standard. At present, our history is more endangered than our language as our public has little grasp of our distinctive past. A more 'open' and flexible curriculum of content choice should be left for the future when awareness of Welsh history is greater, for now it is essential to provide mandatory requirements to ensure that these fundamentals are brought back to light.*

*4) Examination boards do not require much Welsh history. Wales becomes only a tokenistic mention at GCSE and A-Level, with no real necessity for teachers to cover this in depth. Establishing strong KS4 & 5 courses in Welsh history would ensure compliance at all levels of preparation and a more academic approach to studying it.*

*Time is needed- 20% PPA time now!*

*I hope the Welsh version of what you have written is clearer than the Sais. I hope I have understood what you are after and that these notes are helpful.*

*There seems to be a lack of translators suitable for English texts with legal terms - the computer translations are all right for normal posters, or newspaper article type work but I haven't found the others. I have learnt Welsh but I'm not good enough for this legalistic stuff*

*A high quality video materials on Welsh history would be great. Can Huw Edwards do a remake of History of Wales pitched at a younger audience? Or maybe someone more relevant. Promoting and making connections with the locations in Wales to connect with Welsh history (other than Sant Ffagans) would be great.*

**EVERY CONSULTATION ASKS ABOUT IMPACT ON WELSH LANGUAGE - WHAT ABOUT IMPACT ON TEACHER WORKLOAD?**

*I truly believe using the term 'story' works better as it better encompassing Wales. Asking pupils to look at the 'story' encourages them to look at the bigger picture and discover hidden histories as well as the make up of Wales over time. I think this encourages more diversity.*

*As a history practitioner I would really like to be involved in the development of this. If this would be possible please email [...]*

*Please provide Religion, Values and Ethics resources for schools, such as good examples of RVE themes to support schools.*

*There are major implications for related INSET for both primary and secondary teachers, specialists and non-specialists. Resources developed for this Area need to promote investigative and interpretative approaches.*

*Our organisation - The Co-operative Heritage Trust has been invited to participate in this consultation by Co-operatives and Mutuals Wales, which exists to champion and support co-operative enterprise in Wales according to the values and principles of the movement. Co-ops and Mutuals Wales is interested in utilising the framework and curriculum changes to make co-operatives a more meaningful part of Welsh history and humanities in general through partnership working with our Trust.*

*The Trust is a registered charity (1179727) and looks after the material history of the UK Co-operative movement which includes materials pertaining to Welsh history and culture. The aims and objectives of the Trust are to share access to its materials for interpretive purposes which encourage understanding of equitable principles and active citizenship through education, self responsibility as well as mutual care and support for community.*

*I think we need to be mindful that some very good teachers speak English and some incidental Welsh in addition to teaching Welsh as a second language. Too much push in making all teachers Welsh speakers in English medium schools will affect retention of very good staff, and also limit opportunities for schools to employ a more diverse staff from outside Wales.*

*Focus on women's part in history of Wales*

*Rwyf o'r farn y dylid sefydlu Gweithgor Hanes Cymru a fyddai'n gyfrifol am roi arweiniad ar addysgu'r pwnc. Byddai arweiniad o'r fath yn cynnwys nodi corff cyffredin o wybodaeth sy'n sylfaenol i hanes Cymru; llunio llinell amser; llunio manyleb o adnoddau gan nodi hefyd y bylchau sydd angen eu cau o ran deunyddiau; cyngori Llywodraeth Cymru ac awdurdodau addysg lleol ar hyfforddiant-mewn-swydd i athrawon; ac adolygu cyflwyno hanes Cymru yn yr ysgolion fel bod hanes Cymru yn cael ei addysgu'n effeithiol ac effeithlon.*

*To support this crucial piece of work, care and thought need to be given with regard to the personnel involved and any focus and writing groups that are commissioned.*

*Consortia's in Wales have no capacity to develop resources or training to teachers on Welsh history. The 2013 Curriculum Report emphasised that it shouldn't be just down to History (or now Humanities teachers) alone to teach Welsh history every AOLE should be responsible for ensuring that learners in Wales know who we are and where we come from. Diolch*

*The need for supporting materials that are time saving and comprehensive is paramount. Schools are struggling to formulate a curriculum from the many verbose and lengthy guidance documents provided, without the time to do it properly. Concrete examples of what a good one looks like are sorely needed!*

*See above - q1 - re overuse of term locality - it is not clear and doesn't seem right. Is it not clear how should children learn about the history of the locality and why? How big an area do you mean? Not everyone goes to school in a locality of historical significance. Many people are not from the area they are now living in or teaching in. Please consider the wording of this throughout the documentation and what you actually mean by it and what you hope you achieve by it.*

*Disability is an issue that is often ignored in society, and unfortunately it has also been ignored here.*

*People from abroad find it absolutely nonsensical that young people in Wales do not learn about their own history. Colonial.*