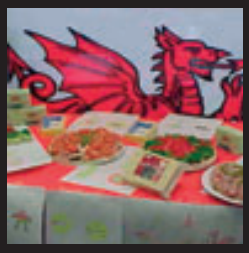
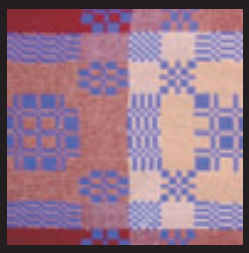
Developing the Curriculum Cymreig





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QUALIFICATIONS, CURRICULUM & ASSESSMENT AUTHORITY FOR WALES
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This booklet refers to the Curriculum Cymreig when referring to the Common Requirement of the National Curriculum, and to a Curriculum Cymreig when referring to a school's interpretation of the requirement within their own curriculum and ethos.

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Introduction

This guidance forms part of a series of publications being produced by the Qualifications, Curriculum and Assessment Authority for Wales/Awdurdod Cymwysterau, Cwricwlwm ac Asesu Cymru (ACCAC) to help schools plan and implement the revised school curriculum in Wales.

The statutory curriculum in Wales includes all the National Curriculum subjects, Personal and Social Education (PSE), Work Related Education (WRE), Careers Education and Guidance (CEG) and the locally agreed syllabuses for religious education (RE). Although there is much in common between the requirements for Wales and for other countries of the UK, the Order for Welsh and parts of the Orders for geography, history, music and art contain specific areas where teachers are required to teach about Wales. Beyond that, the statutory requirement for the Curriculum Cymreig is an essential part of the curriculum and ethos of all schools.

A Curriculum Cymreig helps pupils to understand and celebrate the distinctive quality of living and learning in Wales in the twenty-first century, to identify their own sense of Welshness and to feel a heightened sense of belonging to their local community and country. It also helps to foster in pupils an understanding of an outward-looking and international Wales, promoting global citizenship and concern for sustainable development. But it is the degree of commitment to a Curriculum Cymreig that determines its success. This commitment should arise from a realisation that the Welsh experience, in all its aspects, can provide an invaluable opportunity to extend the educational experience for all pupils in Wales.

In its recently published document, *Y Cwricwlwm Cymreig, The Welsh dimension of the curriculum in Wales: good practice in teaching and learning* (Estyn, 2001), Estyn reports that there has been relatively little development of the Curriculum Cymreig in schools since the publication by the Curriculum Council for Wales of *Developing a Curriculum Cymreig, Advisory Paper 18* in 1993. Although there is widespread support for the concept of a distinctive curriculum in Wales, there is considerable variation in practice, particularly in the quality of planning between regions of Wales, between schools and within subjects in individual schools.

To develop such a curriculum, schools should provide and use relevant resources that have a Welsh dimension though, in a commercial market, few resources are produced by publishers solely for use in Wales. ACCAC's commissioning programme has the specific aim of developing and producing classroom resources to support the teaching of Welsh and of all subjects through the medium of Welsh and bilingual resources to support the Curriculum Cymreig. Appendix 3 gives details of this and explains how schools can contribute to the associated needs identification process.

This booklet aims to provide further guidance to help schools to:

- identify ways to promote the Curriculum Cymreig as part of curriculum development in all subjects
- use a Curriculum Cymreig as an organising principle for planning the whole school curriculum, including extra-curricular activities, and not merely as additional content to provide subjects with a Welsh flavour
- develop whole school approaches so that the Curriculum Cymreig is an essential part of the school's ethos.

To do this, the booklet:

- defines and discusses the nature of the Curriculum Cymreig
- outlines the opportunities for developing the Curriculum Cymreig in the subjects of the National Curriculum and non-National Curriculum subjects in secondary schools
- defines elements of progression in terms of the Curriculum Cymreig
- provides case studies of good practice in schools in relation to the Curriculum Cymreig
- outlines the inspection process for the Curriculum Cymreig
- provides suggestions for using this guidance to develop a Curriculum Cymreig in schools
- provides a list of useful websites
- provides information about ACCAC's commissioned classroom materials
- includes an invitation to contribute to the needs identification process.

The recent Estyn document concludes that pupils:

> 'value opportunities to explore their sense of Welshness. Such work enables them to contribute to a dynamically evolving culture and to develop an informed view of the forces that are shaping Wales.'

This guidance aims to help schools provide such opportunities.

What is the Curriculum Cymreig and why is it important?

The Common Requirements of the School Curriculum in Wales provide that:

'Pupils should be given opportunities, where appropriate, to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.'

This statement is deliberately inclusive and aims to reflect the plurality and diversity of Wales in the twenty-first century. Its requirements will help pupils to understand what is distinctive about life in Wales, to celebrate diversity and to acquire a real sense of belonging.

The Common Requirements statement identifies five aspects of the Curriculum Cymreig – cultural, economic, environmental, historical and linguistic. The following ideas are intended to illustrate what might contribute to each. The lists vary in style and content. Some items are subject-based; others require whole school approaches. They aim to stimulate thought and discussion in schools.

Cultural

- Celebrating the distinctive cultures, languages and traditions of Wales while respecting the values of other cultures.
- Gaining knowledge of one's own community and its values and traditions.
- Exploring the creative and expressive arts in Wales and in the broader Celtic tradition; traditional and contemporary literature, music, art, craft, dance and sport.
- Gaining knowledge about the religious beliefs and practices of Wales, Christian and other, past and present, and their influence on all aspects of Welsh life.
- Gaining knowledge about the past and present political life of Wales.
- Exploring the links between Wales, the UK, Europe and the wider world.

Economic

- Understanding the role played by Welsh industry and agriculture in shaping the economic, political and cultural character of Wales.
- Learning how the development of resources and technology in the past and the present can change life in Wales.
- Appreciating the part which different sectors of the population play in the economic life of Wales.
- Visiting and researching examples of past and present economic activity.
- Keeping abreast of new business enterprise and economic change in the local area and in Wales through the media and use of IT.
- Understanding the developing economic links between Wales, Europe and the wider world.

Environmental

- Learning about the relationship between the environment and the people of Wales and the effect this has on Welsh life today and in the past.
- Exploring current issues that affect the lives of people in Wales and the Welsh economy, e.g. alternative energy sources such as wind farms.
- Learning about the character of the built environment, past and present.
- Learning about sustainable development in Wales and the wider world.
- Understanding that opinions on issues such as sustainability can be expressed through the decision-making process in Wales.
- Visiting, studying and appreciating the various landscapes of Wales.

Historical

- Understanding how lives and localities have been shaped by the past, through learning about the history of Wales, its political, economic, social and cultural aspects.
- Visiting historical sites, using artefacts, making comparisons between past and present, and developing an understanding of how these have changed over time.
- Learning about the relationship of Wales with other parts of the UK today and in the past.
- Learning about past and present links with Europe and the wider world, using a range of scales of reference – local, regional, national, British, European and world.

Linguistic

- Using the Welsh language with access for all.
- Recognising that there are many different levels of fluency in Welsh.
- Teaching through the medium of Welsh, and using incidental Welsh in the life of the school.
- Studying the accents and dialects of Wales.
- Becoming aware of Welsh as a language and its links with English and modern foreign languages.
- Using Welsh to create a school ethos that reflects the school's position as a school in Wales.

Because Welsh society is very diverse, there can be no single view of what it is to be Welsh. People's perceptions vary, often coloured by the way of life in their own particular region of Wales, its linguistic, cultural and economic background. Yet all the pupils in our schools share the common experience of living and learning in Wales. They are entitled to have this experience reflected in the school curriculum. Whatever the language of instruction all the five aspects of the Curriculum Cymreig need to be fully developed in all schools.

Because of the variety and diversity within Wales, the Curriculum Cymreig will take different forms in different schools. What is important is that each school meets the needs of its own locality and community. However, schools need to plan carefully to ensure that pupils' experiences are progressive, that they build on previous learning and use every opportunity

to open up new horizons relating to the diversity of all Welsh cultures. A Curriculum Cymreig can be used as a unifying principle, fostering a sense of belonging for all pupils and increasing their understanding of the country in which they live. What is important, in all cases, is that work is planned to meet the needs of individual pupils and schools, and that there is a strong focus on developing pupils' knowledge, skills and understanding within a Welsh context.

Schools should be wary, however, of promoting a stereotypical view of Welshness. Wales has never been a homogenous society. The standard images of dolls in Welsh costume, red dragon flags, daffodils, castles and sheep have some value in helping to convey a sense of identity to younger pupils. If their use continues with older pupils, it gives a very false impression of Wales in the modern world.

Where can the Curriculum Cymreig be promoted in the school curriculum?

The Common Requirements statement in all National Curriculum subjects states that:

> 'The programmes of study contain symbols that indicate explicit opportunities for pupils to develop and apply these skills. Teachers will find additional opportunities as they plan their schemes of work.
>
> The number and range of such opportunities are for teachers to determine in the context of their school's scheme of work.
>
> All teachers share the responsibility to help all pupils to develop and apply these common requirements.'

ACCAC's website provides an audit of these opportunities: www.accac.org.uk This audit highlights those statements or sections of a programme of study that are explicitly linked to the development of the Curriculum Cymreig.

An audit of statements that are linked to the development of the Curriculum Cymreig in *The Review of Religious Education Syllabuses*, the Frameworks for Personal and Social Education, Careers Education and Guidance and Work Related Education, and *Desirable Outcomes for Children's Learning before Compulsory School Age*, can also be found on the ACCAC website.

However, there are many other 'additional opportunities', not least in such subjects as mathematics, design and technology (D&T) and information technology (IT) where the audit provides no explicit opportunities; in non-National Curriculum subjects such as business studies, drama, economics, sociology, media studies and government and politics; and in entry level and vocational qualifications studied at Key Stage 4. In their planning, therefore, teachers should look for relevant and meaningful opportunities so that pupils' studies can be placed in a Welsh context wherever this is desirable, possible and productive. We must not assume that a Curriculum Cymreig is 'happening' just because we live in Wales. Unless it is planned and put into context, pupils may well miss or misunderstand its relevance.

One of the main findings of the Estyn report is that 'the use of ICT and the Internet to produce and share resources in Y Cwricwlwm Cymreig is largely undeveloped.' ICT can be a powerful and motivating tool for pupils to access areas and people outside their immediate locality of Wales, broadening their perspectives and helping to avoid the danger of being inward-looking and insular.

Opportunities in National Curriculum subjects

In **Welsh** and **Welsh Second Language**, the Curriculum Cymreig is developed throughout the subject. To indicate this, the symbols are placed in the top right-hand corner of each page and not within the programmes of study themselves. All work relating to the learning of Welsh clearly contributes to the Curriculum Cymreig but, as with English, it remains for the teacher to plan contributions to the Curriculum Cymreig's non-linguistic aspects as part of the contexts chosen for the development of oracy, reading

and writing. The Welsh language is, of course, a crucial part of the Curriculum Cymreig. People can use it to access the whole of the world. Television and radio has broadened our horizons; there are, for example, foreign correspondents who work through the medium of Welsh in all parts of the world accessing Welsh-speaking people who have a unique view of current affairs. While schools are using a Curriculum Cymreig to expand their understanding of Wales, so too can they use the Welsh language to broaden their understanding of worldwide issues, from a distinct perspective.

The Welsh language also provides an entry point to the literature of Wales. Welsh literary figures of European and worldwide significance have been recognised throughout the ages, and schools will wish to draw attention to this fact when teaching aspects of the Welsh and Welsh second language programmes of study. For example, Dafydd ap Gwilym contributed to the medieval troubadour movement which developed in continental Europe through his unique use of *cynghanedd*. In the twentieth century, there have been few greater exponents of the short story than Kate Roberts. The power of the Welsh literary tradition has been recognised in the work of the dramatist Saunders Lewis, and the poet RS Thomas, both nominated for the Nobel Prize for Literature.

Extra-curricular activities such as the Urdd and eisteddfodau as well as residential experiences at such centres as Glan-llyn, Llangranog and Stackpole, will enhance pupils' language development and their appreciation of the importance and relevance of Welsh in their everyday lives.

In the programmes of study for **English**, at all key stages, there is an explicit requirement for pupils to read stories and poems from Wales, works by Welsh authors writing in English and those works that have a Welsh setting or a special relevance to Wales. But, as in Welsh, other opportunities to develop a Curriculum Cymreig exist in the choice of contexts for work in oracy, reading and writing. These include children listening to and retelling/re-enacting a traditional Welsh tale, as exemplified in Unit 5 of the *Optional Assessment Materials for English at KS2*, a study of the accents and dialects of Wales, the use of local and national issues as subjects for discussion, simulations and role-play, or visiting a local newspaper office to support work relating to the media.

Similarly, in **modern foreign languages**, it is the careful planning and contextualisation of activities that will allow pupils to make meaningful comparisons between their own culture or cultures and the cultures of the countries and communities where the target language is spoken – a requirement of the KS3 programme of study.

In **science**, explicit opportunities relate mainly to finding out about the local and national environment and to the conservation of biodiversity in the varied environments of Wales. Using local and Welsh environments is a natural way of studying aspects of biology, addressing environmental issues and sustainable development, and interacting with the local community. Additionally, local resources such as industry can provide opportunities for pupils to explore practical examples of science in action. Pupils might also study the work and influence of Welsh scientists.

Both **history** and **geography** offer a wide range of opportunities for the promotion of the Curriculum Cymreig, many being subject-specific requirements of the programmes of study. These have close and transparent links with the cultural, historical, economic and environmental characteristics listed in the Common Requirements statement and are, perhaps, the most easily identified ways of promoting a Curriculum Cymreig through subject teaching. A crucial element in the teaching of both subjects is to ensure relevance for pupils. One way of providing such relevance is through the study of local history and geography. However, it is important that pupils are working within a range of scales of reference, from local to global, and can understand their local history and geography and the history and geography of Wales in relation to these broader contexts.

The programmes of study for **art**, **music** and **PE** provide an equally rich source of opportunities for pupils to explore the cultural characteristics of Wales, past and present. Each subject respectively requires pupils to learn about and respond to local, regional and national examples of art, to the music of Wales and to traditional dance. Teachers will naturally make use of the resources available to them in their local and national community so that pupils can explore the creative and expressive arts in Wales, both traditional and contemporary.

No explicit opportunities are signposted in the Order for **mathematics** but the contexts chosen for investigations, calculations and problem-solving can draw on situations, locations and issues pertaining to Wales, thus making the work more relevant and meaningful for pupils. For example, leaflets and booklets from local attractions and tourist information centres provide a valuable source of data to give a relevant Welsh context to work in mathematics in primary and secondary schools. The local area can also provide a rich resource of mathematical opportunities specific to Wales. Schools might wish to introduce the traditional Welsh vocabulary for numbers such as *deunaw* (two nines) for 18, *ugain* (20), *deugain* (two 20s) for 40, and counting on from 15 (*pumtheg, un-ar-bumtheg, dau-ar-bumtheg*) or 20 (*un-ar-hugain, dau-ar-hugain*) to provide links between mathematics and Welsh. The contribution of Welsh mathematicians over the centuries could also provide an interesting link between mathematics and history.

No explicit opportunities are indicated either for **D&T** or **IT** but, as with mathematics, the contexts chosen for work in these subjects can help to promote a Curriculum Cymreig. Models of Welsh castles and historical buildings can, for example, cover the structures requirement in the programmes of study for D&T at KS1, whereas links with a local construction company involved in working on major projects can provide secondary pupils with an opportunity to investigate the mechanisms and construction techniques used in a real, local example. In IT, Communicating and Handling Information provides countless opportunities for pupils to share and exchange ideas and information in a Welsh context – either through research using ICT to explore and illustrate a Welsh context, or through e-mail or video-conferencing links with pupils in other schools across Wales and beyond.

Opportunities in religious education

The Review of Religious Education Syllabuses (ACCAC, 2001) suggests that LEAs 'may wish to consider using the Common Requirements symbols in preparing revised RE syllabuses.' It provides suggested context/opportunity statements for each key stage that include explicit requirements that promote the Curriculum Cymreig. These are available on the ACCAC website – see Appendix 2. As with other subjects, however, it remains for the teacher to identify other opportunities for teaching within a Welsh context.

Opportunities in non-National Curriculum subjects in the secondary school

Although the separate specifications for GCSE, Entry Level certificates and vocational subjects do not contain explicit references to the Curriculum Cymreig, the teaching of these subjects will be enhanced by references to local and national examples and contexts.

Courses in **Business Studies** provide opportunities to study, visit, and research a range of businesses in Wales, both private and public, and the contribution they make to local society, to the national economy, and to the well-being of Welsh people. Members of the local community can be invited to speak to pupils about the specific characteristics of, and challenges for, business in Wales. Pupils also learn to appreciate how decisions made by businesses in Wales are affected by environmental, and other local, national, European and global issues.

In **drama**, pupils can use local contexts or events as the stimulus for their work; they might explore the causes and effects of a past mining disaster, for example, and, with the support of a local theatre in education group, prepare a dramatic presentation for the public. Drama also offers valuable possibilities for visiting local and national theatres to see professional performances and to work with theatre companies.

In **Economics**, pupils can use local contexts to research direct and indirect effects on business development and change; to examine, for example, the economic effects of the opening or closure of a bus or rail route or the effects of the opening of a 24-hour trading superstore for workers, customers and business in the local area, or to explore changing employer/employee relations in Wales. Pupils can track and analyse job opportunities through advertisements in *The Western Mail*, *The Liverpool Daily Post* and local papers. An 'Enterprise Week' can be held to bring together the local business community and the school.

The study of **Government and Politics** encourages students to look critically at both theory and practice. Students are expected to draw comparisons with contemporary events. The development of the devolved government in Wales, with its implications for politics and local administration, provides ample opportunities to compare and contrast both with central government and with other governmental and political systems studied.

Media Studies is clearly associated with all aspects of the media – publishing, radio, television and film – and Wales provides contexts for their study in both Welsh and English. Comparisons can be made between local, regional and national newspapers and, in turn, with the presentation of Welsh news in the newspapers of the UK. Pupils might also visit local newspaper offices, animation or television studios to learn about production techniques which they could then emulate in their own practical work.

Travel and tourism has important implications for the economy in Wales. Students should have opportunities to examine the variety and diversity of travel and tourism in Wales and to consider its importance and impact on jobs and the landscape. There are many opportunities for organising visits to study major features in Wales – the Millennium Stadium, the National Botanic Garden, the Centre for Alternative Technology at Machynlleth, the castles of North Wales, the Museum of Welsh Life at St Fagans, and Heritage Centres such as Pwll Mawr and National Parks. Students could carry out a fieldwork survey to identify the popularity of a local attraction, or could work in teams on a decision-making exercise to identify the pros and cons of developing a tourist attraction in their own locality.

The WJEC Entry Level certificate in **Personal and Social Skills** also includes requirements which can contribute to a Curriculum Cymreig. In the 'Myself and Others' unit, there are opportunities to discuss cultural identity and to undertake work on services provided in the local community. Similarly, other units require pupils to explore facilities and leisure in the locality, and, as part of the course, candidates are expected to take part in a voluntary activity in their own community.

The **Welsh Baccalaureate Qualification** contains a component that provides opportunities for candidates to engage with a range of issues relating to contemporary Wales, Europe and the World. It requires candidates to have a sound knowledge and understanding of what it means to live in contemporary Wales and an appreciation of the heritage and culture of Wales. It also encourages candidates to be aware of the inter-relationship between Wales, the UK, Europe and the World through comparing and contrasting the experience of people in Wales and those of other countries.

Opportunities in Personal and Social Education, Careers Education and Guidance and Work Related Education

PSE

The Personal and Social Education Framework offers many opportunities that can help pupils to understand the nature of communities in Wales and beyond, and to be active, informed, responsible citizens of Wales and the wider world. The Learning Outcomes for KS1 emphasise the need for knowledge and understanding of the local community and environment; for KS2, they include the cultural heritage of Wales, the democratic decision-making process and economic awareness; for Key Stages 3

and 4, they focus on practical involvement in the community, specific knowledge about democratic systems and the development of a sense of personal responsibility towards the environment and to sustainable development. In all these aspects, the starting point will be pupils' own experiences within Wales and their growing understanding of how these experiences contribute to life in Wales and beyond. The *Personal and Social Education – Supplementary Guidance* includes examples of good practice in schools, showing how schools use local resources to develop pupils' skills in ways that have real relevance to a Curriculum Cymreig. An audit of explicit references to the Curriculum Cymreig in the PSE framework is available on the ACCAC website.

CEG and WRE

The Frameworks for Careers Education and Guidance and Work-Related Education provide broad statements of objectives and a series of learning outcomes for pupils in the secondary school. These need to be firmly placed within the current Wales context. For CEG, up-to-date knowledge about local, regional and national employment possibilities is essential and this requires the establishment of close links with employers, agencies and businesses in the community and beyond. For WRE, pupils will need the support of relatively local businesses and organisations for the majority of work experience placements, for mentoring support, for direct input into the curriculum and for the provision of out-of-hours activities. As for PSE, the Supplementary Guidance for each provides actual examples of how schools use their local commercial and industrial resources to support pupils. An audit of explicit references to the Curriculum Cymreig in the CEG and WRE frameworks is available on the ACCAC website.

Opportunities in Desirable Outcomes

The booklet, *Desirable Outcomes for Children's Learning before Compulsory School Age*, begins with a set of principles defining good quality education in Wales for the under-fives. One of these principles is that it:

> 'provides experiences and opportunities for young children to become aware of the distinctiveness of Wales, its languages and culture.'

The guidelines that follow show that there are many opportunities for the under-fives to learn about a Curriculum Cymreig through the contexts chosen for their activities. They can learn such things as colours and numbers in both Welsh and English, hear some of the myths and legends of Wales, visit shops and other places in their locality and learn about the jobs of people who help them in the community. All such experiences will help these young children to develop a sense of identity and an understanding of the place where they live.

The full statement concerning the Welsh dimension from Desirable Outcomes is available on the ACCAC website.

Progression with regard to the Curriculum Cymreig

Schools need to ensure that pupils develop and apply knowledge and understanding of the cultural, economic, environmental, historic and linguistic characteristics of Wales progressively over the whole continuum of education. This requires careful planning across the whole school curriculum at all phases and the sharing of information at all points of transfer. If such planning does not occur, there is a danger that pupils' experiences may become repetitive with a resulting lack of interest and motivation.

There are some general ways in which pupils can demonstrate progression in relation to the Curriculum Cymreig:

- learning about the cultures of Wales, beginning with their own traditions and becoming increasingly aware of the rich diversity of cultures within modern Wales and beyond
- increasing their involvement in their local and national communities
- exploring the creative and expressive arts in Wales, from the local to the national, both traditional and contemporary, and showing a growing involvement with them
- moving from the familiar to a more unfamiliar range of contexts outside their own personal experience
- moving from the concrete, such as knowledge of their own locality or the study of particular artefacts, to more abstract concepts about the place and influence of Wales in Europe and the wider world
- increasing their understanding of the economic situation in Wales, using a growing and precise vocabulary and showing an increasing ability to gather evidence, to identify key points, to make generalisations and to come to their own conclusions
- increasing their awareness and understanding of sustainable development issues, from local to global, and of the complex relationship between them
- learning about the past, being able to question and evaluate its events and attitudes, to assess its relevance to the present and have some idea of how they might use what they know to shape the future
- increasing their understanding of the background to contemporary issues that affect them such as the roles of the National Assembly for Wales and the Welsh Assembly Government, the introduction of Welsh as a compulsory part of the 14–16 curriculum and the importance of bilingualism in the media and in society in general in Wales
- increasing their fluency in the Welsh language
- showing an increasing sense of belonging and understanding of their own Welshness
- in all aspects, moving from general awareness to focused attention, positive response and engagement with issues, showing increasing involvement and active participation.

In all these examples it is the choice of contexts that will determine the detail. Teachers need information about what has been covered in previous years/key stages/schools so that they can plan for continuity and progression.

How can schools promote the Curriculum Cymreig?

The following case studies give outline examples of good practice in schools in Wales. They provide some ideas for teachers who wish to identify opportunities for the development of a Curriculum Cymreig in a subject or a school.

Further information to support schools can be found in Appendix 1 and on the ACCAC website.

An invitation to schools

Please send any other relevant case studies to ACCAC as the Authority intends to add further examples to the website in the future.

Working with a storyteller

A primary school in North Wales employed a professional storyteller to spend a day with its Year 6 pupils exploring some Welsh folk tales. The visit was organised through the *Writers on Tour* scheme administered by Academi (Tel: 029 2047 2266; www.academi.org). Sessions include presentation of tales by the storyteller; workshops to consider and develop aspects of storytelling; and presentation of their own stories by pupils.

The main purposes of the project were to develop pupils' oral skills and confidence in speaking to a known audience; to enhance their understanding of narrative structures and the 'flow' of stories; and, subsequently, to see if the pupils' appreciation of narrative and the oral tradition could have a 'knock-on' impact on their own written stories – all within a strong Welsh context.

Once the storyteller had 'broken the ice' with some warm-up activities, he presented versions of a tale relating to the derivation of a local place name and an episode from *The Mabinogion*. Apart from their evident enjoyment of the skills of the storyteller, the pupils also responded to the familiarity of the settings, landscape, place names and characters featured in these tales.

Workshop activities and discussions focused on the significance of patterns and models in effective storytelling, and especially the importance of sequencing to well-structured narrative. Pupils were able to recognise such features as:

- clearly spoken words
- pace and expression
- use of gestures to support meaning and give emphasis
- different voices or accents for each character
- the importance of a well-sequenced flow of events and their consequences
- the need for a strong ending.

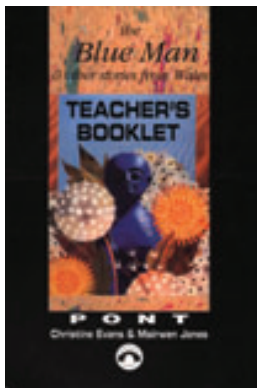
The pupils were encouraged to draw on their own memories and experiences to recall and retell humorous or special events or times in their lives, and to construct their own tellings of these 'tales', many of which were presented enthusiastically, and well received.

In follow-up lessons, the Year 6 teacher drew on the characteristics of strong storytelling identified in the workshops and encouraged her pupils to see which of them related to written stories. They recognised that features such as gesture and mannerisms; pace of speech; intonation and accent; and facial expression were unique to oral storytelling. However, they were also able to identify other features that could strengthen their own written narratives. These included:

- imaginative choices of vocabulary and incorporation of descriptive phrases and passages
- early establishment of setting and character
- well-judged use of dialogue
- sensible sequencing of events and occurrences
- controlled, rather than formulaic, use of similes and metaphors
- the impact of a well thought-out, strong ending.

These qualities are revisited each time a piece of narrative writing is prepared and presented, and this has led to steady improvement in the quality of many pupils' work. The teacher summarises the impact of the project in this way:

> 'Not only did the pupils thoroughly enjoy the storyteller's visit, but the shared activities and our follow-up work have led to real improvement in their achievement in writing.'



Choosing texts to support a Curriculum Cymreig

As part of its review of the scheme of work for KS3, a South Wales comprehensive school decided to focus specifically on the inclusion of texts written by Welsh authors or with Welsh settings. Teachers decided to place particular emphasis on poetry in Year 7, short stories in Year 8 and autobiography in Year 9. At the same time, they planned to increase the number of novels and anthologies with a Welsh dimension available to pupils for wider reading. They selected a range of texts for the library and class book boxes, referring to catalogues from the Welsh Books Council, and publishers such as Pont Books and Seren. They adopted recommendations and suggestions from colleagues in other schools and from *English in Wales*, the newsletter published regularly by the National Language Unit of Wales at the WJEC (Tel: 029 2026 5007; www.wjec.co.uk).

For poetry, they purchased sets of two anthologies: The Poet's House, ed. Jude Brigley (Pont Books, 2000) and The Animal Wall and other poems by Gillian Clarke (Pont Books, 1999). (Both anthologies available from Gomer Press. Tel: 01559 362371; www.gomer.co.uk)

The first of these provided a range of accessible work by new and established Welsh writers that readily fulfilled the criteria for choices in the National Curriculum Order; i.e. poems that feature a range of forms and styles, draw on oral and literary traditions and use language in imaginative, precise and original ways.

The Gillian Clarke anthology linked well with the pupils' reading of *Griffin's Castle* by Jenny Nimmo (Methuen Children's Books, 1995), a novel set in Cardiff which also features the animal wall at Cardiff Castle. The local setting added to the appeal for Year 7 pupils of both the poems and the novel, and their interest was sustained by the exploration of broader themes and traditions in the collection of poetry.

The school already owned sets of short stories including *Sliding* by Leslie Norris and *A Child's Christmas in Wales* and other stories by Dylan Thomas. However, they planned to supplement their stock with sets of *The Hare and Other Stories* by Catherine Fisher (Pont Books, 1994), and *The Blue Man*, ed. Christine Evans (Pont Books, 1995). The teachers' booklet that accompanied *The Blue Man* proved a useful source of ideas, approaches and resources.

The two collections provided a lively balance of contemporary realism and fantasy linked to legend for readers in Year 8. Many of the stories have a strong sense of place, with familiar Welsh settings, while others explore character and relationships more fully. Pupils found much to identify with in the more modern tales which often focus on growing up in Wales, and also enjoyed those that drew on tradition, myth and legend.

In order to extend the range of Welsh writing in English read in Year 9, the English department has developed a unit of work on autobiography. This draws on extended passages from *Ash on a Young Man's Sleeve* and *There was a Young Man from Cardiff*, both by Dannie Abse,

Private Faces by Siân Phillips, and *This Time Next Week* by Leslie Thomas. Two further anthologies (*A Book of Wales*, ed. Meic Stephens, Dent, 1987, and *Parachutes and Petticoats – Welsh women writing on the Second World War*, ed. Leigh Verrill-Rees and Deirdre Beddoe, Honno, 1992) provided material by such writers as Dylan Thomas, Emyr Humphreys and Gwyn Thomas.

The study of such writing has enabled pupils to understand how anecdote and personal experience, when elaborated, extended and imaginatively presented, provide rich and entertaining subject matter that engages the reader. Pupils have come to appreciate the convincing and authentic portrayal of times and events outside their experience and of different periods in the recent history of Wales.

BARA BRITH
(Un gâteau aux fruits secs)

INGRÉDIENTS

une tasse de fruits secs
une tasse de sucre
une tasse d'eau
soixante-quinze grammes de margarine
deux tasses de farine
une cuillère de levure
un œuf battu

Température du four: 180°C

1. Mettez les fruits secs, le sucre, l'eau et la margarine dans une casserole et faites bouillir pendant trois minutes.
2. Laissez refroidir le mélange.
3. Ajoutez la farine, la levure et l'œuf battu.
4. Mettez dans un moule à gâteau graissé et tapissé de papier sulfurisé.
5. Faites cuire pendant environ une heure et quart et une heure et demie.
6. Laissez refroidir sur une grille.
7. Découpez en fines tranches, beurrez-les et servez.

Making cultural and linguistic links between French and Welsh

Through its scheme of work for French, the MFL department of this Welsh-medium secondary school provides explicit opportunities to make linguistic comparisons between Welsh and French, both with regard to structures and vocabulary. It also highlights cultural comparisons with similar bilingual communities in Brittany and uses French to explore other aspects of life in Wales. Teachers have developed a range of activities that allow pupils to make meaningful comparisons between their own culture and the language and cultures of both France and Brittany.

From the beginning of KS3, linguistic comparisons are emphasised. Similarities between names such as *Guillaume* and *Gwilym*, *Marc* (in both languages), *Marie* and *Mari*, and *Catherine* (which is pronounced similarly to *Catrin*) are introduced in Year 7. Other incidental comparisons are also made at this beginning stage of learning French and include numbers, months of the year and other similar vocabulary. For example, in French numbers, the structure *quatre-vingts* is the same as the Welsh, *pedwar ugain*, and continues *pedwar ugain a deg*, just like *quatre-vingt-dix*. Structural similarities which support the pupils' learning of new French structures are also emphasised: nouns in Welsh are masculine and feminine, and adjectives agree accordingly, as well as having a similar position to Welsh.

When studying the topic of school life in French, pupils make comparisons between Wales and France, including making reference to DIWAN, the Breton equivalent of Welsh-medium schools. The topic of food and drink includes activities where pupils describe traditional Welsh foods in French and write recipes for Welsh cakes and other foods for French-speaking friends.

The town where this Welsh-medium school is situated is twinned with a small town in northern Brittany. A young person from the area spent a year there, organised by the twinning department, and he has since visited the school to work with pupils and raise awareness of the Celtic links between the two areas.

The following section is not a specific case study but represents a collection of ideas used in a range of schools in both KS2 and KS3 to teach mathematics within a Welsh context. Examples show how information from local attractions/events and from tourism leaflets can provide the basis for calculations, problem-solving and work on presenting and interpreting data.

Costing and problem solving: Visiting the Network Q Rally in Cardiff

Ticket Prices	Adult	Child	Under 8s
Grandstand	£30	£22.50	£15
Field	£15	£7.50	Free

KS2

How much would it cost the following groups to visit the Network Q Rally?

- One adult and two children (one aged six) for field tickets.
- Two adults and two 10-year-old children for grandstand tickets.

KS3

- A group of adults and children (all over eight years old) plan to visit the Network Q Rally. Between them they have £200 to spend on tickets. Work out all the different combinations of adults and children who could visit the rally. Use up as much of the money as possible. (For example, if you have £10 spare, then one child could have a field ticket.)

Completing and reading tables: Forestry Commission Visitor Centres

	Free Parking	Picnic Site	Walks	Cycle Route	Orienteering
Y Stablau, Gwydyr Forest	✔		✔		
Coed y Brenin		✔	✔	✔	✔
Bwlch Nant yr Arian					
Garwnant, Brecon Beacons		✔	✔	✔	✔
Afan Argoed	✔	✔	✔	✔	✔
Cwmcarn Forest Drive	✔	✔	✔		✔

KS2

- At Bwlch Nant yr Arian, there are walks, a picnic site, an orienteering course and a charge for parking. Complete the table to show this.
- Find a visitor centre that has free parking but no cycle route.

Place value and ordering numbers

Heights of summits in the Brecon Beacons

Summit	Height in metres
Allt-Lwyd	645
Bryn	561
Corn Du	873
Craig Pwllfa	763
Craig y Fan-ddu	678
Cribin	795
Duwynt	824
Fan Big	598
Pant y Creigiau	565
Pen y Fan	886
Twyn Mwyalchod	2089
Y Gyrn	613

Lengths of long distance walks

Path	Distance in km	Distance in miles
Offa's Dyke Path	285	177
Pembrokeshire Coast Path	299	186
Glyndwr's way	212	132
Wye Valley Walk	144	230
Dyfi Valley Walk	172	108
North Wales Path	78	48
Cambrian Way	440	274
Usk Valley Walk	80	50
Severn Valley Way	338	210

KS2

- One of the heights is wrong. What is wrong? What do you think the correct height is? (The correct answer is 642m – local children know that Pen y Fan is the highest summit.)
- Put the summits in order of height, starting with the highest.
- There is a mistake in the table of distances. What is it?
- Put these paths in order of distance, starting with the shortest walk.

KS3

- Find the mean height of the Brecon Beacons summits. (One of the heights is wrong. What do you think it should be?)
- Find the mean length of the long distance paths, in kilometres and in miles.

Representing data and information in a table: Parks and Gardens of Wales

KS3

Read about the parks and gardens of Wales below and put the information into a table. Look at all the information available before deciding what to include in the table. Then answer the questions.

Plas Brondanw, Gwynedd
Open daily all year, 9a.m.–5p.m. Adults £1.50, children 25p.

Portmeirion, Gwynedd
Open daily all year, 9.30a.m.–5.30p.m. Adults £4.50, children £2.25. Under-fives free. Family £11. Dogs allowed on lead. Suitable for wheelchairs. Refreshments available.

Bodnant Garden, Conwy
Open daily 18 March–31 October. 10a.m.–5p.m. Adults £5, children £2.50. National Trust and RHS members free. Refreshments available.

Plas Newydd, Denbighshire
Open daily 1 April–31 October 10a.m.–5p.m. Adults £2.50, children £1.25.

Chirk Castle, Wrexham
Open daily 29 March–20 October, except Monday and Tuesday. 11a.m.–6p.m. Gardens £2.80 for adults, £1.40 for children, NT members free. Suitable for wheelchairs. Refreshments available.

Use your table to answer the following questions.

- How much would it cost one adult and two children to visit Plas Brondanw?
- A family of two adults and two children, one in a wheelchair, want to visit a garden for less than £20 entrance fee. They do not mind how far they have to travel. They do not have a dog, but do want to be able to have some refreshments. Which gardens could they choose?
- Make up some of your own questions.

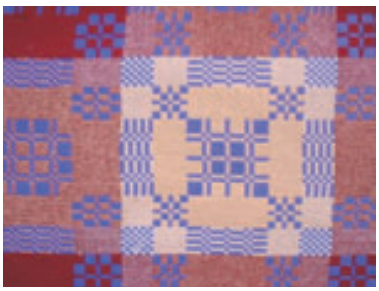
Calendars

The following parks and gardens do not open every day:

Dinefwr Park, Carmarthenshire
April–October. Daily except Tuesday and Wednesday.

Picton Castle Gardens, Pembrokeshire
April–October daily. Closed Mondays except Bank Holidays.

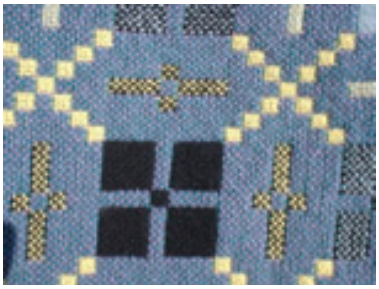
Upton Castle Gardens, Pembrokeshire
April–October. Daily except Saturdays.



Llanerchaeron, Ceredigion
April–October, Thursday to Sunday, and Bank Holiday Mondays.

Glansevern Hall, Montgomery
May–September, Fridays and Saturdays.

Erddig, Wrexham
March–October daily, except Thursday and Friday.



KS2

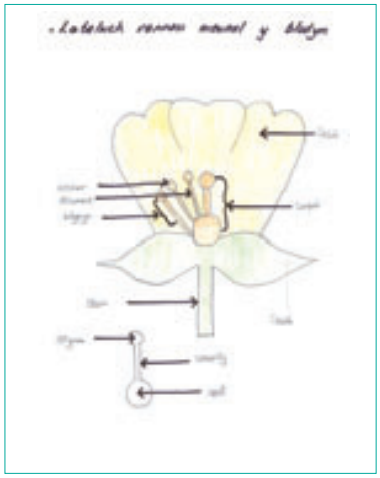
- Draw up a table to represent this information.
- Draw up a calendar to show the days on which the gardens are open during September 2003. (Discuss with the pupils possible ways of representing this information.)

KS3

- Draw up a table to represent this information.
- Draw up a calendar to show the days on which the gardens are open during September 2003. (Let pupils devise their own methods of representing the data.)

Some schools and LEAs have developed mathematics trails around local attractions and neighbourhoods. Some visitor attractions, for example, the National Botanical Garden and the National Museum, have produced packs of relevant mathematics activities.

A number of websites also give useful information. For example, www.gwybodiadur.co.uk shows a selection of Welsh quilt patterns that could be used to discuss symmetry in KS3 in either mathematics or textiles.



A primary school garden project

This primary school used garden projects extensively as a means of teaching and learning in the curriculum.

The land around the school had been very undeveloped, with no range of natural habitats and, consequently, few animals and plants. Pupils from Years 3–6 have been involved in planning, designing and building a garden near the school. They used numerical skills and IT in their designing, ordered materials from local suppliers and drew on expertise from their community.

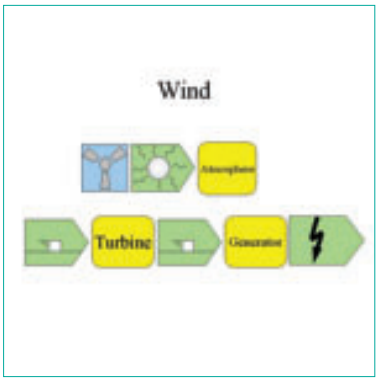
In the garden, they researched and used Mondrian designs, and built number squares into some of the walls. They found out about soil types and the plants that would be suitable, and what kinds of plants attracted different kinds of wild life. They also studied the animals that were present before and after the plants became established.

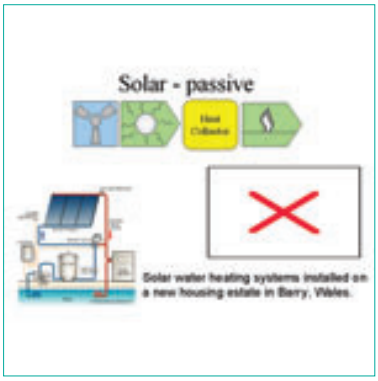
Their teacher used the garden as a stimulus for looking at the changes in the landscape of Wales and at the current issue of sustainable development. The children made colourful records of their work in the garden, interwoven with a historical text about Wales by Theophilus Evans, and stories about his life.

Plans are now being made to develop another piece of land with running water and a wind turbine to drive a small electricity generator. The school is keen to include local and national concerns about wind generation in discussions with pupils about the environment and about living sustainably.

The school used its work on 'Living Things' to study plants and seed dispersal, visiting the National Botanic Garden of Wales to see how plants grow, what the purpose of their different parts is and how seeds disperse. Staff at the garden supplied relevant worksheets and pupils were able to find the answers to such questions as 'What effect does a change of growing conditions have on the growth of plants?', 'What are the names of the main parts of a flower?' and 'How do seeds disperse?'

During their visit, they also referred to plants that are native to Wales, visited the Meddygon Myddfai exhibition and tried to compare and contrast their own environment with those found in the Glasshouse.





The generation of electricity

A secondary school in mid-Wales has produced a unit of work designed around a PowerPoint presentation. The introduction to the presentation included the percentage use of types of renewable and non-renewable energy resources worldwide. This could be compared with Wales-only figures.

Once the concepts of the workings of turbines and generators had been established, the presentation showed energy diagrams of different types of power stations. The school had developed its own system of symbols to show both energy storage and transfer.

Each time the class discussed a power station, an example of that type of power station was given. All the examples provided were from Wales. Pupils considered the benefits and drawbacks of each type of electricity generation.

Links were stated, wherever possible, to useful websites within Wales and the work of the Centre for Alternative Technology, Machynlleth, was frequently referred to. In fact, pupils from the school visit CAT every year to look at different ways in which types of renewable energy resources can be used.

The examples within the presentation were as up-to-date as possible, such as the solar heating panels in the roofs of newly built houses shown below.

Recording experience

In this case study, primary school pupils worked with CADW on the excavation of a Welsh Long House at Persondy Fields near Crickhowell. This sort of structure is unique to Wales and as such is of particular interest. The site is close to the school and various groups of pupils visited the site during the course of the dig. They studied aspects of life in their area in the past, examined artefacts and learned about their use, and discussed the built environment, past and present.

Pupils used the school's digital camera to record the Year 5 visit to the site, showing their involvement in different activities there. On their return to school, they downloaded the digital images into a computer. They wrote about their visit using a word processor and imported images from the hard disk into their written work, combining text and images.

The following example illustrates how the use of IT has improved the presentation of their work.

Visit to Persondy Fields Archaeological site.

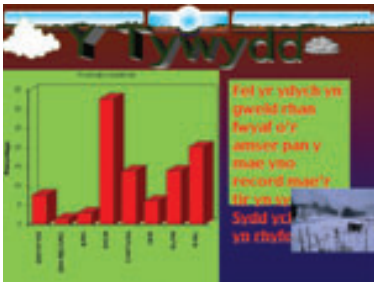
We visited the archaeological site at Persondy Field which is just over the road from school.

At the site we were told that the field held the remains of two long houses. We were shown the remains of one long house. The ground inside the long houses had been levelled with stones. People and animals lived inside the house. We also saw remains of field walls. The fields were between the two houses.

We made sketches of finds from other sites- a water bottle, or costel, and a beer jug.

We used a surveying grid to record what we saw in the trench.

We were allowed to help with the excavation in trench PF1. The second trench was called PF2. PF stands for Persondy Field.



Safety on Welsh Mountains

This case study is from a school where pupils enter the Key Skills qualification in Information Technology at the end of Year 9. The work was produced by Year 9 pupils for their portfolio of work submitted for accreditation at Levels 1 and 2.

The theme of the work was 'Safety on Welsh mountains'. Pupils started from a data file of accidents in the Snowdonia National Park collected by the rescue services. Working from real data and not from something contrived gave the project real relevance and clearly motivated the pupils so that the standard of their finished work was enhanced. They were able to interrogate the data and test various hypotheses. For example, they were able to test the theory that most accidents happen in the winter – a reasonable assumption when one considers bad weather. However, they found that, on the contrary, most accidents happen in the summer when there are more people out on the mountains. They were also able to establish that many accidents are caused by inexperience and lack of proper equipment.

From the information they had found, they decided to create a range of safety information for users of the mountains. Using IT hardware and software, they produced:

- posters that could be placed at strategic places to attract attention
- leaflets to hand out to users of the park
- a PowerPoint presentation that could be run at the Information Centres
- a list of essential equipment for the safe enjoyment of the park
- a list of websites of recommended equipment suppliers.

This work involved the pupils in learning about people and the environment, in particular about their own locality and community. They explored the issues surrounding safety in the National Park and researched ways of ensuring this.

Food from Welsh ingredients

In this primary school, pupils in Years 5 and 6 were given the design brief of using traditional local Welsh ingredients in a 'new' food product – a Welsh pizza.

They visited the local gardening club and markets to investigate the range of fruit and vegetables grown in the area, discussing why particular vegetables are grown in Wales and which are most suitable to our climate. They also discussed the tradition of the Welsh leek that has become a national emblem of Wales, and noted that it has become part of our culture to hold competitions to grow the biggest and best leeks.

The pupils were particularly interested in produce that was red, green and white, the colours of Wales, so they gathered red tomatoes, green peas and a selection of Welsh cheeses. They designed a range of pizza shapes that reflected Wales and that they thought would appeal to tourists in the locality. The shapes included dragons, leeks, daffodils, the Urdd symbol and the outline of Wales.

After health and safety instruction on handling and preparing food, the pupils made their pizzas, adding red, white and green ingredients to follow their Welsh theme. The pizzas were cooked – to the delight of all!

Not only did this project contribute to a Curriculum Cymreig in the school, it also provided opportunities for weighing and measuring, for using graphs and pie charts, and for developing language skills when describing the quality, shape and taste of ingredients.

The Millennium Stadium

The AS/A2 level D&T and physics students in one High School worked together to produce a 'case study' report as part of the AS/A2 level D&T examination. The students were supported by the Engineering Education Scheme-Wales, which arranges and sponsors workplace engineering placements for students (for further information, contact Norman David tel: 029 2075 1462; www.eesw.org.uk).

A design team of five students worked with Lang, the builder of the Millennium Stadium, on various parts of the construction. In particular, the builder asked them to investigate ways in which the retractable roof could work. They had a budget for the work and construction costings that they had to meet.

The students investigated a range of mechanisms and power sources that could be used to operate the roof, modelling possible solutions in simple ways to prove their practicability. They also investigated various materials that could be used in the construction of the mechanism, paying particular attention to the overall weight, while conscious that the supporting structure had to have a safe working load. They considered the cost and reliability of their proposed solutions.

The team finalised a design and built a full working model of the retractable roof which they used as a basis for discussion with Lang's engineers. They also built a complete model of the stadium to investigate the effects of limited sunlight on the grass. The school is now working with the architects on the new Millennium Centre in Cardiff.

This project enabled the students to gain practical experience of new developments in technology in the context of a local Welsh building with a high profile. Their study included consideration of the effect the building might have on the environment and on the local economy.

Design ideas get would-be engineers final spot

Pupils to help raise roof of stadium

The history of the Merthyr Tydfil area

The school, which is in an area of extreme social deprivation, takes the locality as the focus of its work in history. Merthyr Tydfil is fortunate in its historical record, and in having an excellent local museum and library. The school makes full use of both, and of information from the Royal Commission on Ancient and Historic Monuments in Wales. Staff have contact with local historians who visit the school, and take every opportunity to enrich pupils' experience with visits to sites in the locality and further afield. Traditional Welsh music and dance and the Eisteddfod tradition are part of every pupil's experience.

The school has regularly won the top prizes in the annual Welsh Heritage Schools' Initiative awards, and judges have equally regularly commended the quality of the pupils' knowledge and understanding of history.

In 2002, the school undertook a study of Morlais Castle in Merthyr Tydfil, and addressed this topic in a variety of ways. As well as visiting the ruined castle itself, making drawings and taking measurements and photographs, the children learned about the links between this castle and Cardiff Castle, which they visited in order to compare and contrast the two. They also studied the way of life in medieval times, looking at food, costume and furniture, made tiles using medieval patterns, and set up a classroom display of artefacts and collages relating to the castle, its inhabitants and their way of life. The topic was further enlivened by a visit from a freelance museum educator, who acted the role of chatelaine of Castell Morlais, encouraging the children to ask her questions in order to find out more about life in Merthyr Tydfil in the distant past.

The pupils clearly enjoyed their study of history, and were well aware of its immediate relevance to them, as well as of a broader Welsh context.

Aspects of twentieth century world history: a Welsh perspective

This comprehensive school has a large and varied catchment area, with many pupils coming from families that have recently moved to Anglesey. The case study is based on an article by the head of history which was published in the Spring 2001 issue of *The Welsh Historian*, the journal of the Association of History Teachers in Wales.

Pupils begin their study of twentieth century world history with an overview of Wales at the beginning of the century, followed by work on the effect of the First World War on politics, economy, culture and society, making connections with the wider world picture.

Following this, pupils must develop their own exhibition (which may take the form of a PowerPoint presentation) on the chief developments in the twentieth century in one of five selected fields. These are 'Women's history', 'Communism', 'The life and work of ordinary people', 'Empires' and 'Us and them' – this last, open-ended topic is intended primarily for the most able pupils.

In developing their project, pupils must include a time-line indicating the chief events in their chosen field, noting the effects of the First and Second World Wars, and noting changes as well as areas of little change. They must also include:

- between 16 and 25 main events
- an account of the lives of two individuals who made a significant contribution in their chosen field
- a description of the situation at the end of the century, noting the effects the events and developments studied had on Wales
- reference to the experiences of men, women and children
- a range of evidence from the locality, Wales, Europe and the world, including interviews with family members.

Seventy-five per cent of the work must be in Welsh, while the remaining 25 per cent should be shared between two and four other languages.

The teacher's intention is to meet the requirements of the National Curriculum, to lay a sound foundation for work on the twentieth century in KS4, and to develop pupils' understanding of the situation of Wales in a twenty-first century Europe of large and small nations and great cultural diversity.

Developing a sense of place

The whole Welsh-medium primary school, including the pupils with additional needs, was involved with this project where geography linked with literacy and creativity, especially through art and music. Teachers used a sense of place as a point of reference to heighten awareness, appreciation and understanding of all five aspects of the Curriculum Cymreig as stated in the Common Requirements. The work also addressed aspects of the programmes of study for geography relating to skills and enquiry, and knowledge of the local area and a contrasting locality.

Where are we? What is it like?

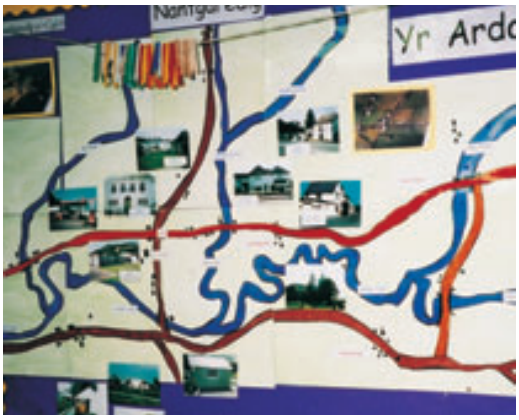
To understand and appreciate where they are, pupils developed map skills, using maps and plans at a range of scales and enjoying displays of their own map work throughout the school. Using maps is an integral part of the activity of the school community. Examples included:

- pupils' participation, where in assembly a large map made by pupils showing weather in Wales formed a backdrop for an assembly presentation
- parental participation, where a map in the hall was made up of parents' postcards from holidays, emphasising the town's position in Wales and Europe
- classwork, where Year 6 studied oblique aerial photographs and identified how the town had evolved and explored the reasons behind local change
- classwork, where Years 5 and 6 created a large wall map to illustrate land use and the location of their homes
- assessment, where the teacher used Unit 1 of the *Optional Assessment Materials for Geography at KS2*, ACCAC, 2001, as a classroom exercise.

How are we the same? How are we different? Talking and working with other countries.

The school has developed and participated in a range of activities that have linked it with other parts of Wales, Europe and the wider world. The emphasis is on active participation by all pupils. Key initiatives are listed below.

- A European link – exchange of work: the school has working links with a school in Denmark and one in Italy. Each term, the teachers decide on a study theme in which all classes can participate and talk about Wales. Two have been 'our river' and 'our buildings'. Packages of children's work are exchanged with the European partners. They are opened in assembly, discussed with the children and displayed.



- An international link – a video conference: pupils won a competition by selecting 10 words that described their school. The prize was to participate in a video conference exchange with pupils from a school in New South Wales, Australia. They discussed what it is like to be Welsh and talked about local folk stories. The Australian pupils, some of whom had Welsh ancestors, asked how they should pronounce their names. The conference ended with the words 'Good night' from the Australian pupils – a living demonstration of the importance of relative global positions. The school has now purchased its own camcorder and pupils are planning to make a video of the school and area to show at the next conference.

- Visits in Wales – classroom photo diary: the school aims for all pupils, including those with special needs, to participate in two visits each term. Each class keeps on display a photo diary of its activities and outings. Visits are always integrated into curriculum planning and are followed up with group work and displays. Recent visits have been to the National Botanic Garden and to the Museum of Welsh Life at St Fagans.

The headteacher comments:

> 'Our aim is that a Curriculum Cymreig is an integrated part of all the school's curriculum planning. It is also inclusive. The wider community is involved as are all pupils including those with additional needs. Since geography is about place, it can underpin the holistic approach to a Curriculum Cymreig but other valuable components are the creative, literacy and cultural elements. We tend to bring these together by themed teaching on a particular day or week, for example, about St David's Day.
>
> Key features in the success of the programme for geography have been:
>
> - an experienced geography coordinator who can identify opportunities to plan the geography curriculum and integrate a Curriculum Cymreig
> - having a collective approach to deciding a termly theme which can work across the curriculum
> - all classes participating in local fieldwork.'

This sequence of lessons was part of a special events programme arranged to link with Eisteddfod week in an English-medium high school in North East Wales.

What is North Wales like?

This study involved Year 7 pupils and was planned to cover the KS3 theme: Settlement – how and why changes occur in settlements and how they affect people in different ways. It made a contribution to pupils' understanding of the economic forces shaping Welsh life and an appreciation of the environmental issues resulting from economic change.

The supporting activities included fieldwork in Snowdonia National Park and in Mold as well as using maps. In 2002, the school registered to be a part of an Ordnance Survey Scheme to receive a free copy of the local 1:25,000 scale OS map for every Year 7 pupil.

Pupils had to plan and design a promotional tourist brochure for North Wales. Using OS maps, they interpreted conventional signs and map symbols to identify and discuss a series of questions.

- What is North Wales like?
- What are the characteristics of local settlements?
- Where do tourists come from and how do they get there?
- Why do they visit North Wales?
- Do we want to promote tourism?

They used the information they had found and the opinions expressed to plan and design their brochures and these were displayed in the classroom. Through this work, the pupils demonstrated an awareness of the economic forces shaping Welsh life and the resulting issues.

A poster – What is Wales?

Pupils participated in a whole school event to create a display for Eisteddfod week. A month before the Eisteddfod, a homework task was to produce a poster showing images of Wales and these were submitted for judging.

Entries formed a display and included images of culture, leisure, heritage, sports personalities and pop stars. A winners' evening took place to which parents and members of the local community were invited.

A class teacher at the school commented:

> 'We aim to integrate Welsh examples at every possible opportunity because it increases the relevance of what we are doing and improves pupils' geographical understanding. We aim to build up geographical skills and local awareness by using local maps and exploring issues that are important here in North Wales – issues such as the use of water and the importance of EU membership to support Welsh regional redevelopment. In particular, we try to address the theme of change which is so important here in North East Wales. The whole approach to the Welsh dimension is helped by a general awareness in the whole school environment.'

The Humanities coordinator added:

> 'Y Cwricwlwm Cymreig has an additional dimension here in North East Wales because of our relationship with North West England. There are few specific resources which appreciate this and teachers have to develop their own materials and approaches.'

What does it mean to be Welsh?

In a Welsh-medium secondary school in the South Wales valleys, Year 7 pupils studied the theme, 'Where do people live and work?' which looks at the causes and consequences of migration and economic change. In two of the lessons, pupils addressed the question 'What does it mean to be Welsh?'

The first lesson used a video as a focus for discussion about the economic character of South Wales and the way in which the Welsh Assembly might impact on people's lives in the region. In the follow-up lesson, a very successful local Italian café owner came to talk with pupils about his family, his family's migration to Wales and the developing of his business enterprise. In discussion, he explored with the class various notions of 'Welshness', not least the problem of deciding which rugby team to support! Pupils formulated and posed their own questions and articulated their own opinions and attitudes to being Welsh. They also gained a clearer understanding of migration into the Welsh valleys.

Their teacher said:

> 'This is a lesson the pupils really enjoy, and it provides a good opportunity to consider issues such as cultural diversity. It works differently each year depending on the cultural background of individual members of the class, but the important thing is for pupils to begin to challenge their own thinking and that of their fellow pupils. They begin to realise that some images presented are stereotypes.
>
> I find that the residential visit which all Year 7 participate in at Llangranog is a bonus in developing the pupils' appreciation of the regional differences within Wales. They experience a contrasting Welsh landscape and, for those whose home and community is not Welsh-speaking, a different linguistic environment.
>
> I integrate a Welsh dimension throughout KS3 and return to the same theme of 'Welshness' in Year 9 when we have looked at different global issues, so that the scene is set for pupils' KS4 studies.'

The local environment – architectural features

In this unit of work over a six-week period, KS2 pupils explored architectural elements within their locality, using sketchbooks and digital cameras to collect examples of features on buildings in their town.

First they explored the school building, inside and out. Using pencils, pens and crayons, they drew from observation and made a series of rubbings of surfaces. They looked at features and discussed shapes and patterns using their sketchbooks to record ideas and to list words that described and named particular features seen around the building. They selected particular shapes and words as a focus for further class discussion and to create a common theme for the project. Their teacher encouraged pupils to share ideas and talk about how they would like this work to develop.

During the following week, particular drawings from their sketchbooks were photocopied and used to create a display in the classroom. The display also included a simple word bank, put together by the pupils, to describe the shapes and patterns seen around the school.

Towards the end of the week the teachers, with a group of adult helpers, took the pupils with their sketchbooks and a digital camera for a 'sketching trip' to town. Pupils worked in groups of four or five and looked at different buildings. The teachers asked them to look for interesting or unusual viewpoints when making sketches. Pupils worked quickly, using pencil, trying to include 'as much information in their drawings as possible without being fussy'. Once they had made these initial sketches, they filled a page of their sketchbook with small drawings of architectural features and fittings such as handles, letterboxes and window catches.

During their next art lesson, the teachers showed the pupils examples of town maps and heritage trail pamphlets from various towns and cities throughout Wales. They discussed the types of visual features in these maps and how they could use the information they had collected to make a large-scale, collaborative 'heritage map' of their own town. They looked back at their sketchbooks and digital photographs and began to organise their findings into groups.

Over the next four weeks, the pupils worked in groups using a variety of media to assemble a large wall of words and pictures carefully arranged in geographically appropriate ways to lead a spectator around the town to find all the features they had collected.

This project clearly meets elements of the programme of study for art as well as the requirement of the Curriculum Cymreig for pupils to develop their knowledge of their local environment and culture. It was a great success and allowed pupils to look at their own town with new eyes.

Industrial Heritage – The Visual Culture of Wales

In this unit of work over a 12-week period, the teacher used the book, *The Visual Culture of Wales: Industrial Society* by Peter Lord (University of Wales Press, 1998), to introduce the industrial art of Wales to Year 9 pupils.

During the first lesson, the teacher introduced the class to some of the images in the book and talked about atmosphere and drama in paintings and drawings. Pupils then worked in pairs to make dramatic drawings of each other. The aim was to work quickly and 'freely'. Using oil pastels, bold lines and strong atmospheric colours, pupils described their partner 'in action' as seen from a dramatic viewpoint, thus showing their understanding of the concept of drama and its use in making images. At the end of the lesson, they looked at each other's drawings and briefly discussed the various strengths of the work.

For homework, pupils had to look for a picture or event that showed drama and/or atmosphere. They could select from anywhere – a magazine, TV, film – or use an imagined one based on a story they had read or heard. The task was to write a description of the chosen picture or scene or to make a drawing of the story, and pupils knew that each would be expected to talk about the reasons for selecting this image and to explain its dramatic or atmospheric features to the class in the next lesson.

For the second lesson, the teacher had identified a selection of colour plates from the book. The class was organised into six groups of five. The task for this lesson was first to talk about their homework and explain their selection, and then to look at the images and select the two images per group that they thought were the most dramatic. By the end of the lesson, each group was keen to talk about their choice and to justify why they felt the images were the most dramatic and atmospheric. The five images selected were:

1. *Rolling Mills* by Thomas Horner, c. 1817 – watercolour (plate 29, page 31)
2. *Bute Furnace, Rhymney*, c. 1830 – oil (plate 75, page 58)
3. *The Penrhyn Quarry* by Henry Hawkins, 1832 – oil (plate 114, pages 80/81)
4. *Dowlais Ironworks* by George Childs, 1840 – watercolour (plate 197, page 135)
5. *Steelworks, Cardiff, at Night* by Lionel Walden, 1897 – oil (plate 282, page 181)

For the next lesson, the teacher prepared a series of contrasting images for display in the classroom, showing dramatic images of portraits, objects and abstract compositions. During the lesson, pupils had to develop a small, mixed-media abstract composition using line, colour, shape and tone. For homework, they were asked to make a series of sketches in their home or locality that showed people at work in a dramatic way.

During lessons over the next four weeks, each pupil developed their composition using paint on A2 grey sugar paper. They used their sketchbooks to collect more information from their original sources and gathered other pictures showing drama and atmosphere as the lessons progressed.

In week eight of the project, all the work was pinned up in the classroom and the class used this session to review progress and to make evaluations. Pupils completed their work during the next two lessons and, during week 11, they carefully mounted and exhibited their work in the corridor next to the art room. The final lesson provided pupils and the teacher with the opportunity to review the finished work and make a final evaluation.

The Lady of the Lake

A project on opera has stimulated work related to a Curriculum Cymreig in three primary schools in Carmarthenshire. Opera Box Limited, a touring music education company based in Brecon, led the work (Tel: 01874 690339; www.operabox.co.uk). Musicians from Opera Box visited each school once a week over a period of seven weeks, working with Year 6 pupils to compose and perform an opera.

Pupils began by exploring Purcell's *Dido and Aeneas*, then decided to base their own opera on the Welsh legend, *The Lady of the Lake*. This legend, based on Llyn y Fan near Llangadog in the Black Mountains, tells of a shepherd who marries one of three maidens he meets by the lake. A condition of their marriage is that if the shepherd strikes his wife three times, she will return to the lake. Throughout the course of the marriage, the shepherd strikes his wife three times – at the christening of one of their sons, at a marriage and at a funeral. As promised, the maiden returns to the lake.

The first part of the creative process was to visit Llyn y Fan. Pupils recorded some of the sounds around the lake, made sketches of the scenery and listened again to the story. Back in school and with the help of the musicians and teachers, pupils wrote scripts and lyrics, composed songs and instrumental music, and made costumes and staging. Though the three schools are all Welsh-medium, the workshops with the musicians were conducted in English. Pupils integrated their skills in performing and composing with drama, movement, creative writing and design. Pupils also took responsibility for marketing, fund-raising and sponsorship.

The seven weeks' preparation culminated in an evening performance of the children's music. Pupils performed their 20-minute opera based on *The Lady of the Lake*, then joined professionals from Opera Box in performing sections of *Dido and Aeneas*.

Back in their own schools with their own teachers, pupils followed up their performing and composing work by appraising *The Silent Pool* (Y Llyn Mud) by Grace Williams. Though this piece does not relate explicitly to Llyn y Fan, it is an excellent piece of programme music which happens to describe the atmosphere of the Welsh legend. Recently discovered and published, *The Silent Pool* is available on a CD of Welsh Contemporary Piano Music performed by Iwan Llewelyn Jones (*Welsh Portraits/Portreadau Cymreig*, Sain, SCD2308). This CD contains interesting pieces by various Welsh composers such as Ceiri Torjussen, Pwyll ap Sion and Karl Jenkins.

Cool Cymru

At a Welsh-medium secondary school, the Head of Music has integrated some of ACCAC's commissioned materials relating to a Curriculum Cymreig into her scheme of work for KS3.

In Year 7, pupils began by performing the Welsh folk song *Si Hei Lwli, 'Mabi*. This song uses a pentatonic (i.e. five-note) scale, and is therefore ideal for building on pupils' experiences in KS2. Pupils worked first as a class, then in groups, on a three-part arrangement using their voices, recorders, tuned percussion and keyboards. Each group performed in front of the class. Pupils appraised the performances, then moved on to group composition work, using the pentatonic scale and imitating the form, structure and flowing nature of the folk song.

Pupils revisited *Si Hei Lwli, 'Mabi* in Year 8 by listening to *Fantasia on Welsh Nursery Rhymes* by Grace Williams. This work presents arrangements of eight Welsh nursery rhymes; pupils recognised most of these and commented on the arrangement, instrumentation, etc. This stimulated pupils to choose a different rhyme and compose their own arrangement. *The Music of Wales* (Curiad, 1996, ISBN 1 897664 90 7) contains a recording of *Fantasia* and useful information about the music.

Welsh bands such as Catatonia, the Manic Street Preachers, the Stereophonics, Super Furry Animals and Gorky's Zygotic Mynci have made a significant contribution to the 'Cool Cymru' concept – a fashionable, contemporary role model of Welshness. This image appealed to the Year 9 pupils who learned to perform an arrangement of *International Velvet* (Catatonia). This arrangement is presented in a pack called *NOW let's make music!* (UWIC Press, 2001, ISBN 1 902724 36 4). To perform the arrangement, pupils used their voices and whatever collection of instruments they could offer. One class, for example, played keyboards, percussion instruments and drum kit, and used the MIDI file to provide the important rhythm and bass parts. Another class added an optional descant part on B♭ instruments, and split the drum kit part between two pupils. Each class recorded its performance of *International Velvet*, then appraised its own and other classes' performances.

Developing a Curriculum Cymreig through dance

This project involved students from the University of Wales College Newport working with pupils from three local primary schools.

Pupils came to the college where the project was led by tutors at the university and supported by trainee teachers specialising in Physical Education. The stimulus for the dance work was coal mining and the transportation of coal to the port of Newport. An initial question and answer session developed pupils' understanding of the historical, environmental and economic characteristics of Wales and the leaders used pictures of different aspects of mining during this discussion.

Pupils worked individually to create movement sequences based on actions associated with mining the coal. They developed the work in small groups in which they represented different ways of transporting the coal from the mines. Trainee teachers worked with the pupils to develop this aspect of their work, setting tasks for the pupils to work on and helping them to improve their compositional and choreographic skills. They encouraged the pupils to evaluate the performance of others and to comment on the quality of the work observed.

Pupils were able to comment on the importance of the coal mining industry and reflect on the impact that mining had on the environment of South Wales. Their movement sequences demonstrated their understanding of the poor working conditions of the miners and of the dangers associated with working underground. They also understood the importance of mining to Wales in the twentieth century and how the situation has changed today. Working together in a group enhanced pupils' creative skills and gave them the opportunity to express their ideas imaginatively. Incidental Welsh was used during the practical work and pupils learned to respond appropriately.

Teachers commented that they had observed improvements not only in the pupils' movements but also in their ability to create coherent sequences of movement. Pupils had responded well to the support provided and the tasks set. On return to school, pupils were well-motivated and able to recall the information shared on the day. They had also benefited from working with pupils from other schools.

The trainees' evaluations focused on the ability to use aspects of a Curriculum Cymreig as a stimulus for dance, and on the opportunity this unit of work presented for the assessment of pupils' standards of achievement in planning, performing and evaluating.

Sport Education

Teachers introduced Year 10 pupils in this English-medium comprehensive school to a Sport Education programme as an alternative learning framework for rugby and netball. The pupils were involved in planning, managing and running their own programme for a season. They took responsibility for:

- risk assessment
- warm-up and cool-down activities
- planning of lesson and club practice materials
- teaching most of the content
- selection of appropriate tactics for competitions
- application of first aid if necessary
- competition organisation
- squad and team selection
- settlement of disputes
- officiating.

The teacher's role was that of facilitator, helping the pupils to plan appropriate teaching materials safely and lead review sessions, as well as occasionally making a coaching or officiating input by invitation of the squad or captain. Pupils produced their own laminated task cards with the help of the school's IT coordinator. The season finished with a round robin competition against invited county secondary schools, organised entirely by the pupils.

The teacher decided that this framework could be used to develop and apply the pupils' knowledge and understanding of the cultural and linguistic characteristics of Wales.

Pupils were challenged to develop a selection of their resources bilingually and produced task cards in Welsh and English. The Sport Education notice board, dedicated to the season's practices and competition notices, had headings in Welsh and English, and pupils learned key words and signals used in officiating in both languages.

The planning of the competition at the season's end (which was the highlight of the year) included writing to and meeting a Welsh international player representing each of the sports. Pupils invited the internationals to give advice on how to plan an award ceremony for the most successful rugby and netball teams, including the playing of appropriate music, invitations to local dignitaries and the award of medals or a certificate. Finally, the internationals agreed to make the awards personally and to meet the pupils.

St David

Each year, in February, the pupils from a West Wales primary school visit St David's Cathedral, Glyn Rhosyn (where St David founded a monastery) and Llandewi Brefi, the place where he is said to have preached a famous sermon. They find out about the saint's life and the way in which he spread Christianity across Wales and lived his life helping others and teaching people about Jesus. The pupils carry out a class research project and try to find out why St David is special to Christians across Wales, why people thought he was a good person, why founding churches and teaching people was thought to be so special and why Christians today look to him as a good example. They compare the qualities of contemporary Welsh celebrities with the qualities of St David and consider whether these celebrities are likely to be remembered over the coming centuries. By using photographs of their journeys and by recording their research, they produce a class book entitled 'Why is St David so Special?', parts of which are read on St David's Day. In this way, they fulfil the requirement of their locally agreed syllabus.

Beginnings

A primary school working on the topic of 'beginnings' invited two local faith leaders to the school to show how babies are welcomed into the faith. For Christianity, a local vicar carried out a simulation of an infant baptism service. He used a doll in place of a baby and placed holy water on its head in the sign of a cross. The 'godparents' and 'parents' made promises on behalf of the baby and the baby received a candle.

A few weeks later, the imam from the local mosque visited the school to show how babies are welcomed into the Muslim faith. He told the children that Muslim parents invite the imam to perform a service in the baby's home one week after birth. Using a doll, the imam showed the pupils how he would whisper words from the Qur'ān into the baby's ears, how the baby's hair would be shaved and weighed and how the family would be expected to give to the poor the same amount of money as the weight of the baby's hair.

These activities helped the pupils understand significant celebrations that take place within two different religious traditions and begin to understand the diversity of faith in the local community.

Varieties of religious experience in Wales

A South Wales school is currently developing a RE website. The pupils involved are carrying out research on what it is like to be a member of each local faith group in the Abergavenny area. For this work, they are preparing questions for visitors to the school and interviewing teachers and pupils. They are also carrying out their own research by visiting local places of worship and finding out more about the specific religions and religious events that happen in their locality. They record this information in written form and in digital photographs and video clips.

This research will be used as a starting point for pupils to carry out future research and will subsequently be updated. The pupils are also planning to make links with a school in North Wales so that they can then analyse and compare the experiences of religion in different localities in Wales.

Responsibility to the environment of Wales

Pupils in two secondary schools, one in North Wales and one in the South, considered the relationship between religion and responsibility for the local environment.

In North Wales, the teacher wanted pupils to analyse the implications of the Judaeo/Christian creation stories in relation to the ways in which we show responsibility for the natural world and attempt to sustain the beauty of God's creation. To this end, she took photographs of the local environment on Anglesey which showed both the natural beauty of the area as well as views of built structures/recycling areas. Some of the places, such as glass or paper banks or wind farms, might be considered in two ways: as unsightly eye-sores, or as being of great benefit to the environment. Pupils gave their opinions about what they judged to be beneficial to their local community and tried to decide which aspect showed a greater link with the religious ideas studied.

In a South Wales school, the pupils also considered the Judaeo/Christian creation stories and their links to humanity's responsibility for nature. Pupils discussed the environmental damage caused by the Sea Empress disaster and the effects of foot and mouth disease in the locality. They then considered these environmental disasters within the context of religious ideas and wrote analytical newspaper articles showing how humanity has let God down.

Developing the Curriculum Cymreig in a Special School: KS4

A cross-curricular project about Dylan Thomas

In one secondary special school in Swansea, Year 11 pupils with a wide range of learning difficulties and disabilities took part in a project over a whole term as part of the Heritage Project. The original stimulus for the project was an article in a local newspaper about a celebration of the life of Dylan Thomas.

The pupils brainstormed what they knew about Dylan Thomas and found that it was very little – so work began. They discussed where they could find more information, and suggested sources of evidence such as the local library, the museum, the Internet, the Dylan Thomas Centre, and the places where he lived and worked.

Work started with a map of Wales on which pupils found the places associated with the poet. The class visited his former houses in the Swansea area and also his schools, the pub he used and his parents' house, gathering as much information as possible about life in the 1950s.

In Dylan's house in Laugharne, they watched the video about Dylan's life, looked at the artefacts there and collected more information. This provided the stimulus for art work, writing and D&T projects as the class built a model of the boathouse with electric lights and soft furnishings knitted and created by the pupils. While in Laugharne, the class also visited the church and Dylan's grave.

In geography and history, the study extended to look at his visits to the USA and President Carter's interest in him. Pupils also discussed other artefacts from the 1950s and compared them with what we use and the way we live today. To help the pupils, a visual time-line was created around the classroom.

A highlight of the project was a visit from Aeronwy Ellis, the daughter of Dylan Thomas. The pupils interviewed her with questions they had previously prepared, and she later answered all those questions individually on post cards.

The project gained recognition from the Heritage Project and was a great success. Motivation was high. The range of activities brought the study to life and pupils remembered their work for a long time. All pupils took part in the activities and there was great commitment from the staff and senior management team at the school who allocated tasks to pupils according to their individual needs and ensured that each one experienced success. The project provided a coherent means of covering many areas of the curriculum, gave the pupils a real sense of purpose and allowed them to learn a great deal about a famous writer from their local community.

Developing the Curriculum Cymreig in a nursery class

25

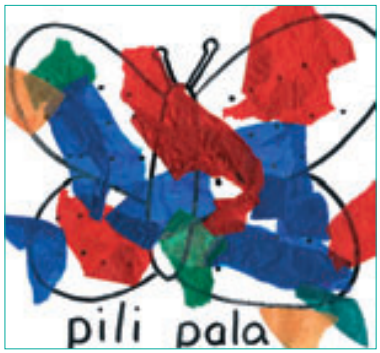
In a Welsh-medium nursery class in Mid Wales, there are 20 children, 10 per cent of whom come from homes where Welsh is the first language. Teachers use a gradual approach to teaching the Welsh language to the English-speaking majority, building up vocabulary and grammatical constructions through day-to-day talk, role-play, reading stories and singing Welsh nursery rhymes, number rhymes and finger songs. They use tapes such as *Bys a Bawd* and *Hwiangarddi*, and tape the children's response to stories and rhymes as a means of assessing their understanding and language competence.

Role-play provides an important context for developing language and children use the Wendy House regularly, with support from assistants who extend their talk and activities. The topic of the second role-play area is changed termly. It is currently Café Sali Mali and children can practise conversation, formulating questions and providing answers, and learning about various words associated with food. At other times, the area becomes a hospital, a shop, or whatever context fits the overall topic for the term. Children learn numbers, shapes and colours in Welsh and teachers encourage them to use Welsh when greeting each other, asking questions and giving and receiving instructions.

As part of their work to develop knowledge and understanding of the world, children learn about aspects of their locality and their local community. The school is near the River Severn and the river provides a rich source of vocabulary relating to water and the environment. Children visit the local pet shop, the greengrocer, the adjoining day centre and the nearby park. There are links with the fire service, the community police, road safety officers, the school nurse and other visitors, and children annually take part in the harvest service at the local Welsh chapel. The school holds a Dewi Sant concert and children dress in traditional costume. A local harpist has demonstrated the Welsh harp in the school so that children become familiar with some of the traditional music of Wales. In all these ways, the school uses its locality as a resource and gives the children a real sense of community.

As part of their curriculum, the children consider Wales in comparison with other countries and study other world locations. In particular, they think about the life of a girl/boy in Wales (what games and toys they play with, what happens in their typical day) and compare this with the life of a similar child in other countries.

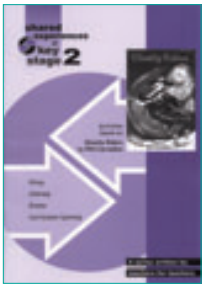
26 Developing the Curriculum Cymreig in a day nursery



In this private day nursery in South Wales, most pupils come from English-speaking homes. The use of Welsh as a second language is encouraged, however, particularly as the staff are well aware of the ease with which very young children can learn a new language. The nursery specifically aims to give children some experience of Welsh language and culture and to promote awareness of another language and understanding of basic words and phrases. Children learn numbers and colours in both Welsh and English, and staff frequently use incidental Welsh when talking to the children, for example when discussing the weather board, as well as at snack time. Other vocabulary is developed in both languages (for example parts of the body, names of fruit and vegetables) and some paintings and collages on display are labelled with Welsh names. Celebrations take place on St David's Day and children draw and paint the national emblems of Wales.

As in the previous example, the nursery makes full use of the local community to enhance children's knowledge of the world around them. The older children go on frequent visits to such places as the local playing fields, the nearby recreation centre,the fire station and the regional airport, and local people visit the nursery to talk to the children. This gives them a real sense of belonging to a community and a growing understanding of how this community works.

Working together to develop the Curriculum Cymreig: KS2



Six primary schools in North East Wales worked together, and in cooperation with Wrexham LEA and staff from NEWI and the Schools Library Service, to develop cross-curricular approaches to delivering a Curriculum Cymreig. They devised materials to support teaching and learning in a range of subjects including art, geography, history, mathematics, English and Welsh, and have revised schemes of work to provide Welsh contexts and subject matter.

Teachers in the network of schools obtained General Teaching Council for Wales Professional Network bursaries, which were used to provide time for planning meetings and for the collaborative preparation of resources.

The areas listed below have proved particularly fruitful in terms of planning learning activities and extending the experience of pupils and teachers.

- The incorporation into schemes of work of the writing of authors living in Wales and using Welsh settings and contexts for stories, novels and poems. Links with the Welsh Books Council and visits to the County Library raised teachers' awareness of the range of materials available. They have also made use of articles from *English in Wales* and suggested activities in the *Shared Experiences at Key Stage 2* series, both published and distributed by the National Language Unit at the WJEC (Tel: 029 2026 5007; www.wjec.co.uk).
- Work with a visiting professional storyteller who presented traditional Welsh tales and ran workshops with pupils in each year of KS2.
- Use of maps, artefacts and written and numerical records from the immediate area as source material for study of local geography and history, and handling data in mathematics. Some of these materials also provided a stimulus for producing original artwork and poetry.
- Raised awareness of ICT software and websites that offer rich resources related to local and national culture, heritage, industry and environment. Interrogation and use of these sources has enhanced pupils' skills in ICT, reading and writing in terms of expressing and sequencing ideas, and processing and presenting information. At the same time, their awareness of social development and environmental change has been raised and they have gained a fuller sense of identity and place.

One of the teachers involved in the project summed up the benefits of their involvement in this way:

> 'Being part of this network has raised my awareness of the importance of a Curriculum Cymreig and its inclusion in planning for both core and foundation subjects of the National Curriculum. I have greatly increased my knowledge of the wealth of resources available to support the delivery of a Curriculum Cymreig, such as the Schools Library Service, publishers like Pont, TV, radio and IT, all of which can be shared with my colleagues at school. Through developing closer professional links with colleagues in other schools I have been involved in sharing good practice which again will benefit both my own teaching and that of the staff in my school.'

A booklet describing this and other projects, *Cwricwlwm Cymreig Project* by North East Wales Institute of Higher Education (NEWI) and University of Wales Bangor Schools of Education sponsored by HEFCW, is available on the ELWa website www.elwa.ac.uk

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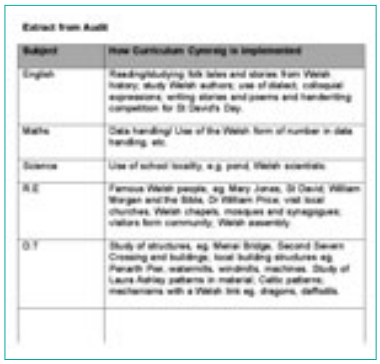
LEA support for the development of the Curriculum Cymreig



Extract from Audit

Subject	How Curriculum Cymreig is implemented
English	Reading/studying folk tales and stories from Welsh history; study Welsh authors; use of dialect, colloquial expressions, writing stories and poems and handwriting competition for St David's Day.
Maths	Data handling/ Use of the Welsh form of number in data handling, etc.
Science	Use of school locality, e.g. pond, Welsh scientists.
R.E	Famous Welsh people, eg. Mary Jones, St David, William Morgan and the Bible, Dr William Price, visit local churches, Welsh chapels, mosques and synagogues; visitors form community, Welsh assembly.
D.T	Study of structures, eg. Menai Bridge, Second Severn Crossing and buildings; local building structures eg. Penarth Pier, waterrolls, windmills, machines. Study of Laura Ashley patterns in material, Celtic patterns; mechanisms with a Welsh link eg. dragons, daffodils.

CHOOSE TEAM TARGET

To develop the Infant Library provision in the school including supporting Curriculum Cymreig

Time Span: 1 year

Personnel: Mrs S, Mrs J, Headteacher

Monitoring: Mrs S, Mrs J

Strategies to Achieve This

1. Use of schools book fairs to stimulate interest.
2. Extend infant non-fiction library in corridor.
3. Create an attractive Infant Library reading area in the entrance hall.

Criteria for Success

- Wider and more independent use of the Infant reference books in school.
- Stimulating book interest in reading in the Infant school.
- Improved appreciation and enjoyment of Welsh literature.

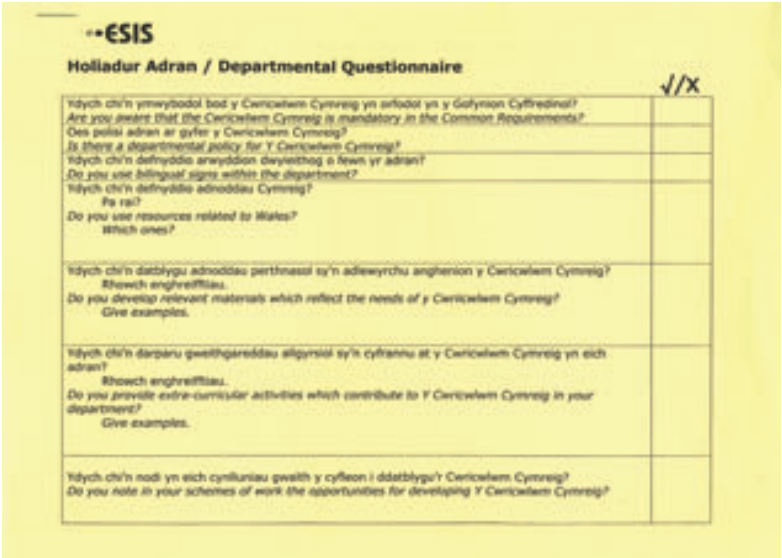
Resources: DRIS for creation of entrance hall library area, bookcases, additional books, carpet area – School Budget.

As part of their work with teachers, some LEAs have produced comprehensive resource packs and INSET materials focusing on the development of the Curriculum Cymreig.

For example, the Vale of Glamorgan, as part of their School Improvement Service, has published a very detailed and useful resource pack for primary schools. These materials were produced by teachers working together to respond to *The Learning Country*'s requirements and to Estyn's recent document about *Y Cwricwlwm Cymreig*. The pack contains a section that details the work of one school in producing and implementing a relevant policy statement, as well as sections on most subjects of the National Curriculum providing a wealth of ideas and worksheets and a comprehensive list of resources.

ESIS has held an INSET session focusing on the creation of a whole school policy for a Curriculum Cymreig in the secondary school. The session looked at whole school planning, included examples of work in RE, music and history, and provided a framework for an audit of provision across the curriculum, questions for departments and a department log on which relevant activities could be recorded.

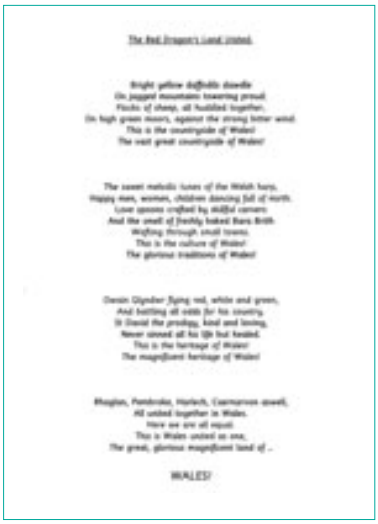
It is likely that other LEAs have focused on the Curriculum Cymreig in similar ways. Schools should therefore consult with their own LEA advisory services about locally produced resources.



ESIS

Holiadur Adran / Departmental Questionnaire

	√/X
Ydych chi'n ymwybodol bod y Cwricwlwm Cymreig yn orfodol yn y Gofynion Cyffredinol? *Are you aware that the Cwricwlwm Cymreig is mandatory in the Common Requirements?*	
Oes polisi adran ar gyfer y Cwricwlwm Cymreig? *Is there a departmental policy for Y Cwricwlwm Cymreig?*	
Ydych chi'n defnyddio arwyddion dwyieithog o fewn yr adran? *Do you use bilingual signs within the department?*	
Ydych chi'n defnyddio adnoddau Cymreig? Pa rai? *Do you use resources related to Wales?* *Which ones?*	
Ydych chi'n datblygu adnoddau perthnasol sy'n adlewyrchu anghenion y Cwricwlwm Cymreig? Rhowch enghreifftiau. *Do you develop relevant materials which reflect the needs of y Cwricwlwm Cymreig?* *Give examples.*	
Ydych chi'n darparu gweithgareddau allgyrsiol sy'n cyfrannu at y Cwricwlwm Cymreig yn eich adran? Rhowch enghreifftiau. *Do you provide extra-curricular activities which contribute to Y Cwricwlwm Cymreig in your department?* *Give examples.*	
Ydych chi'n nodi yn eich cynlluniau gwaith y cyfleon i ddatblygu'r Cwricwlwm Cymreig? *Do you note in your schemes of work the opportunities for developing Y Cwricwlwm Cymreig?*	



In order to promote the importance of Welsh and a Curriculum Cymreig, one Cardiff primary school has used the following initiatives.

Eisteddfod Dydd Gŵyl Dewi

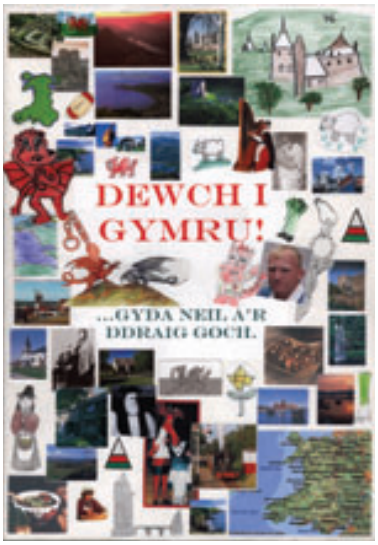
The school has put particular emphasis on the celebration of St David's Day – 'Dydd Gŵyl Dewi'. Children throughout the school were organised into houses and earned points for their house during the year for a number of things, from good behaviour to improvements in work and effort.

In the weeks preceding the Eisteddfod, the children took part in various competitions: art, handwriting and 'dress the wooden spoon' (a homework task). These were judged and points awarded were carried forward to Eisteddfod day. Weekly house meetings took place where preparations were made for entries in performance competitions such as choral speaking, Welsh poem recitation and house choir. The actual competitions happened on the day itself.

On the day of the Eisteddfod, the whole school listened to a presentation of a traditional story, and then KS1 classes performed a series of items. Later, KS2 pupils competed in the various competitions, earning points for their house which were added to those already accumulated. Results of the performances were announced periodically throughout the morning and the excitement built up!

The final competition results announced were the results of the Bardic poem competition, open to Year 6 pupils only. These pupils wrote poetry with a Welsh theme, a winner was chosen who was then crowned as the Bard in a special ceremony, with traditional words spoken, music played and dance performed. The celebrations concluded with the final results and the singing of the National Anthem.

This was an excellent opportunity not only to immerse pupils in a traditional Welsh custom but also to promote the Welsh language through oral performance, art, music, dance and creative writing.



Welsh Big Book – a research project for Year 6

Working individually and in groups, pupils researched various aspects of Wales and 'Welshness' using reference books, the Internet and other sources of information, then collated their findings in a class 'Big Book of Wales'. Aspects included: food, traditions, tourist attractions, traditional clothing, language, symbols and emblems, sport, history of Wales, special occasions, famous Welsh people and the National Anthem.

The pupils decided on the organisation of the book and that Neil Jenkins and y ddraig goch were to be the tour guides, leading the reader through the book. The completed book incorporated hand-written text, word-processed text, drawings, clip art and photographs. The text was a mixture of Welsh and English, as appropriate.

The project was an excellent way to consolidate research and IT skills, as well as facilitating a wider and more secure knowledge and understanding of the forces shaping Wales and its people. The pupils were very motivated and gained a great deal from their work.

Welsh Club

The school runs a weekly Welsh club, whose purpose is to promote the use and understanding of the Welsh language while having fun and enjoying the sense of being part of a club. The club helps pupils to gain confidence in using the language, to improve their pronunciation and gain greater understanding of its structures and vocabulary. Pupils sing songs, have quizzes and play board games, many of which are traditional.

Folk Dancing Club

The school also runs a weekly folk dancing club where pupils learn and perform traditional Welsh dances to Welsh folk music. They take part in local events and also dance at special events at The Museum of Welsh Life in St Fagans. This consolidates the traditional dance aspect of the PE (dance) curriculum at the school. A folk dancing competition is also part of the St David's Day celebrations outlined above.

A whole school policy for the Curriculum Cymreig in a secondary school

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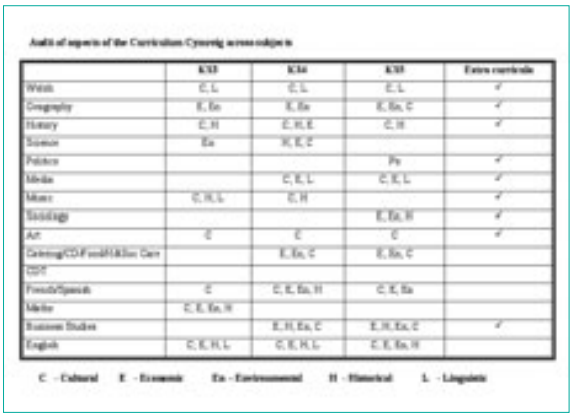
A comprehensive school in the South Wales valleys is very keen to include aspects of a Curriculum Cymreig in all its activities. The whole ethos of the school reflects its position as a school in Wales: telephones are answered bilingually, school stationery is also bilingual and block and door signs are bilingual throughout the school. School brochures are available in both languages. Displays record and celebrate Welsh achievement and present aspects of the history, geography and culture of Wales. The Welsh department encourages pupils to participate in visits to Llangrannog and Nant Gwrtheyrn and the school Eisteddfod is an important occasion, involving pupils' work in a range of subjects.

A recent audit of opportunities to develop a Curriculum Cymreig across subjects showed that most departments do include such work in their schemes of work. Activities include researching the lives of Welsh artists and mathematicians, studying the work of Welsh musicians, actors and television producers, undertaking local surveys as part of sociology and business studies, studying the National Assembly for Wales in politics and using the history and geography of the locality and of Wales as a resource. Such activities are relevant and motivating for pupils, help them to see their locality and country in the context of the whole world picture, and have a positive effect on standards of achievement.

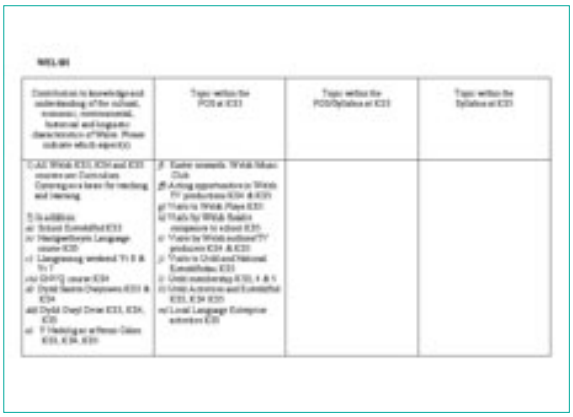
Over the past few years, the school has explored the possibility of introducing the teaching of some subjects through the medium of Welsh in order to add to pupils' linguistic and cultural development. A discussion document described the aims and advantages of such an initiative, outlined the practical details involved in bringing the linguistic ability of sufficient learners to a standard that would enable them to cope with Welsh-medium teaching, identified the costs and resource implications and set out an action plan. The scheme has since been implemented with history, geography and drama being the first three subjects involved. It offers pupils a linguistic experience that is not currently available elsewhere in the county and has created a new pattern of Welsh-medium education in the Rhondda and in the whole of South Wales.



Audit of aspects of the Curriculum Cymreig across subjects

	KS3	KS4	KS5	Extra curricula
Welsh	C, L	C, L	C, L	✓
Geography	E, Ea	E, Ea	E, Ea, C	✓
History	C, H	C, H, E	C, H	✓
Science	Ea	H, E, C		
Politics			Pe	✓
Media		C, E, L	C, E, L	✓
Music	C, H, L	C, H		✓
Sociology			E, Ea, H	✓
Art	C	C	C	✓
Catering/CD/Food/H&Soc Care		E, Ea, C	E, Ea, C	
CDT				
French/Spanish	C	C, E, Ea, H	C, E, Ea	
Media	C, E, Ea, H			
Business Studies		E, H, Ea, C	E, H, Ea, C	✓
English	C, E, H, L	C, E, H, L	C, E, Ea, H	

C - Cultural E - Economic Ea - Environmental H - Historical L - Linguistic



WELSH

Contribution to knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Please indicate which aspect(s)	Topic within the POS at KS3	Topic within the POS/Syllabus at KS3	Topic within the Syllabus at KS3
[illegible]	[illegible]		

Inspecting the Curriculum Cymreig

The current *Handbook for the Inspection of Schools*, in its guidance for inspectors on the inspection of aspect 4.1, Spiritual, Moral, Social and Cultural Development, lists the following features relating to the Curriculum Cymreig which represent good quality work:

- 'Pupils discuss their own and other people's beliefs and understand how these contribute to individual and group identity.
- Pupils have extensive knowledge of the culture and heritage of Wales.
- Pupils recognise and increasingly understand and respect the diversity of beliefs, attitudes and social and cultural traditions.'

Discussion with pupils, teachers, parents and governors, should reveal 'the extent to which the school provides a curriculum which reflects the languages, culture and heritage of Wales.'

Observation of learning activities and other aspects of the school's work should enable inspectors to judge:

- 'the extent to which pupils recognise the diversity of beliefs, attitudes and social and cultural traditions;
- the benefits to the school from, and pupils' responses to, activities and responsibilities outside the classroom, including links with industry and the wider community.'

In the section on aspect 5.3, Curriculum, one of the characteristics of a good curriculum is that:

- 'there is coherent provision for the key skills, personal and social education, work-related education and Y Cwricwlwm Cymreig.'

The main source of guidance on judging the quality of the Welsh Dimension (Cwricwlwm Cymreig) appears in *Technical Paper 9* of the Handbook. It outlines the statutory requirement 'to provide a curriculum which reflects the languages, culture and heritage of Wales' and lists the following general characteristics and aims:

'The Cwricwlwm Cymreig should provide pupils with a knowledge of their Welsh heritage and culture, with a knowledge of contemporary Wales as a country of pluralities, and with an awareness of change and development.

These general characteristics can be translated into specific aims, namely to:

- give pupils a sense of place and heritage;
- give pupils a sense of belonging;
- help pupils become aware of the part played by language and literature in the history and life of Wales;
- give pupils an awareness of the creative and expressive arts in Wales;
- give pupils an awareness and understanding of the factors which have shaped the religious beliefs and practices of people in Wales;
- give pupils an awareness of contemporary issues as they affect Wales.'

Guidance for inspectors states that they should:

- 'focus on teaching and learning, extra-curricular provision and school management and administration;
- evaluate the effectiveness of Welsh First or Second Language teaching and learning;
- consider the distinctive programmes of study in history, geography, art and music;
- consider the extent that other subjects … are used to reflect an appropriate Welsh cultural context;
- evaluate the role of extra-curricular activities in promoting Y Cwricwlwm Cymreig;
- evaluate the extent to which Governing Bodies and Senior Management Teams… influence policies, organisation, curriculum design, and teaching and learning strategies;
- evaluate the extent to which schools have taken practical steps to identify fundamental concepts through curriculum planning and ensure coherence, continuity and progression in pupils' experience within an appropriate Welsh context;
- consider the extent to which schools use Y Cwricwlwm Cymreig as a dynamic concept to inform and enrich not only their pupils but the wider community.'

Estyn's *Newsbrief*, Number 12/00, September 2000, provides further information and guidance to inspectors about matters to do with Welsh and bilingualism and Y Cwricwlwm Cymreig. It reminds inspectors of the statutory nature of the Curriculum Cymreig and states:

'Y Cwricwlwm Cymreig is not confined to timetabled lessons but should permeate the life of the school as a whole.'

The current position in schools and standards being achieved are outlined and the document concludes that, where provision is unsatisfactory, it would be of benefit to:

- 'make sure that there is a consistent approach to Y Cwricwlwm Cymreig across the school in all its aspects;
- make sure that planning in all subjects shows clearly how and where elements of Y Cwricwlwm Cymreig are taught;
- monitor and evaluate Y Cwricwlwm Cymreig systematically in order to identify areas for improvement.'

A more recent analysis of the position of the Curriculum Cymreig in schools can be found in *The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales, 2001–2002*, Estyn, 2003. The Chief Inspector states:

'Schools vary a lot in the attention they give to the Cwricwlwm Cymreig. In the best cases, there are whole-school plans that make sure that the Cwricwlwm Cymreig is an important part of school life and that it plays an important part in every subject. In a few schools, the Cwricwlwm Cymreig is part of a wider policy on European awareness.

In a few schools, there is not enough that is obviously and clearly Welsh about the curriculum or that shows the school is in Wales.'

The New Common Inspection Framework

Estyn's Common Inspection Framework will be introduced for school inspections from September 2004. This framework covers inspections across many sectors in Wales and includes further education, work-based training, initial teacher training, adult education, careers services and youth support services as well as schools. The framework is available on Estyn's website.

The framework is based around seven key questions:

1. How well do learners achieve?
2. How effective are teaching, training and assessment?
3. How well do the learning experiences meet the needs and interests of learners and the wider community?
4. How well are learners cared for, guided and supported?
5. How effective are leadership and strategic management?
6. How well do leaders and managers evaluate and improve quality and standards?
7. How efficient are leaders and managers in using resources?

There is a clear place for Y Cwricwlwm Cymreig in key question 3 ('How well do the learning experiences meet the needs and interests of learners and the wider community?') In answering this key question, inspectors have to evaluate and report on how well the learning experiences meet the needs and interests of learners and the wider community. In making their judgements, inspectors are required to consider amongst other things the extent to which learning experiences 'promote pupils' bilingual skills and reflect the languages and culture of Wales.'

Estyn guidance is likely to remind inspectors that the NC subject orders include the Curriculum Cymreig in the common requirements and that the requirements are signposted in the programmes of study. Estyn will expect inspectors to judge:

'whether these requirements are being met and the extent to which they contribute to the development of pupils' knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.'

Developing a Curriculum Cymreig in your school

This booklet can help schools to establish and develop a Curriculum Cymreig. Below are suggested ways in which this guidance might be used.

Through the identification of a whole school coordinator for a Curriculum Cymreig

In the Main Findings of their recent report on Y Cwricwlwm Cymreig, Estyn states:

> 'Y Cwricwlwm Cymreig often has a high profile within the life of the school when this aspect is coordinated by a member of the senior management team.'

They also make the point that, in schools where this responsibility falls to the subject leader responsible for Welsh within the school, there is an attendant danger that other teachers perceive a Curriculum Cymreig as being primarily concerned with the Welsh language. As a result, many teachers do not fully explore the potential for the wider curriculum to reflect the Welsh dimension.

It would be beneficial to consider both these observations when identifying a coordinator for a Curriculum Cymreig.

It is important that the coordinator's role is one of leadership and management. Such a person should not be solely responsible for implementing a Curriculum Cymreig, but for:

- supporting and motivating other teachers
- coordinating a planned approach by the whole school
- ensuring the school takes full advantage of all possible community links
- being the pivot for discussion, innovation and advice within the school in matters involving a Curriculum Cymreig
- liaison with comparable developments of a Curriculum Cymreig in other institutions.

Through an audit of current provision

Such an audit might be carried out in two parts: one by members of the senior management team looking specifically at whole school aspects and management issues; the other by subject/department leaders, along with all teachers, focusing on the extent to which opportunities for a Curriculum Cymreig are planned into schemes of work for all subjects. In this way, all staff will be involved in the discussion, a range of perspectives and ideas should emerge and the school will be in a good position to begin further development of the Welsh dimension.

Questions the Senior Management Team (SMT) might ask:

Is a Curriculum Cymreig (CC) built into the aims and objectives of the school?	
Do we have an effective policy for the promotion of a CC?	If so, how often and when next should it be reviewed? If not, what should be the process for drawing one up? SMT member? Working party with cross-subject representation? Volunteer committee? Other?
Do teachers understand and support the development and implementation of a CC? Are they clear about its meaning, value and purpose?	If not, what training might help? How might this be organised? Who will deliver it? Can the LEA help?
Do subject schemes of work identify opportunities for the development of a CC – in line with the Common Requirement symbols? Through other opportunities?	If not, what timescale should be agreed for appropriate review and revision? Should this work take place on a non-teaching day? What resources are available?
Is there progression in teaching and learning about a CC?	Who has the overview? Is information shared at all points of transfer – class to class, between key stages, across phases?
Is the effect of a CC on standards regularly monitored and evaluated?	If not, how might this be achieved? Development plan? Success criteria?
Does the school have an adequate range of appropriate resources – books, AV material, ICT, resources in the community and beyond?	Does planning for additional provision for a CC appear in the SDP?
Is there a rich and varied range of extra-curricular activities planned to support a CC – visits, visitors, residential experiences, clubs, competitions, etc.?	If not, who has the time/expertise to research other possibilities? Who will monitor the coherence of the programme?
Is guidance about a CC part of the induction process for NQTs and teachers new to the school, especially those who have come from or been trained outside Wales?	If not, how and when might this be organised?
Is there a member of the GB with responsibility for CC?	If not, might it be possible to appoint one?
Does the school have the support of the local community with respect to the aims and objectives of its CC provision?	If not, how best can this be achieved?
Does the school acknowledge/ participate in local and national events, e.g. eisteddfodau, national celebrations, NAfW elections, etc.?	If not, who might organise such participation?
Does the ethos of the school reflect a CC?	For suggestions, see checklist on page 60

Questions for subjects/departments

To what extent is a CC built into subject learning? Do schemes of work identify opportunities for the development of a CC according to the Common Requirement symbols in the Orders? And in other areas, through the context chosen?	Should we use the ACCAC symbols in the school's schemes of work? When can time be allocated for full discussion of appropriate contexts for the development of a CC?
Does long-, medium- and short-term planning always contain reference to a CC?	Should school planning sheets be amended to include such reference?
Is continuity and progression built in? Do we share information about what has been done with the next class teacher/key stage coordinator/school? Do we build on previous experience in our teaching?	If not, what procedures might be adopted within our school? At transition points?
How is this information recorded?	Is there a need for a proforma for this purpose?
What cross-curricular opportunities have we identified which would promote a CC?	
What resources do we have/do we need in order to develop a CC?	Within school? Outside school?
What extra-curricular activities do we offer pupils that will help to promote a CC?	Clubs, competitions, residential experiences, links with other schools, perhaps using ICT?
Does display material reflect a CC, with an appropriate balance between the traditional and the contemporary?	If not, how can this be achieved?

Once an audit has taken place, the school will be in a good position to begin to address any areas of concern and to plan for further development appropriately.

Through ensuring that the ethos of the school reflects a Curriculum Cymreig

The following checklist might be useful, especially in English-medium schools.

- Is there informal use of Welsh in the school – in conversation, during registration, during lessons?
- Are signs and notices in the school bilingual?
- Is Welsh used at all in correspondence with parents, to advertise school events, etc.?
- Are telephone calls to the school answered bilingually?
- Are visitors greeted bilingually?
- In English-medium schools, do assemblies have a Welsh-language input from staff and pupils?
- Is school stationery bilingual?
- Does the school make any attempt to provide Welsh language tuition for parents who might appreciate learning at the same time as their children?
- Does the school fly the Welsh flag?
- Are Welsh personalities invited to school to share their experiences?
- Do displays around the school reflect a Curriculum Cymreig in all its aspects – traditional and contemporary, local and national?
- Would a visitor entering your school know it was a school in Wales?

Appendix 1: Useful websites

The following websites contain information about developments and resources to support a Curriculum Cymreig. Many of these websites contain links to other websites.

ACCAC, the Qualifications, Curriculum and Assessment Authority for Wales
www.accac.org.uk

Estyn, Her Majesty's Inspectorate for Education and Training
www.estyn.gov.uk

Websites providing Welsh or bilingual (Welsh/English) materials of educational interest

Drws – Welsh language and bilingual educational websites
www.drws.co.uk

Welsh Books Council
www.wbc.org.uk

gwales.com – Internet search and ordering service for Welsh and Welsh-interest books
www.gwales.com

Gwasg Gomer – books from Wales, about Wales, in Welsh and in English
www.gomer.co.uk

Seren – independent literary publisher specialising in English-language writing from Wales
www.seren-books.com

Welsh Joint Education Committee
www.wjec.co.uk

National Grid for Learning Cymru – gateway to teaching and learning resources on-line
www.ngflcymru.org.uk

Appendix 2: Audit of explicit references to the Curriculum Cymreig

ACCAC's website provides an audit of explicit references for National Curriculum subjects, and for RE, PSE, CEG, WRE and *Desirable Outcomes for Children's Learning before Compulsory School Age* www.accac.org.uk

These audits highlight those statements or sections of a programme of study that are explicitly linked to the development of the Curriculum Cymreig.

Appendix 3: ACCAC's commissioned classroom materials

A full list of materials for pupils commissioned by ACCAC to support the delivery of the Curriculum Cymreig can be found on the ACCAC website. The list does not include materials for teaching Welsh as a subject.

All the materials are available in Welsh and English, and may be ordered and bought in most bookshops in Wales, directly from the publishers, or through www.gwales.com

Invitation to contribute to the needs identification process

One of ACCAC's five objectives is:

> 'Commissioning high quality Welsh and bilingual classroom materials to support the teaching of Welsh, other subjects through the medium of Welsh and Wales-specific aspects of the school curriculum.'

The Authority began its work in this area in 1995, and in the seven years between 1995 and 2002 it has commissioned over 230 projects and 1,500 titles. These include the titles to support the Curriculum Cymreig referred to above. The commissioning work is fully described in the publication *Commissioning Welsh and bilingual classroom materials 2003/04–2005/06*.

An essential first step in the commissioning work is the identifying and prioritising of materials to be commissioned. Advisory panels which meet annually provide detailed advice on the materials that are needed within each subject area. These advisory panels consist of up to 12 members, with equal representation from the primary and secondary sectors (nominated teachers or other professionals with appropriate expertise). All requests for materials received from teachers and others, are put before these panels.

You are therefore invited to contribute to the needs identification process by sending in suggestions for materials that could be commissioned, either by letter to the Authority's Commissioning Manager, or by e-mail to jlloyd@accac.org.uk. The panels normally meet during the autumn, hence the summer term is the best time to send in such suggestions.

Acknowledgements

ACCAC would like to thank the many teachers, schools and other organisations who helped in the development of this guidance by providing case studies, supplying photographs and resources and commenting on the consultation draft.

ACCAC is grateful to:

Gwasg Gomer for permission to use the covers of
The Blue Man & other stories from Wales, ed. Christine Evans
Teachers' Booklet, *The Blue Man & other stories from Wales*, Christine Evans and Mairwen Jones
The Hare & other stories Catherine Fisher
The Poets's House ed. Jude Brigley
The Animal Wall & other poems Gillian Clarke

National Language Unit of Wales, WJEC for permission to use the covers of
Shared Experiences at Key Stage 2
Activities based on *Ghostly Riders* by Phil Carradice
Activities based on *Sion and the Bargain Bee* by Jenny Sullivan
English in Wales Newsletter Summer 2003

South Wales Echo for permission to reproduce the press cutting 'Pupils to help raise roof of stadium'.