



AREA OF LEARNING AND EXPERIENCE

Humanities



Vision and philosophy

- Encompasses history, geography, religious education, business studies and social studies.
- Holistic, integrated and interdisciplinary approach.
- Rigour and specialisation at Progression step 5 prepares learners for further studies.
- Develops a sense of heritage and place through their *cynefin*, Wales and as part of the wider world.
- Encompasses past, present and future, including the role of learners as citizens.

The rationale for change

- Autonomy, flexibility and creativity leads to authentic learning.
- Interdisciplinary approach supports development of knowledge and skills.
- Connecting experiences, knowledge and skills brings rich opportunities.
- Incorporates business and social studies.
- Religious education in the curriculum allows for parity.

How is it different?

- Holistic and interdisciplinary.
- Disciplines more visible from Progression step 4.
- Greater importance on authentic experiences.
- Focus on global citizenship and participating in social action.
- Earlier engagement with business studies and social studies.
- Balance between local, Welsh/British and global studies.
- Religious education included and statutory for learners aged 3 to 16.

What Matters in Humanities

These what matters statements are linked and are not intended to be taken in isolation.

- Developing an enquiring mind enables learners to explore and investigate the world, past, present and future, for themselves.
- Events and human experiences are complex and perceived, interpreted and represented in different ways.
- Our natural world is diverse and dynamic, influenced by physical processes and human actions.
- Human societies are complex and diverse, and are shaped by human actions and beliefs.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered, ethical and sustainable action.

How did we get here?

Approach

- International curriculum models considered.
- Papers commissioned from experts.
- Common concepts, skills and themes identified.
- Broad areas identified to inform the what matters statements.
- Key concepts and disciplinary themes developed in the what matters statements.
- Expert and stakeholder feedback.
- CAMAU support on progression.

Expert input

Disciplinary experts

- E Jones – *The Essentials of History* (2017).
- C Sinnema – *Social Studies in the Welsh Curriculum* (2017).
- C Jones – *Business and the Economy in the Welsh Curriculum* (2017); *Nation Cymru* (2018).
- E Rawling – commissioned work on the geography curriculum (2017).
- G Millar – Geographical association and its contribution to 'Big Ideas'.
- R Jones – *Making Sense of Ourselves and Others* (2017).
- P Sutch – *Politics and the Humanities* (2018).
- G Donaldson – *Successful Futures* (2015).
- B Wintersgill – Big Ideas for Religious Education.
- Standing Advisory Council for Religious Education (SACREs).
- Estyn and Qualifications Wales.

Evidence and expert input

Consideration of other curricula:

- Australia.
- British Columbia, Canada.
- Ontario, Canada.
- Finland.
- New Zealand.
- Scotland.
- Singapore.

Considerations for schools

- How will your leaders, practitioners and networks be able to prepare for the next phase of co-construction and provide meaningful feedback?
- What, if any, are the resourcing implications (national and local)?
- How could you approach whole-school and/or inter-departmental approaches to both:
 - knowing **about** the new curriculum?
 - understanding **how to do** the new curriculum?