

Appendix 1: Questions for providers

As a starting point for reviewing current practice, schools can use the following questions as part of their self-evaluation:

Standards

- How do we know the standards that pupils are achieving in history, particularly standards in local and Welsh history and Black, Asian and Minority Ethnic history?
- How do we know how well pupils progress in their knowledge and understanding of local and Welsh history and Black, Asian and Minority Ethnic history?
- How well do pupils recount their knowledge and understanding of local and Welsh history and Black, Asian and Minority Ethnic history?
- How well do pupils make connections between events in their local area, Wales and the wider world? How well do pupils make connections between Black, Asian and Minority Ethnic history in Wales and the wider world?
- How well do pupils consider different perspectives and interpretations in local and Welsh history including Black, Asian and Minority Ethnic history and perspectives?
- How well do pupils use historical sources to develop their understanding of local, Welsh and Black, Asian and Minority Ethnic history?

Provision

How well do we:

- ensure that the curriculum includes a broad range of topics including regular opportunities to study local and Welsh history to help pupils develop as ethical and informed citizens of Wales and the world?
- ensure that the curriculum allows pupils to consider history from different perspectives including Black, Asian and Minority Ethnic history in Wales and the wider world?
- ensure that the curriculum allows pupils to make links between the history of the local area, Wales and the wider world?
- plan opportunities for pupils to develop their history skills and understanding of disciplinary and substantive concepts within the study local, Welsh and Black, Asian and Minority Ethnic history?
- plan opportunities for pupils to develop their understanding of antiracism,

- prejudice, bias and diversity?
- ensure that opportunities to develop literacy, numeracy and information and communication technology (ICT) in the context of local, Welsh and Black, Asian and Minority Ethnic history are meaningful?
 - ensure that we do not repeat topics and/or skills in key stage 3 that pupils have already covered in key stage 2 and build on their knowledge and understanding?
 - ensure that tasks build on the knowledge and understanding developed in other subject areas in secondary schools and similar work is not repeated, when cross curricular links are made?
 - use visits and visitors to enrich the curriculum?
 - ensure that our provision for Welsh culture develops pupils' understanding of the cultural heritage of Wales, its diversity and the role of the Welsh language?

Leadership

How well do we:

- monitor the standards that pupils achieve in local, Welsh and Black, Asian and minority Ethnic history to inform decisions around our provision for these areas?
- consider how confident our teachers feel to teach topics within Welsh and Black, Asian and Minority Ethnic history?
- provide suitable professional learning opportunities for staff to develop their expertise in teaching pupils about the local area and Wales?
- provide suitable professional learning opportunities for staff to develop their teaching of antiracism, diversity and Black, Asian and Minority Ethnic history and culture?
- listen to stakeholders including pupils and parents?