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ECAD6051/C: 2026-2027

**Beth ydw i'n ei addysgu? Astudiaethau
Proffesiynol ac Addysgeg: Arwain y Dysgu:
beth, sut a pham ydw i'n addysgu?
DYNIAETHAU – Sesiwn 1**

**What am I teaching?
Professional and Pedagogic Studies: Leading
the Learning: what, how and why am I
teaching?
HUMANITIES – Session 1**



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MDaPh Dyniaethau – Humanities AoLE



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Nodau'r Sesiwn

- Cyflwyno Datganiadau Yr Hyn Sy'n Bwysig (YHSB)
- Archwilio 'pam' addysgu'r Dyniaethau
- Dechrau cynllunio ar gyfer addysgu'r Dyniaethau (Dysgu Sylfaen)

Aims of this session

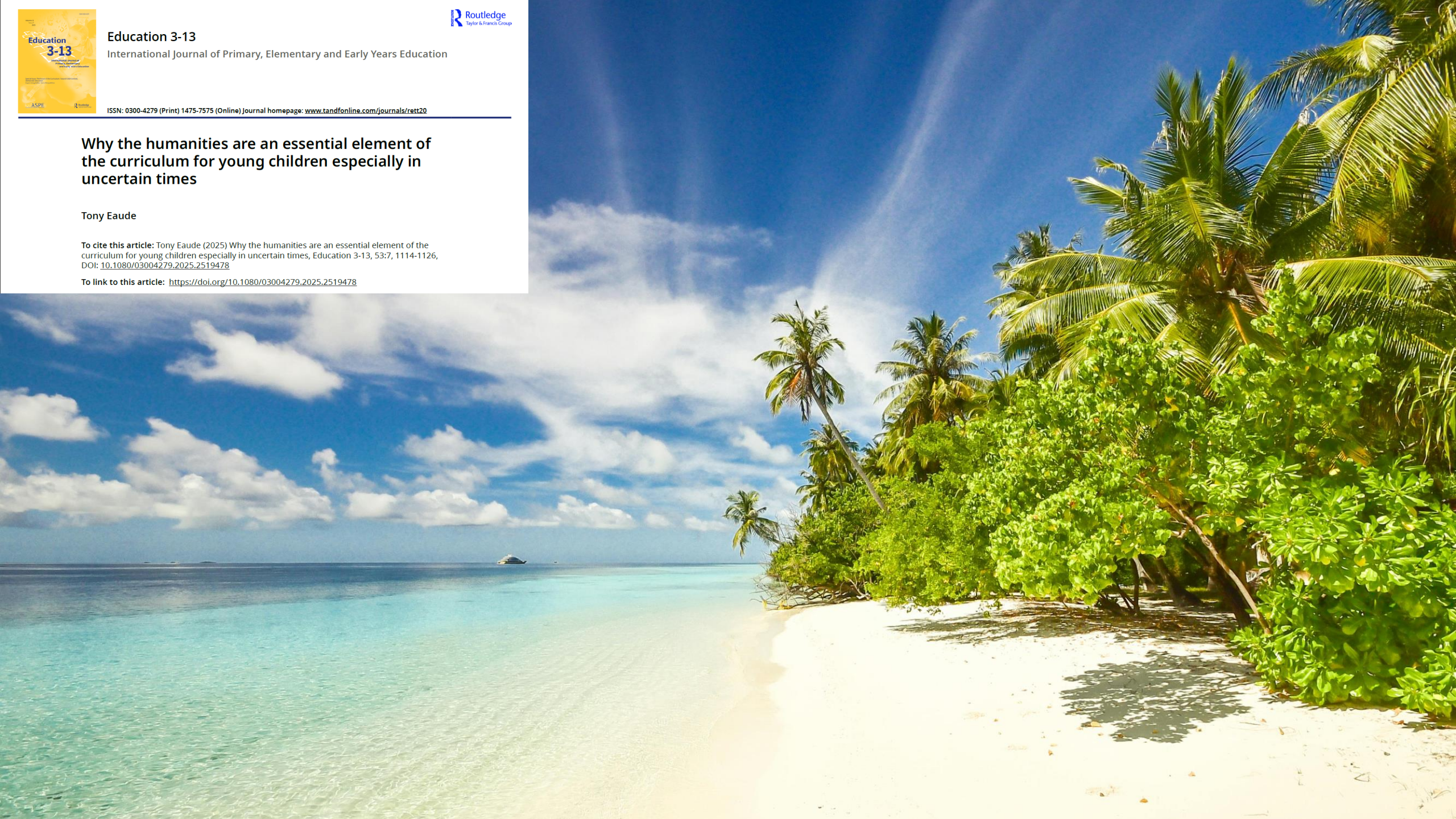
- Introduce the What Matters Statements (WMS)
- Explore 'why' teach the Humanities
- Begin planning for teaching the Humanities (Foundation Learning)

Why the humanities are an essential element of the curriculum for young children especially in uncertain times

Tony Eade

To cite this article: Tony Eade (2025) Why the humanities are an essential element of the curriculum for young children especially in uncertain times, Education 3-13, 53:7, 1114-1126, DOI: [10.1080/03004279.2025.2519478](https://doi.org/10.1080/03004279.2025.2519478)

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Tasg Grŵp

- Datganiad YHSB
- Sgiliau, cysyniadau...
- Trafodaeth

MDaPh DYNIAETHAU = Yr Hyn Sy'n Bwysig

- Mae **ymholi, archwilio ac ymchwilio** yn ysbrydoli chwilfrydedd am y byd, ei orffennol, ei bresennol a'i ddyfodol.
- Mae **digwyddiadau a phrofiadau dynol** yn gymhleth a chânt eu hamgylfred, eu dehongli a'u cynrychioli mewn gwahanol ffyrdd.
- Mae **ein byd naturiol yn amrywiol a deinamig**, wedi'i ddylanwadu gan brosesau a gweithredoedd dynol.
- Mae **cymdeithasau dynol yn gymhleth ac yn amrywiol**, ac maen nhw'n cael eu llywio gan weithredoedd a chredoau pobl.
- Mae **dinasyddion gwybodus, hunanymwybodol** yn mynd i'r afael â'r heriau a'r cyfleoedd sy'n wynebu dynoliaeth, ac yn gallu cymryd camau ystyrlon ac egwyddorol.



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Group Task

1. WM statement
2. Key concepts, skills...
3. Discussion

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HUMANITIES AoLE-‘What Matters’



- **Enquiry, exploration and investigation** inspire curiosity about the world, the past, present and future.
- **Events and human experiences** are complex, and are perceived, interpreted and represented in different ways.
- **Our natural world is diverse and dynamic**, influenced by processes and human actions.
- **Human societies are complex, diverse**, and 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 and ethical actions.

<https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters>



Disciplines – key knowledge, skills, concepts, e.g. Geography...

Geography key knowledge, skills and experiences

Knowledge

Important subject knowledge relates to:

- Human and physical landscapes.
- The causes and consequences of physical and human inter-relationships and interdependence.
- Contemporary geographical issues and questions. This could include sustainability, climate change, energy choices, natural hazards and disasters, pollution, scarcity of natural resources, food security, globalisation, consumerism and trade, initiatives to tackle poverty, inequality and injustice.
- Geographical changes including population, ethnicity, migration, settlements, and changing levels of development

Skills

Important subject skills include:

- Enquiry. Questioning, hypothesizing, collect, manipulate and presenting data and conclusions.
- Interpretations. Able to form and analyse opinions about key Geographical questions and issues.
- Map and data skills. Using and analysing maps and Geographical Information Systems.

Experiences

Important learning experiences could include engaging with:

- Natural and human landscapes.
- The wonder of the natural world.
- A variety of landscapes, geographical features, environments and places.
- Learning in natural spaces.
- Organisations, groups and individuals who work on Geography related careers.

Gwybodaeth, sgiliau a phrofiadau allweddol Daearyddiaeth

Gwybodaeth

Mae gwybodaeth bwnc bwysig yn ymwneud â:

- Tirluniau dynol a ffisegol.
- achosion a chanlyniadau'r cydberthnasau a'r rhyngddibyniaethau dynol a ffisegol.
- Materion a chwestiynau daearyddol cyfoes. Gallai hyn gynnwys cynaliadwyedd, newid yn yr hinsawdd, dewisiadau egni, peryglon a thrychinebau naturiol, llygredd, prinder adnoddau naturiol, diogelwch bwyd, globaleiddio, prynwriaeth a masnach, mentrau i fynd i'r afael â thlodi, anghydraddoldeb ac anghyfiawnder.
- Newidiadau daearyddol gan gynnwys poblogaeth, ethnigrwydd, mudo, aneddiadau, a lefelau newidiol o ddatblygiad.

Sgiliau

Gall sgiliau pwnc pwysig gynnwys:

- Ymholi. Cwestiynu, damcaniaethu, casglu, trin a chyflwyno data a chasgliadau.
- Dehongliadau. Gallu llunio a dadansoddi barn am gwestiynau a materion Daearyddol allweddol.
- Sgiliau map a data. Defnyddio a dadansoddi mapiau a Systemau Gwybodaeth Ddaearyddol.

Profiadau

Gallai profiadau dysgu pwysig gynnwys ymgysylltu â:

- Tirweddau naturiol a dynol.
- Rhyfeddod byd natur.
- Amrywiaeth o dirweddau, nodweddion daearyddol, amgylcheddau a lleoedd.
- Dysgu mewn mannau naturiol.
- Sefydliadau, grwpiau ac unigolion sy'n gweithio ar yrfaedd sy'n gysylltiedig â Daearyddiaeth.



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Pam addysgu'r Dyniaethau? Why teach the Humanities?





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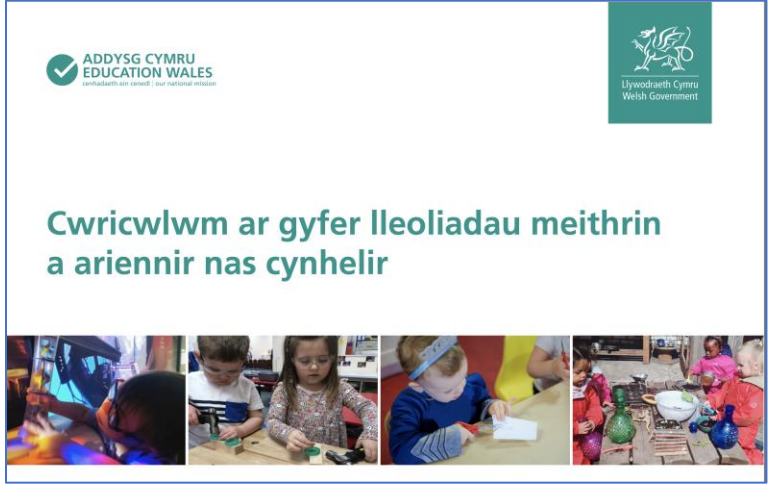
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Dechrau cynllunio ar gyfer addysgu'r Dyniaethau

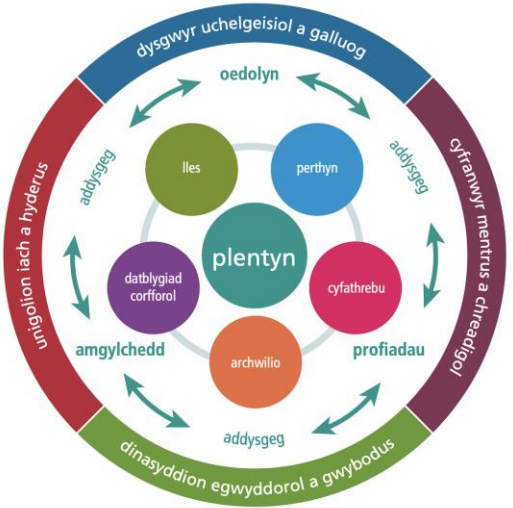
Begin planning for teaching the Humanities



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<https://hwb.gov.wales/api/storage/2292053c-a4fe-41fe-8e8d-c6ad34b66309/230626-cwricwlwm-nas-cynhelir.pdf>



Y llwybrau datblygu

Perthyn

Mae perthyn yn hanfodol i'n hymdeimlad o hapusrwydd a lles. Pan fyddan nhw'n ifanc, bydd plant yn dechrau meithrin ymdeimlad o'u lle a'u pwysigrwydd o fewn y grwpiau niferus y maen nhw'n perthyn iddyn nhw. Mae cydberthnasau cadarn a sicr yn hollbwysig i'r ymdeimlad hwn o berthyn.

Gall yr ymdeimlad hwn arwain at deimladau cadarnhaol o gysylltiad â'r cartref a'r lleoliad, a gall ymestyn i'r gymuned, i Gymru ac i'r byd ehangach. Gall lleoliadau sy'n parchu ac yn dathlu profiadau plant o'u cartrefi a'u cymuned yn y gorffennol a'r presennol, ac yn adeiladu ar y profiadau hynny, atgyfnerthu ymdeimlad o berthyn. Ein cyfrifoldeb ni yw sicrhau bod plant yn teimlo'n ddiogel yn y lleoliad, a rhoi gofal a chymorth emosïynol gwirioneddol er mwyn helpu i feithrin ymdeimlad cadarn o berthyn.

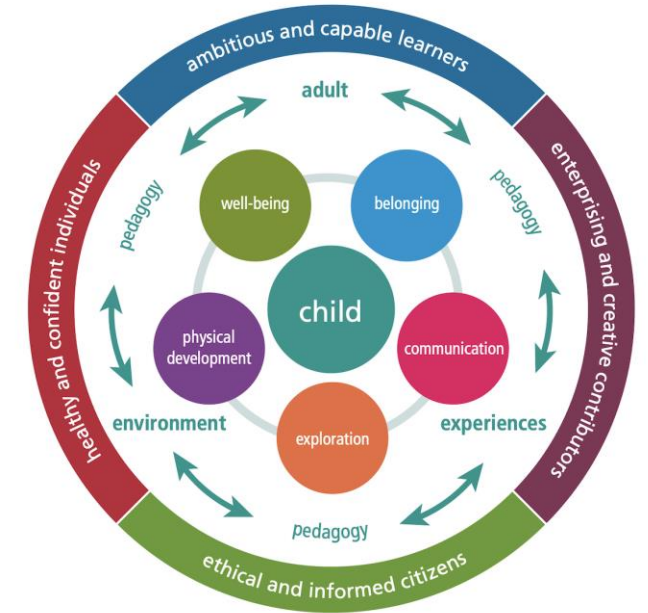
Mae perthyn yn bwysig er mwyn llywio ymdeimlad plant o bwy ydyn nhw a phwy y gallan nhw fod ac, fel y cyfryw, dylai fod yn sail i ethos pob lleoliad yng Nghymru.

Mae angen i mi:	Rwy'n dysgu sut i:	Mae fy ymdeimlad o berthyn yn cael ei gyfoethogi gan oedolion sydd:
- deimlo fel aelod gwerthfawr o gymuned y lleoliad - chwarae (ar fy mhen fy hun, ochr yn ochr ag eraill neu gydag eraill) - gwneud cysylltiadau â phobl, lleoedd a phethau - cael fy nghlywed a fy neall - gweld fy hun a phobl fel fi yn cael ein cynrychioli yn fy lleoliad.	- adnabod pwy ydw i - sylweddoli fy mod yn bwysig i'r bobl o'm cwmpas - cymryd rhan ym mywyd y lleoliad - gofalu amdanaf fi fy hun - dilyn arferion cyfarwydd - deall a dilyn rhai rheolau a ffiniau - adnabod fy anghenion fy hun ac anghenion pobl eraill - sylweddoli bod rhai pethau yn annïogel - gofalu am bethau yn fy amgylchedd – pethau byw a phethau nad ydyn nhw'n fyw	- yn rhoi gofal a pharch cyson i mi - yn darparu adnoddau cyfarwydd sy'n adlewyrchu fy niwylliannau a fy nghymunedau - yn fy ngweld i fel dysgwr galluog - yn modelu agwedd lawen a chwillfrydig at ddysgu - yn ymateb i fy niddordebau, yr hyn rwy'n ei hoffi a'r hyn nad wyf yn ei hoffi - yn cynllunio profiadau ar ôl arsylwi fy newisiadau a'r hyn sydd orau gen i wrth chwarae - yn blaenoriaethu fy anghenion wrth wneud penderfyniadau sy'n effeithio arna i - yn fy ngalluogi i chwarae ar fy mhen fy hun a/neu gydag eraill - yn hyrwyddo ethos cynhwysol sy'n gwerthfawrogi diwylliant amrywiol Cymru

A curriculum for funded non-maintained nursery settings



<https://hwb.gov.wales/api/storage/b1801d78-38c3-4320-9818-d9996c21aef8/220914-a-curriculum-for-funded-non-maintained-nursery-settings.pdf>



The developmental pathways

Belonging

Belonging is essential to our sense of happiness and well-being. When they are young, children begin to develop a sense of how they fit in to the many groups to which they belong, and their importance within them. Strong, secure relationships are vital to this sense of belonging. This sense can bring positive feelings of connection with the home and the setting, and can expand to the community, Wales and the wider world. Settings that value, celebrate and build upon children's past and present experiences from home and their community can strengthen a sense of belonging. It is our responsibility to ensure children feel safe and secure within the setting environment, and to show genuine care and emotional support to help build a firm sense of belonging. Belonging is important to shaping children's sense of who they are and who they can become and, as such, should underpin the ethos of all settings in Wales.

I need to:	I am learning to:	My sense of belonging is enhanced by adults who:
- feel valued as a member of the setting community - play (on my own, alongside or with others) - make connections with people, places and things - be heard and understood - see myself and people like me represented in my setting.	- recognise who I am - recognise that I am important to those around me - participate in the life of the setting - take care of myself - follow familiar routines - understand and follow some rules and boundaries - recognise my own needs and the needs of others - recognise that some things are unsafe - take care of things in my environment, living and non-living - recognise that I belong to a wider community - recognise similarities and differences.	- provide me with consistent care and respect - provide familiar resources that reflect my cultures and communities - perceive me as a capable learner - model a joyful and curious approach to learning - respond to my interests, likes and dislikes - plan experiences as a result of observation of my play choices and preferences - prioritise my needs when making decisions that impact on me - enable me to play by myself and/or with others - promote an inclusive ethos that values the diverse culture of Wales - provide appropriate opportunities to experience my own culture and different cultures of others in authentic contexts - have strong connections with my home and local community - use visits and visitors to support connections and enhance interests - make effective use of image, sound, video and technology.

Canllawiau ar Grefydd, Gwerthoedd a Moeseg

Cyflwyniad

i **Mandadol**

Mae Crefydd, Gwerthoedd a Moeseg yn un o ofynion statudol Cwricwlwm i Gymru ac yn fandadol i bob dysgwr rhwng 3 ac 16 oed. Mae Crefydd, Gwerthoedd a Moeseg yn rhan o Faes y Dyniaethau (Maes). Mae'r Maes hwn yn cynnwys daearyddiaeth; hanes; Crefydd, Gwerthoedd a Moeseg; astudiaethau busnes. Mae'r disgyblaethau hyn yn rhannu llawer o'r un themâu, cysyniadau a sgiliau trosglwyddadwy, ac yn cynnwys eu gwybodaeth a'u sgiliau gwahanol eu hunain hefyd.

Nid oes gan rieni hawl i ofyn am gael tynnu eu plentyn yn ôl o addysg Crefydd, Gwerthoedd a Moeseg o fewn Cwricwlwm i Gymru.

Religion, values and ethics guidance

Introduction

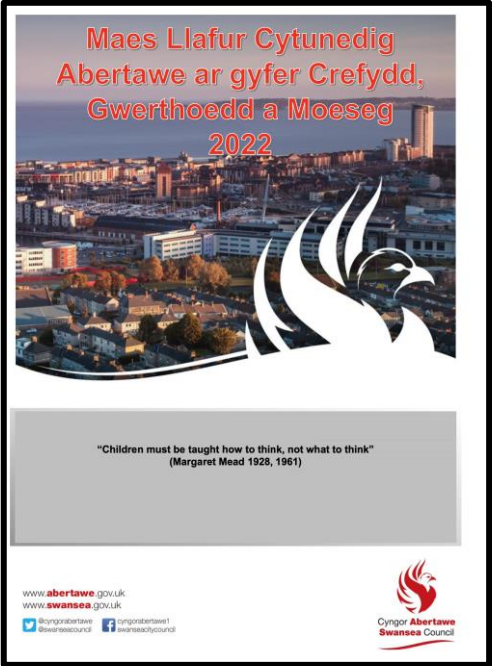
i **Mandatory**

Religion, values and ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. RVE forms part of the Humanities Area. This Area encompasses geography; history; religion, values and ethics; business studies. These disciplines share many common themes, concepts and transferable skills, whilst having their own discrete body of knowledge and skills.

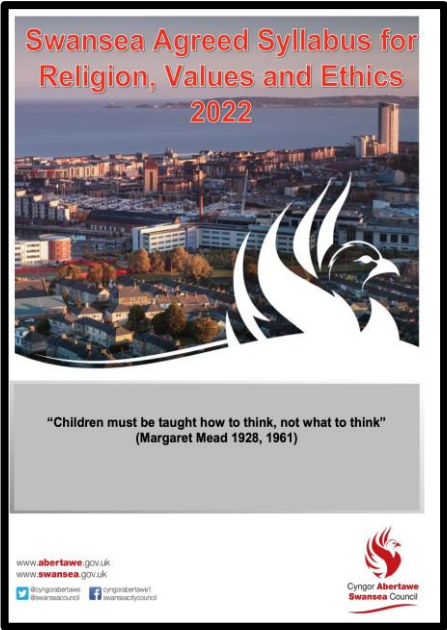
There is no parental right to request that a child is withdrawn from RVE in the

Pob Awdurdod Lleol –
Maes Llafur Cytunedig

Every Local Authority –
Agreed Syllabus

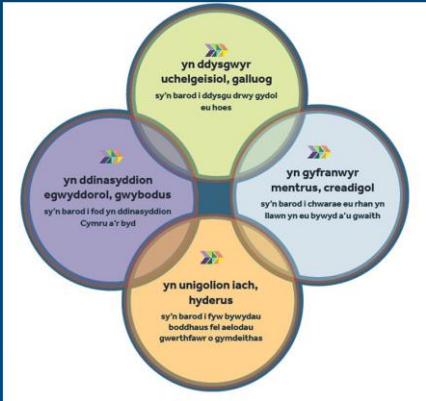


[Maes Llafur Cytûn ar gyfer Addysg Grefyddol - Abertawe](#)



[The agreed syllabus for religious education - Swansea](#)

**“Children must be taught how to think, not what to think”
(Margaret Mead 1928, 1961)**



MDaPh DYNIAETHAU – HUMANITIES AoLE

- 5 Yr Hyn Sy'n Bwysig
- Disgrifiadau Dysgu
- Camau Cynnydd
- 5 What Matters
- Descriptions of Learning
- Progression Steps

Mae ymholi, archwilio ac ymchwilio

Cam cynnydd 1

Rwy'n gallu, trwy chwarae, archwilio, darganfod a dechrau gofyn cwestiynau syml a chynnig atebion posibl yn seiliedig ar brofiadau blaenorol.

Rwyf wedi profi ystod o symbyliadau sydd wedi fy nghyffroi a'm hysbrydoli i ddychmygu a bod yn chwilfrydig am fy ardal leol, am Gymru yn ogystal ag am y byd.

Rwy'n dechrau cyfleu fy arsylwadau mewn ffyrdd syml.

Enquiry, exploration and investigation

Progression step 1

I can, through play, explore, discover and begin to ask simple questions and offer possible answers based on previous experiences.

I have experienced a range of stimuli that have enthused and inspired me to imagine and be curious about my locality and Wales, as well as the wider world.

I am beginning to communicate my observations in simple ways.



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Egwyddorion
Addysgeg

Pedagogical
Principles

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Profiadau dysgu Learning experiences

- I ddysgu y tu allan...
- I ymweld ac archwilio...
- I ymwneud ag...
- I arsylwi neu gymryd rhan mewn...



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- To learn outdoors...
- To visit and explore...
- To engage with....
- To observe or participate in...

<https://hwb.gov.wales/cwricwlwm-i-gymru/y-dyniaethau/cynllunio-eich-cwricwlwm/#specific-considerations-for-this-area>

<https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#specific-considerations-for-this-area>



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Tasg cynllunio – Planning activity

Tywydd
Weather

Dathliadau
Celebrations

Cynefin

Teithio
Transport

Bwyd
Food

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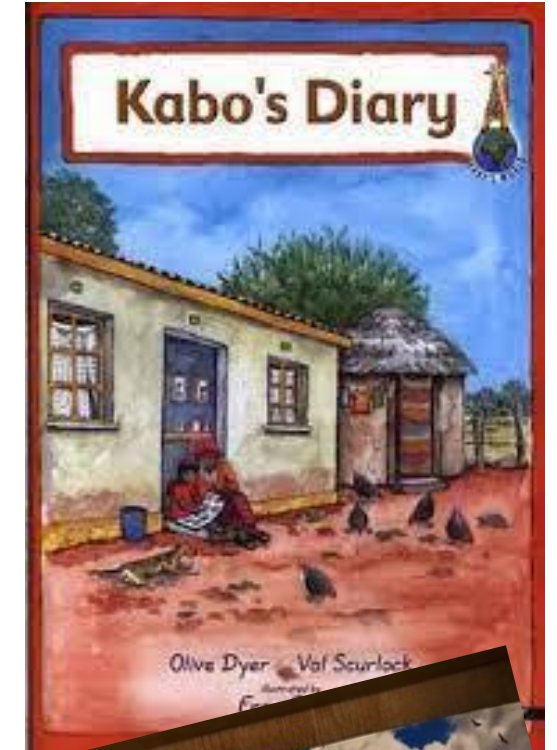
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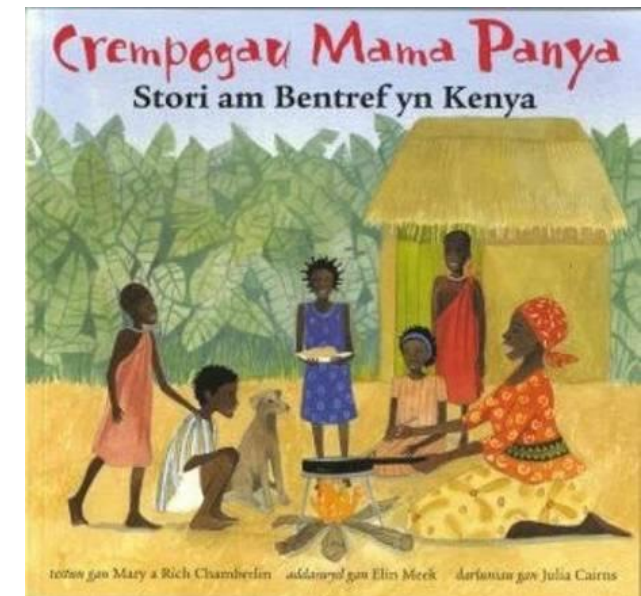
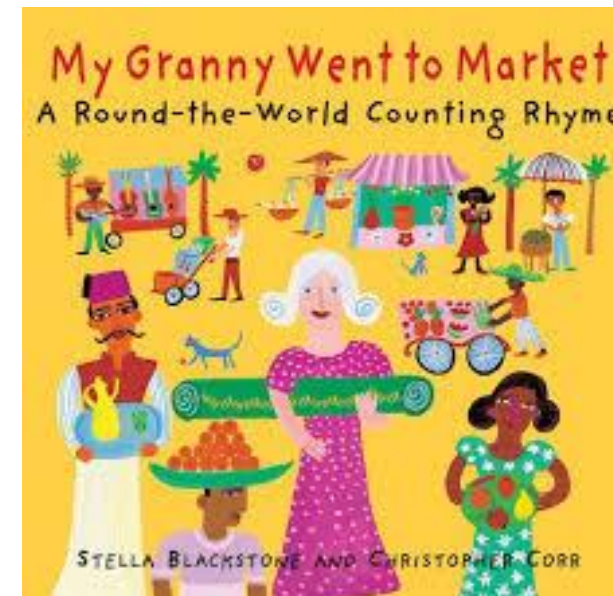
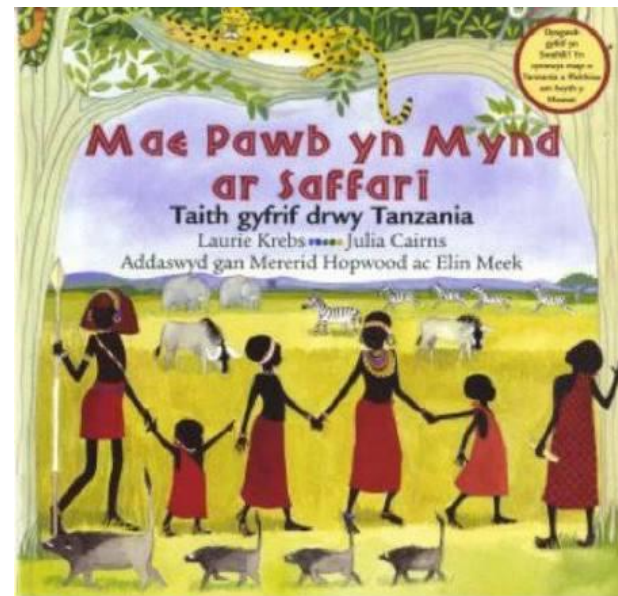
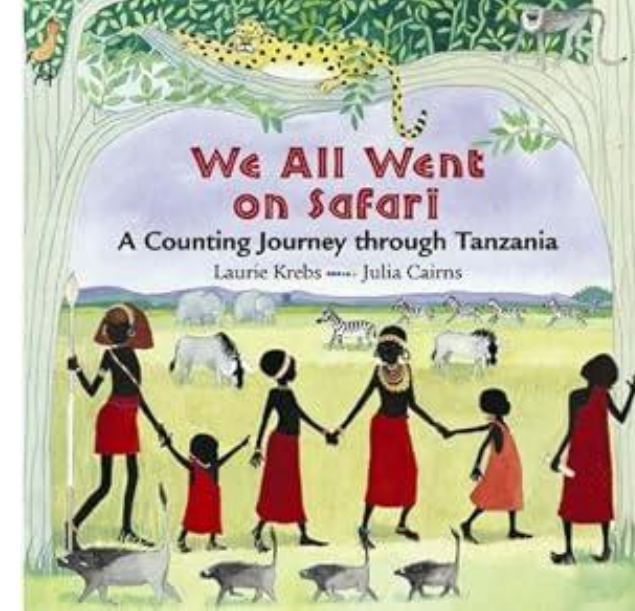
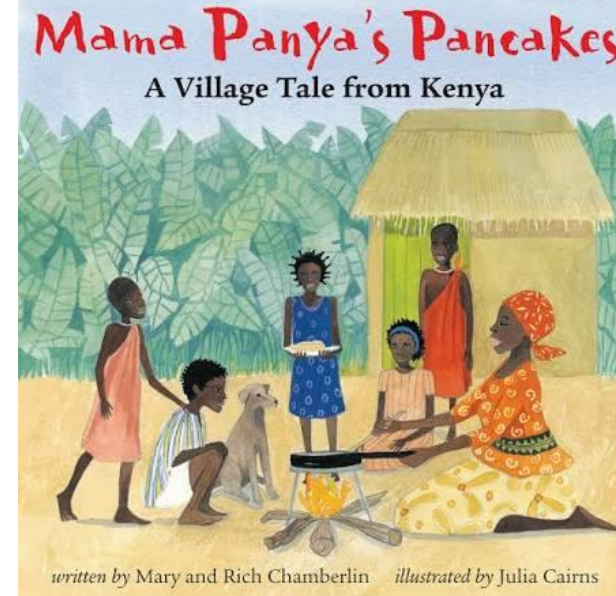
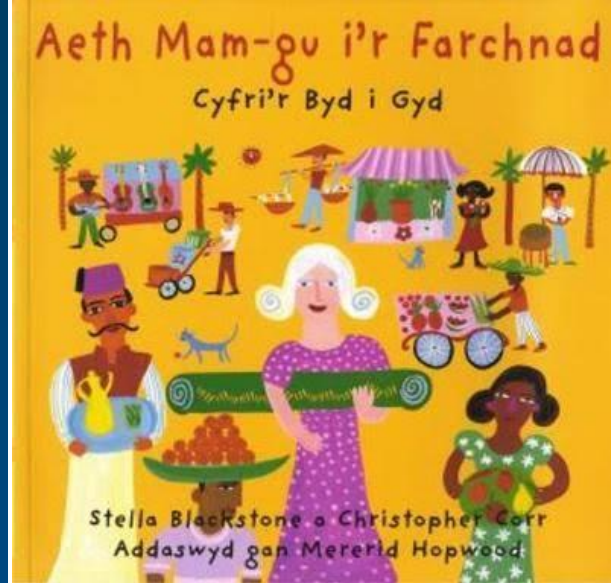
Sgiliau Llythrennedd a
Rhifedd

Literacy, Numeracy
skills

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Sut mae 'Wenfro' yn gallu
eich helpu i ddatblygu
sgiliau **llythrennedd** a
rhifedd dysgwyr ifanc?

Wenfro – O! Gwyn ein byd – a
gwyrdd!

Wenfro - Pecyn Adnoddau Athrawon

Wenfro

How can 'Wenfro' help to
develop young learners'
literacy and **numeracy**
skills?





Introducing maps in the Early Years

Tim Kennington and Emily Rotchell

As maps are now statutory in EYFS settings, Tim and Emily describe how they planned a unit of work on 'introducing maps', which they use with very young pupils.

Early Years and map work

Many Early Years practitioners have been using and creating maps with pupils in nursery schools and reception classes for many years. It was only in 2021 that maps became a statutory part of the Early Years Foundation Stage (EYFS) in England. The new requirements and earlier reports by the DCFS (2009) on the importance of play and exploration in Early Years inspired our unit of work for a reception class on 'Introducing maps' (see web panel for download). We also used Paula Owens' excellent *Maps and Mapping in the Early Years* (2022) to aid our planning.

Planning our unit

When planning we decided that, as well as using the EYFS statutory framework, we would draw on some of the elements of the key stage 1 National Curriculum,

which could be carefully scaffolded for our Early Years pupils. These additions included 'using directional and locational language, describing simple routes, recognising landmarks, devising a simple map and using fieldwork' (DfE, 2013, p. 185).

Wiegand (2006) ascertained that map work with very young pupils is more effective when it relates directly to the pupil. This influenced our decision to include picture books when introducing new maps to the pupils, and we model map use within some of the stories. This article describes the four lessons and associated free-flow activities we created on this topic for Early Years (feel free to use/adapt these lesson ideas – the medium-term plan and YouTube video (see web panel) will help with your planning).

To facilitate the activities described below, make sure your classroom has different types of maps for pupils to use, including:

- wall maps of the world and the UK
- globes
- underground, tram, rail and road maps in the transport play area
- a treasure map (see below)

- plans of the school, classroom and outdoor area
- stories with maps displayed in the reading area.

Lesson 1: Henry's Map

The unit starts with a lesson focused on pupils' understanding of what a map is and how it might be used, with specific reference to *Henry's Map* by David Elliot (2013). During the story-reading part of the lesson, ensure you have toy animals and a model farm available. To make it more interactive, the pupils can place model animals in their 'correct' location at the farm as each part of the story is read. In the story the main character, Henry, creates a 'child-like' map of where the different animals live, hence the book's title. After reading the story, use 'talk partners' to discuss the key question of the lesson: 'what is a map?'. Where needed use the story as an additional prompt: What did Henry's map do? Why did Henry make the map? Pupils can then explore the classroom looking for maps and every time one is found ask the pupils 'What does this map show us?'. This activity works well with other stories such as *Little Red Riding Hood* (Figure 1).



Figure 1: Locating characters from a story on a map. Photo © Tim Kennington.

Progression from one activity to another... Cynnydd o un gweithgaredd i'r llall...

Lesson 2: Fox's Socks

In preparation for lesson 2, hide items of clothing (or pictures of them) around the classroom and outdoor area. Use *Fox's Socks* by Julia Donaldson and Alex Scheffler (2020) as the hook for this lesson. The items could be those in the storybook (vest, shirt, bow tie, hat and socks), or you could create your own character and items based on the pupils' interests. After reading the story, invite groups of pupils to take turns on a 'treasure hunt'. Provide a full-colour A3 plan of the classroom or outdoor area to help the groups locate each item, you could include pictures on the layout of the classroom and outdoor area to familiarise pupils with the map and mark the location of items with an X. After the treasure hunt has been completed by all groups, work with the whole class using a map on the interactive whiteboard (IWB). Recap on the location of lost items and pupils can discuss where the best places are to keep things so you do not lose them.

Lesson 3: The Treasure of Pirate Frank

The focus story for the third lesson is *The Treasure of Pirate Frank* by Elspeth Graham and Mal Peet (2017). Display a clear illustration of the map used in the story on the IWB. As you read the story, pause at key moments and ask the pupils to plot the boy's route. Ask 'What clues in the book show where the boy is on the map?'. The pupils should be able to link landmarks in the illustrations to the landmarks on the map. Employ the positional vocabulary within the story in different situations in the classroom. Encourage pupils to use directional language to recall the boy's journey. Make use of programmable robots (e.g. a Beebot) and the compatible city map (called 'Community map') on the Terrapin website (see web panel). Set pupils challenges for routes (e.g. from the library to the animal rescue) and ask them to describe the route and use the directions to program the robot. Once pupils are familiar with programmable toys, integrate their use into some of the free-flow activities.

Lesson 4: Investigating our local area

In the final focus lesson, tell pupils that they are to investigate 'our local area' and use maps to record what they find. Display a simple pictorial map of the local park showing, e.g. a wooded area, a field, a pond and pathways (and any other relevant features) on the IWB and give pupils copies of the same map. Visit the park and invite small groups of pupils to explore different areas, recording anything they think is important or significant on their map. They can either draw the feature onto their map or use lines to

match up a picture (shown below the prepared map) to its location. Back in the classroom, use the pupils' maps to discuss what they found out about the local park, what they thought was important and how they recorded their findings. Add pupils' drawings to the IWB map to create a definitive 'final' map. Print it out and display the map prominently, ask parents'/carers/visitors to add sticky notes around the map with their response to it.

As part of this unit, pupils are also encouraged to bring into school a hand-drawn plan of a room or outdoor space. Pupils introduce their plans in a 'show and tell' activity, as a class talk about each plan and ask pupils to look for clues as to what is shown. Can they see 'landmarks' such as items of furniture?

Free flow activities

These activities can be introduced as time allows.

Role play area

Ask pupils to imagine they are at the airport waiting to board a flight to X, Y or Z. Encourage them to use the world map and globes to discover what they will be flying over. Will they fly over forests, or oceans, or mountains?

Art and crafts area

Use *The Gruffalo* picture book (Donaldson and Scheffler, 1999) – it is highly likely that your pupils will be familiar with this popular story. Set up toys based around the story on a tablecloth or large play mat that looks like the woods. Invite pupils to design the route of the mouse: Can they place the animals and trees in the correct places to create the journey the mouse follows until it reaches the Gruffalo?

Transport area

Use a large road play map and encourage pupils to drive the toy vehicles on different routes.

Outdoor area

Pupils can use chalk to draw maps of the outdoor area on the ground. A teaching assistant can guide them through the process. For example, they can ask pupils about the location of key landmarks such as 'where is the sandpit going to go?', and/or ask pupils to think about the distance between items. Model the use of locational language such as 'next to', 'opposite', 'near' and 'far'.

Pirate table or tuff tray

Create a small pirate island on the tray or table, add notable landmarks (e.g. palm trees, volcano, pirate ship, treasure chest). Create laminated treasure maps showing the island, including all the landmarks. If used as a focus activity, hide the treasure and, using a dry-wipe pen, mark the spot with an X on the laminated maps. Invite

pupils to find the treasure on the island using the map. Some pupils may go further by hiding the treasure and marking X on the map themselves for others to find.

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Web Resources

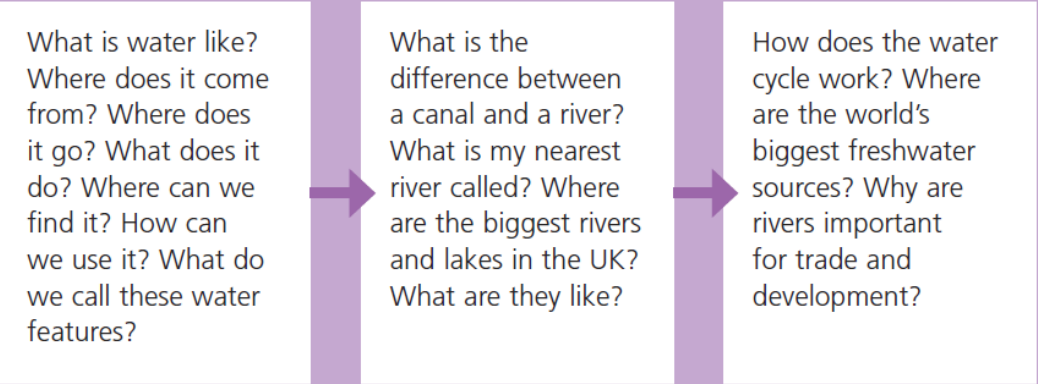
Download the medium-term plan: <https://www.geography.org.uk/Journals/Primary-Geography>
Early Childhood Maths Group spatial reasoning resources: <https://earlymaths.org/spatial-reasoning/>
Owens et al. (2022) 'Geography in the early years: guidance for doing wonderful and effective geography with young pupils' <https://portal.geography.org.uk/journalview/1002131> (requires login).
Terrapin: <https://www.terrapinlogo.com/mat-downloads.html>
Tim's video on the planned intent, implementation and impact: <https://www.youtube.com/watch?v=WL5bqWdQpDQ>

Tim wrote an assignment about the intent, implementation and impact of a unit of work that introduced maps to the Early Years while studying at the University of Roehampton, London, in 2021–22. He now teaches a reception class in Croydon. Emily is a Senior Lecturer in Primary Initial Teacher Education at the University of Roehampton.

Geography in the Early Years: Guidance for doing wonderful and effective geography with young pupils

Paula Owens, Emily Rotchell, Sarah Sprake and Sharon Witt on behalf of the GA Early Years and Primary Phase Committee

Substantive knowledge	Disciplinary knowledge
The World Around Us <i>A focus on developing geographical vocabulary and learning about the world through first-hand experience, stories and play</i>	Guiding curiosity and experience: through concepts of place, space, environment, and scale
	Guiding curiosity and experience: through exploratory play
	Guiding curiosity and experience: through decision-making and doing



‘Through interactions with the environment and each other, children develop geo-literacy skills, become empowered, and see themselves as capable social beings’ (Brillante and Mankiw, 2015, p. 2).

‘Guiding children’s curiosity about the places where they live, play, and learn is at the heart of all high-quality Early Years practice’ (Head teacher, Helen Martin, 2022).

- **Belonging...** helping pupils to appreciate being with and in the world
- **Resilience...** helping pupils to become confident, yet safe, risk-takers
- **Enquiry...** building on pupils’ curiosity with enquiry tools
- **Empathy...** teaching pupils to listen to, and think about, other stories and experiences
- **Responsibility...** supporting pupils to use geographical knowledge and thinking to take decisions and act with care
- **Relationships...** helping pupils to be mindful of sustainable interactions with people, places and environments

Figure 3: Developing the qualities of young geographers.

- Walks, routes and trails
- Explorations of built and natural environments
- Spaces for den-making, place-making
- Geographical drifts to focus attention
- Stories and other media of people and places, that challenge stereotypical thinking
- Sensory tables of natural and found objects
- Identification charts for flora and fauna
- Opportunities to explore textures and a variety of materials, including sand and water play
- Equipment for different types of weather, such as wellies and waterproofs
- Geography detective equipment – notebooks, magnifying glasses, compasses and cameras
- A variety of diagrams, maps, aerial images (oblique aerial images), globes and atlases
- Small world play.



Figure 5: Activities for enabling environments. Photos © Jade Morgan (top) and Abi Flashman.

Figure 2: From early ideas to upper KS2.



Dysgu yn yr awyr agored...

Learning in the outdoors

- Mae'r MDaPh hwn yn cynnig cyfleoedd cyfoethog i ddysgu y tu hwnt i furiau'r ysgol.
- Rhestrwch rhai ffyrdd o addysgu Dyniaethau yn yr awyr agored.



This AoLE provides rich opportunities for learning beyond the school walls

List possible ways of using the outdoors to teach the Humanities.



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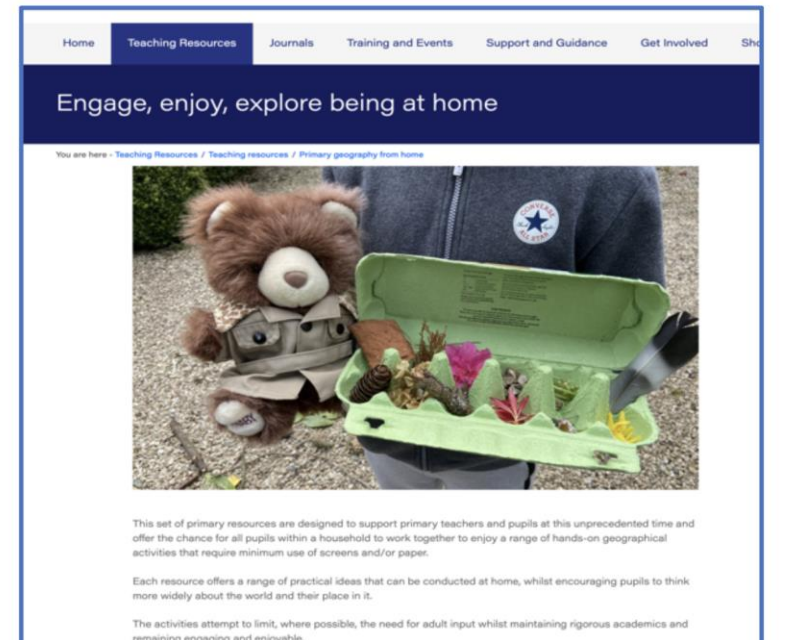
Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales

Dysgu'r Dyniaethau yn yr awyr agored

Learning Humanities in the outdoors

Using homes and the local area to learn about 'places'

<https://www.geography.org.uk/teaching-resources/early-years-and-primary-resources>



Trawsnewid Addysg,
Trawsnewid Bywydau

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- Am fwy o syniadau, ewch i'r e-lyfr Dysgu'r Dyniaethau drwy Chwarae (Copi ar Moodle)
- For further ideas, please look at the e-book Learning Humanities through Play (Copy on Moodle)



laith a Llythrennedd yn yr awyr agored

// Gemau a Gweithgareddau



Language and Literacy Outdoors

// Activities & Games

Copi ar Moodle –
Folder Dyniaethau 1

Copy on Moodle –
Humanities 1 Folder

<https://cdn.cyfoethnaturiol.cymru/media/690800/activities-and-games-language-and-literacy-outdoors.pdf>



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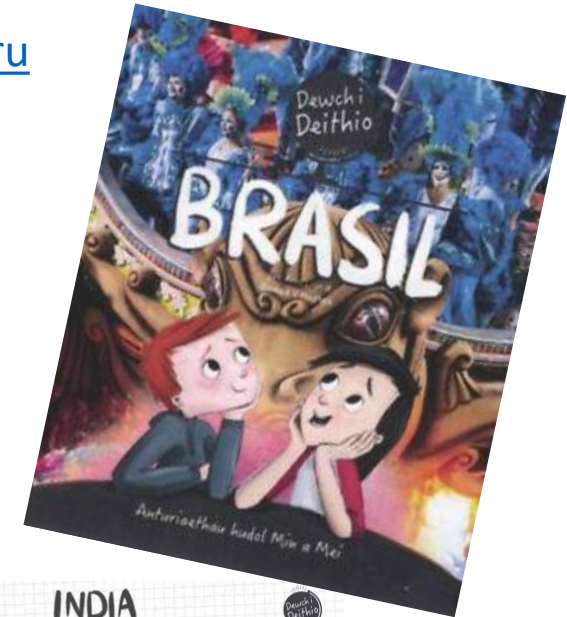
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<https://dewch-i-deithio.peniarth.cymru>



<https://vimeo.com/647802960>



- https://siop.peniarth.cymru/index.php?route=product/product&product_id=456