

ECAD5012C Arwain y Dysgu: beth, sut a pham ydw i'n addysgu?

ECAD5012 Leading the learning: what, how and why am I teaching?



Dyniaethau 2

Humanities 2



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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



Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

Yn y sesiwn hon, byddwn yn edrych ar:

In this session we will look at:



Cynllunio ac Addysgu'r Dyniaethau gan ddefnyddio Ymholiadau (datblygu sgiliau a chysyniadau hanesyddol - Cam Cynnydd 2 a 3)



Planning and Teaching the Humanities using Enquiries (developing historical skills and concepts – Progression Steps 2 & 3)

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 hamgyffred, 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.

<https://hwb.gov.wales/cwricwlwm-i-gymru/y-dyniaethau/datganiadau-o-r-hyn-sy-n-bwysig>

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>

Cwricwlwm i Gymru

Curriculum for Wales

Darllenwch Camau Cynnydd 2 a 3 ar gyfer pob un o'r 5 'Yr Hyn Sy'n Bwysig' ar y dudalen yma:

<https://hwb.gov.wales/cwricwlwm-i-gymru/y-dyniaethau/disgrifiadau-dysgu/>

(Cofiwch wasgu'r saeth er mwyn i'r wybodaeth ymddangos)

Read Progression Steps 2 & 3 for each of the 5 'What Matters' in the descriptions of learning:

<https://hwb.gov.wales/curriculum-for-wales/humanities/descriptions-of-learning/>

(Remember to press the drop-down arrow to reveal the information)

Sgiliau/Cysyniadau Hanes

Historical Skills/Concepts

- Amser, newid, cronoleg
- Rhesymau a chanlyniadau
- Dehongliadau
- Tystiolaeth hanesyddol
- Pwysigrwydd

- Time, change, chronology
- Reasons and results
- Interpretations
- Historical evidence
- Significance

Enghreifftiau o weithgareddau/ Example of possible activities:

Lomas, T. (2019) Getting to grips with concepts in primary history, Primary History 82, 9-16.

Copi ar Moodle/Teams – Dyniaethau 2 / Copy on Teams/Moodle – Humanities 2

Amser, Newid, Cronoleg

Time, Change, Chronology



<https://www.youtube.com/watch?v=XkLge8o4dEc>



The world at our feet: a history of shoes

Vikki Pearson



Activity 2 – Walking in their shoes

National Curriculum links – ‘... establish clear narratives within and across the periods ... note connections, contrasts and trends over time ... address and devise historically valid questions about change, cause, similarity and difference, and significance ... construct informed responses that involve thoughtful selection and organisation of relevant historical information’.

What people wear is an important aspect of social and economic history and footwear can be used to further explore the culture and society of a particular period – from the use of materials, manufacturing and trade to the role of fashion and status in society.

A shoe from a particular period could be used as a starting point for pupils to consider what it tells us about the person who wore it and their way of life. By taking a walk in their shoes and finding out about the life and events, the wearer would have experienced, pupils can make direct connections with the lives of people from the past.

For example, pupils can investigate a Roman hobnailed sandal or caliga and compare it to modern shoes. It is made of leather and doesn't fully cover the foot and has metal studs on the sole. By comparing it to modern equivalents (metal strips on soles/heels to prevent wear, or studs on football boots / running spikes for traction) they can develop an understanding that this style of sandal was worn by soldiers who needed long lasting footwear for walking or marching long distances on roads made of stone. Pupils might then further investigate the role and life of a Roman soldier in Britain and walking in their shoes gain some insight into what life was like for them.

Activity 3 – Walking in their shoes – an alternative approach

National Curriculum links – ‘... note connections, contrasts and trends over time... construct informed responses that involve thoughtful selection and organisation of relevant historical information ... understand how our knowledge of the past is constructed from a range of sources.’

An alternative approach to exploring the use of shoes as an historical source could be to provide pupils with a selection of shoes (images) and ask them to research and then write the story of its wearer (age, sex, job, status, lifestyle etc.) and ask them what evidence they can point to for their

story. This could be further extended by focusing on two different shoes from the same period. For instance a highly decorated medieval poulaire compared with a turn shoe with a wooden sole to emphasise the different life experiences of people in the past, depending on social status.

Activity 1 – Shoes now and then

National Curriculum links – ‘note connections, contrasts and trends over time ... devise historically valid questions about change, cause, similarity and difference, and significance ... understand how our knowledge of the past is constructed from a range of sources’.

Starting with a focus on shoes worn today pupils can, through focused enquiry questions, develop an understanding of shoe characteristics, materials and manufacture. This understanding and investigative method can then be applied to an investigation of historical shoes.

- How available or accessible are they to people? – cost, standard sizes, suitability, shops, made locally, supply chains.
- What is their purpose? – functional, specific (e.g. sports), fashionable combination?

Questions to explore include:

- What materials are they made from? – leather (skins – cow, pig, snakeskin, crocodile), fabrics, synthetic leathers, plastics, wood (clogs), threads, think about hidden parts, e.g. metal pegs in heels, cardboard inner soles.
- How are they constructed? – 3D forms from 2D components, functionality vs fashion, attachment or joining methods e.g. stitching, glue, staples, tacks.
- How are they fastened or secured to the feet? – buckles, laces, Velcro, buttons, slip-on, straps.
- What are the main features/parts? The sole, heel, upper, tongue, toe, fastenings, decorative elements, what is their purpose?
- How were they made? – by hand, by machine, at home / in factories, this country, other countries?

With a good understanding of shoe manufacture, materials and styles, pupils can then compare modern shoes to those worn by people in different periods in the past – considering the differences and similarities and changes over time – for example leather not plastic, handmade, different fashions/styles, laces not Velcro etc.

Using examples of historical shoes from different periods, pupils can create a timeline highlighting how fashions, shoemaking methods and materials have changed over time.

Northampton Museum and Art Gallery has a large shoe collection of international importance and a varied selection of images is available via their website www.northamptonmuseums.com



Copi ar Moodle Copy on Moodle

Footwear timeline

Roman – 43–410 CE

Roman sandal

This Roman 'gladiator'-style sandal would have had hobnails in the sole, making them suitable for military use. The hobnails could leave patterns of imprints in the ground. The openness of the straps let air circulate and kept the foot cool.



Tudor and Stuart 1485–1603

The Tudors turned to slip-on shoes fastened with a strap and buckle and a squared toe. Fashion and status saw the toe grow ever wider, sometimes stuffed with straw or wool. They became known as footbags, bear paw or cow's mouth shoes. The width of this shoe, dating to around 1540, is 11 cm but during Henry VIII's reign shoes reached more than 17 cm wide.



17th century and 18th century

Dating to the 1660s this style of shoe called a latchet tie was a popular choice for women. In England heels with a distinct heel arch appeared on male and female shoes from the late 1590s onwards. These shoes have blue velvet uppers embroidered with floral motifs in silver gilt thread and the heel is carved wood covered with leather.



Slip-on shoes or slippers

From the start of the 1800s the heel gradually disappeared from women's footwear. By the 1840s the typical ladies' shoe was a simple, flat-soled, square slip-on shoe with a ribbon tie to help keep it on.



Prehistoric – 3000–300 BCE

The earliest example of a leather shoe dating to around 3000 BCE, found in Armenia. It is likely however that humankind had been manufacturing and wearing footwear from a variety of materials for many thousands of years before that date.



Medieval – 425–1536 CE

Medieval poulaire

A leather shoe with pointed toe was worn by both men and women from 1340 to around 1475 – but it was only men who wore styles with an exaggerated long-toed version. Such shoes were status symbols and were supposed to suggest the masculinity of the wearer. These are a replica pair made of leather.



Victorian – 1837–1901

Queen Victoria made wearing boots acceptable for women of all social classes and from the 1830s boots became widespread for men, women and children at all levels of society. This button boot was a classic style worn by women and children across all social classes. It dates to 1860.



This men's Derby boot dates from the late 1800s and is a classic men's style with a laced open front.



20th century

1920s

The start of the twentieth century and the raising of hemlines for women's clothing saw the increasing popularity of bar shoes rather than boots as female footwear. With a heel and a thin strap fastened by a buckle or button, there were versions for day wear, evening wear and even playing sports. These plated leather bar shoes date from the 1920s.



1930s

Two-tone colour shoes for men became very popular in the 1930s. Somewhat flashy in style, they were often worn to sporting events in America and became known as 'Spectator' shoes. These Oxford style two-tone men's shoes date from the early 1930s.



1950s

The 'winklepicker' of the 1960s had a distinctive pointed toe and was supposedly named after the sharp pin used to pry wrinkles from their shells. They have a marked resemblance to medieval poulaire shoes with a heel.



1970s

A style that started life as a popular music glam rock fashion was soon adopted by the high street – platform soles could be attached to all styles of footwear from sandals to high-heel boots. The platform could be made from many different materials including cork, crepe, rubber, textiles and wood. This platform Derby-style shoe was made in 1976.



1980s

The aerobics and jogging crazes of the 1970s and 1980s saw the trainer rise to prominence. This classic Nike Air Jordan 1, first seen in 1985, was the style that helped to catapult Nike into a global superbrand. It was created for superstar basketball player Michael Jordan. Today sneakers or trainers come in myriad designs and are a ubiquitous form of footwear for both young and old.



1990s

Dating to the early 1950s these 'brother creepers' or 'beetle crushers' are made of leather and crepe rubber. The soft, thick soles were perfect for creeping silently away. They were very popular with 1950s Teddy Boys who felt the design echoed their Edwardian-style dress.



2000s

With a desire for bright and light design, reflecting the optimism of the 1950s following the war and rationing years, the modern stiletto heel was launched in 1953. It was a moulded plastic heel with a steel pin down its length enabling high but slender heels. This pair of red silk court shoes with stiletto heels dates to 1959.



2010s

The aerobics and jogging crazes of the 1970s and 1980s saw the trainer rise to prominence. This classic Nike Air Jordan 1, first seen in 1985, was the style that helped to catapult Nike into a global superbrand. It was created for superstar basketball player Michael Jordan. Today sneakers or trainers come in myriad designs and are a ubiquitous form of footwear for both young and old.



TARDIS...Time, Change...





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source 1



source 3



source 2



How do people remember Owain Glyndŵr?

<https://www.youtube.com/watch?v=IZH1W3Ft6Bs>



1. Look at source 1. What is happening? What do you think Owain Glyndŵr did during the Middle Ages?
2. Look at source 2. What is Owain holding in his right hand?
3. What are the dates when he lived and died?
4. What is common to sources 1, 2 and 3?



1. What do these sources tell us about the kind of man Owain was long ago?
2. Look again at source 3. This photo shows people celebrating Owain Glyndŵr's day on the 16th September. Why do you think some people celebrate Owain Glyndŵr's day?
3. Should Owain Glyndŵr be considered as a hero in Welsh history?
4. The leading rugby team in North Wales is called RGC 1404. Can you think why?



1. People have made films and television series about Owain Glyndŵr. To see an example, look at: <https://www.youtube.com/watch?v=6vZcnlt0b0k>
2. Find out why Owain Glyndŵr fought the English. Take a look at this cartoon diary to help you <http://www.timemachinewales.com/owain-glyndwr-video-diary/>
3. Explore your local area. How many buildings or places can you see with the name 'Glyndŵr' or 'Prince of Wales'?



Sut mae pobl yn cofio Owain Glyndŵr?

<https://www.youtube.com/watch?v=Ur8f-b2Fsc4>



1. Edrychwch ar ffynhonnell 1. Beth sy'n digwydd? Beth ydych chi'n credu bod Owain Glyndŵr wedi'i wneud yn ystod yr Oesoedd Canol?
2. Edrychwch ar ffynhonnell 2. Beth sydd gan Owain yn ei law dde?
3. Beth yw dyddiad geni a dyddiad marw Owain Glyndŵr?
4. Beth sy'n gyffredin rhwng ffynonellau 1, 2 a 3?



1. Beth mae'r ffynonellau yn ei ddweud wrthon ni am ba fath o ddyn oedd Owain ers lawer dydd?
2. Edrychwch eto ar ffynhonnell 3. Mae'r llun yn dangos pobl yn dathlu diwrnod Owain Glyndŵr ar 16 Medi. Pam yn eich barn chi mae rhai pobl yn dathlu diwrnod Owain Glyndŵr?
3. A ddylai Owain Glyndŵr gael ei gyfrif yn arwr yn hanes Cymru?
4. Enw prif dîm rygbi'r Gogledd yw RGC 1404. A ydych chi'n gallu meddwl pam?



1. Mae pobl wedi gwneud ffilmiau a chyfresi teledu am Owain Glyndŵr. I weld un enghraifft, edrychwch ar: <https://www.youtube.com/watch?v=6vZcni0b0k>
2. Darganfyddwch pam aeth Owain Glyndŵr ati i ymladd yn erbyn y Saeson. Edrychwch ar y dyddiadur cartŵn yma i'ch helpu <http://www.timemachinewales.com/owain-glyndwr-video-diary/>
3. Edrychwch ar eich ardal leol. Faint o adeiladau neu leoedd sy'n cynnwys yr enw 'Glyndŵr' neu 'Tywysgog Cymru'?

Y GWRTHRYCH DIRGEL - THE MYSTERY ARTEFACT



Darllen/ Read:

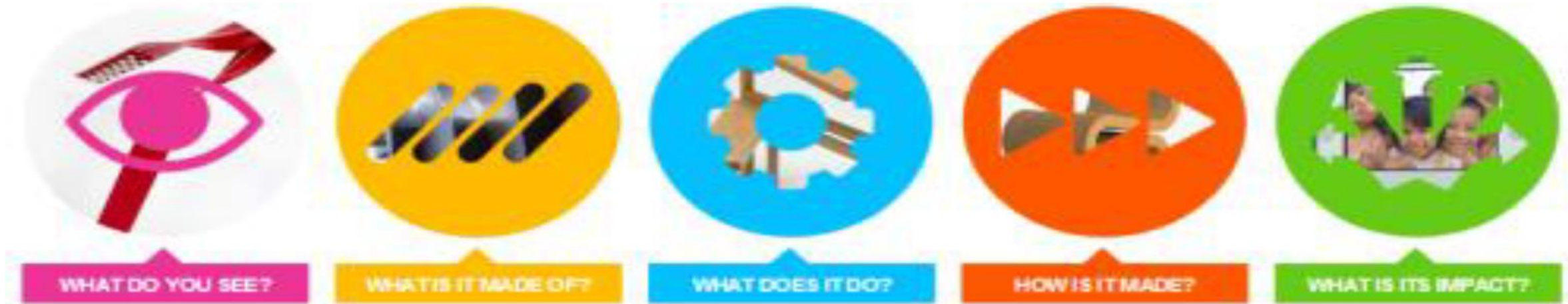
Arteffactau – Artefacts
Using Religious Artefacts
Learning – Artefacts

Ffolder Dyniaethau 2
Humanities 2 Folder

<https://www.tes.com/teaching-resource/teachers-tv-primary-history-enquiry-skills-6043642>

Exploring objects and artefacts (Design Products)

Developing independent questioning when encountering objects and artefacts (Design Products)? These questions promote reasoning, analysis, synthesis, evaluation and enquiry thinking that will draw on the knowledge and understanding gained through design based study, consideration of environmental, sustainable issues, as well as experience of manufacturing processes and knowledge of the properties of materials.



What do you see?

What is it made of?

What does it do?

How is it made?

What is its impact?

These questions define a process of questioning, although not all 5 questions have to be asked of each object.

The questions increase in challenge and seek more thoughtful answers.

The questions rely either on technical knowledge or promote research and investigation.

As a whole, the questions provide a model for investigation and evaluation.

Bloom's Taxonomy can be used to help phrase more challenging specific questions that address the concepts implied within each question focus.

Bits and Pieces...

**thinkinghistory.co.uk**

Search the Site

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Feedback

Bits & Pieces: Using Clues to Reconstruct the Past

Introduction

Breaking things can be very satisfying. Here's your chance to break some pottery in a good cause – helping students to learn about the process of doing history. Andy Harmsworth, who teaches in Kent, takes you through this activity – you might even want to go further than Andy and take your class out to 'discover' and dig up the bits of pottery you've carefully broken and planted – but make sure it's a site you can easily find again!

[Top of the page](#)

Support

A formatted version of this activity should print from your browser (omitting this support section).

Or, a WORD version of this activity can be downloaded, [click here](#).

This activity is based on the 'Archaeology & Mystery' style of model; for more examples of this model, [click here](#).

[Top of the page](#)

Objectives

This context-free activity is intended to help students understand the **process** of history and in particular:

- how historians and archaeologists use clues to reconstruct the past
- how they find evidence from the clues to support their conclusions
- why it is possible to study the same clues and still reach different conclusions about the past.

It can be used, mainly for discussion, with students of any age (including adults!). Here it is suggested as an introductory activity to be used early in Yr7 when pupils are studying a topic which focuses on different interpretations of the past.

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Activities Index

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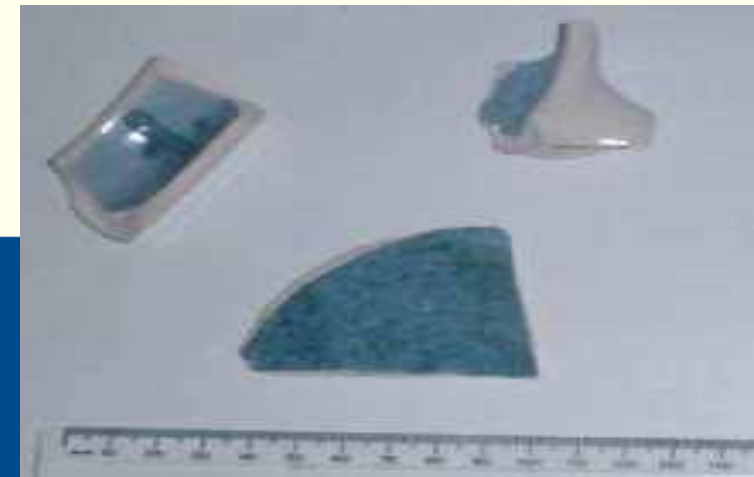
[Activities by Key Stage](#)

[Activities by Period](#)

[Using Activities](#)



- <http://www.thinkinghistory.co.uk/ActivityBase/BitsandPiecesReconstruct.html>



ARCHAEOLEG – DIRGELWCH

ARCHAEOLOGY - MYSTERY





phillipmartin.com



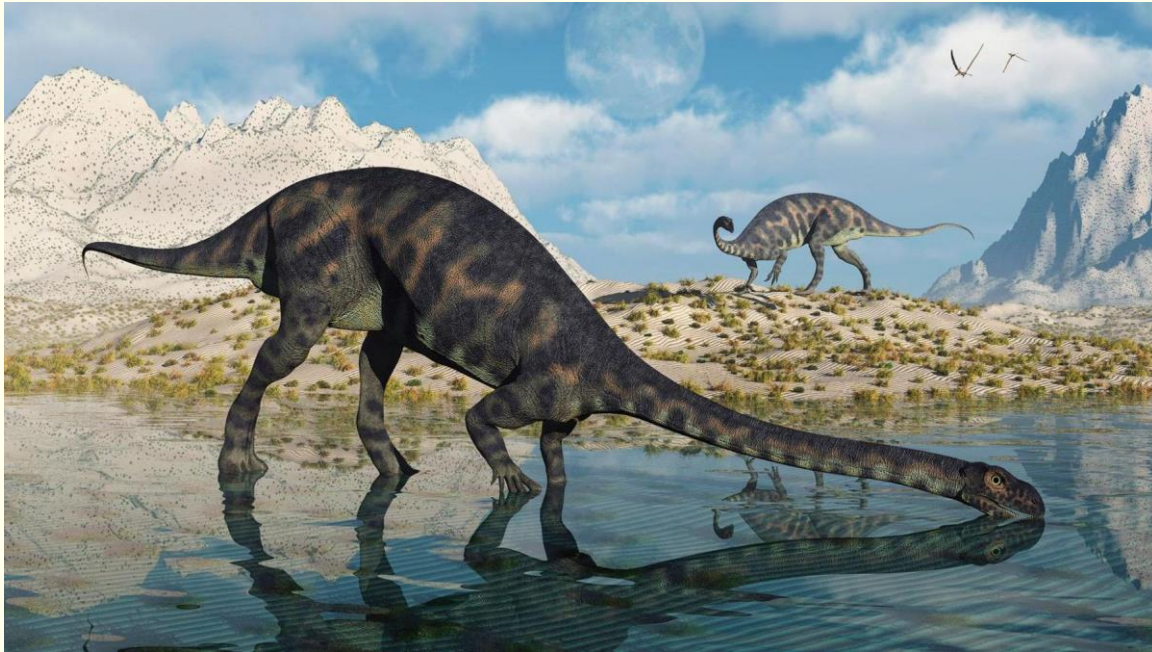
<https://www.tes.com/teaching-resource/teachers-tv-primary-history-vicious-vikings-6043643>

<https://www.youtube.com/watch?v=cpRtEGqpWlU89I78>

<https://www.youtube.com/watch?v=HiPakwYa6O8>

Girl discovers dinosaur footprints on beach walk

<https://www.youtube.com/watch?v=rHrx6dyLIW4>



<https://www.natgeokids.com/uk/discover/animals/prehistoric-animals/dino-footprint-discovered-welsh-beac/>



**VOTES
FOR
WOMEN**
WOMEN'S FREEDOM LEAGUE

**WOMEN
DEMAND
THE VOTE
THIS
SESSION**
WOMEN'S FREEDOM LEAGUE
10, BUCKINGHAM ST.
STRAND

**WOMEN
DEMAND
THE VOTE
THIS
SESSION**
WOMEN'S FREEDOM LEAGUE
BUCKINGHAM ST.
STRAND

**LEGISLATION
WITHOUT
REPRESENTATION
IS
TYRANNY**
LAW MUST BE
BLIND TO SEX

**WOMEN MUST
VOTE THAT THE
WILL OF
THE PEOPLE MAY**

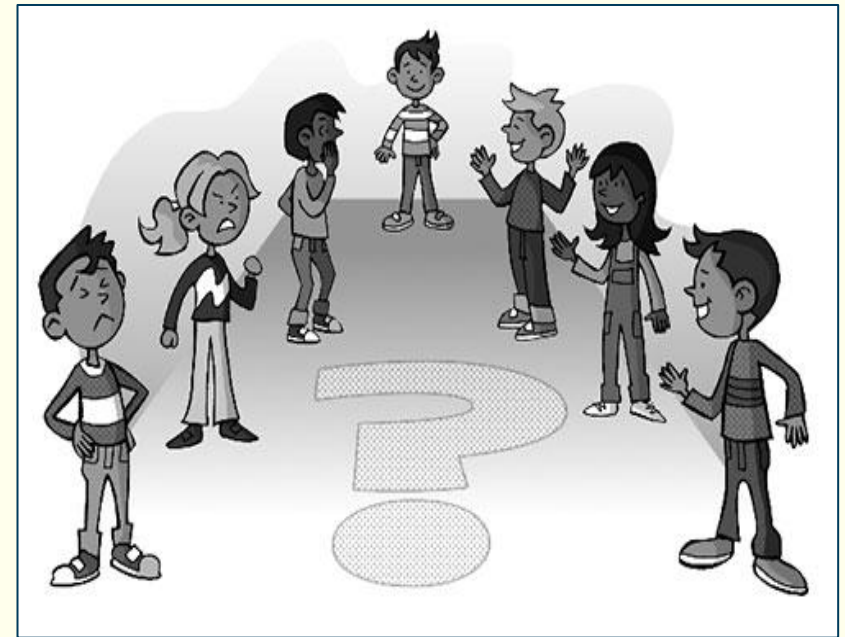
Fframiau Rhewi - Freeze frames

- Rhesymau a Chanlyniadau – Causes and Consequences
- Dehongliadau – Interpretations
- Tystiolaeth hanesyddol – Historical evidence
- Sgiliau Llythrennedd – Literacy Skills
- Celfyddydau Mynegiannol – Expressive Arts

<https://www.history.org.uk/primary/categories/793/module/3657/primary-teaching-methods/3670/expressive-movement-and-freeze-frames>
<https://dramaresource.com/freeze-frames/>



LLWYBR CYDWYBOD - DECISION ALLEY



<https://dramaresource.com/conscience-alley/>

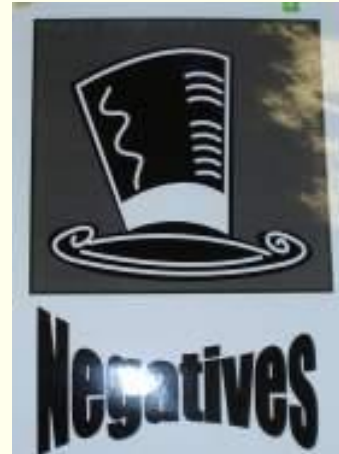
Darllen/Read:

Good Learning in RE – The Soldiers Dilemma
(Humanities 2 Folder / Ffolder Dyniaethau 2)

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Hetiau Meddwl de Bono

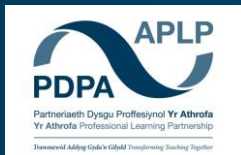
De Bono's Thinking Hats



<https://www.youtube.com/watch?v=7Sz8qLKV8Jo>



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Ymholiad hanesyddol – Historical Enquiry

- Beth oedd pobl yn ei wneud?
- Beth oedd y pethau da am y person?
- Beth oedd y pethau drwg am y person?
- Sut oedd hi/ef yn teimlo ar y pryd?
- Sut oedd y person yn meddwl ar y pryd?
- Pam wnaethon nhw hynny?



- What did people actually do?
- What were the person's bad points?
- What were the person's good points?
- How did s/he feel at the time?
- What did the person think at the time?
- Why did they do this?

1 - feelings

Scared because could get ill.
 hungry because I would always get people
 lonely because I would miss my mum and dad.

unig



2 - position

I would like it because I could
 get food and a bed that at home.
 I would get food.
 I would like it because I would have
 father



3 - description

They didn't give us food
 they didn't let us see our mum and dad
 they didn't let children see her
 they didn't let us go

It was strong and dark



You have used the Thinking
 Hat to help you learn
 about Work Houses
 Great

Who went to the workhouse?

- People who couldn't get their work and were thrown out of their homes.
- Widows, orphans and people too old to work.

What was the workhouse like?

- High walls, big gates and very small windows.
- Separate sections for men and women, so families had to be split up. In some workhouses every the chapel had separate sections.

Conditions

- Hard, so that people would be scared going to the workhouse if there possibly could.
- Strict discipline.
- No talking during meals or work periods.
- Many inmates died they were held in crowded rooms containing 3-4 other beds.
- Workhouses did not allow visits from friends.

Children

- Children were never allowed into the workhouse until they were sent and looked after in a children's section.
- They had lessons for part of the day in the workhouse or local school.
- Children old enough to work were sent to local factories or farms.

Food
 The food was almost the same.
Breakfast
 4 oz (113 g) oatmeal porridge
 1 pint (568 ml) of tea
Dinner
 4 oz (113 g) meat
 2 oz (57 g) bread or potatoes
Supper
 4 oz (113 g) meat
 1 pint (568 ml) of tea
 2 oz (57 g) cheese



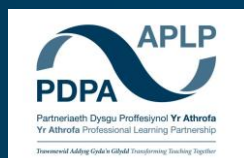
syniadau

4 - ideas

They should off take diff + food
 they should off see they mum and dad
 they should off time to play or sit
 they should off more like a home



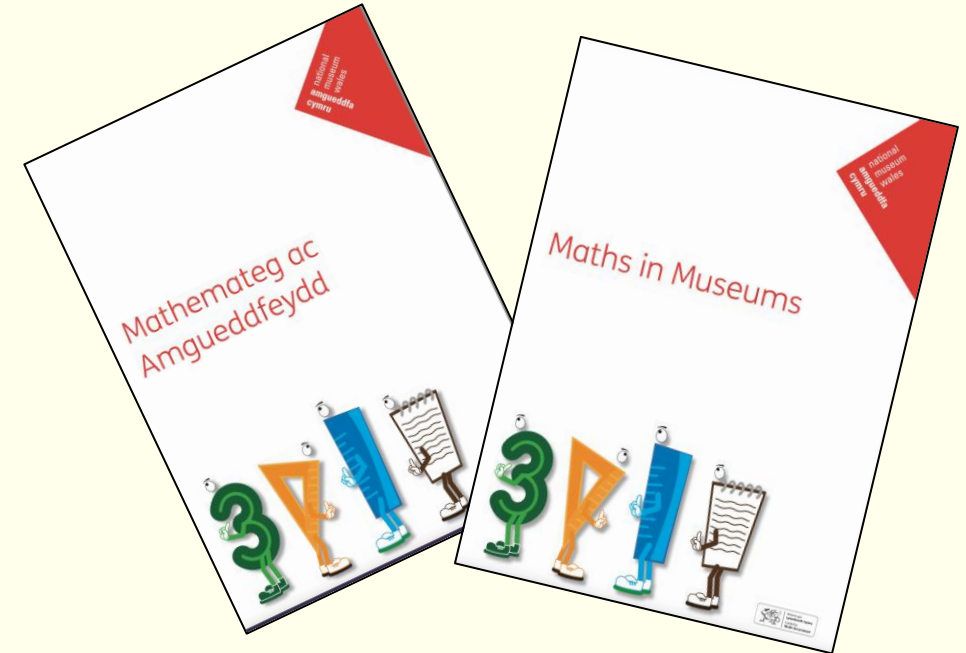
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Ymweliadau addysgiadol

Educational visits



<https://museum.wales/learning/activity/265/Maths-in-Museums/>

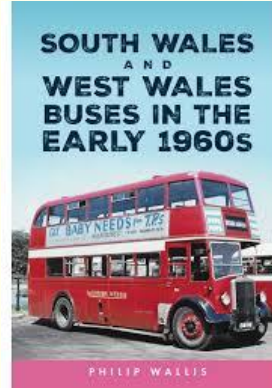


<https://cadw.gov.wales/learn/fun-activities/cadw-cymru-minecraft>



Ymholiad hanesyddol Cymru yn y 1960au

- Ble oedden nhw'n byw?
- Beth oedden nhw'n ei wneud?
- Beth oedden nhw'n ei wisgo?
- Beth oedden nhw'n ei fwyta?
- Sut oedden nhw'n dathlu?
- Beth oedden nhw'n ei wneud yn eu hamser hamdden?
- Sut ydym yn gwybod hyn?
- Sut mae darganfod mwy o wybodaeth?
- Beth arall ddigwyddodd yn y Chwe Degau?



Historical Enquiry Wales in the 1960s

- Where did they live?
- What did they do?
- What did they wear?
- What did they eat?
- How did they travel?
- How did they celebrate?
- What did they do in their spare time?
- How do we know this?
- How can we find out more?
- What happened during the Sixties?

Beth sy'n werth chweil? What is worthwhile?

- Dewiswch destun
- Dewiswch rai sgiliau/cysyniadau hanesyddol.
- Rhestrwch rhai gweithgareddau posibl ar gyfer eich dysgwyr
- Cysylltiadau gyda'r sgiliau trawsgwricwlaidd (e.e. llythrennedd)



- Choose a topic
- Choose some historical skills/concepts.
- List possible activities for your learners.
- Links to cross-curricular skills (e.g. literacy...)

Adnoddau Gwersi Defnyddiol

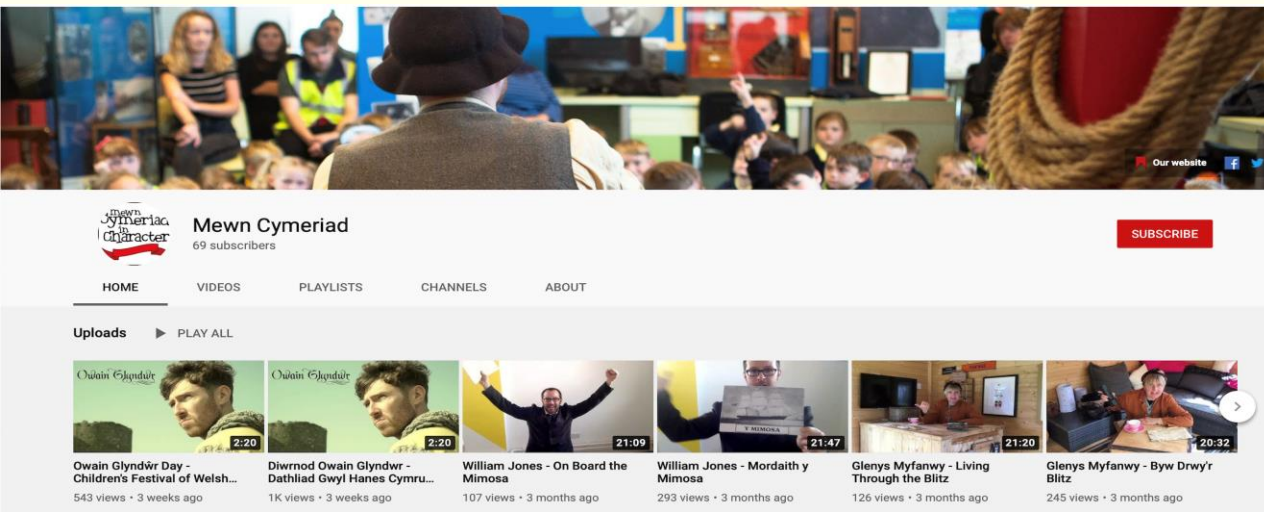
Useful Teaching Resources

<https://www.bbc.co.uk/cbbc/shows/horrible-histories>



Mewn Cymeriad – Hanes Cymru, e.e. Owain Glyndwr

https://www.youtube.com/channel/UCs8SM2ju1ZUyPwmxleZ2t_w



Hwb®

<https://hwb.gov.wales/repository/resource/>

<https://www.peoplescollection.wales>

A People's Story of Wales

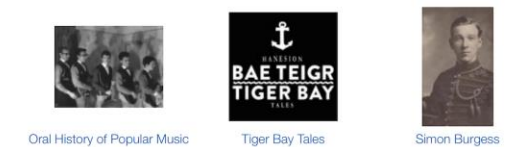
We preserve and celebrate the rich history of Wales by collecting unique stories from everyday people. Find out more [about us](#) or [register](#) to start uploading and share your stories.



Items in the spotlight

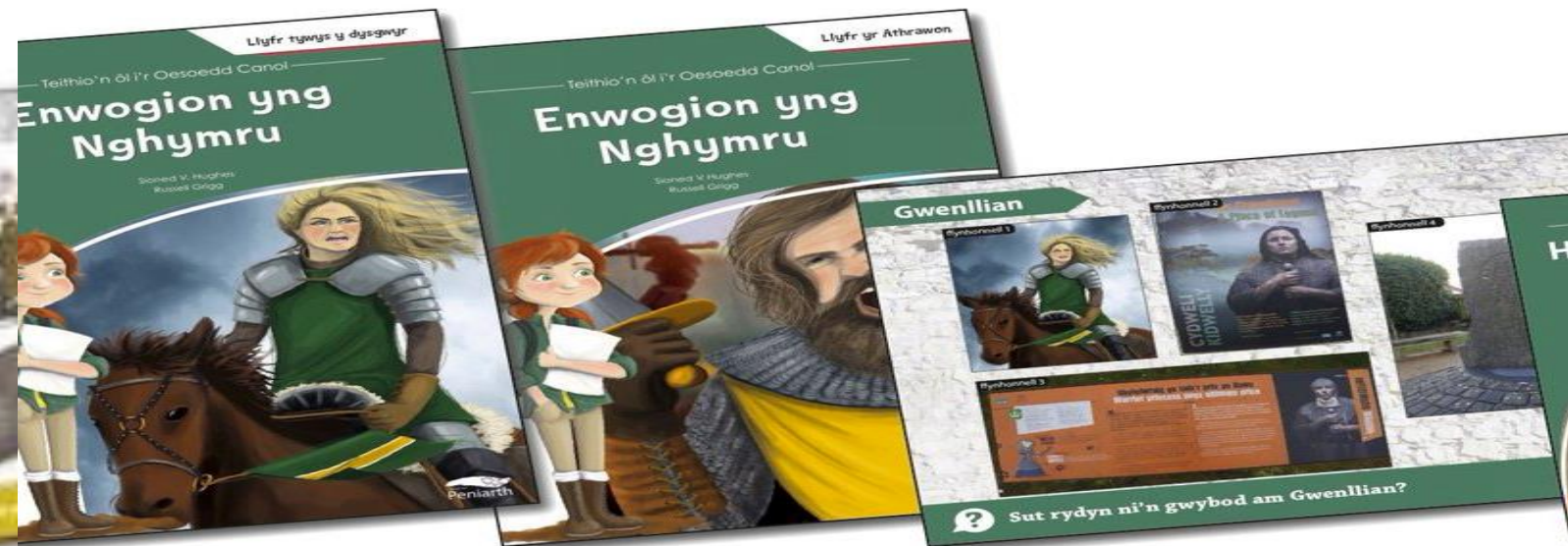
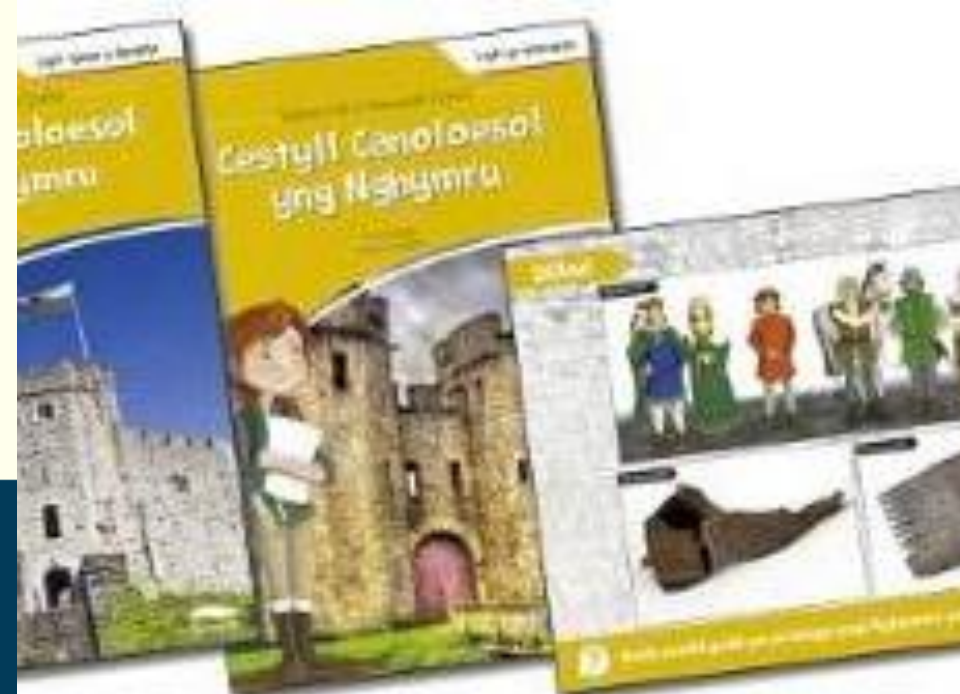


Users in the spotlight





Bywyd bob dydd pobl yn byw yn...
 Everyday life of people living in...
www.peniarth.co.uk
 Videos of Famous People on HWB



<https://www.s4c.cymru/en/stwnsh/page/20972/programmes/>



<https://pth.cymru/brethyn-cymru>

Map Rhyngweithiol - Interactive Map CYMUNED – HWB

<https://hwb.gov.wales/repository/resource/89e57ffe-c33c-44f6-8861-d1182340e1fd/overview>



Cyfeiriadau – References

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- Pearson, V. (2022) The World at our feet: a history of shoes, *Primary History* 92 (Autumn 2022), pp.44-49.
- Pickford, T., Garner, W. & Jackson, E. (2014) *Primary Humanities: Learning through Enquiry*. London: SAGE.
- Thompson, K. & Wire, T. (2021) 'Take one day: undertaking an in-depth local enquiry', *Primary History*, 87 (Spring 2021), pp. 34-38.

Gwefannau-Websites:

- De Bono, E. (1999) *Edward de Bono Six Thinking Hats*. London: Penguin.
<https://www.youtube.com/watch?v=7Sz8qLKV8Jo>
- Historical Association – <https://primary.history.org.uk> (Primary History)
- Horrible Histories - <https://www.bbc.co.uk/cbbc/shows/horrible-histories>