



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

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

www.uwtsd.ac.uk

- ECAD4017-C
- DYNIAETHAU – HUMANITIES
- Sesiwn – Session 2
- s.v.hughes@uwtsd.ac.uk

Yn y sesiwn yma byddwn yn edrych ar: In this session we will be looking at:



- Ble mae'r 'Hanes' o fewn MDaPh y Dyniaethau - Dysgu Sylfaen
- Where is 'History' within the Humanities AoLE - Foundation Learning
- Archwilio rhai cyfleoedd o addysgu a dysgu 'hanes' (rheoli'r amgylchedd dysgu, gwahaniaethu, manteisio ar ddisgyblaethau pwnc mewn meysydd dysgu)
- Explore some ways of teaching and learning 'history' (managing the learning environment, differentiation, exploiting subject disciplines in areas of learning)

Hafan > Cwricwlwm i Gymru > Y Dyniaethau

MAES DYSGU A PHROFIAD

Y Dyniaethau

Canllawiau i helpu ysgolion a lleoliadau i ddatblygu eu cwricwlwm eu hunain, gan alluogi dysgwyr i ddatblygu o ran y pedwar diben.



Cynnwys

1. Cyflwyniad
2. Datganiadau o'r hyn sy'n bwysig
3. Egwyddorion cynnydd
4. Disgrifiadau dysgu
5. Cynllunio eich cwricwlwm



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

Home > Curriculum for Wales > Humanities

AREA OF LEARNING AND EXPERIENCE

Humanities

Guidance to help schools and settings develop their own curriculum, enabling learners to develop towards the four purposes.



Contents

1. Introduction
2. Statements of what matters
3. Principles of progression
4. Descriptions of learning
5. Designing your curriculum



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

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>

Camau Cynnydd - Progression Steps

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

Cam cynnydd 1	Cam cynnydd 2
Rwy'n dechrau adnabod digwyddiadau pwysig sydd wedi digwydd i mi yn y gorffennol. Rwy'n dechrau deall fod rhai pethau wedi digwydd yn y gorffennol, rhai yn digwydd yn y presennol, ac y bydd mwy yn digwydd yn y dyfodol.	Rwy'n gallu rhoi digwyddiadau mewn trefn, ac yn dechrau deall y gellir rhannu'r gorffennol i gyfnodau o amser. Rwy'n gallu adnabod pethau tebyg a gwahanol ym mywydau pobl, yn y gorffennol a'r presennol. Rwy'n gallu adnabod agweddau o fywyd yn fy nghymuned sydd wedi newid dros gyfnod o amser.

Progression step 1	Progression step 2
I am beginning to identify important events that have happened to me in the past. I am beginning to understand that some events have happened in the past, other events are happening in the present and that more events will happen in the future.	I can sequence events and I am beginning to understand that the past can be divided into periods of time. I can recognise similarities and differences between people's lives, both in the past and present. I can identify aspects of life in my community that have changed over time.

Pam dysgu 'Hanes'?

Why learn 'History'?

Beth sy'n werthchweil?

What is worthwhile?



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

Amser a phobl (Hanes)

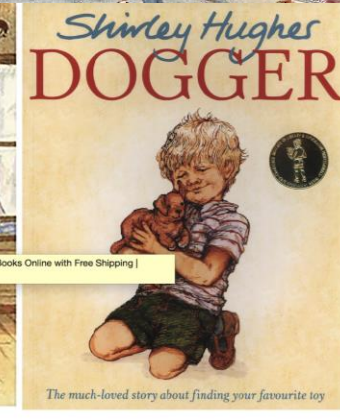
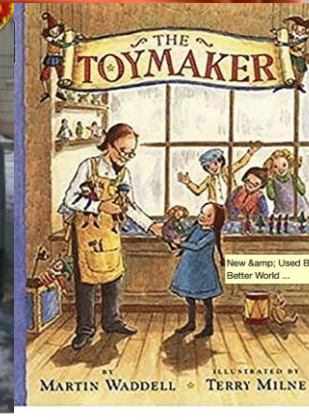
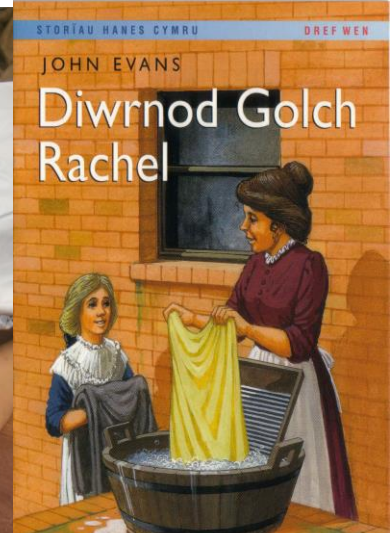
Dylid rhoi cyfleoedd i blant:

- roi digwyddiadau, trefniadau arferol a newidiadau mewn trefn, e.e. *yn ystod taith i'r ysgol, mewn stori*
- mesur amser gan ddefnyddio dyfeisiau mesur syml, clociau, oriawr a chalendrau
- adnabod y newidiadau a gaiff eu hachosi gan dreigl amser, e.e. *y newidiadau sy'n digwydd iddynt hwy eu hunain a phobl a mannau cyfarwydd*
- sylweddoli bod rhesymau dros rai gweithrediadau a bod y gweithrediadau hynny'n gallu esgor ar ganlyniadau
- dechrau adnabod y gwahaniaethau rhwng ffyrdd o fyw mewn gwahanol gyfnodau, e.e. *drwy gymharu lle cyfarwydd yn ystod gwahanol gyfnodau yn y gorffennol*
- defnyddio ystod o ffynonellau hanesyddol gan gynnwys arteffactau ac adeiladau, oedolion yn dwyn eu gorffennol i gof, a ffynonellau gweledol
- edrych ar wahanol bortreadau a dehongliadau o'r gorffennol, e.e. *gwahanol lyfrau/lluniau/ffynonellau TGCh sy'n ymwneud â'r un person neu'r un digwyddiad.*

Time and people (History)

Children should be given opportunities to:

- sequence events, routines and changes, *e.g. in a journey to school, in a story*
- measure time, using simple measuring devices, clocks, watches and calendars
- recognise the changes caused by time, *e.g. to themselves and to people and places familiar to them*
- recognise that there are reasons for, and consequences of, some actions
- begin to identify differences between ways of life at different times, *e.g. by comparing a familiar place at different times in the past*
- use a range of historical sources, including artefacts and buildings, adults recalling their own past, and visual sources
- look at different representations and interpretations of the past, *e.g. different books/pictures/ICT sources about the same person or event.*



Rheoli'r Amgylchedd Dysgu Managing the Learning Environment

Gwahaniaethu Differentiation



Manteisio ar ddisgyblaethau
pwnc mewn meysydd dysgu

**Exploiting subject
disciplines in areas of
learning**



Bod yn sgeptigol...

- Beth yw'r cryfderau?
- Beth yw'r cyfyngiadau?
- Beth allech chi ei newid? Sut?

Being sceptical...

- What are the strengths?
- What are the limitations?
- What might you change? How?

4 diben

addysgeg

4 purpose

pedagogy

Eich tro chi nawr...

- Dewiswch thema/testun
- Nodwch beth sy'n werthchweil...
- Sut y byddwch yn addysgu?
(addysgeg-gweithgareddau-adnoddau)
- Peidiwch ag anghofio y 3 llinyn!



Your turn now...

- Choose a theme/topic
- Consider what is worthwhile...
- How would you teach this?
(pedagogy-activities-resources)
- Don't forget the 3 strands!

<https://vimeo.com/135558501>



St George's Tram Heritage Schools

My Primary School is at the Museum



<https://www.museumsassociation.org/campaigns/museums-change-lives/creating-better-places-to-live-and-work/my-primary-school/>



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

Cyfeiriadau - References

- Catling S. (2017) 'High-quality in primary humanities: insights from the UK's school inspectorates', *Education 3-13*, 45(3), 354-364. (Copy ar Moodle-Copy on Moodle)
- Crawford, H. (2016) 'Learning about the past through a study of toys and games', *Primary History*, 74 Autumn, 6-7. (Copy ar Moodle-Copy on Moodle)
- Crawford, H. (2019) 'Riding along on my pushbike...exploring transport in EYFS', *Primary History* 81, Spring, pp.8-10. (Copi ar Moodle – Copy on Moodle).
- Dixon, L. & Hales, A. (2014) *Bringing History Alive through Local People and Places*. London: Routledge.
- Doull, K. (2022) 'Exploring the past through active enquiry', *Primary History*, 91 Summer, pp.10-12. (Copi ar Moodle – Copy on Moodle).
- Grigg, R. & Hughes, S.V. (2020) *Teaching Primary Humanities*. London: Routledge. (*Chapter 3)
- Kirkland, S. (2018) 'Food – a theme for learning about the past', *Primary History*, 78 Spring, pp.8-10. (Copi ar Moodle - Copy on Moodle)
- Wilkinson, A. (2018) 'What can you do with an old postcard?', *Primary History* 78 Spring, pp. 50-53. (Copi ar Moodle - Copy on Moodle)
- Wilkinson, A. (2022) 'Artefacts in the neighbourhood', *Primary History*, 92 Autumn, pp.29-31. (Copi ar Moodle – Copy on Moodle)