



MDaPh DYNIAETHAU HUMANITIES AoLE

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ECAD4008/C

SESIWN /SESSION 2

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

1. Ble mae'r 'hanes' o fewn MDaPh y Dyniaethau?

2. Archwilio rhai strategaethau o addysgu a dysgu sgiliau, gwybodaeth a dealltwriaeth, hanesyddol dysgwyr

1. Where is 'history' within the Humanities AoLE?

2. Explore some teaching and learning strategies to develop learners' historical skills, knowledge and understanding

[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](#)
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AREA OF LEARNING AND EXPERIENCE

Humanities

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



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MDaPh DYNIAETHAU - Yr Hyn Sy'n Bwysig (YHSB)

- ▶ **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.



HUMANITIES AoLE - What Matters (WMs)

- ▶ **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.

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 gallu rhoi digwyddiadau mewn trefn, ac yn dechrau deall y gellir rhannu'r gorffennol i gyfnodau o amser.
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 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 can sequence events and I am beginning to understand that the past can be divided into periods of time.
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 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.

Amser a phobl

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//luniau/ffynonellau TGCh sy'n ymwneud â'r un person neu'r un digwyddiad.*

Time and people

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.*

Sut mae addysgu'r Dyniaethau?

Bydd plant yn dysgu trwy'r dulliau canlynol:

- trwy'r broses o ddysgu trwy brofiad sy'n:
 - hanfodol i arfer da mewn addysg ar gyfer plant ifanc
 - dechrau â phrofiadau plant yn y gorffennol neu'r presennol
 - annog chwilfrydedd plant ac yn eu hannog i chwarae trwy archwilio
 - rhoi cyfle i blant adalw a defnyddio'u profiadau
 - peri i blant ofyn cwestiynau am eu profiadau dysgu
 - galluogi plant i archwilio'u hamgylcheddau dysgu ac ymchwilio iddyn nhw
 - galluogi plant i gyfathrebu, rhyngweithio a siarad am yr hyn hoffen nhw ei wneud
 - galluogi plant i deimlo'u bod yn cael eu gwerthfawrogi
 - gwneud y dysgu'n berthnasol i blant, eu bywydau a'r byd go iawn
 - rhoi cyfle i ddysgu pethau newydd
 - rhoi cyfle i ymarfer sgiliau
 - rhoi cyfleoedd i blant gofnodi eu canfyddiadau mewn nifer o ffyrdd
 - cynnwys cyfleoedd i werthuso gwaith dysgu

- trwy efelychu pobl eraill, er enghraifft wrth chwarae rôl a chwarae'n ddychmygus
- trwy ddysgu sgiliau penodol yn uniongyrchol, er enghraifft wrth ddysgu sut i ddefnyddio offer arbenigol neu offer mesur.

Datblygu sgiliau

Mae'r sgiliau canlynol yn hanfodol ar gyfer y Maes Dysgu hwn a gellir eu datblygu ar draws y cwricwlwm hefyd.

- | | |
|-------------------------|-------------------------|
| • Arsylwi | • Didoli a grwpio |
| • Cymharu | • Trefnu |
| • Dosbarthu | • Gofyn/ateb cwestiynau |
| • Ymholi | • Ymchwilio |
| • Archwilio ac arbofi | • Meddwl |
| • Gwranddo | • Datrys problemau |
| • Gwneud penderfyniadau | • Cofnodi |
| • Rhagfynegi a phrofi | • Cyfathrebu |
| • Myfyrio | • Gwerthuso |
| • Disgrifio | |

How to teach the Humanities?

Children will learn in the following ways:

- through the process of experiential learning, which:
 - is central to good practice in education for young children
 - starts with the children's present or past experience
 - encourages curiosity and exploratory play
 - provides an opportunity for children to recall and draw upon their experiences
 - requires children to question their learning experiences
 - enables children to explore and investigate their learning environments
 - enables children to communicate, interact and talk about what they want to do
 - enables children to feel they are valued
 - relates learning to themselves, their own lives and the real world
 - allows for new learning
 - allows practise of skills
 - allows opportunities to record their findings in a number of ways
 - incorporates opportunities to evaluate learning

- by imitating others, for example in role play and imaginative play
- by being taught specific skills directly, for example how to use specialist tools or measuring equipment.

Development of skills

The following skills are essential to this Area of Learning and can also be developed across the curriculum.

- | | |
|-------------------------------|------------------------------|
| • Observing | • Sorting and grouping |
| • Comparing | • Sequencing |
| • Classifying | • Asking/answering questions |
| • Enquiring | • Investigating |
| • Exploring and experimenting | • Thinking |
| • Listening | • Solving problems |
| • Making decisions | • Recording |
| • Predicting and testing | • Communicating |
| • Reflecting | • Evaluating |
| • Describing | |

Addysgeg - Pedagogy

Amser a phobl

Er mwyn cefnogi datblygiad sgiliau a gwybodaeth plant ynghylch 'Amser a phob' mae'r meysydd a'r profiadau allweddol canlynol yn rhai y gellid cynllunio ar eu cyfer.

- Er mwyn cefnogi datblygiad sgiliau a gwybodaeth plant ynghylch planhau a phobl' mae'r meysydd a'r profiadau allweddol canlynol yn rhai y gellid cynllunio ar eu cyfer.
- Gall y plant ddysgu rhoi digwyddiadau eu diwrnod mewn trefn, gan ddefnyddio tystiolaeth a fotograffau a chofnodi eu syniadau mewn lliniau a llyfrynau. Bydd sgiliau trefnu'r plant mewn perthynas â threigl amser yn cael eu hatgyfnerthu trwy storïau, caneuon a rhifynau.
- Gall y plant symud ymlaen i roi digwyddiadau'r wythnos a digwyddiadau cyfnodau hwyr na hynny mewn trefn, gan ddefnyddio fotograffau wedi tynnu ganddyn nhw eu hunain (dan ddefnyddio ffotograffu agored). Gellir cofnodi'r digwyddiadau trwy do ac yn yr awyr agored). Gellir cofnodi'r digwyddiadau trwy ddefnyddio llinell amser pan fo hynny'n briodol. Dylai'r plant ymgyswddo â geirfa sy'n disgrifio treigl amser gan ddechrau â digwyddiadau yn eu bywydau eu hunain.
- Gall fotograffau o genedlaethau hyn fod yn sbardun da i blant ddechrau archwilio a gofyn cwestiynau am y gorrffennol a digwyddiadau'r gorrffennol, a gallan nhw ennyn diddordeb rhieni/ gofaluwr yn y cwrwclwm hefyd. Efallai y bydd fotograffau yn cyfrannu i amgueddfa'r dosbarth o deganau neu eitemau hen/ newydd sy'n ymwneud â'r cartref, y gall y plant eu trin a'u cymharu gan ddysgu geirfa berthnasol i ddisgrifio nodweddion sy'n perthyn i arteffactau o wahanol gyfnodau.
- Gellid gofyn i ymwelwyr siarad â'r plant am eu plentyndod neu eu dyddiau ysgol. Bydd hynny'n galluogi'r plant i feithrin eu gwybodaeth a'u dealltwriaeth o wahanol ffyrdd o fyw mewn gwahanol gyfnodau, bod yn rhan o'ysgyrsiad dwy ffordd, yn ogystal ag archwilio fotograffau ac arteffactau, a gwrandao ar storïau. Bydd hynny'n helpu'r plant i ddehongli tystiolaeth a deall pam y gwnaeth pobl rai pethau a pham y digwyddodd rhai pethau, a deall rhai o ganlyniadau hynny.
- Gall yr adroddiadau ymwelwyr hyn cael eu cymharu â llyfrau, DVDau, arddangosfeydd amgueddfeydd ac ati, i gynorthwyo plant i ddeall fod yna wahanol ffyrdd o ddehongli'r gorrffennol.
- Yn ogystal, gall storïau helpu'r plant i ddeall y cysyniad o hen a newydd, a deall dylanwad cymeriadau a digwyddiadau'r gorrffennol, er enghraifft cymeriadau hanesyddol Cymru.
- Gall ymweliadau ag amgueddfeydd a safleoedd hanesyddol lleol helpu'r plant i feithrin gwell dealltwriaeth o adeiladau a ffyrdd o fyw yng Nghymru yn y gorrffennol.

- ▶ Digwyddiadau
- ▶ Ffotograffau
- ▶ Ymweliadau
- ▶ Ymwelwyr
- ▶ Storiâu
- ▶ Rhigymau
- ▶ Gemau
- ▶ Caneuon

Time and people

To support the development of children's skills and knowledge 'Time and people' the following are key areas that could be planned for:

- Child

- Children can learn to sequence events in their day by using evidence from photographs, and by recording their ideas in pictures and booklets. Through stories, songs and rhymes children's sequencing skills of the passing of time will be reinforced.
- Using photographs they take themselves (both indoors and outdoors) children can progress to sequencing events in the week and for longer periods. When appropriate, the events can be recorded using a time line. Children should become familiar with vocabulary that describes the passage of time, starting with events in their own lives.
- Photographs of earlier generations can provide a good stimulus for children to explore and ask questions about past times and events, as well as also engaging parents'/carers' interest in the curriculum. Photographs might also contribute to a class museum of old/new household items or toys that children can handle and compare, while at the same time learning relevant vocabulary to describe the characteristics that identify artefacts from different periods of time.
- Visitors might be asked to talk about their own childhood or school days with the children. This will enable children to develop their knowledge and understanding of ways of life in different times, to engage in two-way conversations as well as examine photographs and artefacts and listen to stories. This will help children to interpret evidence and understand why people did things, why events happened and some of the consequences.
- These visitors' accounts can be compared with books, DVDs, museum displays, and so on, to help children understand that there are different ways of interpreting the past.
- Stories can also help children to understand the concept of old and new, and the influence of past events and characters (for example characters from Welsh history).
- Visits to local museums and historic sites can help children to gain a greater understanding of the buildings and ways of life in Wales in past times.

- ▶ Events
- ▶ Photos
- ▶ Visitors
- ▶ Visits
- ▶ Stories
- ▶ Games
- ▶ Rhymes
- ▶ Songs

Astudiaeth Achos / Case Study

Oes Fictoria

Cyd-destun

Roedd plant saith oed mewn dosbarth yn dysgu am oes Fictoria drwy ddarllen straeon am gymeriadau mewn cartref Fictoriaidd. Yn ystod sesiwn Llyfr Mawr, gwisgodd yr ymarferydd fel morwyn cegin a dangos sut y byddai dillad wedi cael eu golchi.

Beth a wnaeth y plant?

Cafodd y plant eu hannog i feddlw am gwestiynau i ofyn i'r forwyn fel "Pam ydych chi'n rhwbio'r dillad ar fwrdd sgrwbio?" neu "Pa mor hir yr oedd hi'n cymryd i olchi llond twb o ddillad?" Yna, cafodd plant uwch eu gallu y dasg o ddod o hyd i atebion y cwestiynau hyn mewn llyfrau ac ar y rhyngwryd. Daeth y plant hyn o hyd i'r rhan fwyaf o'r atebion a phenderfynu eu cyflwyno i'r dosbarth drwy ddeialog rhwng morwyn y cegin a'r wraig cadw tŷ. Gofynnwyd i grŵp arall o blant olchi ffedogau peintio'r dosbarth gan ddefnyddio'r twb golchi, y bwrdd sgrwbio a sebon. Cofnododd y plant yr hyn yr oeddent yn ei wneud gan ddefnyddio camera digidol a recordydd tŵp er mwyn ei

rannu â'r dosbarth cyfan. Yna, defnyddiwyd y wybodaeth hon i gymharu'r broses o olchi dillad yn awr ac yn y gorffennol.

Beth a ddysgon nhw?

Dysgodd y plant i ofyn cwestiynau perthnasol a nodi'r hyn yr oeddent am ei wybod. Gwnaethon nhw nodi'r gwahaniaethau rhwng ffordd o fyw'r gorffennol a'r presennol. Dysgodd y plant am fanteision technoleg mewn perthynas â thasg draddodiadol feichus golchi dillad a pha mor ddefnyddiol all technoleg fod pan yr ydych yn ymchwilio i bwnc.

Meysydd dysgu

- sgiliau iaith llythrennedd a chyfathrebu
- gwbyodaeth a dealltwriaeth o'r byd

Dysgodd y plant i ofyn cwestiynau perthnasol a nodi'r hyn yr oeddent am ei wybod.

Darllenwch yr astudiaeth achos – tud.21 Beth sy'n digwydd?
Beth mae nhw yn ei ddysgu?

Read the case-study on p.21.
What is happening? What are they learning?

Victorian times

Context

Children in a class of seven-year-olds were learning about life in Victorian times by reading stories about characters in a Victorian household. During a Big Book session, the practitioner dressed as a scullery maid and demonstrated how clothes would have been washed.

tape recorder to share with the whole class. This information was then used to compare the process of washing clothes now and in the past.

What did they learn?

Children learned to ask relevant questions and identify what they wanted to find out. They identified differences between ways of life in the past and now. Children learned about the benefits of technology in relation to the traditionally onerous task of washing clothes and how helpful technology can be when you are researching a topic.

Areas of learning

- language, literacy and communication skills
- knowledge and understanding of the world

What did the children do?

The children were encouraged to think of questions to ask the maid such as "Why do you rub the clothes on the scrubbing board?" or "How long did it take to wash a tub full of clothes?" A group of more advanced children were then set the task of finding answers to these questions in books and on the internet. These children found most of the answers and decided to present them to the class by way of a dialogue between the scullery maid and the housekeeper. Another group of children were asked to wash the class painting aprons using the washing tub, scrubbing board and soap. These children recorded what they did using a digital camera and

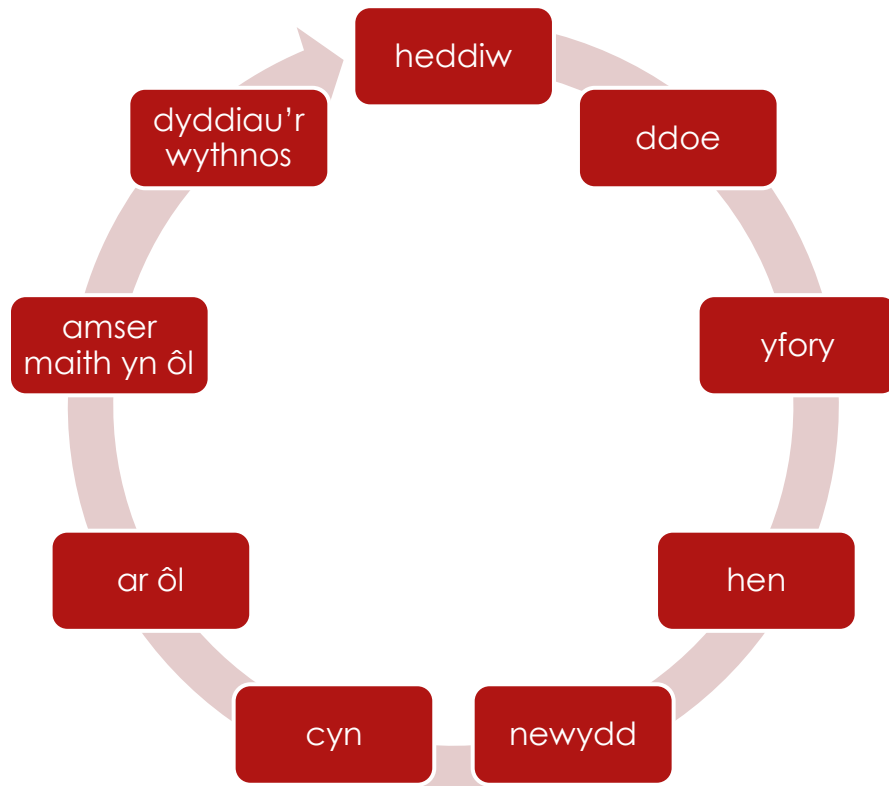
Children learned to ask relevant questions and identify what they wanted to find out.

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[07/Chwarae%20a%20dysgu%20gweithredol%253A%20Pecyn%20cymorth%2520ar%20gyfer%20ymarferwyr%2520y%2520Cyfnod%2520Sylfaen%2520-%2520Medi%25202009.pdf](https://www.estyn.llyw.cymru/system/files/2020-07/Play%20and%20Active%20Learning%253A%20A%20toolkit%20for%20Foundation%20Phase%20practitioners%2520-%2520September%25202009.pdf)

<https://www.estyn.llyw.cymru/system/files/2020-07/Play%20and%20Active%20Learning%253A%20A%20toolkit%20for%20Foundation%20Phase%20practitioners%2520-%2520September%25202009.pdf>

Geirfa 'Hanesyddol' – 'Historical' Vocabulary

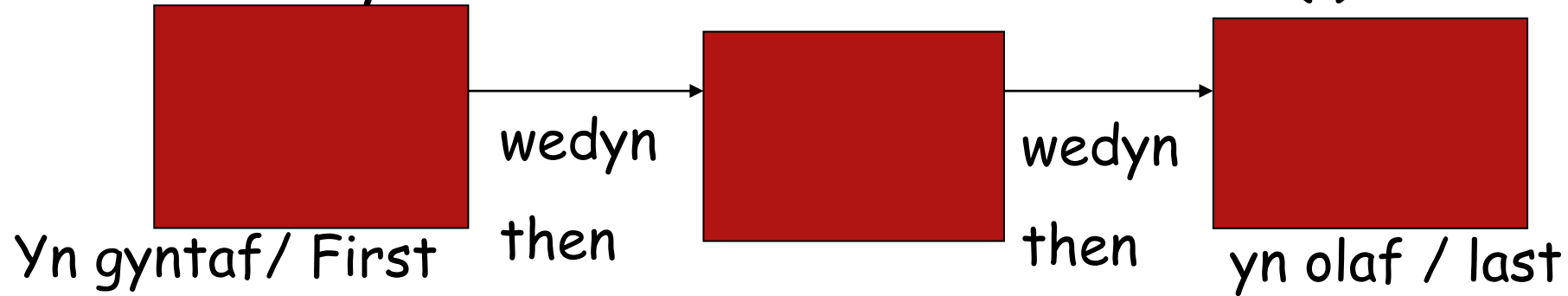


- ▶ today
- ▶ yesterday
- ▶ tomorrow
- ▶ old
- ▶ new
- ▶ before
- ▶ after
- ▶ a long time ago
- ▶ days of the week

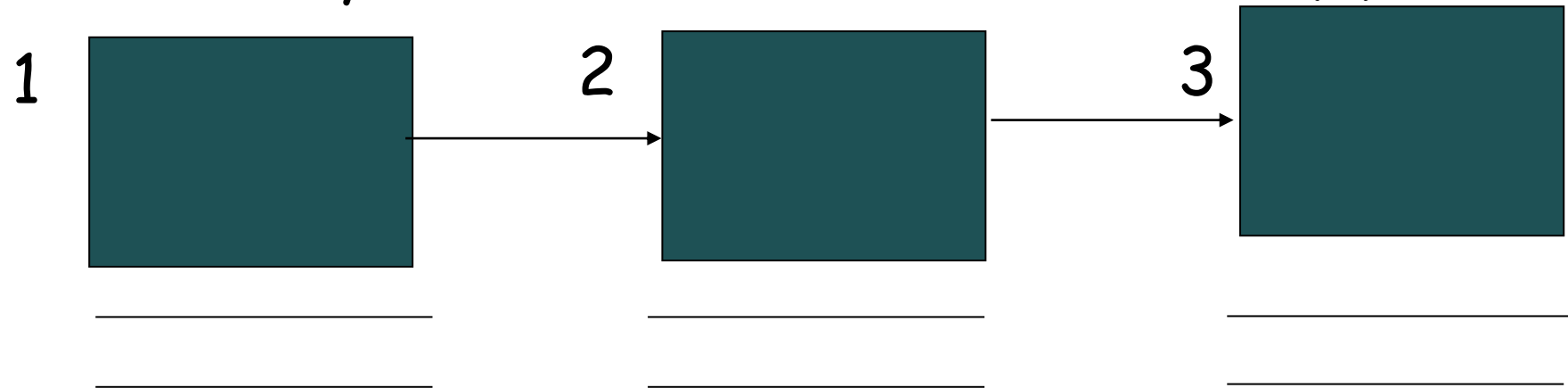
Ffordd o gyflwyno'r cysyniad o gronoleg – llinell amser

Introducing the concept of chronology - timeline

Dyma'r drefn/ This is the order (i)



Dyma'r drefn/ This is the order (ii)



Trefnu digwyddiadau – Sequencing events

Amser deffro/ Wake up	Yn yr ysgol /In school	Amser gwely/ Bedtime



Ddoe / Yesterday	Heddiw / Today	Yfory / Tomorrow

Trefnu digwyddiadau Diwrnod Ysgol

Sequencing Activities during a School Day

Diwrnod / Day:



o'r gloch
o'clock



o'r gloch
o'clock

- 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

- 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

Digwyddiadau'r Wythnos: Dyddiadur

Events during a week: Diary



Dydd Llun Monday	Dydd Mawrth Tuesday	Dydd Mercher Wednesday	Dydd Iau Thursday	Dydd Gwener Friday

Teganau~Toys

Learning about the past through a study of toys and games

Helen Crawford

A learning theme centred on toys and games is perfect for younger children as the Early Years curriculum is, of course, all about learning through play. Planned carefully, it can also provide many opportunities for children to develop their understanding of the past.

Adult-directed learning opportunities

Provide the children with a range of toys which relate to different stages of a child's development (e.g. a rattle for a baby, large plastic bricks for a toddler, a scooter for a five-year-old). Ask the children to order them on a simple timeline (the timeline should be marked with different ages rather than dates).

This activity will help children to develop their sequencing skills and build an early understanding of chronology. It also supports one of the key learning outcomes for the Foundation Stage: 'children understand past and present events in their own lives and in the lives of family members.'

If you are able to gather a collection of old toys, create a toy museum in an area of the classroom or your role-play area. The children can help you to write captions for displays, thinking about what a 'visitor' to the museum might want to know about the different exhibits.

Provide the children with a range of different toys, both modern and from the recent or distant past. Investigate how they could

Figure 1: Identifying similarities and differences in toys



be sorted: by type, by material, by size, by colour and by age. Ask the children to look for key similarities and differences. Which toys have essentially stayed the same, and which toys have changed over time? Which toys would have been played with a long time ago? How do we know?

Developing historical language

Picture books such as *Dogger* (Shirley Hughes) or *Too Many Toys!* (Heidi Deedman) explore with children the continuity of a favourite toy – toys that stay with us through many different changes in our lives.

Invite parents and carers (or other adults in your setting) to talk to the children about their favourite toys and why they have been special to them over the years. You could then ask the children to bring into school their favourite toy and

explain why it is special to them.

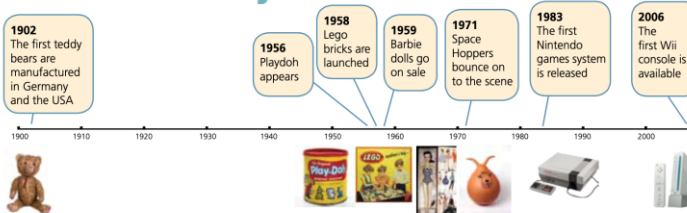
When children recall moments from their own past they begin to use language relating to time, they use the past tense and they begin to construct their own historical narrative.

The outside classroom

The outside area is, of course, the ideal place for children to learn how to play a range of traditional playground games – some of which are hundreds of years old. If possible, ask grandparents to visit the class to teach the children some of the games they used play.

Hopscotch: the first recorded reference to this game dates back to the late seventeenth century, where it was often referred to as 'scotch-hop' or 'scotch-hopper'. Once you have modelled the game to your class, it can be a

Time-line of toys



perfect child-initiated activity which requires nothing more than a typical playground surface and some chalk. The children can create their own hopscotch grids, which additionally supports early mark-making skills and practises number formation.

The farmers in his den: the rhyme upon which this ring game is based, was first recorded in Germany in 1826 and is thought to have been a type of courtship game.

Here we go round the mulberry bush: this rhyme was first recorded as an English children's game in the mid-nineteenth century. There was also a similar game which used the lyrics 'here we go round the bramble bush.'

Playing group games, whether led by adults or initiated by children, can develop language and communication skills, and promote turn-taking and social interaction. Other traditional forms of outdoor play could involve playing with hoops or learning a range of skipping songs.

Teddy bears

Teddy bears are a simple way to explore with children how one particular toy has changed over time.

The teddy bear is named after President Theodore Roosevelt who refused to shoot a bear cub

while on a hunting expedition in Mississippi. They were first manufactured in 1902. The earliest bears are characterised by their long snout, moveable joints and stiff fur, and were produced in naturalistic shades of brown. They are easily distinguished from the bears we know and love today. Modern bears tend to be more rounded with softer filling and fur. They come in a range of colours and tend to look slightly less ferocious!

Arrange for an 'old bear' to visit your class, and use this visit as a springboard to develop children's broader historical understanding. Who were the children who played with 'old bear'? What other toys might they have played with? What clothes would they have worn? What kind of house would 'old bear' have lived in? What would it have looked like inside?

Ask the children to bring in their teddies from home to meet 'old bear'. This provides a perfect opportunity for observing similarities and differences between all the bears. Ask children to think of some questions their bears might like to ask 'old bear'. And, finally, you can finish old bear's special visit to your class by inviting all the bears to a traditional teddy bears' picnic.

Helen Crawford is Headteacher of St Joan of Arc Primary School, and an Associate Lecturer at Northampton University.

Figure 2: Observing how bears have changed over time



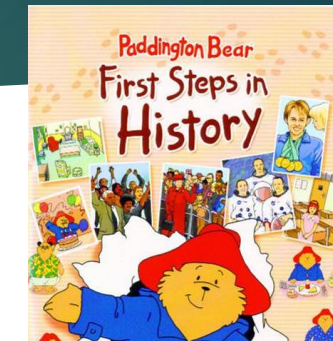
Resources

How things have changed: Toys and Games by James Nixon (Franklin Watts, 2012)

Start-up History – Toys by Stewart Ross (Franklin Watts, 2014)

www.vam.ac.uk/mod/collections/ The V&A Museum of Childhood website has a wealth of information and images of toys over time.

Many museum loan services will be able to provide you with a range of toys from the recent and more distant past.



The Activities

Activity 1: Dress Paddington

Help Paddington to get dressed in new or old clothes.

Level 1 – Click and explore

Level 2 – Choose new or old clothes

Learning Objective: Begin to understand about past and present



Dress Paddington Activity Menu: Choose from four different outfits.



Dress Paddington Level 1: Children can dress Paddington in old or new clothes to their wish, or combinations of the two.



Dress Paddington Level 2: Children are told whether Paddington should wear old or new clothes, and to dress him accordingly.

<https://www.youtube.com/watch?v=EDAPaEVr1Hk&t=57s>

https://www.youtube.com/watch?v=J8_uZLgR3MY&t=2s



Yr Hyn Sy'n Bwysig 2 – What Matters 2

- 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.*
-
- 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.*



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Gwrthrychau
– Arteffactau

Objects -
Artefacts

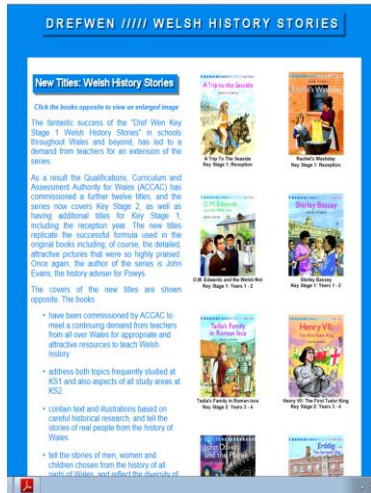
High Street (B). Heckington.



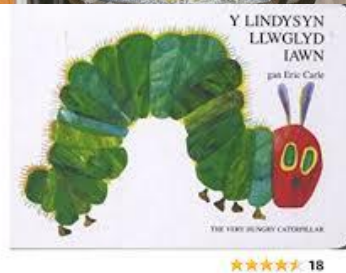
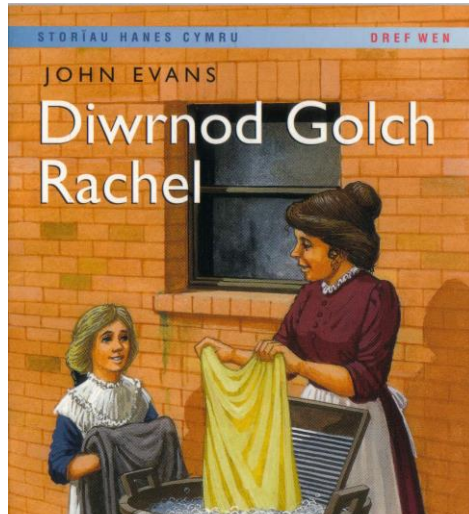




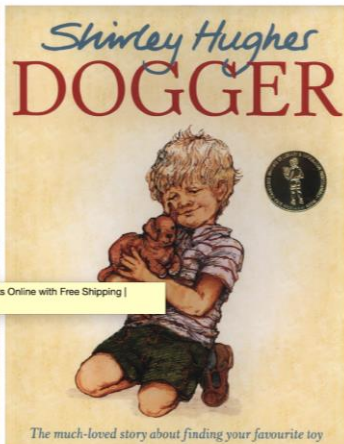
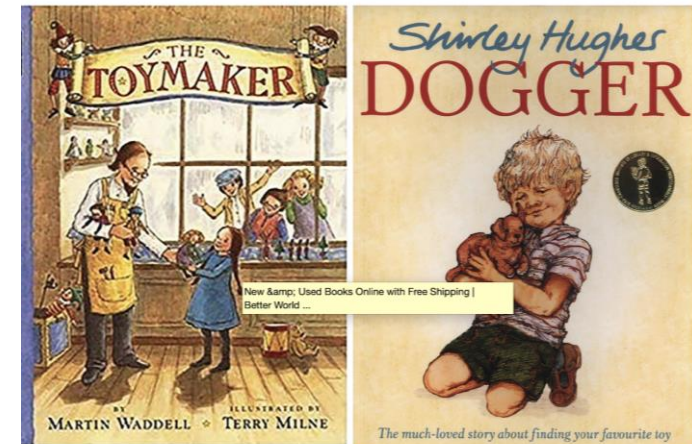
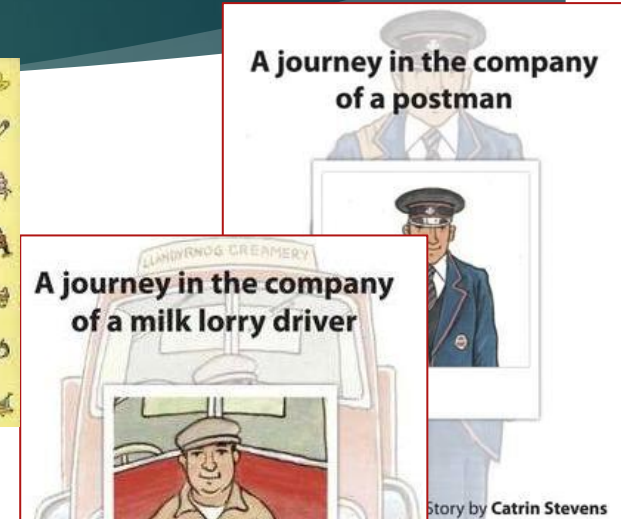
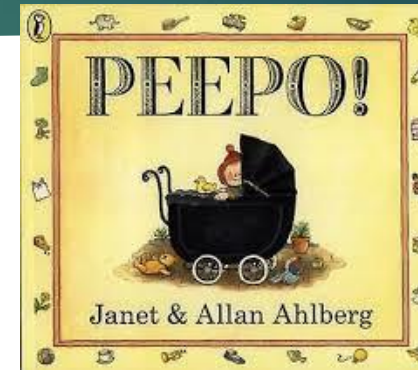
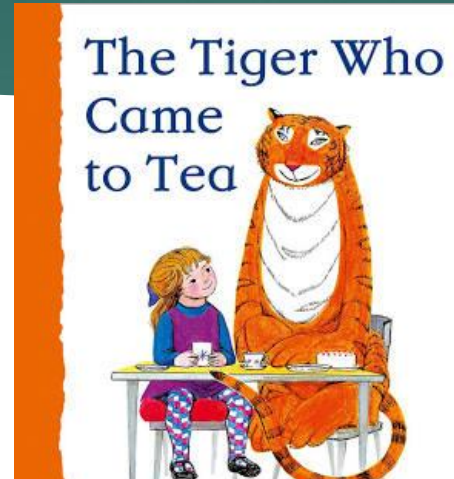
Defnyddio Storïau - Using Stories



DREFWEN WELSH HISTORY STORIES



★★★★★ 18

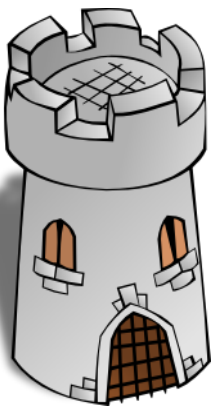


<https://www.youtube.com/watch?v=BXgW9UCgpc8>

<https://amgueddfa.cymru/sainffagan/addysg/adnoddau/beti-bwt/?ga=2.214266132.2072312261.1581320890-972514206.1572462350>



Chwarae Rôl – Role Play



Peintio
castell
Llywelyn Ein
Llyw Olaf



Adeiladu castell yn yr eira



Eich tro chi... Your turn now...

- ▶ Dewiswch thema.
- ▶ Cynlluniwch weithgareddau i ddysgu sgiliau hanesyddol
- ▶ Defnyddiwch yr adnoddau yn Ffolder 'Dyniaethau 2' i'ch helpu.
- ▶ Choose a theme
- ▶ Plan a few activities to teach historical skills.
- ▶ Use the resources in 'Humanities Folder' to help you.



Using postbox chronology to your own chronology

The children have sorted the postboxes into chronological order you could make a timeline across the room wall or floor, or individually for each child. Ask them to mark on the timeline significant dates in **their own** lives, such as when they were born, when they started school, when their parents and grandparents were born, when they moved house, etc. This will help them contextualise the changing designs (and postbox design) and help them relate things to something they already know.

You would think that a simple bit of local history – a visit to the nearest postbox – could be a vehicle for developing so many historical skills? Have fun!

Wilkinson taught history for many years and is now retired.

Dates they reigned	Monarch
1837–1901	Victoria
1901–1910	Edward VII
1910–1936	George V
1936	Edward VIII
1936–1952	George VI
1952–2022	Elizabeth II
2022–	Charles III

Egwyddorion Addysgeg

Pedagogical Principles

- ▶ Mae addysgu a dysgu da yn galw am ddefnyddio **cymysgedd o ddulliau** sy'n cynnwys addysgu uniongyrchol.
- ▶ Mae addysgu a dysgu da yn golygu gosod tasgau a dewis adnoddau **sy'n adeiladu ar wybodaeth a phrofiad blaenorol** ac yn ennyn **diddordeb**.
- ▶ Mae addysgu a dysgu da yn ymestyn **oddi mewn ac ar draws** Meysydd Dysgu a Phrofiad (MDaPh).

- ▶ Good teaching and learning means employing a **blend of approaches** including direct teaching.
- ▶ Good teaching and learning sets tasks and selects resources **that build on previous knowledge and experience** and engage interest
- ▶ Good teaching and learning ranges **within and across** Areas of Learning and Experience (AoLE).

Astudiaethau Achos /Case-studies

- ▶ St. George's Tram
- ▶ <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/>

Elfennau allweddol Dyniaethau

Key elements of Humanities

- ▶ Mae plant yn **chwilfrydig ac yn naturiol yn gofyn cwestiynau** am fywyd a'r byd o'u cwrpas.
- ▶ gweithgareddau atyniadol, ymarferol, integredig
- ▶ **gwybodaeth am eu treftadaeth a'u traddodiadau eu hunain** (trwy straeon a chwarae rôl)
- ▶ trwy chwarae, mae plant yn **datblygu eu syniadau, eu barn a'u teimladau** gyda dychymyg, creadigrwydd a sensitifrwydd
- ▶ **mynegi** eu teimladau a'u barn eu hunain nodi sut y gall eu gweithredoedd effeithio ar eraill,
- ▶ Adnabod a chydabod y gall **safbwyntiau** pobl eraill fod yn debyg neu'n wahanol i'w safbwyntiau eu hunain

- ▶ Children are **inquisitive and naturally ask questions** about life and the world around them.
- ▶ engaging, practical, integrated activities
- ▶ **knowledge of their own heritage and traditions** (through stories and role play)
- ▶ through play, children **develop their ideas, opinions and feelings** with imagination, creativity and sensitivity
- ▶ **expressing** their own feelings and opinions
- ▶ identify how their actions may affect others, recognise that other people's **viewpoints** may be similar to or different from their own

Pam addysgu Dyniaethau fel hyn...

Why teach Humanities like this...

High quality in primary humanities: insights from the UK's school inspectorates' – S. Catling (2017)

- High-quality humanities topics and lessons are **meaningful** to children and positively affect their learning.
- **Expert planning and teaching sustain learning, through extended lesson times**, and by blocking topics across several weeks, increasing time for depth of study. This approach enables children **to focus, extend and deepen their learning**, because they have opportunities to investigate and reflect on their studies.
- Inspectors noted that expert teachers of humanities **use varied teaching methods which involve children in practical activities**, rational and creative responses and reflection to generate depth in thinking and understanding.
- The best teachers of humanities therefore employ **a wide-ranging repertoire of approaches and resources**.

Cyfeiriadau - References

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