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Dyniaethau 2 – Humanities 2



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Yn y sesiwn yma byddwn yn:

In this session we will:

1. Cryfhau ein dealltwriaeth
o gynnwys y MDaPh y
Dyniaethau (sgiliau a
chysyniadau)

2. Archwilio rhai
strategaethau addysgu a
dysgu'r Dyniaethau (Camau
Cynnydd 2 a 3))

1. Deepen our understanding
of the content of the
Humanities (skills and
concepts)

2. Explore further teaching
and learning strategies –
Progression Steps 2 and 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.



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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>



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Cynllunio, Addysgu a Dysgu'r Dyniaethau Planning, Teaching, Learning Humanities



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Gwerthchweil? – Worthwhile?

Dysgu
Learning

Gweithgareddau
Activities

Adnoddau
Resources

Cynnydd
Progress

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Cysyniadau allweddol Hanes

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

Key concepts History

- 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



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Ymwybyddiaeth Gronolegol

- Chronological awareness



<https://www.youtube.com/watch?v=UciWOLEC3v0>

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



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1937

1928

1864



A blue police box, commonly known as a TARDIS, stands against a dark, cloudy night sky. The box is illuminated from within, with light glowing through the windows. The words "POLICE PUBLIC CALL BOX" are visible on the top of the box. A bright light source, possibly the moon or a star, is visible in the upper right corner, creating a lens flare effect. The overall scene is atmospheric and mysterious.





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Fframiau Rhewi - Freeze frames



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



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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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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>



Bits and Pieces.....

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

**thinkinghistory.co.uk**

Search the Site

Activities by Key Stage	Activities by Period	Teaching Issues & Discussions	Diary	Site Content Index
Using the Activities	Developing Enquiry Skills	Chronological Understanding	The Wars of The Roses	About Thinking History

Return to the HomePage

This Page

- Introduction
- Support
- Objectives
- Setting Up
- Health & Safety
- The Activity
- Debriefing
- Notes & Variations
- Reflections
- 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:

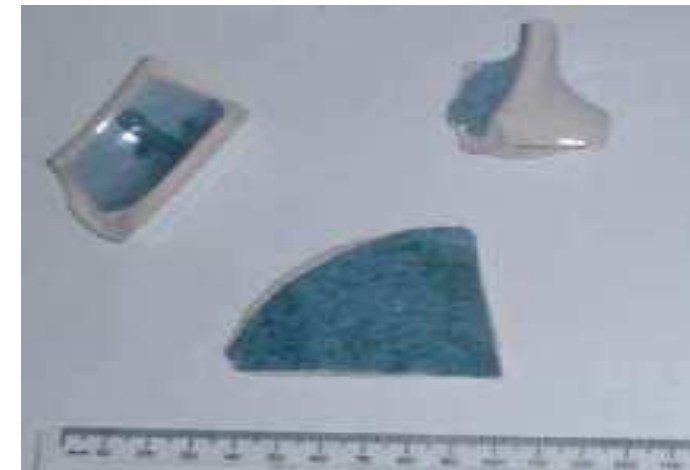
- how historians and archaeologists use clues to reconstruct the past
- how they find evidence from the clues to support their conclusions
- why it is possible to study the same clues and still reach different conclusions about the past.

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.

[Top of the page](#)

Activities Index

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- Activities by Key Stage
- Activities by Period
- Using Activities





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Bocus
Cloddio

Dig Boxes



ARCHAEOLEG – Dirgelwch...

ARCHAEOLOGY – Mystery...



<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>



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Ymweliadau addysgiadol - Educational visits

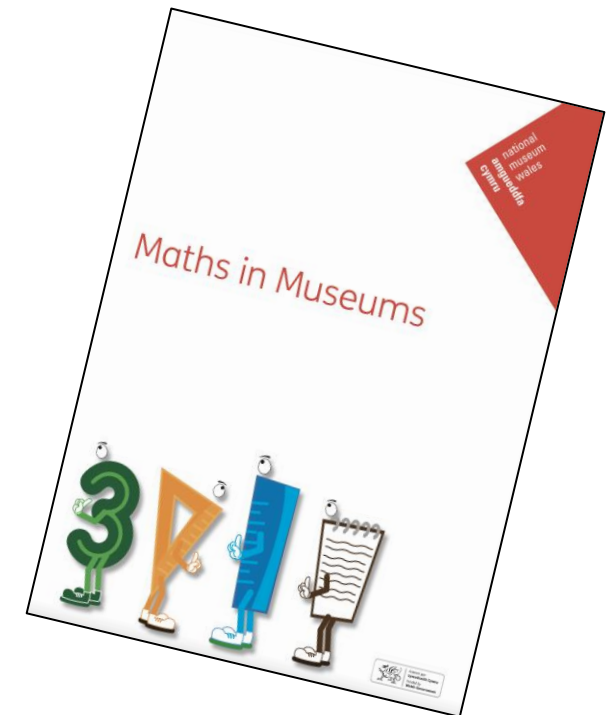
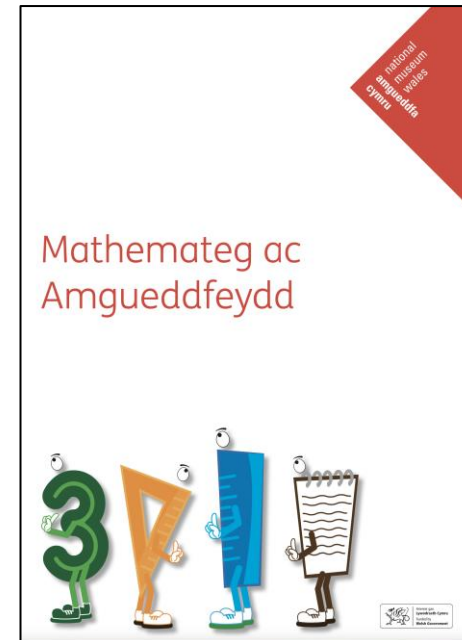


Historic England

Planning Outstanding Local
History and Heritage Projects
at Key Stages 1, 2 and 3



[Local Heritage Curriculum Planning | Historic England](#)



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



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Am fwy o syniadau, edrychwch ar:
For more ideas look at:



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

Dysgu gweithredol...
Active learning...

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Hetiau Meddwl de Bono a'r DYNIAETHAU

De Bono Hats & HUMANITIES



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



Pa hetiau meddwl y gellir eu defnyddio ar gyfer y cwestiynau hyn?

Which **thinking hat** might be worn for these questions?

- 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 - negative

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

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



Bwyd yn y worcws

syniadau

Ddim yn gweld rhieni



Estyn - Prif ganfyddiadau / Main findings

- Mae **disgyblion yn trafod** gyda'u hathrawon y **testunau** y maent yn dymuno eu hastudio ac mae **athrawon yn cynllunio gwersi diddorol** sy'n gweddu i'r diddordebau ac yn ymateb i'r cwestiynau a godir gan ddisgyblion.
- Gan ddefnyddio **ymholiadau disgyblion**, mae athrawon yn cynnig **ystod eang o brofiadau cyfoethogi** i ddisgyblion a rhieni, ac mae disgyblion yn dewis cwblhau'r gweithgareddau hynny sydd o ddiddordeb iddynt.

<https://www.estyn.llyw.cymru/system/files/2020-07/Good%2520practice%2520in%2520the%2520humanities%2520cy%2520FINAL%2520%2528PDF.pdf>

- **Pupils discuss with their teachers the topics** they wish to study, and **teachers plan interesting lessons that match the interests and respond to the questions pupils' raise.**
- Using **pupils' enquiries**, teachers offer a broad range of **enrichment experiences** to pupils and parents and pupils choose to complete those activities that interest them.

<https://www.estyn.llyw.cymru/system/files/2020-07/Good%2520practice%2520in%2520the%2520humanities%2520FINAL%2520%2528PDF%2529.pdf>

Edrychwch ar dudalennau 15-16, 25-26, 27-28 i weld astudiaethau-achos mewn ysgolion.

Look at pages 14-16, 23-24, 28-29 to see case-studies of how schools are implementing the ideas notes above.



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

(Copy of article on Moodle)

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



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Ac... And..

Children told us they **enjoyed learning** when:

- It is hands-on and contains learning by doing
- It involves art and creativity
- They contribute to the planning and get to make choices and ask questions
- They detect the teacher's enjoyment and enthusiasm
- The learning is flexible and responsive to their suggestions and interests
- They are able to work in groups, negotiate and take responsibility for their own decisions and actions
- They are able to turn their mistakes into opportunities for further learning.



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Beth am geisio cynllunio ar gyfer hyn... Let's try and plan for this...

- Mae 'Ymholiadau' yn gyffredin iawn o fewn y Dyniaethau.
- *Mae ymholi, archwilio ac ymchwilio yn ysbrydoli chwilfrydedd am y byd, ei orffennol, ei bresennol a'i ddyfodol. (Yr Hyn Sy'n Bwysig)*

- 'Enquiries' are very common within the Humanities
- *Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future. (What Matters)*

Mae'n bosibl defnyddio model ymholiad i wneud hyn.
It is possible to use an enquiry model to do this.



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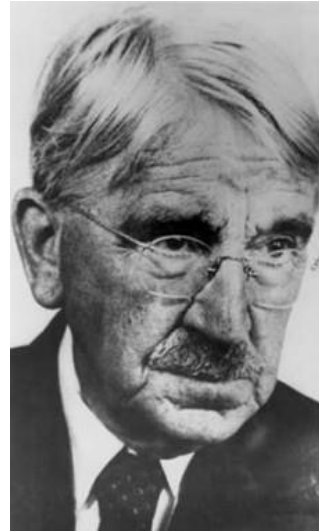
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- Bruner
- Vygotsky
- Dewey

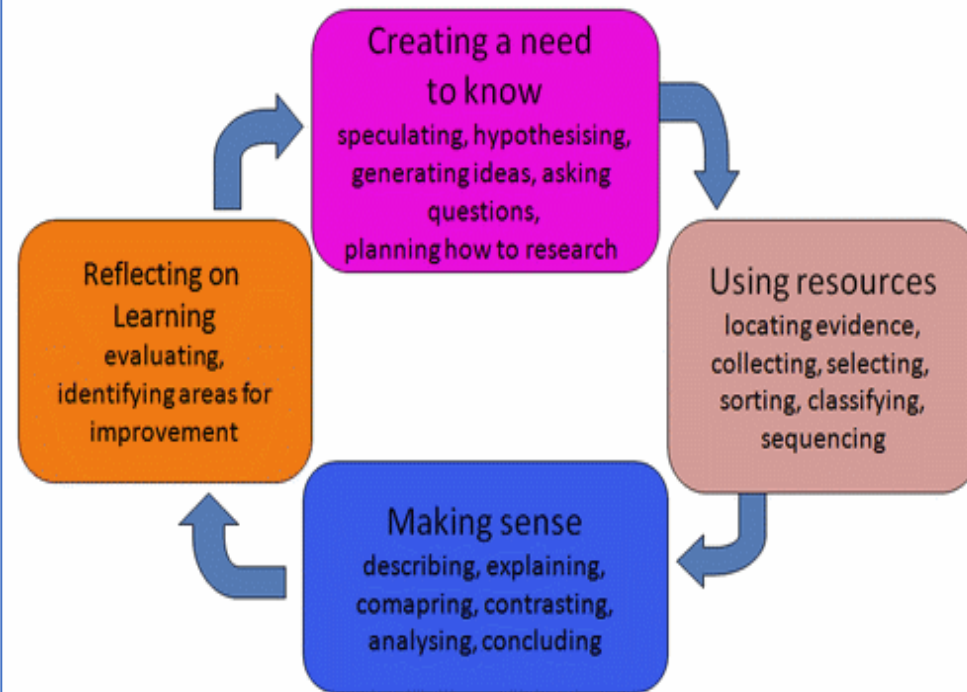


- <http://www.youtube.com/watch?v=lwCmCJ8OhWY&sns=em>



Modelau Ymholiad – Enquiry Models

What are the stages of enquiry?



Camau yn yr Ymholiad

- Creu yr angen i wybod (h.y. bachyn(hook), cwestiwn, datrys problem, cynllunio yr ymholiad)
- Defnyddio adnoddau (gwneud yr ymholiad – defnyddio'r adnoddau, e.e. ffotograffau, arteffactau, ymweliadau)
- Gwneud synnwyr (cofnodi'r hyn maent wedi ei ddarganfod, e.e. erthygl papur newydd, recordio, fideo, chwarae rôl, poster)
- Myfyrio ar y dysgu (dod i gasgliad, ateb y cwestiwn, datrys y broblem, gwerthuso'r broses)



5 STEP Enquiry Model

Stage 1: Formulating questions – the teacher helps the pupils to identify what they want to know about a particular topic and agree on the enquiry / enquiries to be conducted.

Stage 2: Planning the enquiry – teacher/pupils discuss how they will conduct their enquiries and what resources they will need.

Stage 3: Conducting the enquiry; comparing and analysing evidence

Stage 4: Presenting findings – use of a variety of methods, including:
Creative – drama, role-play, mime, dance, add percussion or actions to religious story or song; make a game, create a special place. **Visual** – use of collage, colour, charts, diagrams, video, photos, multimedia presentations. **Oral** – use of recording or presentation or debate. **Written** – poetry, reflective diary, letter, e-mail, story, newspaper report etc. **Hold a celebration.**

Stage 5: Reflecting and responding – pupils encouraged to think about their own ideas regarding the issues raised by the topic.



Model Ymholiad 5 CAM

- **Cam 1: Llunio cwestiynau** – helpa'r athro'r disgyblion i nodi'r hyn yr hoffent ei wybod am bwnc penodol mewn a chytuno ar yr ymholiad/ ymholiadau i'w g/cynnal.
- **Cam 2: Cynllunio'r ymholiad** – yr athro/disgyblion yn trafod y modd yr ânt ati i gynnal eu hymholiadau a'r adnoddau y bydd eu hangen.
- **Cam 3: Cynnal yr ymholiad; cymharu a dadansoddi tystiolaeth**
- **Cam 4: Cyflwyno'r canfyddiadau** – defnyddio amrywiaeth o ddulliau, gan gynnwys: **Creadigol** – drama, chwarae rôl, meim, dawns, ychwanegu cyfeiliant taro neu ystumiau i stori neu gân grefyddol; gwneud gêm, creu lle arbennig. **Gweledol** defnyddio gludwaith, lliw, siartiau, diagramau, fideo, ffotograffau, cyflwyniadau amlgyfrwng. **Llafar** – defnyddio recordiad neu gyflwyniad neu drafodaeth. **Ysgrifenedig** – barddoniaeth, dyddiadur adfyfyriol, llythyr, e-bost, stori, adroddiad papur newydd ac ati. **Cynnal dathliad**.
- **Cam 5: Adfyfyrio ac ymateb** – annog y disgyblion i feddwl am eu syniadau eu hun ynghylch yr ystyriaethau sy'n deillio o'r pwnc.



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Enghreifftiau – Examples...

Cofiwch am ysgogiad ar gychwyn
ymholiad!

Remember to provide a 'hook' at the
beginning!



<https://www.walesonline.co.uk/whats-on/family-kids-news/man-engine-arrives-swansea-week-14518928>



I weld rhai enghreifftiau o ymholiadau posibl, cliciwch at y
ddolen isod:

To see some examples of possible enquiries, click on the link
below:

<https://vimeo.com/heritageschools>

<https://vimeo.com/177037632>



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Gwthrychau fel symbolau

– Objects as symbols



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Figure 5: AI-generated image: Craiyon.



Figure 6: AI-generated image: Gemini.



Figure 7: AI-generated image: Gemini.



Figure 8: AI-generated image: Gemini.

Alternatively, a possible activity could involve ‘reverse-engineering’ an AI-generated image. Images such as those shown in Figures 5 and 6 could be displayed on the screen at the front of the class and the following question asked: What specific words or phrases might have been used to create these images? It is essential that pupils use precise wording; small changes in the instructional language used can produce big changes in the final image.

So, where’s the geography in this? Developing pupils’ knowledge and use of precise geographical language and description is obviously an important aim for primary geography, so getting pupils to create photorealistic images of landscapes or to describe previously produced images would seem to be a useful exercise. I used Gemini to create Figure 7 by asking for ‘a snow-covered landscape with a mountain, a tree and a river’. Using this text in two or three of the image-generating tools will produce several different results, and pupils could compare and critique the resulting images before voting for their favourites.



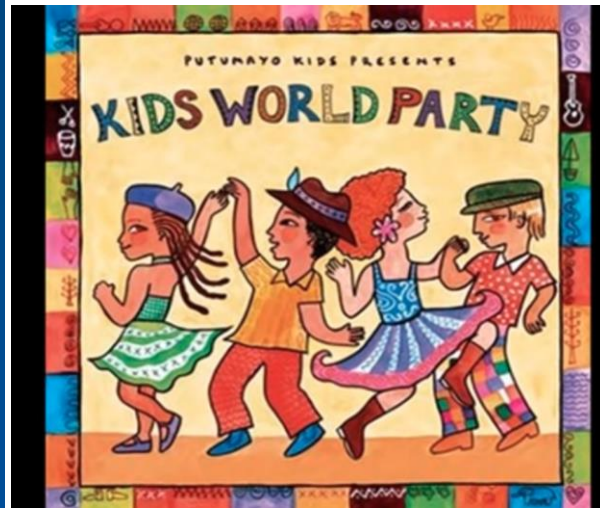
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Cerddoriaeth – Gemau Music - Games

<https://www.youtube.com/watch?v=k-YTkMaM62w>

'Homeland', Dakar, Senegal



<https://www.youtube.com/watch?v=s2ht7mK9Dq0>

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<https://theirworld.org/news/games-that-school-children-play-around-the-world>



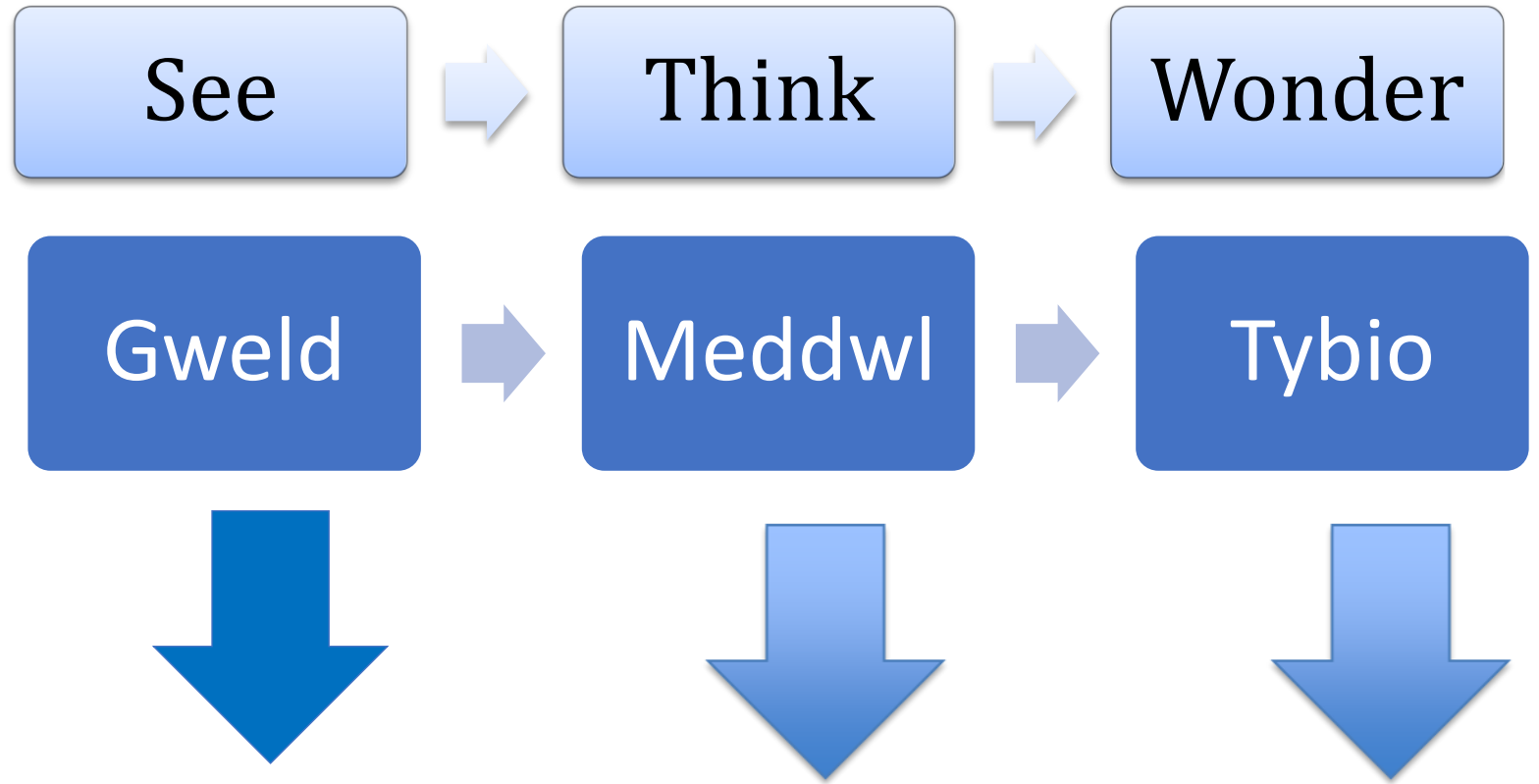
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What do you see?

Beth ydych chi'n weld?

What do you think?

Beth ydych chi'n meddwl?

What do you wonder?

Beth ydych yn ei dybio?

https://pz.harvard.edu/sites/default/files/See%20Think%20Wonder_2.pdf

<https://www.youtube.com/watch?v=Jc5Yh64a1o4>



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See



Think



Wonder





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Ymchwilio lleoedd pell i ffwrdd...

Investigating distant places ...



See



Think



Wonder

Gweld



Meddwl



Tybio

Daearyddiaeth - dysgu am wledydd eraill

Geography - 'Learning about other countries

'Top Tips'

Characteristic	Does the resource:
Different perspectives	Provide different perspectives of the place and/or issue being presented to the pupils (i.e. many truths)?
Diversity	Show a variety of images and accounts pertaining to the place and/or issue being presented (i.e. acknowledging differences in cultures within a place – diversity)?
Critical thinking and enquiry	Encourage enquiry and critical thinking on 'why things are as they are' in relation to the issue and/or 'Other' place?
Power relations	Explore power relations between groups within the 'Other' place and/or between that place and pupils' own locations?
Connections	Allow for making connections between the 'Other' culture/place/issue and the pupils' locality, experiences and local/national contexts (i.e. thinking globally, acting locally)?



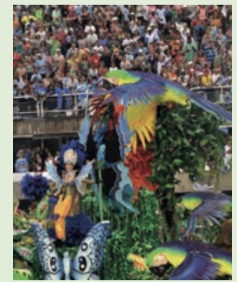
My name is Julio. I live in an apartment in the city of Rio de Janeiro in Brazil. Brazil is the largest country in South America. I speak Portuguese and I learn English at school. Our summer holidays are in December and January when it is very hot. My favourite dinner is black beans and rice. There are nearly seven million people in my city. Some people build their homes on hillsides, in places called *favelas*. My city is famous for its carnival. People celebrate on the streets and dress in colourful clothes and costumes.



Brazil nuts



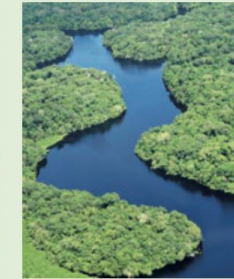
Houses



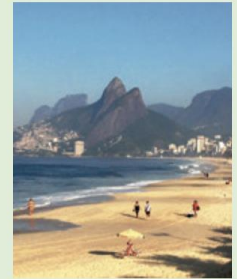
Carnival



Fruits



Amazon River and Rainforest



Beaches



Coffee



Samba



Soccer

Figure 2: Teaching about Brazil as a distant place to 7–8 year olds. After: Griffin and Sheehy (2010). Photos © Adam Jones, Carnival.com Studios, Sarah. Ahearn, bossa07, Nick Fullerton, Jason Rosenberg, 2011CIAT/NeilPalmer, Rafael Saldana, Rodrigo Soldon Souza, Arash Aghassi.

Figure 1: Framework for Critical Multicultural Geography Education. Source: Usher, 2021.



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'Great Teaching Ideas: Geography'

<https://www.youtube.com/watch?v=w6T-XgmjTE>

- Big dice
- Bingo
- Wordscapes





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O Bedwar Ban Byd – Here, There and Everywhere





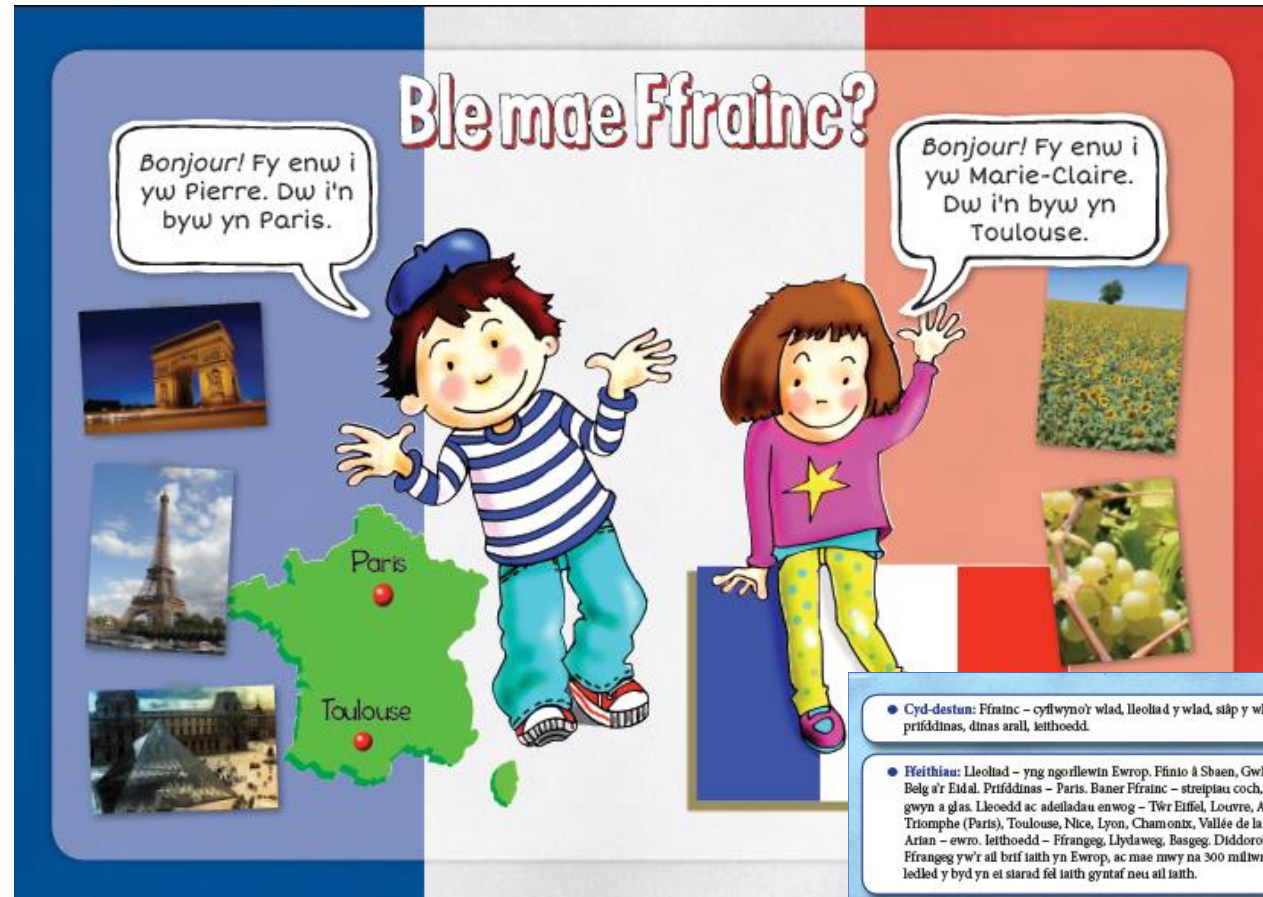
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• Cyd-destun: Ffrainc – cyflwyno'r wlad, lleoliad y wlad, stâp y wlad, prifddinas, dinas arall, leithoedd.

• Ffeithiau: Lleoliad – yng ngorllewin Ewrop. Ffinitio â Sbaen, Gwlad Belg a'r Eidal. Prifddinas – Paris. Baner Ffrainc – streiptiau coch, gwyn a glas. Lleoddd ac adelladau enwog – Twr Eiffel, Louvre, Arc de Triomphe (Paris), Toulouse, Nice, Lyon, Chamontx, Vallée de la Loire. Arian – ewro. Leithoedd – Ffrangeg, Llydaweg, Basgeg, Diddorol – Ffrangeg yw'r ail brif iaith yn Ewrop, ac mae mwy na 300 miliwn o bobl ledled y byd yn ei starad fel iaith gyntaf neu ail iaith.

• Cyfeiriadau yn atlas 'O Bedwar Ban Byd 1': tt. 2, 3 a 5.

• Sgiliau: Archwilio; nodi'r hyn y mae arnyn nhw eistau ei ddarganfod a nodi sut mae gwneud hynny; ymchwilio i ffynonellau a materion.

• Gwybodaeth a dealltwriaeth o'r byd: Lleoddd a phobl – defnyddio atlasau a globau; dysgu am leoliad eu hardal leol; defnyddio a llunio mapiau syml er mwyn darganfod ble mae lleoddd penodol a sut mae lleoddd yn cysylltu â lleoddd eraill.

• Cwestiynau i'w gofyn: Ble mae Ffrainc? Ble mae Cymru? Beth yw enwau'r cymeriadau? Ble mae Pierre yn byw? Ble mae Marie-Claire yn byw? Sut bydddech chi'n disgrifio stâp Ffrainc? A yw Ffrainc yn fwy na Chymru? Beth sydd yn Toulouse/Paris? Sut mae Ffrainc/Toulouse/Paris yn wahanol neu yn debyg i Gymru neu'r ardal leol?

• Tasgau ffocws/heriau:

- Edrych ar stâp Ffrainc a chreu amlinellad y wlad ar raddfa fawr y tu allan, gan ddefnyddio adnoddau naturiol megis cerrig ac ati (canolbwyntio ar y tir a'r môr a chreu allwedd syml, e.e. glas: môr; gwyrdd: tir).
- Creu bisgedi toes/clai yr un stâp â Ffrainc.
- Edrych ar stâp Cymru (atlas – t. 3).

• Darganfod ble mae Ffrainc ar fap o'r byd (atlas – t. 2).

• Dysgu lliwiau baner Cymru a baner Ffrainc.

• Gwisgo dillad yr un lliwiau â baner Ffrainc.

• Peintio llun nodwedd ddaearyddol/adellad yng Nghymru a Ffrainc, e.e. Stadwm y Mileniwm yng Nghymru a Thwr Eiffel neu'r Louvre yn Ffrainc; trafod eu stâp a'u hedrychiad.

• Gwaith ymchwiliol/ymestynol:

- Teithio o Gymru i Ffrainc – astudio gwahanol ffyrdd o deithio, e.e. awyren, bws, tren, car, llong.
- Chwarae rôl – stop wyliau (glôb, pasport, mapiau, creu to cynnau, dulliau teithio).
- Creu awyren â chardbord.
- Cornel ysgrifennu – creu poster gwyliau/ysgrifennu cerdyn post.
- Cymharu tirnodau econig Paris a Chaerdydd a gwneud modelau mwyrion papur (*papier mâché*) o un ohonyn nhw.
- Dysgu cân Ffrangeg, e.e. Frère Jacques (chwiliwch am y gerddoriaeth ar y we os oes angen).

• Adnoddau: atlas, glôb, llyfrau teithio, offer byd bach (ceir, maes awyr, ac ati), adnoddau naturiol megis cerrig, toes/clai, adnoddau ar gyfer creu mwyrion papur, paent, cardbord, offer digidol.

• Geirfa: y byd, gwlad, dinas, prifddinas, Cymru, Ffrainc, baner, tir, môr, afon, llyn, mynydd, mys, twnnel, enwog, ffin/ffinio â, byw yn ..., teithio 1...

• Cymariaethau â diwylliant Cymru: Cyfarch ei gtydd yn Gymraeg a Ffrangeg, e.e. Helô – Bonjour, Hwyl fawr – Au revoir.



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Dewch i Deithio...gyda Min a Mei

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

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



<https://vimeo.com/647802960>



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Eich tro chi nawr.... Mewn grwpiau, cynlluniwch 'Ymholiad' ar gyfer y Dyniaethau.

Your turn now... In groups, plan a possible 'Enquiry' for the Humanities

- Cwestiwn/ problem/ senario...
- Sut bydd y dysgwyr yn cynllunio i ateb yr ymholiad?
- Pa adnoddau fydd angen?
- Sut y bydd y dysgwyr yn cyflwyno eu gwaith...
- Beth mae'r dysgwyr yn ei ddysgu? (sgiliau/cysyniadau pwnc- Yr Hyn sy'n Bwysig (4 diben) – Beth sy'n werthchweil?

- Question/problem/scenario...
- How will the learners plan to answer...?
- What resources will they need....
- How will the learners present their findings...
- What are the learners' earning? (Subject specific skills/concepts = What Matters (4 purposes) – What is worthwhile?

WWII – How would you feel in their shoes?

HOOK -
Mystery box filled with
refugee letters left in
center of room as
mystery object after they
return from break



Children encouraged to explore the
box and it's content – take out the
letters and read them

PLAN –

After the children figure out what the letters are – asking
questions etc – encouraged to research refugee children
of WWII using iPads and Laptops (DCF) -
BBC Bitesize KS2 (WWII),
<https://www.theschoolrun.com/homework-help/world-war-2>,

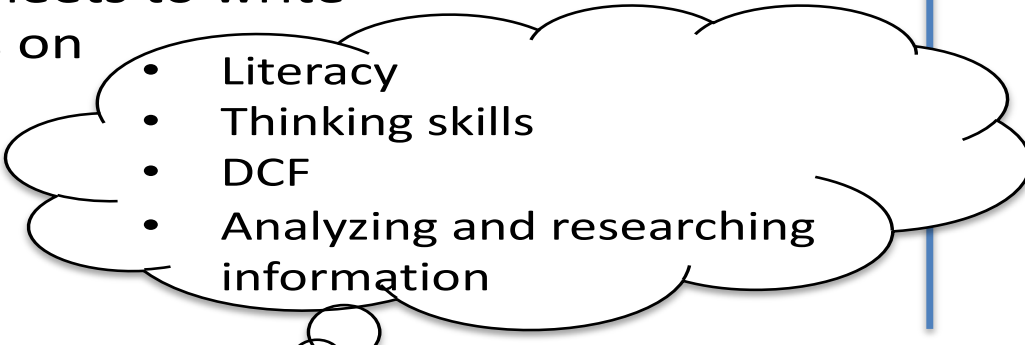
<http://www.primaryhomeworkhelp.co.uk/war/evacuation.htm>

Interactive Whiteboard – voiceover app with image of
refugee child – video explaining the letters and requesting
children write their own letters (Face in Hole APP)

TASK – To write own letter explaining how they feel
(Pretending to be refugee child)

RESOURCES:

- iPads, Laptops/Computers
- Box with letters (printed offline)
- Worksheets to write letters on

- 
- Literacy
 - Thinking skills
 - DCF
 - Analyzing and researching information

PRESENT FINDINGS:

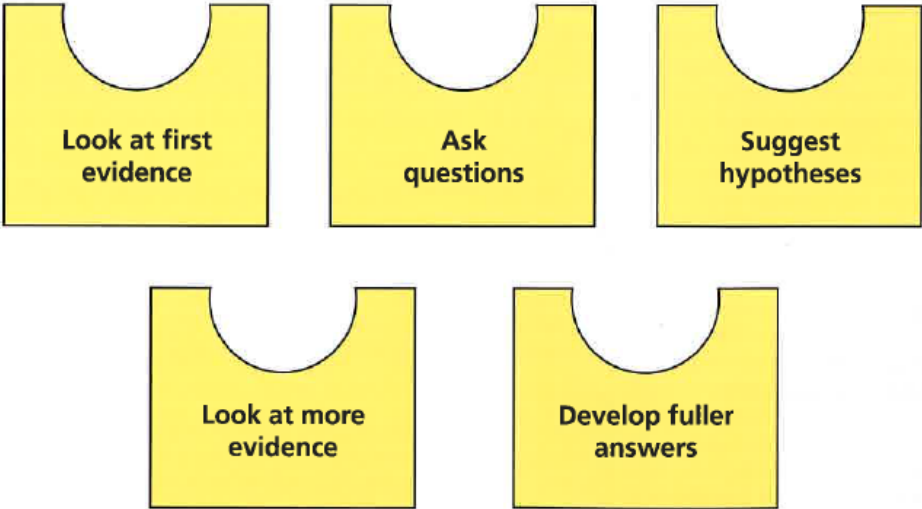
- Children gain a deeper understanding of the
plight of refugee children when encouraged to
think how they would feel being sent away
from home – after letters are written on
worksheet ->

Present findings through re-writing their
letters (Using tea-bag stained paper for an
'authentic' look – to be hung up on line in
classroom)

	ydy - is	wedi - did	oedd - was	yn gallu- could	os - if	efallai - might
Beth - What						
Ble - Where	Historical Detectives – example of a possible history lesson plan Am syniadau ar gyfer gwrs hanes: Darllen/Read: ‘lesson plan & classroom historical resources’ Humanities 2 Folder Ffolder Dyniaethau 2					
Pwy - Who						
Pam - Why						
Pryd -When						
Sut - How						

Figure 2: Tabards showing five stages of process

A set of sugar-paper tabards showing the process of Enquiry. To create a tabard simply fold a piece of sugar paper in half, cut a hole for the head to go through and write on it what you wish – a name, a historical period or in this case a stage in the process.





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Adnoddau Gwersi Defnyddiol - Useful Teaching Resources

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

Hwb

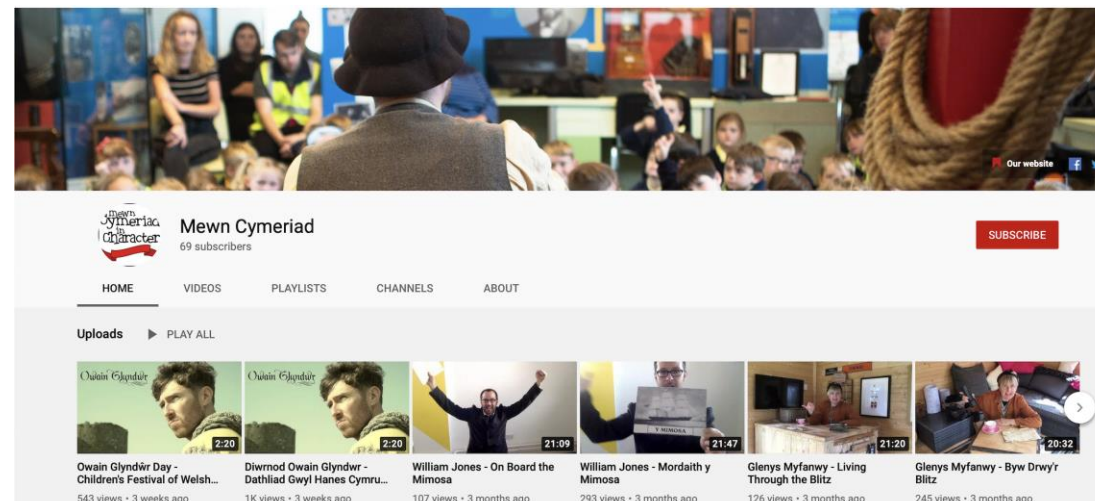
<https://www.bbc.co.uk/cbbc/shows/horrible-histories>



http://downloads.bbc.co.uk/history/handsonhistory/dig_family.pdf

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

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



<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



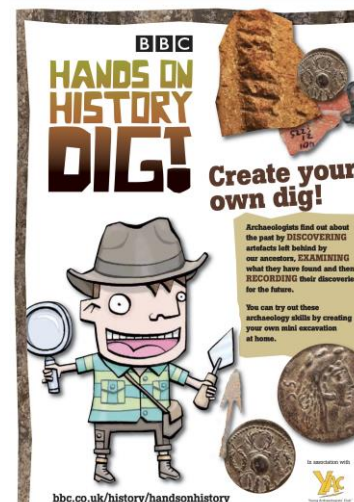
Users in the spotlight



Dig boxes! Bocs Cloddio!

Historic England

Planning Outstanding Local
History and Heritage Projects
at Key Stages 1, 2 and 3



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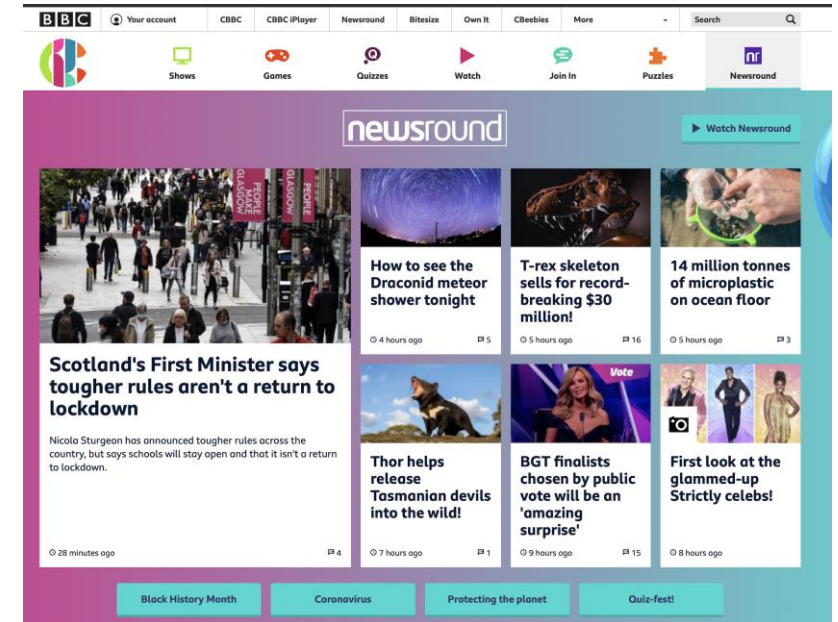
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Ymchwilio i Ddaearyddiaeth yn y Newyddion..

Investigating Geography in the News...



<https://www.firstnews.co.uk>



<https://www.bbc.co.uk/newsround>

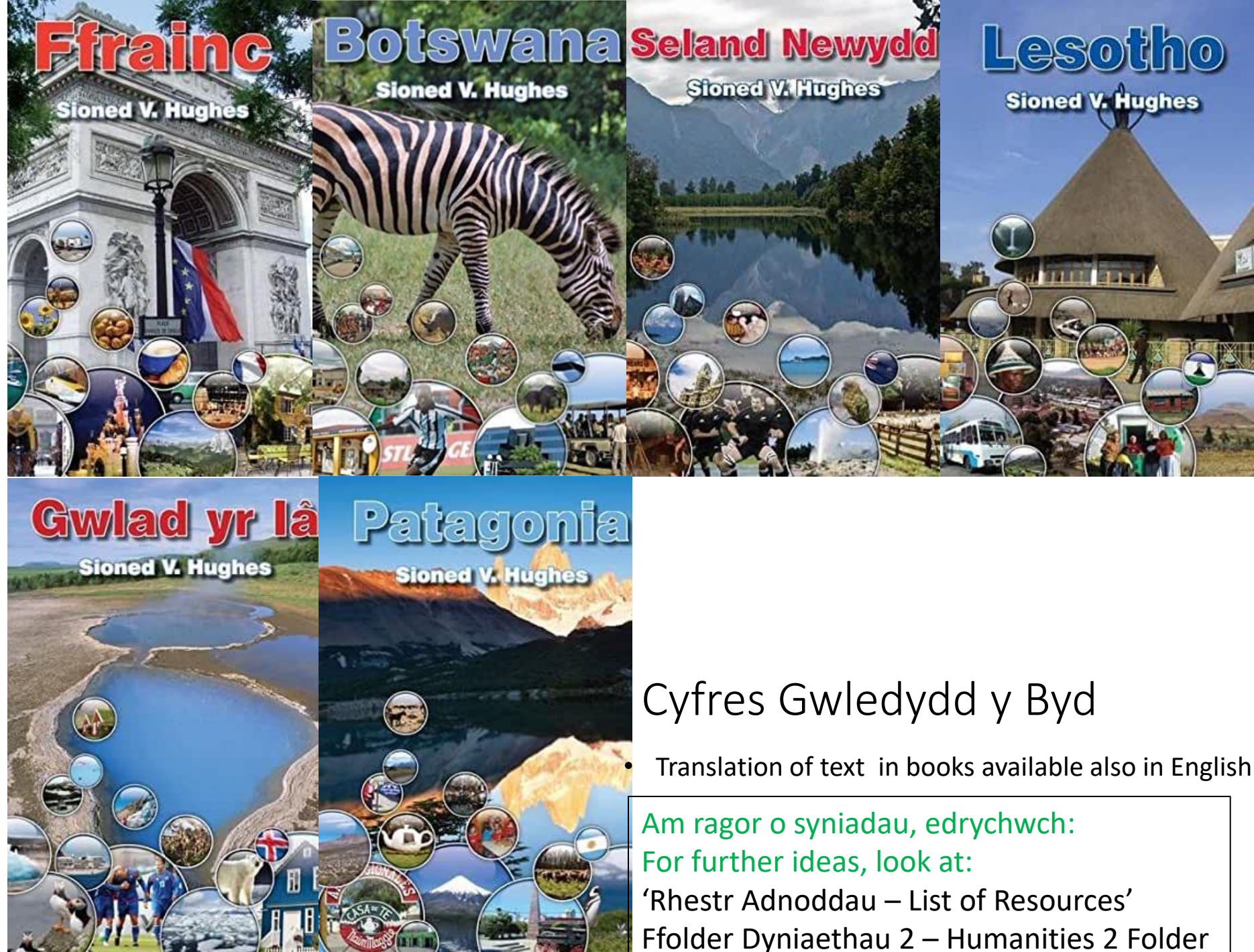
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[Newyddion Ni](#) | [Stwnsh](#) | [S4C](#)





Cyfres Gwledydd y Byd

- Translation of text in books available also in English

Am ragor o syniadau, edrychwch:

For further ideas, look at:

'Rhestr Adnoddau – List of Resources'
Ffolder Dyniaethau 2 – Humanities 2 Folder



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Gwybodaeth Pwnc -Subject knowledge

<https://www.bbc.co.uk/bitesize/guides/z327gdm/revision/1>

<https://www.teachingcitizenship.org.uk/about-citizenship/citizenship-curriculum/primary-curriculum>

<https://www.reonline.org.uk>

- Yr Hen Ffordd Gymreig / The Old Welsh Way – Catrin Stevens
- Geographical Association
<https://www.geography.org.uk>
- Historical Association

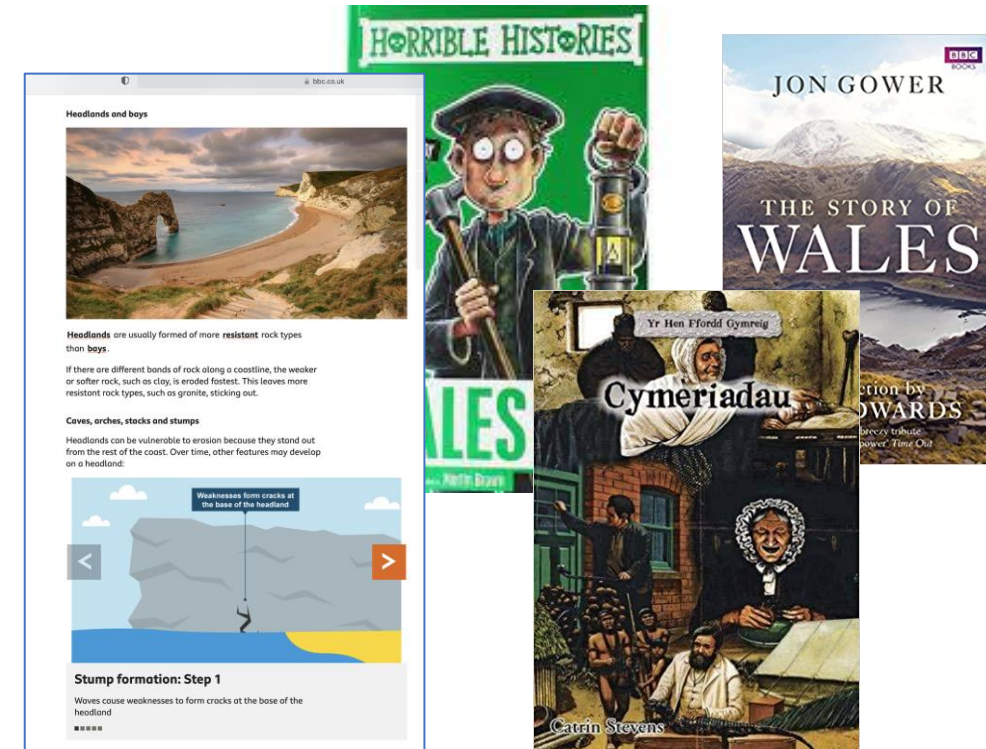
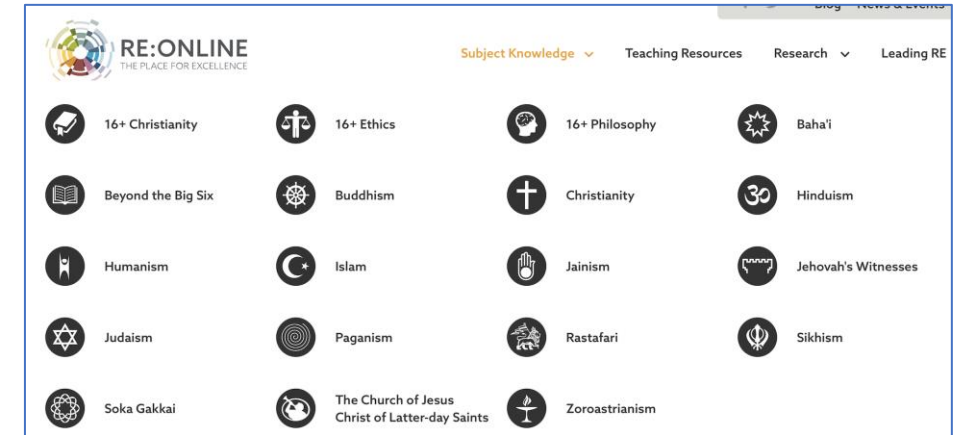
<https://www.history.org.uk>

<https://itunes.apple.com/gb/itunes-u/the-story-of-wales/id577276498?mt=10>

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<https://www.estyn.llyw.cymru/system/files/2020-07/Good%2520practice%2520in%2520the%2520humanities%2520FINAL%2520%2528PDF%2529.pdf>
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- Estyn (2026) Datblygu maes dysgu a phrofiad (MDaPh) Y Dyniaethau – Adroddiad Blynyddol 24-25: [Datblygu maes dysgu a phrofiad \(MDaPh\) y Dyniaethau – Adroddiad Blynyddol | Annual Report](#) (copi ar gael hefyd ar Moodle – Dyniaethau 1)
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- Geographical Association - <https://geography.org.uk/>
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- Lomas, T. (2017) 'A local history investigation in Key Stage 2: probably one of the best resourced themes you can find – your local railway', *Primary History*, 75 (Spring 2017), pp. 22-36. (Copy on Moodle – Humanities 2 Folder)