



Maes Dysgu a
Phrofiad(MDaPh)
DYNIAETHAU

‘HUMANITIES’ Area of
Learning & Experience
(AoLE)

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ECAD4008/C

SESIWN / SESSION 1

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

- ▶ Cynnwys MDaPh y Dyniaethau (Yr Hyn Sy'n Bwysig) (Beth?)
- ▶ Dechrau archwilio sut y gellir addysgu a dysgu'r Dyniaethau ('Lle' – Daearyddiaeth)
- ▶ The content of the Humanities AoLE (What Matters) (What?)
- ▶ Begin to explore teaching and learning in the Humanities AoLE ('Place' – Geography)

Fframwaith Cwricwlwm i Gymru

- ▶ Gall Maes Dysgu a Phrofiad y Dyniaethau (Maes) **gynnu** **ymdeimlad o ryfeddod**, **tanio dychymyg** ac **ysbrydoli dysgwyr i dyfu mewn gwybodaeth, dealltwriaeth a doethineb**. Mae'r Maes hwn yn ysgogi dysgwyr i ymwneud â'r materion pwysicaf sy'n wynebu dynoliaeth, gan gynnwys cynaladwyedd a newid cymdeithasol, ac yn gymorth i ddatblygu'r sgiliau sydd eu hangen i ddehongli a disgrifio'r gorffennol a'r presennol.

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

Curriculum for Wales Framework

- ▶ The Humanities Area of Learning and Experience (Area) seeks to **awaken a sense of wonder**, **fire the imagination** and **inspire learners to grow in knowledge, understanding and wisdom**. This Area encourages learners to engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present.

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

Pam addysgu'r Dyniaethau...



Mae'n hwyl dysgu
pethau newydd ac
mae rhai gwledydd yn
wahanol iawn

Rwy'n hoffi darganfod
beth sy'n gwneud
lleoedd yn arbennig i
bobl

Rwy'n hoffi dysgu
am y byd, sut
mae'n gweithio, a
sut i ofalu amdano.

Rwy'n hoffi dysgu sut
oedd pobl yn byw yn y
gorffennol a sut mae
pethau wedi newid

Why teach the Humanities...



I learn everywhere,
inside and outside
the classroom

I like learning why
places are special
to different people.

I think about my
future and want to
help shape it with
optimism and hope

I understand more
about where I live and
the world around me
so I can help look
after it.

Meysydd Dysgu a Phrofiad (MDPhau)

Pa ddisgyblaethau sydd ym mhob Maes?



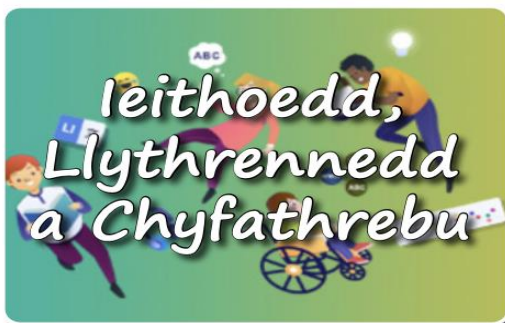
Celf; dawn; drama; ffilm a'r cyfryngau digidol; cerddoriaeth



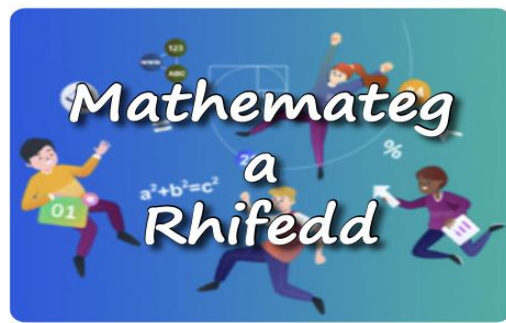
Iechyd a datblygiad corfforol; iechyd meddwl; lles emosiynol a chymdeithasol



Daearyddiaeth; hanes; crefydd, gwerthoedd a moeseg; astudiaethau busnes; astudiaethau cymdeithasol



Cymraeg; Saesneg; ieithoedd rhyngwladol



Pum hyfedredd cysylltiedig a rhyngddibynnol: dealltwriaeth gysniadol; cyfathrebu trwy symbolau; rhuglder; rhesymu rhesymegol a chymhwysedd strategol



Bioleg; cemeg; cyfrifiadureg; dylunio a thechnoleg; ffiseg

Areas of Learning and Experience (AoLEs)

Which disciplines sit within each Area?



Art; dance; drama; film and digital media; music



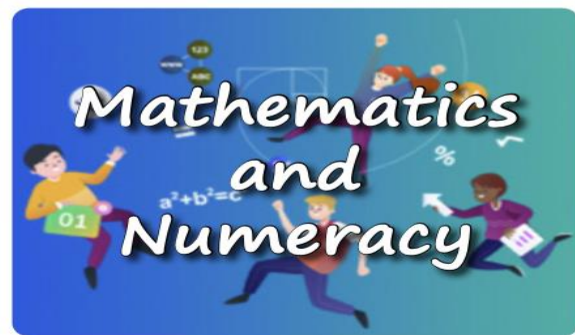
Physical health and development; mental health; emotional and social well-being



Geography; history; religion, values and ethics; business studies; social studies



Welsh; English; international languages



Five connected and interdependent proficiencies: conceptual understanding; communication using symbols; fluency; logical reasoning; strategic competence



Biology; chemistry; computer science; design and technology; physics

[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>

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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.



Contents

1. [Introduction](#)
2. [Statements of what matters](#)
3. [Principles of progression](#)
4. [Descriptions of learning](#)
5. [Designing your curriculum](#)



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.



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.

CAMAU CYNNYDD

PROGRESSION STEPS



Cam cynnydd 1	Cam cynnydd 2
Rwy'n gallu, trwy chwarae, archwilio, darganfod a dechrau gofyn cwestiynau syml a chynnig atebion posibl yn seiliedig ar brofiadau blaenorol.	Rwyf wedi bod yn chwilfrydig ac wedi gwneud awgrymiadau am ymholiadau posib, ac wedi gofyn ac ymateb i ystod o gwestiynau yn ystod ymholiad.
Rwyf wedi profi ystod o symbyliadau sydd wedi fy nghyffroi a'm hysbrydoli i ddychmygu a bod yn chwilfrydig am fy ardal leol, am Gymru yn ogystal ag am y byd.	Rwyf wedi profi ystod o symbyliadau ac wedi cael cyfleoedd i gymryd rhan mewn ymholiadau, ar y cyd yn ogystal â chydag annibyniaeth cynyddol.
Rwy'n dechrau cyfleu fy arsylwadau mewn ffyrdd syml.	Rwy'n gallu casglu a chofnodi gwybodaeth a data o ffynonellau penodol. Rwyf wedyn yn gallu trefnu a grwpio fy nghanfyddiadau gan ddefnyddio gwahanol feini prawf.

Progression step 1	Progression step 2
I can, through play, explore, discover and begin to ask simple questions and offer possible answers based on previous experiences.	I have been curious and made suggestions for possible enquiries and have asked and responded to a range of questions during an enquiry.
I have experienced a range of stimuli that have enthused and inspired me to imagine and be curious about my locality and Wales, as well as the wider world.	I have experienced a range of stimuli, and had opportunities to participate in enquiries, both collaboratively and with growing independence.
I am beginning to communicate my observations in simple ways.	I can collect and record information and data from given sources. I can then sort and group my findings using different criteria.

Beth i'w ddysgu? Sgiliau? Cysyniadau?

- ▶ **Daearyddiaeth** (Lleoedd a phobl, e.e. dysgu am leoliad eu hardal leol, sut i ddilyn cyfarwyddiadau, defnyddio a llunio mapiau syml, adnabod nodweddion naturiol/dynol, ayyb)
- ▶ **Hanes** (Amser a phobl, e.e. rhoi digwyddiadau, trefniadau arferol mewn trefn, dechrau adnabod y gwahaniaethau rhwng ffyrdd o fyw mewn gwahanol gyfnodau, ayyb)
- ▶ **Crefydd, gwerthoedd a moeseg** (chwilio am ystyr, byd naturiol a phethau byw, hunaniaeth a pherthyn, awdurdod a dylanwad, taith bywyd, perthynas a chyfrifoldeb)

What are they learning? Skills? Concepts?

- ▶ **Geography** (Places and People, e.g., learn about where their locality is, about distance, follow directions and routes, use and make simple maps, identify natural and human features, etc.)
- ▶ **History** (Time and People, e.g., sequence events, routines and changes, measure time, using simple devices, begin to identify differences between ways of life at different times, etc.)
- ▶ **Religion, Value & Ethics** (RVE) (search for meaning, the natural world and living things, identity and belonging, authority and influence, the journey of life, relationship and responsibility)

3 elements of high-quality geographical work

Enquiry, geographical skills & fieldwork	Studying places – place & location knowledge	Physical, human & environmental geography
• Asking & answering questions • Planning, undertaking & presenting – enquiries • Making & using maps • Fieldwork skills • Using secondary sources (books, websites, images) • Understanding differing points of views.	• School grounds • Local area (cynefin) • Wales (cynefin) • UK, Europe & wider world • Localities in the UK, Europe & wider world • Locational knowledge	• Physical geography: landscapes, rivers, coasts, volcanoes; weather, seasons, climate, habitats • Human geography: homes, buildings, villages, towns, cities, journeys, jobs; agriculture, fishing... • Environmental geography change & development, caring for the planet, sustainability, responsibility

3 elfen – Addysgu Daearyddiaeth i safon-uchel

Sgiliau ymholi daearyddol, gwaith maes	Astudio lleoliadau - lle a gwybodaeth lleoliadol	Daearyddiaeth ffisegol, dynol ac amgylcheddol
• Gofyn ac ateb cwestiynau • Cynllunio, cynnal a chyflwyno – ymholiad • Gwneud a defnyddio mapiau • Sgiliau gwaith maes • Defnyddio ffynonellau eilaidd – llyfrau, gwefannau, delweddau • Deall safbwyntiau gwahanol	• Tir yr ysgol • Yr Ardal Leol (Cynefin) • Cymru (Cynefin) • DU, Ewrop a'r byd • Lleoliadau yn y DU, Ewrop a'r byd • Gwybodaeth lleoliadol	• Daearyddiaeth ffisegol: tirweddau, afonydd, arfordir, llosgfynydd, tywydd, tymhorau, hinsawdd, cynefinoedd • Daearyddiaeth dynol: tai, adeiladau, pentrefi, trefi, dinasoedd, teithiau, swyddi, amaethyddiaeth, twristiaeth... • Daearyddiaeth amgylchedd gofalu am yr amgylchedd, planed, cynladwyedd, cyfrifoldeb

CYNEFIN

- ddysgu am leoliad eu hardal leol
- dysgu am bellter a sut i ddilyn cyfarwyddiadau a llwybrau
- defnyddio a llunio mapiau syml er mwyn darganfod ble y mae lleoedd penodol a sut y mae lleoedd yn cysylltu â lleoedd eraill
- adnabod y nodweddion naturiol, e.e. *afonydd, bryniau, traethau*, a'r nodweddion a grëwyd gan ddyn, e.e. *adeiladau, ffyrdd, pontydd*, yn eu hardal eu hunain
- dechrau sylwi ar wahaniaethau rhwng eu hardal eu hunain ac ardaloedd mewn rhannau eraill o Gymru a gwahanol rannau o'r byd
- dysgu am sut a pham y mae pobl a lleoedd yn perthyn i'w gilydd, e.e. *y lleoedd y mae pobl yn gweithio ynddynt ac yn mynd ar eu gwyliau iddynt, y lleoedd y mae teulu a ffrindiau'n byw ynddynt*
- defnyddio atlasau a globau
- ymchwilio i sut y mae lleoedd yn newid, e.e. *y tywydd, y tymhorau, adeiladau, swyddi pobl*
- adnabod sut y gall gweithrediadau pobl wella neu niweidio'r amgylchedd.

- learn about where their locality is
- learn about distance and how to follow directions and routes
- use and make simple maps, to find where places are and how places relate to other places
- identify natural features, *e.g. rivers, hills, beaches*, and the human features, *e.g. buildings, roads, bridges*, of their own locality
- begin to recognise differences between their own locality, localities in other parts of Wales and in different parts of the world
- learn about how and why people and places are linked, *e.g. where they work and where they go on holiday, where family and friends live*
- use atlases and globes
- investigate how places change, *e.g. the weather, the seasons, buildings, people's jobs*
- recognise how people's actions can improve or damage the environment.

2. Sut mae addysgu'r Dyniaethau?

2. How to teach the Humanities?

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 arbrofi | • Meddwl |
| • Gwranddo | • Datrys problemau |
| • Gwneud penderfyniadau | • Cofnodi |
| • Rhagfynegi a phrofi | • Cyfathrebu |
| • Myfyrio | • Gwerthuso |
| • Disgrifio | |

2. Sut mae addysgu'r Dyniaethau?

2. 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 | |

Pedagogical Principles

Create authentic contexts for learning	Encourage learners to take responsibility for their learning	Support social and emotional development & positive relationships	Encourage collaboration
Sustained pupil effort to reach high but achievable targets	Employing a broad repertoire of teaching approaches *	Promote problem solving, creative & critical thinking	Build on previous knowledge and experience to engage interest *
Focus on the 4 purposes	Use assessment for learning to accelerate progress	Make connections within and across the AoLEs *	Reinforce cross-curricular responsibilities, Literacy, Numeracy, Digital Competency

Egwyddorion addysgegol

Creu cyd-destunau dilynys ar gyfer dysgu	Annog dysgwyr i gymryd cyfrifoldeb am eu dysgu	Cefnogi datblygiad cymdeithasol ac emosiynol a pherthnasoedd positif	Annog cydweithredu
Ymdrech cyson gan ddisgyblion i gyrraedd targedau uchel ond cyraeddadwy	Defnyddio repertoire eang o ymagweddau addysgu *	Hyrwyddo datrys problemau, meddwl creadigol a beirniadol	Adeiladu ar wybodaeth a phrofiad blaenorol i ennyn diddordeb *
Ffocysu ar y 4 diben	Defnyddio asesu ar gyfer dysgu i gyflymu cynnydd	Gwneud cysylltiadau o fewn ac ar draws yr <u>MDAPH</u> *	Atgyfnerthu cyfrifoldebau traws-gwricwlaidd, Llythrennedd, Rhifedd, Gallu Digidol

Profiadau dysgu

Learning experiences

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



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

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

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

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.

- Amser a phobol mae'r canlynol ar eu cyfer.
rhai y gellid cynllunio ar eu cyfer.
- Gall y plant ddysgu rhoi digwyddiadau eu diwrnod mewn trefn, gan ddefnyddio tystiolaeth o ffotograffau a chofnodi eu syniadau mewn lliniau a llyfyrnnau. Bydd sgiliau trefnu'r plant mewn perthynas â threigl amser yn cael eu hatgfynerthu trwy storïau, caneuon a rhifynnau.
- Gall y plant symud ymlaen i roi digwyddiadau'r wythnos a digwyddiadau cyfnodau hwy na hynny mewn trefn, gan ddefnyddio ffotograffau wedi tynnu ganddyn nhw eu hunain (dan ddefnyddio ffotograffau gwedd tynnu digwyddiadau trwy do ac yn yr awyrgored). Gellir cofnodi'r digwyddiadau trwy ddefnyddio llinellau â geirfa sy'n disgrifio treigl amser gan ddechrau y mygyfarwyddo â geirfa sy'n disgrifio treigl amser eu hunain.
- Gall ffotograffau o genedlaethau hŷn fod yn sbardun da i blant ddechrau archwilio a gofyn cwestiynau am y gorffennol a digwyddiadau'r gorffennol, a gallan nhw enynn diddordeb rhieni/gofalwyr yn y cwricwlwm hefyd. Efallai y bydd ffotograffau yn gyfrannu 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 ddsygu 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 dyddiaid ysgol. Bydd hynny'n galluogi'r plant i feithrin eu dyddiadau a'u dealltwriaeth o wahanol fyfyrdd o fyw mewn gwahanol gyfnodau, yn rhan o sgyrsiau dwy ffordd, yn ogystal ag archwilio ffotograffau 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 fyfyrdd o ddehongli'r gorffennol.
- Yn ogystal, gall storïau helpu'r plant i ddeall y cysyniad o her a newydd, a deall dylanwad cymeriadau a digwyddiadau'r gorffennol, er enghraifft cymeriadau hanesyddol Cymru.
- Gall ymweliadau ag amgueddfeydd a safleoedd hanesyddol lleol helpu'r plant i feithrin gwell dealltwriaeth o adeiladau a fyfyrdd o fyw yng Nghymru yn y gorffennol.

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

Time and people

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

- Children

- 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 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

Mae'r astudiaeth achos hon yn dangos sut y llwyddodd sgwrs am wyliau i ysgogi gweithgaredd a gafodd ei arwain yn llwyr gan y plant.

Y maes awyr

Yn ystod tymor yr haf, roedden ni wedi bod yn sgwrsio am ble roedden ni'n mynd ar ein gwyliau. Roedd hynny wedi arwain at drafodaeth ar y pethau y byddai angen i ni fynd â nhw gyda ni ar ein gwyliau, a thrafodaeth am ddillad ac eitemau eraill addas y byddai eu hangen arnom ni efallai, yn dibynnu ar ble roedden ni'n mynd.

- Roedd y plant yn gwneud 'cesys dillad' gan ddefnyddio bocsys cardbord bach o ganolfan ailgylchu. Roedden nhw'n tynnu lluniau o ddillad ac eitemau eraill addas y byddai eu hangen arny'n nhw ar gyfer eu gwyliau a gwneud labeli, ac wedyn torri'r cyfan allan. Yn ystod ein trafodaethau â'r plant, roedden ni'n siarad hefyd am basportau. Daeth ymarferwyr â'u pasportau i ddangos i'r plant a phenderfynon nhw wneud eu pasportau eu hunain. Aeth y plant ati i greu llyfrau bach â lluniau ohony'n nhw eu hunain a'u dyddiadau geni ac ati ynddyn nhw. Roedd rhai yn stampio'r tudalennau gwag â'r pad inc a'r stampiau a oedd ar gael yn y dosbarth.

Yna, cynigiodd Anwen ein bod i gyd yn chwarae gêm gan ddefnyddio'r eitemau roedden ni wedi'u gwneud. Roedden ni'n siarad fel dosbarth am ble bydden ni'n defnyddio pasportau a chesys dillad. Cynigiwyd swyddfa trefnw'r teithiau yn gyntaf. Ar ôl trafod mwy, sylweddolodd y plant y byddai maes awyr yn lle gwell. Felly, aeth y plant ati i chwilio am yr holl eitemau y byddai arny'n nhw eu hangen. Ni chafwyd trafodaeth am y lle gorau ar gyfer y maes awyr – allan yn yr awyr agored oedd orau.



Beth mae'r plant yn ei ddysgu yma?

What are the children learning here?

This case study illustrates how talking about holidays provided the stimulus for an entirely child-led activity.

The airport

During the summer term we had been talking about where we were going on our holidays. This had given rise to talking about what we would need to take with us on holiday and discussions about appropriate clothes and other items that we might need to take depending on where we were going to.

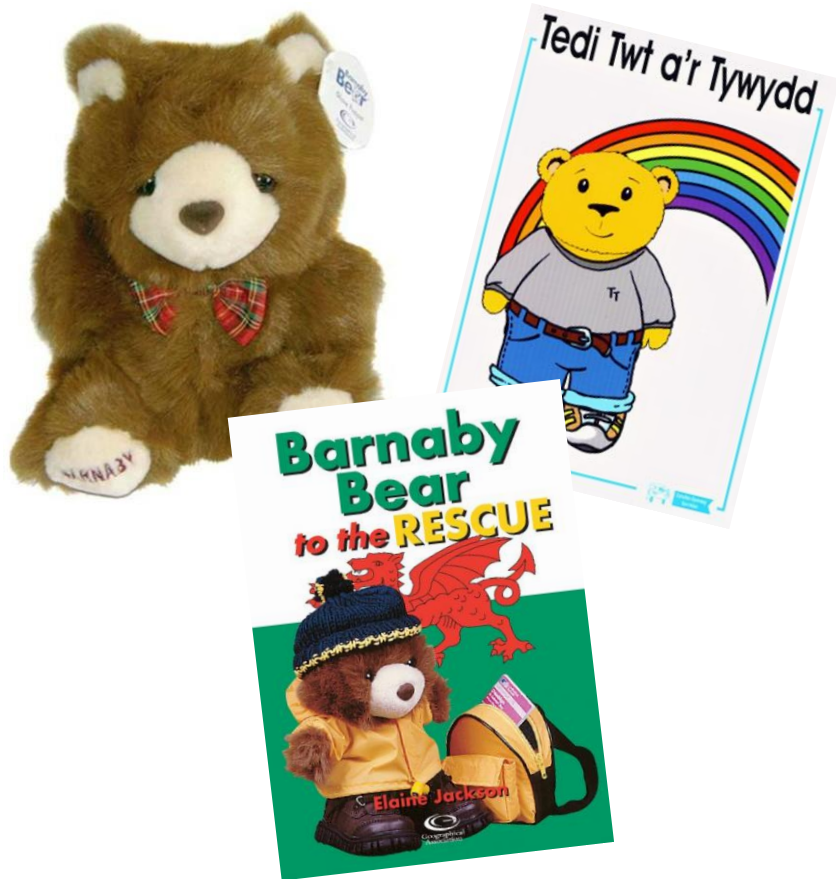
The children made 'suitcases' using some small cardboard boxes from a recycling centre. They drew and cut out pictures and labels of the items of clothing, etc., that they would take with them on holiday. During discussions with the children we had also talked about passports. Practitioners had brought their passports in to show the children who then decided to make their own. The children went ahead to make little books with a picture of themselves and their date of birth, and other details. Some also stamped the blank pages with the ink pad and stamps available in class.

Then Anwen suggested that we all play a game using the items we had made. We talked as a class about where we would use passports and suitcases. The first suggestion was 'at a travel agent'. After talking some more the children realised that an airport might be a better place. So off the children went to find all the items they would need. There was no discussion about where to set up this airport – outside was best.



Dysgu'r Dyniaethau trwy Chwarae

Learning Humanities through Play



Rhestrwch rhai ffyrdd y gallai tedi helpu plant i ddysgu am y Dyniaethau, e.e. Tedi Teithio...

List possible ways of using a teddy to help children learn about the Humanities, e.g. a travelling teddy...

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

Playing with the garage

Callum had recently started at a new setting. One morning, on arriving, he chose to play with the farm and immediately became involved with the animals. After playing for a while Callum left the farm activity and went outdoors to play. He decided to have a ride in the pedal car. After a while Callum noticed the garage, cars, lorries and other vehicles and started playing with them. Throughout these sessions, although Callum played by himself and had minimal interaction with the other children in the group, he was having fun.



The cows in the field

In their game, the children were trying to put the correct amount of animals in each field on the mat, according to the number displayed in the field.

When I asked them to put three cows in a ploughed field Sam replied: "There isn't any food for the cows in the ploughed field, they should be in a green field. But it would be all right to put pigs in the ploughed field because they like mud." All the children involved could understand the reasoning and began moving other animals around into more suitable places, but still took into account the number in the field.



In this activity the children were able to develop and extend appropriate vocabulary relating to position, and their understanding of spatial awareness. In addition, Sam communicated his ideas in his own unique way and the children developed their cooperative skills with their peers.

Matiau Chwarae – Playmats
(sgaffaldio – Vygotsky) Bruner – spiral..

Sgiliau Mapio - Mapping Skills

Cyfeirnodau grid Llythrennau/Rhifau

Alpha Numeric grid co-ordinates

<https://www.bbc.co.uk/bitesize/topics/zbtp34j/articles/z6hxrj6>

Creu a dilyn cyfarwyddiadau syml

Creating and following simple instructions

Cliciwch ar y ddolen i weld sut i ddefnyddio 'bee-bot

Click on the following link to see how to use a bee-bot:

<https://www.tts-group.co.uk/blog/2018/07/18/bee-bot-a-teachers-guide.html>



Sgiliau Mapio – Mapping Skills

- ▶ Tynnu ffotograffau o dirnodau
- ▶ Dilyn cyfarwyddiadau syml
- ▶ Creu cyfarwyddiadau syml
- ▶ ‘taith brigyn’ (Journey stick)
- ▶ Dod o hyd i‘Arwel’!
- ▶ Map cynrychioliadol

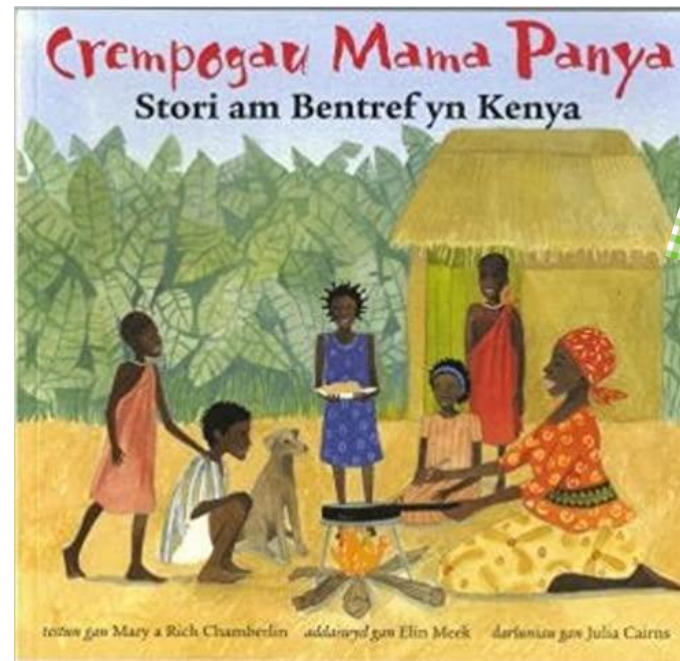
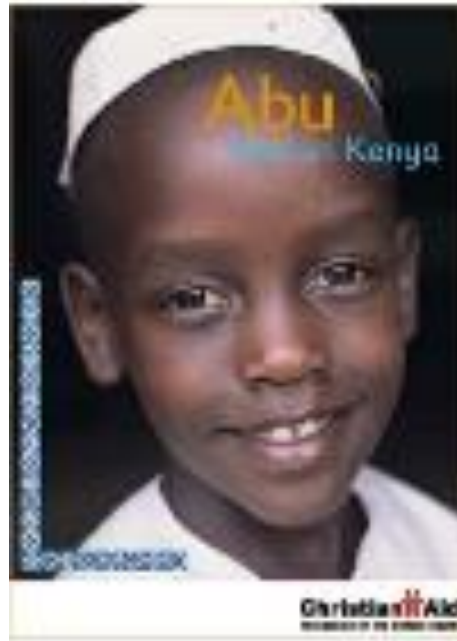
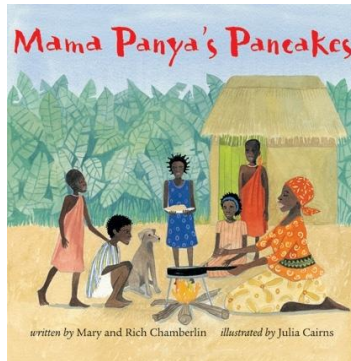
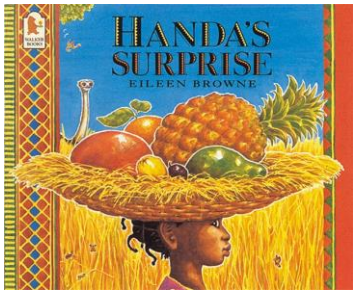


- ▶ Photographing landmarks
- ▶ Follow directions
- ▶ Creating directions
- ▶ Journey Stick
- ▶ Where’s Arwel....
- ▶ Representational map

<https://www.youtube.com/watch?v=cwld4j45Wh4>

Dysgu drwy ddefnyddio storïau...

Learning through stories...



Edrychwch yn Ffolder KENYA ar Moodle am FWY o wybodaeth (e.e. ar draws MDaPh)
Look in KENYA Folder on Moodle for MORE information (e.g., across AoLEs).

Dewch i Deithio...gyda Min a Mei

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



<https://vimeo.com/647802960>

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





Ysgol Gymraeg Y Dderwen @y... · 17h ...

Uno Dos Tres...bant a dosbarth Mrs Williams! Ymweliad byr â Sbaen heddiw. Cyfle i ddysgu'r salsa, blasu bwyd traddodiadol, dysgu geirfa a chân. Pawb yn ôl yn saff!



- ▶ Mae'r MDaPh hwn yn cynnig cyfleoedd cyfoethog i ddysgu y tu hwnt i furiau'r ysgol.
- ▶ This AoLE provides rich opportunities for learning beyond the school walls
- ▶ Am fwy o syniadau, ewch i'r e-lyfr Dysgu'r Dyniaethau drwy Chwarae (Copi ar Moodle)
- ▶ For further ideas, please look at the e-book Learning Humanities through Play (Copy on Moodle)



Addysgu'r Dyniaethau yn yr Awyr Agored – Moodle-
Dyniaethau 2*
Teaching Humanities Outdoors – Moodle – Humanities 2*

Dysgu yn yr awyr agored...

Learning in the outdoors

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



This AoLE provides rich opportunities for learning beyond the school walls

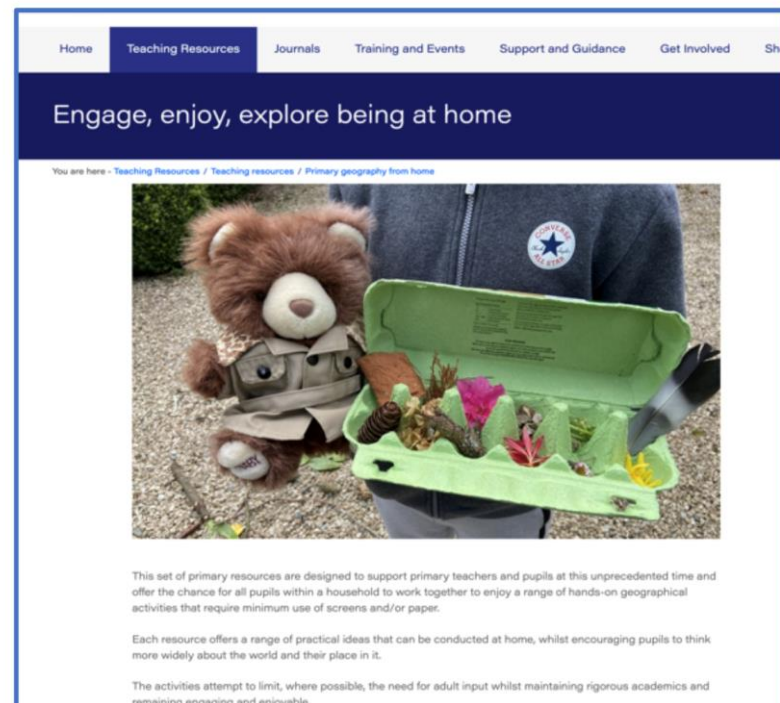
List possible ways of using the outdoors to teach the Humanities.

Dysgu'r Dyniaethau yn yr awyr agored

Learning Humanities in the outdoors

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

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



The screenshot shows the Geography.org.uk website. The navigation bar includes links for Home, Teaching Resources, Journals, Training and Events, Support and Guidance, Get Involved, and Shop. The main heading is "Engage, enjoy, explore being at home". Below this, a breadcrumb trail reads "You are here - Teaching Resources / Teaching resources / Primary geography from home". The featured image shows a child's hands holding a green egg carton filled with small, colorful objects, next to a brown teddy bear. The text below the image states: "This set of primary resources are designed to support primary teachers and pupils at this unprecedented time and offer the chance for all pupils within a household to work together to enjoy a range of hands-on geographical activities that require minimum use of screens and/or paper. Each resource offers a range of practical ideas that can be conducted at home, whilst encouraging pupils to think more widely about the world and their place in it. The activities attempt to limit, where possible, the need for adult input whilst maintaining rigorous academics and remaining engaging and enjoyable."



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



Copi ar Moodle –
Folder Dyniaethau 1

Copy on Moodle –
Humanities 1 Folder

Rhestr ddarllen – Reading list

- ▶ Estyn (2010) *Arfer dda yn y Dyniaethau*. Caerdydd: Estyn.
- ▶ Estyn (2010) *Good Practices in the Humanities*. Cardiff: Estyn.
- ▶ Estyn (2011) *Dysgu yn yr Awyr Agored: arfarnu dysgu yn yr awyr agored i blant o dan 5 oed yn y Cyfnod Sylfaen*. Caerdydd: Estyn.
- ▶ Estyn (2011) *Outdoor Learning: an evaluation of learning in the outdoors for children under 5 in the Foundation Phase*. Cardiff: Estyn.
- ▶ Geographical Association www.geography.org.uk
- ▶ Grigg, R. & Hughes, S.V. (2013) *Teaching Primary Humanities*. Harlow: Pearson.
- ▶ Llywodraeth Cymru (2020) *Canllawiau Cwricwlwm i Gymru*. Caerdydd: Llywodraeth Cymru.
- ▶ Welsh Government (2020) *Curriculum for Wales Guidance*. Cardiff: Welsh Government.
- ▶ Seal, N. (2021) 'Using stones in Geography', *Primary Geography*, Autumn 106, pp.10-11.