

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

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



Dyniaethau 1

Humanities 1



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

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



Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

Presenoldeb BA2

BA2 Attendance



Yn y sesiwn hon, byddwn yn edrych ar:

In this session we will look at:



Cynllunio ac Addysgu'r Dyniaethau gan ddefnyddio Ymholiadau (datblygu sgiliau a chysyniadau daearyddol - Camau Cynnydd 2 a 3 (7-11 oed))



Planning and Teaching the Humanities using Enquiries (developing geographical skills and concepts – Progression Steps 2 & 3 (7-11 old))

MDaPh DYNIAETHAU = Yr Hyn Sy'n Bwysig

- Mae **ymholi, archwilio** ac **ymchwilio** yn ysbrydoli chwilfrydedd am y byd, ei orffennol, ei bresennol a'i ddyfodol.
- Mae **digwyddiadau a phrofiadau dynol** yn gymhleth a chânt eu hamgyffred, eu dehongli a'u cynrychioli mewn gwahanol ffyrdd.
- Mae **ein byd naturiol yn amrywiol a deinamig**, wedi'i ddylanwadu gan brosesau a gweithredoedd dynol.
- Mae **cymdeithasau dynol yn gymhleth ac yn amrywiol**, ac maen nhw'n cael eu llywio gan weithredoedd a chredoau pobl.
- Mae **dinasyddion gwybodus, hunanymwybodol** yn mynd i'r afael â'r heriau a'r cyfleoedd sy'n wynebu dynoliaeth, ac yn gallu cymryd camau ystyrlon ac egwyddorol.

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

HUMANITIES AoLE-‘What Matters’

- **Enquiry, exploration and investigation** inspire curiosity about the world, the past, present and future.
- **Events and human experiences are complex**, and are perceived, interpreted and represented in different ways.
- **Our natural world is diverse and dynamic**, influenced by processes and human actions.
- **Human societies are complex, diverse**, and shaped by human actions and beliefs.
- **Informed, self-aware citizens engage** with the challenges and opportunities that face humanity and are able to take considered and ethical actions.

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

Cwricwlwm i Gymru

Curriculum for Wales

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

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

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

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

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

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

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

Dywedodd y plant eu bod yn mwynhau dysgu os...

Children told us they enjoyed learning when:

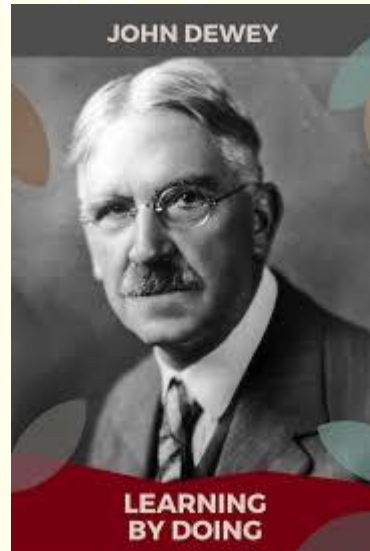
*12 egwyddor addysgeg
*12 pedagogical principles



- 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.

Dewey

► the primary **interests of the learner**: **investigation** – to find out about the world;
communication – to enter into social relationships;
construction – to create things and change the world; and
expression or reflection – to extract meaning from experience.



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



Bachyn

- **BACHYN!**

Mae'r **Awdurdod Twristiaeth Prydeinig** wedi penderfynu y dylai **Cymru** gael **7 Rhyfeddod!**

Maent yn gofyn i ysgolion gyflwyno eu syniadau am y cysyniad i'w helpu i greu **pecyn twristiaeth unigryw** a fydd yn cael ei adnabod fel '**7 Cymreig**' i'w werthu ar draws y byd.



Hook

- **HOOK!**

The **British Tourist Authority** have decided that **Wales** should have its own set of **7 Wonders!**

They have asked schools to submit their own ideas about the concept to help them to put together a **tourism package** known as the '**Welsh 7**' to sell across the world.

Eich Her! Your Challenge!



- Gweithiwch mewn grwpiau i gynllunio, ymchwilio a chreu cyflwyniad ar eich rhyfeddod.
- Fe fydd cyfle i chi greu pecyn i hysbysebu y rhyfeddod (pamffled, hysbyseb, poster).
- Fe fyddwch yn cyflwyno eich rhyfeddod i flynyddoedd 3 a 4 mewn pythefnos ble y byddent yn cael dewis pa rhyfeddodau y bydd yn cael eu cynnwys fel y 7 Rhyfeddod Cymru.

- Work in groups to plan, research and create a presentation on your wonder.
- You will have the opportunity to create a package to advertise your wonder (leaflet, advert, poster)
- You will be presenting your wonder to year 3 and 4 in a few weeks where they will have the decision as to what the 7 class Welsh Wonders will be.



NEW 7 WONDERS OF NATURE

Seven Wonders of the Ancient World

7 Rhyfeddod y Byd....

7 Wonders of the World



7??
7 Wonders of
Wales??
7 Rhyfeddod y Byd....
7 Wonders of the World...

Eich tasg heddiw:

- Yn eich grwpiau, dewiswch un rhyfeddod o'r bocs a allai fod yn 7 Rhyfeddod Cymru.
- Dewiswch enw ar gyfer eich grŵp.
- Yn eich grwpiau meddyliwch am gyfres o gwestiynau y dymuwch ei ddarganfod am eich rhyfeddod.
- Fe fydd y cwestiynau hyn yn eich helpu gyda'r gwaith ymchwilio!
- Meddyliwch yn ofalus am y cwestiynau cyn eu dewis.
- Fe fyddwch yn cyflwyno y cwestiynau ar ddiwedd y wers.

Today's task:

- Allocate groups and choose a potential Welsh Wonder out of the box.
- Decide on a group name that you will be known as throughout the project.
- In your groups create a set of questions that you wish to find out about the wonder.
- These questions will help you when you come to start to research your wonder next week!
- Think carefully about the questions you're choosing.
- You will feedback your questions at the end of the lesson.

Sharing Success Criteria

Creating your Presentation

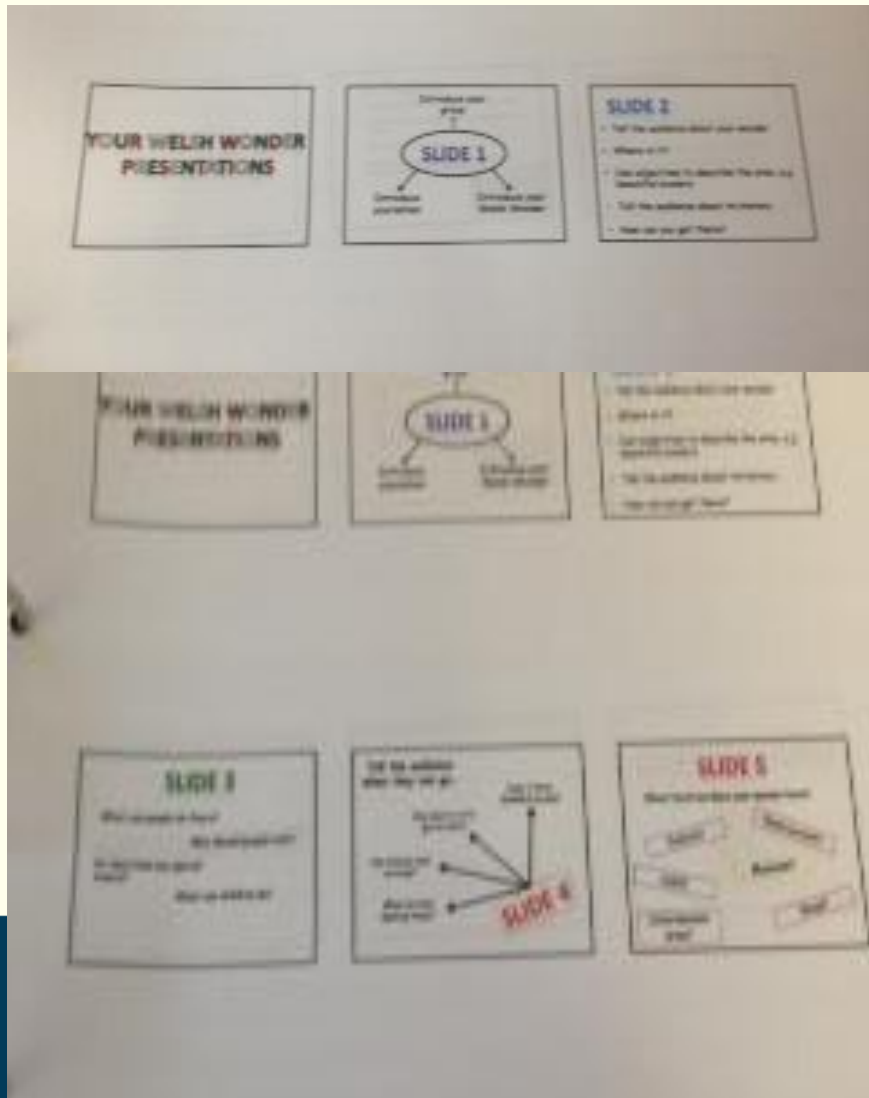
- **Slide 1:** Introduce your group, yourself and Wonder
- **Slide 2:** Information about your wonder – *Where is it? Describe the area*
- **Slide 3:** What can people do there?
- **Slide 4:** When is it open? Is it free? Disabled access?
- **Slide 5:** Information about its facilities
- **Slide 6:** Why do you think it's special and should be a Class Wonder?

Meini Prawf Llwyddiant

Creu eich Cyflwyniad

- **Sleid 1:** Cyflwynwch eich grŵp, eich hunan a'r Rhyfeddod
- **Sleid 2:** Gwybodaeth am y rhyfeddod – Ble mae? Disgrifiwch yr ardal.
- **Sleid 3:** Beth mae pobl yn gallu ei wneud yno?
- **Sleid 4:** Pryd mae ar agor? A yw'n rhad ac am ddim? Mynediad
- **Sleid 5:** Gwybodaeth am y cyfleusterau
- **Sleid 6:** Pam y credwch ei fod yn arbennig ac y dylai fod yn Rhyfeddod Cymru?

Modelu a Sgaffaldio Modelling & Scaffolding



Welsh Wonder Vote
Vote for your 1st, 2nd and 3rd place (1, 2 and 3)

Magical Mount Snowdonia (Mount Snowdon) ☐

Millennium Muffins (Millennium Stadium) ☐

Margam's Milky Milkshakes (Margam Castle) ☐

Brecon Flamingifers (Brecon Beacons) ☐

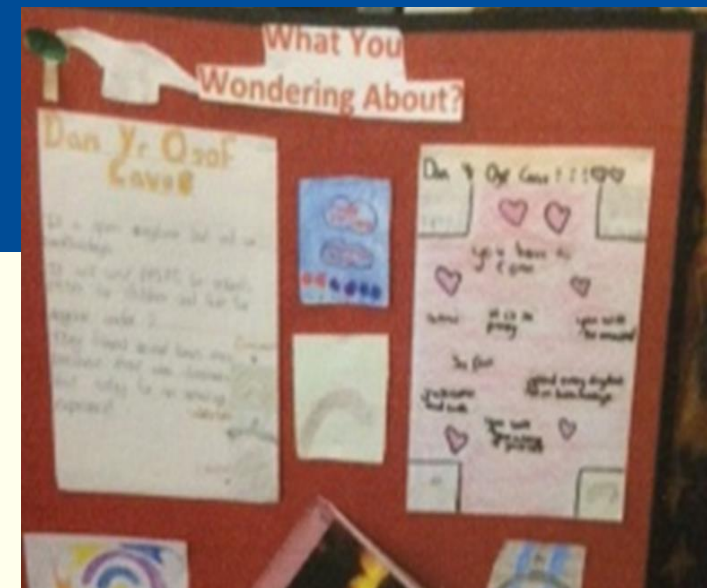
The Mine-Carts (Big Pit) ☐

What You Wondering About? (Dan yr Ogorf Caves) ☐

Blood-Struck Romans (Roman Amphitheatre) ☐

The Garden Galaxies (National Botanic Gardens) ☐

Cool Cochs (Castle Coch) ☐

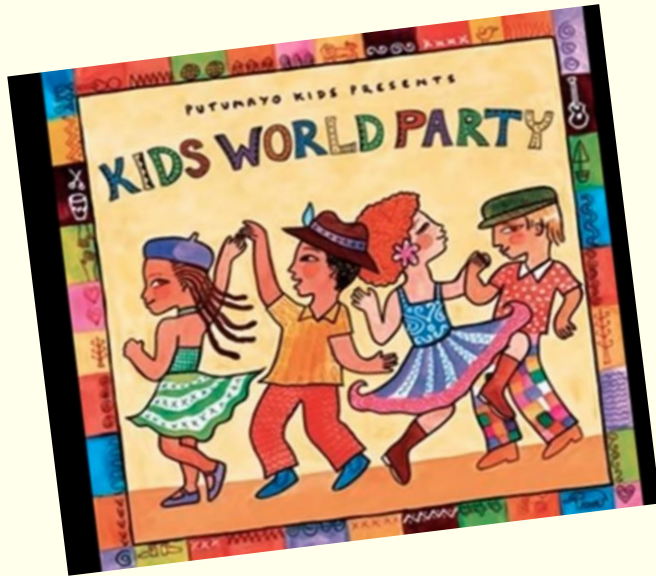


Gwthrychau fel symbolau – Objects as symbols



Cerddoriaeth – Gemau

Music - Games



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

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

'Homeland', Dakar, Senegal



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



See



Think



Wonder

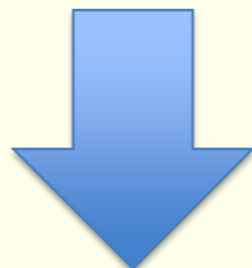
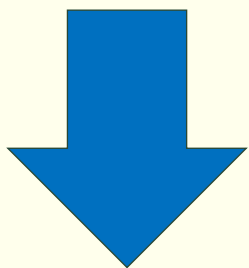
Gweld



Meddwl



Tybio



What do you see?

What do you think?

What do you wonder?

Beth ydych chi'n weld?

Beth ydych chi'n meddwl?

Beth ydych yn ei dybio?

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

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

Dysgu am wledydd eraill - 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)?

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



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



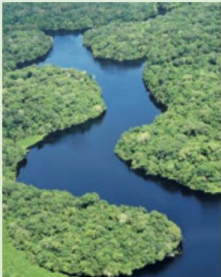
Houses



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.

Cwestiynau Ymholi – Enquiry Questions

- Ble mae....?
- Sut mae teithio yno?
- Beth yw'r tywydd yno?
- Beth sy'n digwydd yno?
- Sut mae'r lle wedi newid?
- Sut y bydd y lle yn newid?
- Sut mae'r lle yn debyg ac yn wahanol i fy ardal i?
- Beth ydw i'n hoffi am y lle?
- Beth dydw i ddim yn hoffi am y lle?
- Where is ...?
- How can you travel ...?
- What is the weather like there?
- What is happening there?
- How has the place change?
- How might the place change?
- How is the place similar to /different from my area?
- What do I like about...?
- What do I dislike about...?

Anturiaethau Amazon Adventures



Lesson/key questions	Learning objectives	Teaching and learning activities	Assessment opportunities	Resources
Lesson 1: Where is Brazil? Where is Brazil in the world? What are the main types of landscape found in Brazil? What do we know about Brazil?	To know that Brazil is part of the South American continent To learn about the location and size of Brazil To learn about the diverse nature of Brazil's environment and people	Pupils locate countries, Equator, tropics, polar regions and South America on a world map Pupils compare the climatic variations in a large country (Brazil) and a small country (UK). They look at the weather differences between the two countries for that day Pupils learn about the different locations and environments within Brazil	Can pupils describe with some accuracy the size of Brazil in comparison with other places? Can they identify a variety of landscapes in Brazil?	Activity sheets 1, 2 and 3 Further information sheet weblinks Knowledge box 1 Atlases or globes Folders or books for pupils to collate all their Rainforest Researcher work in
Lesson 2: Who lives in Brazil? Where in Brazil do people live? How do settlements differ here? What are people's lives like in Brazil?	To recognise that settlements are different all over Brazil To understand that lifestyles vary in different locations To recognise that there are both similarities and differences in the way people live in Brazil	Pupils locate the main rivers and cities of Brazil in an atlas Pupils answer quiz questions about Brazil Pupils use Google Earth to investigate a large city in Brazil Pupils learn about life in a Brazilian favela	Can the pupils identify a variety of ways in which people live in Brazil? Do they understand that modern cities are a part of the settlement pattern in Brazil as in most other places in the world?	Activity sheet 4 Further information sheet weblinks Knowledge box 2 Atlases Rainforest Researcher folders or books

Lesson 3: What is the rainforest like?	To appreciate what a rainforest is like	Pupils use their senses to imagine what it is like in a rainforest	Can pupils describe what the rainforest is like and how it differs from where they live?	Activity sheets 5 and 6
What is the rainforest like?	To identify key features of a rainforest	Pupils explore the structure of the rainforest and speculate on what might live in each layer		Further information sheet weblinks
What are the layers of the forest?	To use geographical vocabulary to describe the rainforest	Pupils plan what they would need to take with them for a trip to the rainforest		Atlases
What do we need to explore a rainforest?				Rainforest Researcher folders or books
Lesson 4: How does the rainforest feed us?	To identify food products from the rainforest	Pupils recall the climatic differences between the UK and Brazil and learn about the difference between equatorial rainforest regions and temperate regions	Do pupils know which products we get from the rainforest?	Activity sheet 7
Which food products do we get from rainforests?	To graph and interrogate the climate statistics for the UK and Manaus	Pupils categorise a variety of produce as grown in equatorial rainforest regions or temperate regions	Can pupils identify countries around the world that export tropical foods?	Knowledge box 3
What type of climate do they grow in?	To recognise the importance of world trade	Pupils examine specific products and their country of origin and plot these on an annotated world map. They write about the pattern they can see in the locations	Can they explain why countries need to trade with each other?	PowerPoint 1
How is the climate of the Brazilian rainforest different from the UK?				Atlases Blank paper Internet access Library books
How are products exported around the world?		Pupils are introduced to the notion of global trade		Rainforest Researcher folders or books



Activity sheet 10:

Crash landing in the rainforest

Name _____

As Rainforest Researchers you have been invited to visit the Amazon rainforest, but instead of taking a crowded bus and a long journey on a boat you will fly in a small plane to a landing strip in the heart of the forest. However, the plane is old and the radio equipment is faulty.

You are excited as you soar over the forest canopy but after 20 minutes the engine begins to stutter and shudder and eventually cuts out – the pilot has no choice but to crash land into a clearing in the forest. The landing is very rough and frightening and you are all thrown around by the impact. The plane ends up nose down but fortunately it does not burst into flames. You are bruised and shocked but otherwise uninjured. There is the threat of a tropical downpour and it won't be long before it is dark. You can also hear strange noises in the forest.

Task 1

What do you do next? In your group, list all the things you think you should do.

You will need to find food – how will you do that?

How will you ensure everyone is safe while gathering food?

How might you make a fire?

Then rank the list in order of priority (the order in which the things should be done).



Activity sheet 11:

What will help us to survive?

Name _____

You have managed to salvage the following items from the wrecked plane. Decide if any of them would be useful and suggest how you might use them. Recall what you were going to pack in your rucksack for a trip to the rainforest. What might be useful? Add three more items to the table.

Item	Useful or not?	How might you use it?
 Torch		
 Blankets		
 Small mirror		
 Bottles of water		
 Newspapers		
 Length of rope		
 One box of matches		
 Umbrella		
 Small metal containers		
 Nutcrackers		
 Large sheet of plastic		
 Camera		
 Penknife		
 Airline seat		



Activity sheet 12:

Making a shelter

Name _____

You need to make a shelter. In your group, discuss how you might do this:

- What kind of materials could you use?
- What type of shelter should you build?
- Can you use any of the equipment you have salvaged from the aircraft?
- What dangers and difficulties do you have to consider?

Make your notes here, then working as a group, on a large sheet of paper draw a picture of the type of shelter you might build. Remember to draw in the forest as your background. Display your picture when finished.



Exploring virtual and augmented realities

Gillian Rhodes

Climate change can be a challenging topic for schools to teach, especially at primary level. Here, Gillian explains how virtual reality (VR) and augmented reality (AR) provide immersive learning experiences that can help pupils to better connect with the topic.

Introduction

Imagine traversing a vibrant rainforest, immersed in the sights and sounds of one of the planet's most biologically diverse ecosystems. A sloth gently cradles its offspring while suspended from a tree, as two jaguars drink from a nearby stream. This vivid scene is not taking place in a remote location in the Amazon basin, but in a digital environment that is now accessible to pupils in classrooms across the UK and beyond. The simulation forms



Student using ClassVR. Photo © Avantis Education.

part of the 'Future Forests experience', a VR resource developed by Avantis Education (creators of ClassVR) in partnership with the Rainforest Foundation UK. Designed to support curriculum delivery in subjects such as geography, science and environmental sustainability, the resource allows pupils to explore a simulated rainforest and make decisions that affect its future.

The policy context

When it comes to teaching about climate change, the need for innovative approaches exemplified by ClassVR is urgent. A recent open letter to the UK Education Secretary, Bridget Phillipson, (see Web resources) signed by climate scientists, academics and educators, highlighted significant shortcomings in the teaching of climate change in England's National Curriculum. The letter called for 'systemic reform' to embed climate change and sustainability education across all subjects for learners up to the age of 18; and

claimed there are 'significant and worrying gaps' in pupils' climate literacy that demand immediate attention.

A report from the Department for Education (see Web resources) into climate literacy among school leavers revealed that just over half (55%) recalled recent climate change education, despite its inclusion in GCSE science and other subjects. What is more, 31% said they 'did not know' the extent of global warming since 1850, and of those who did give an answer, 52% overestimated the impact. Perhaps of most concern, just 34% could accurately define 'climate change mitigation' and only 20% could identify the correct meaning of 'net zero emissions'.

An immersive interactive experience

The Future Forests experience takes pupils on a journey, guided by a young Indigenous girl, Nashi. Nashi shows them her home in the tropical rainforest and explains how it can be impacted



Pupils can take virtual dives to swim with turtles off the coast of the Galapagos Islands. Image by Mollyroselee from Pixabay.

In geography, ClassVR allows pupils to visit a variety of places across the world. Thus, rather than describing alpine geography, for example, teachers can use the resource to tour Mount Fronsberg in the Swiss Alps, taking in views of Lake Lucerne, the town of Brunnen and the surrounding mountains. Similarly, lessons on marine ecosystems can be enriched by pupils taking virtual dives into the ocean to learn about The Great Barrier Reef, or swim with turtles off the coast of the Galapagos Islands.

These experiences can be used to reinforce other areas of learning, such as literacy. Anna O'Connor (a teacher at the Beatrix Potter Primary School in London) taught a series of lessons around *The Snail and the Whale* (Donaldson and Scheffler, 2017) during which the pupils focused on using imaginative adjectives to describe a scene. The work aimed to expand the pupils' vocabulary and use of synonyms to improve the coherency and fluency of their writing. After using the VR headsets to explore a variety of underwater environments, the pupils were able to apply the adjectives they had generated in previous lessons to a real-life setting, as Mrs O'Connor comments:

'We were amazed by how much vocabulary the pupils were able to use and how they were able to build upon previously-acquired language because they had immersed themselves in the setting they were writing about

... they were able to apply the newly-acquired vocabulary appropriately, for example "shimmering, glistening water" and "majestic, large shark!"

Conclusion

As a fully immersive experience, VR can enable pupils to, metaphorically, 'step into the shoes' of people living in a variety of environments and experience them in ways that are not always accessible through conventional learning media. Primary teachers who integrate the use of VR (e.g. Future Forests experience) in their geography lessons find that pupils appreciate the value of these unique 'environments' in more depth. In essence, the Future Forests experience VR resource enables pupils not only to understand the current challenges of climate change, but also to actively consider ways to shape the future of our planet.

Notes

ClassVR educational VR experiences are powered by Eduverse, which provides a vast library of immersive VR and AR resources that are designed to enhance pedagogy. These include explorable scenes, 3D models, 360° images and videos, spanning a broad range of topics and curriculum areas.

While the most immersive experience comes through ClassVR headsets, Avantis Education has made the digital pack available to all schools for free (see Web

resources). Accessible on any internet-enabled device, the climate change resource is supported by a structured teaching pack, which includes curriculum-aligned learning materials.

Reference

Donaldson, J. and Scheffler, A. (2016) *The Snail and the Whale*. London: Macmillan Children's Books.

Web Resources

Future Forests Experience: <https://www.classvr.com/future-forests/>
Letter to the Education Secretary: <https://www.globalactionplan.org.uk/news/open-letter-to-the-secretary-of-state-for-education-sustainability-and-climate-change-education-in-the-national-curriculum>
DfE report: https://assets.publishing.service.gov.uk/media/67616fec666d2e4faef3972/Climate_Literacy_School_Leavers_2024.pdf
All URLs last visited 16/7/2025.

Gillian Rhodes is Chief Marketing Officer at Avantis Education. With more than 18 years of marketing experience, Gillian leads the company's brand, strategy and demand generation efforts, with a passion for driving transformation through VR and AR.

- Primary Geography
- Autumn 2025
- Copiar/Copy on Moodle

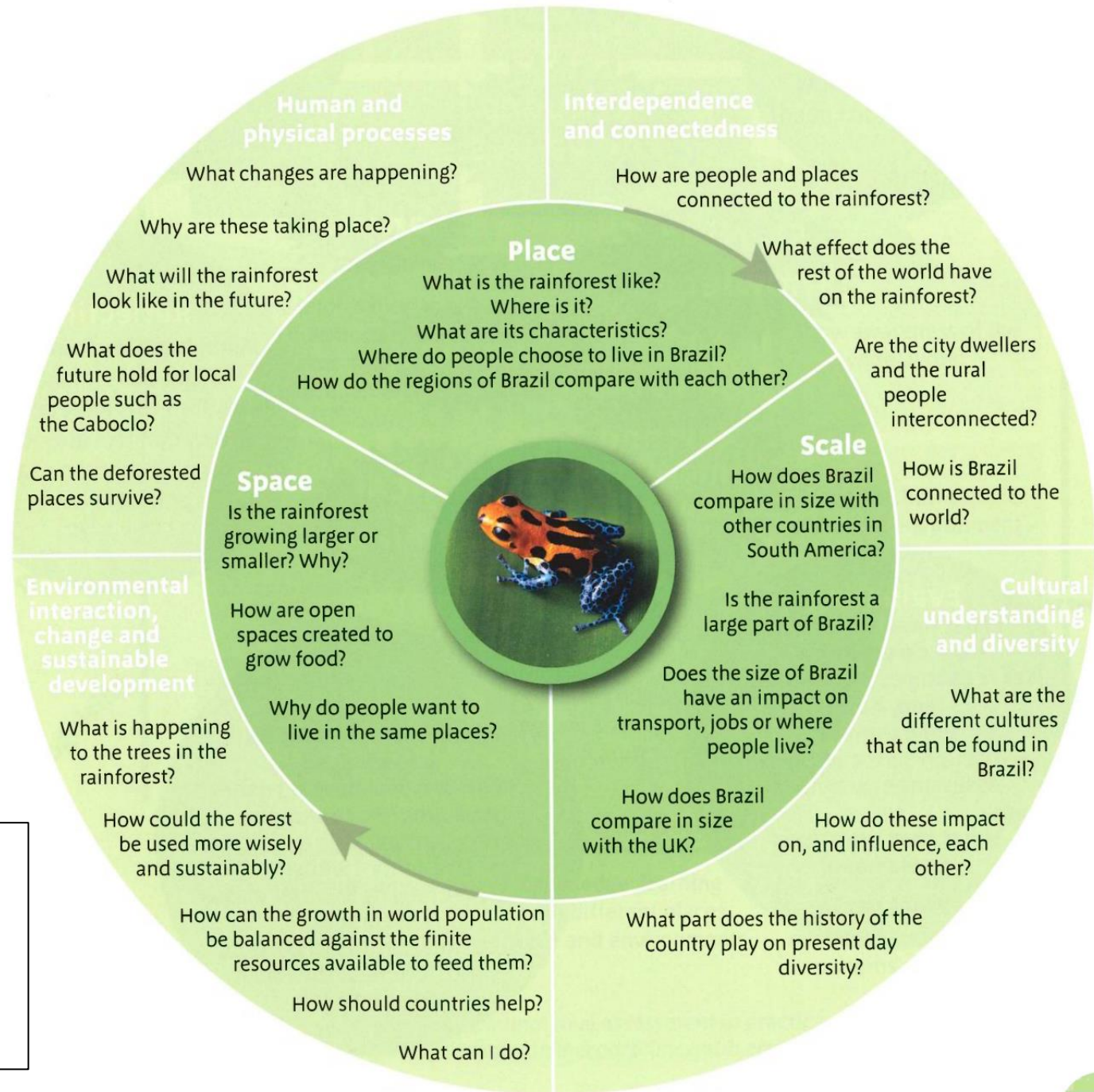
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tion, Transforming Lives

Sgiliau/Cysyniadau
Daearyddol

Lle
Gofod
Graddfa

Yr Hyn sy'n Bwysig –
Mae ein Byd Naturiol yn
amrywiol a deinamig

Camau Cynnydd 2 a 3



Geographical
Skills/Concepts:

Place
Space
Scale

Our Natural World is
diverse and dynamic...

Progression Steps 2 & 3

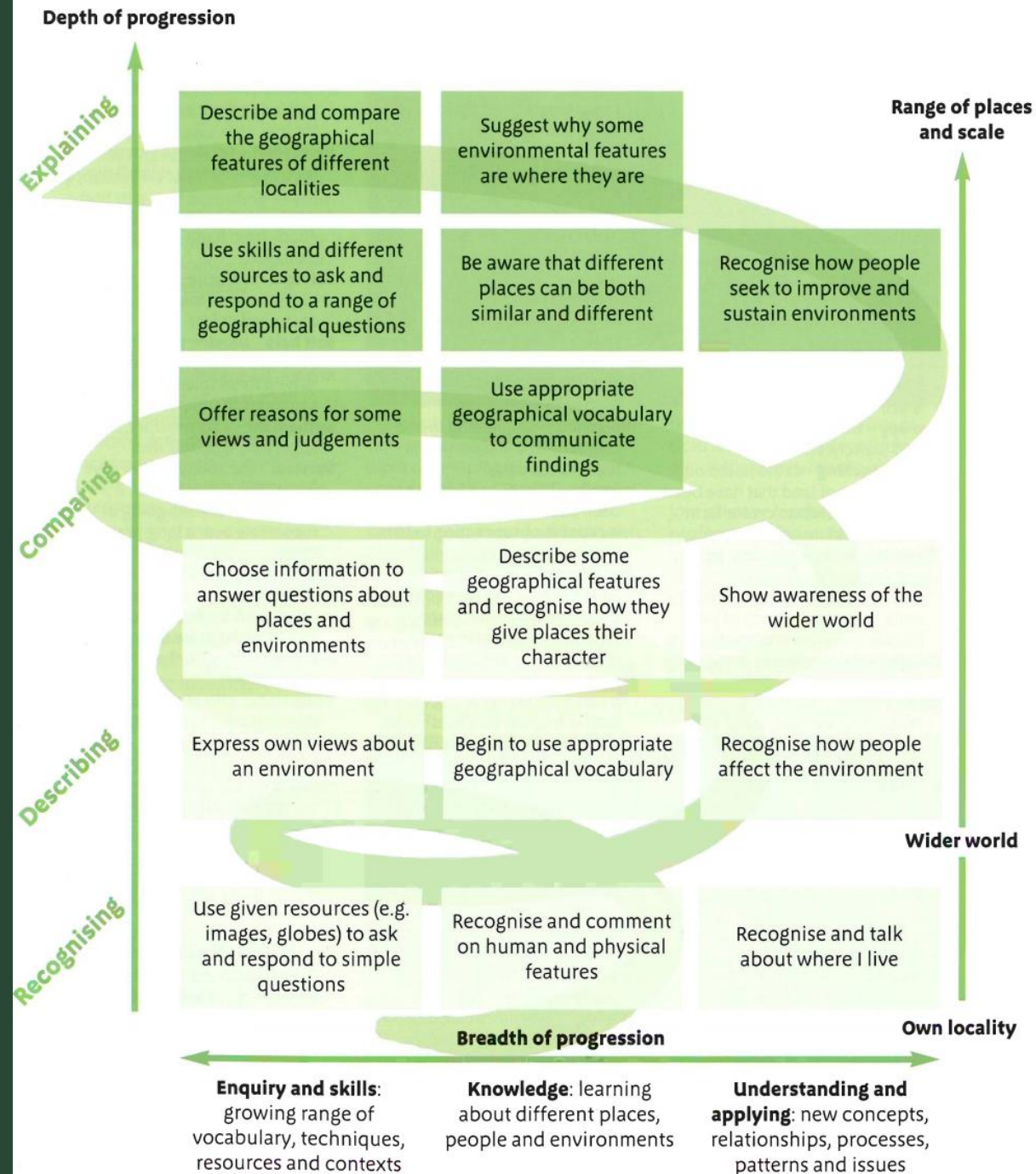
Sut mae dysgwyr
yn gwneud
cynnydd

Sgiliau...

Gwybodaeth a
Dealltwriaeth...

Adnabod...
Disgrifio...
Cymharu...
Esbonio....

Strategaethau
AagD?



How do learners
progress

Skills

Knowledge and
Understanding...

Recognise...
Describe...
Compare...
Explain...

AfL strategies?

Golwg ar... Botswana

Tell me about... Botswana

- Ble mae Botswana a sut fath o le yw?
- Sut le ydy Sankuyo a pham mae pobl yn ymweld?
- Sut mae twristiaeth yn effeithio ar Sankuyo?
- Beth allai ddigwydd yn y dyfodol?

- Where is Botswana and what is it like?
- What is Sankuyo like and why do people visit?
- How does tourism affect Sankuyo?
- What might happen in the future?



Eich tro chi...



Your turn now..

- Dewis testun
(Pam ei fod yn werth chweil?)

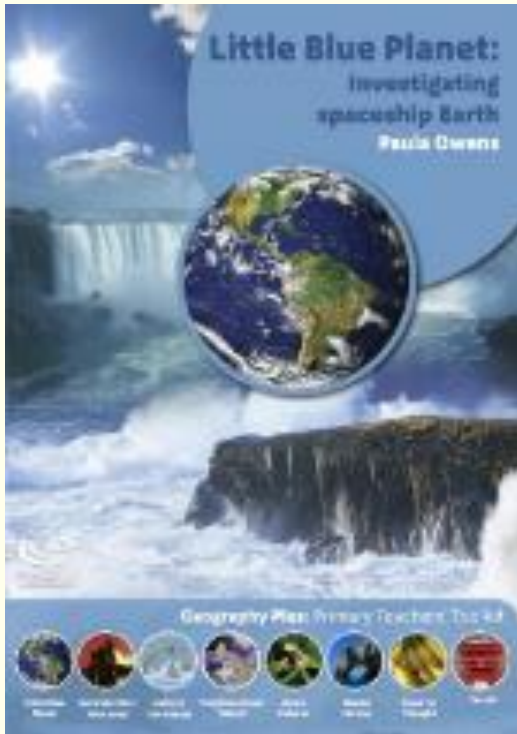
- Cynllunio ymholiad:
 - Cwestiynau ymholi
 - Sgiliau/cysyniadau daearyddol
 - Gweithgareddau posibl (addysgeg)
 - Cysylltiadau sgiliau llythrennedd /rhifedd/c.digidol

4 Diben – 4 Purposes
Egwyddorion Addysgeg –
Pedagogical Principles

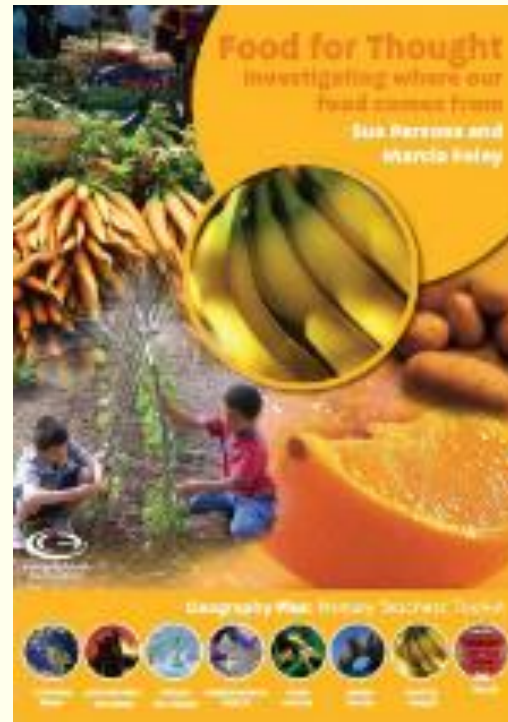
- Choosing a topic
(Why is it worthwhile?)
- Planning an enquiry:
 - Enquiry questions
 - Geographical skills/concepts
 - Possible activities (pedagogy)
 - Links to literacy/numeracy/digital competency skills

ADNODDAU – RESOURCES- gwefan GA website - codes

<https://www.geography.org.uk/geographyplus>



PO32R6



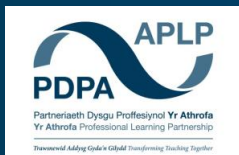
PF10B2



PR12D2



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



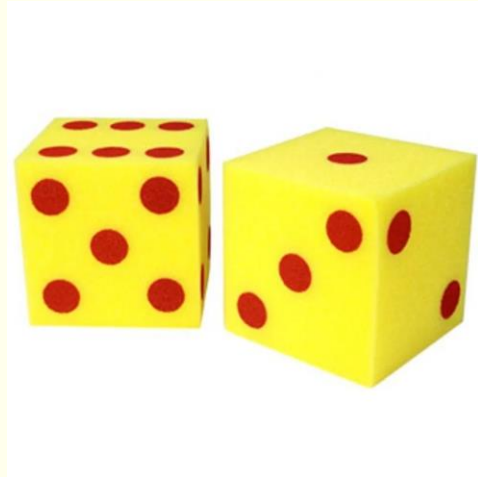
Partnersiaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership
Transforming Addysg Goleu's Global Transforming Teaching Together

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

'Great Teaching Ideas: Geography'

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

- Big dice
- Bingo
- Wordscapes



Daearyddiaeth yn y Newyddion Dysgu trwy Ymholi

Geography in the News Learning through Enquiry

Beth yw'r stori?
Pryd y digwyddodd?
Ble y digwyddodd?
Pam y digwyddodd?
Pwy sydd wedi ei effeithio?
Sut ydw i (ac eraill) yn teimlo?

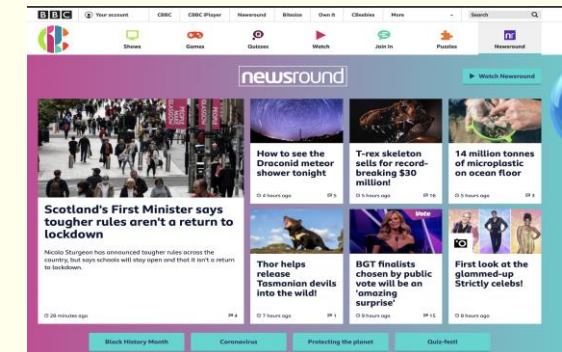


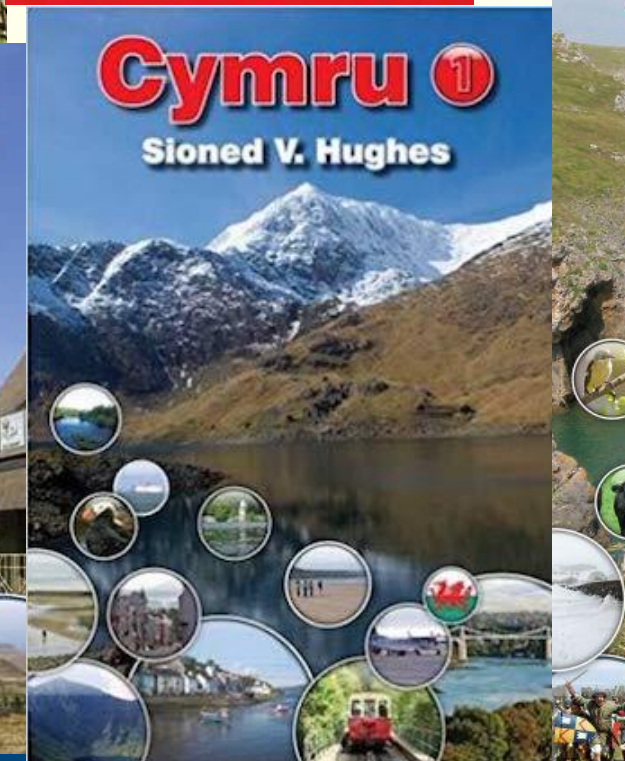
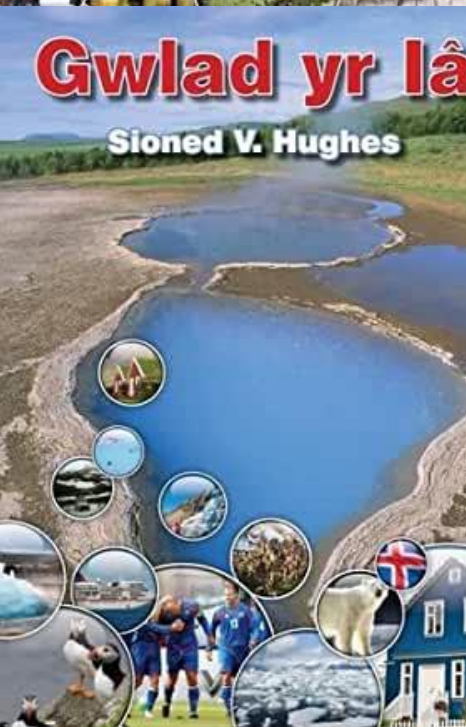
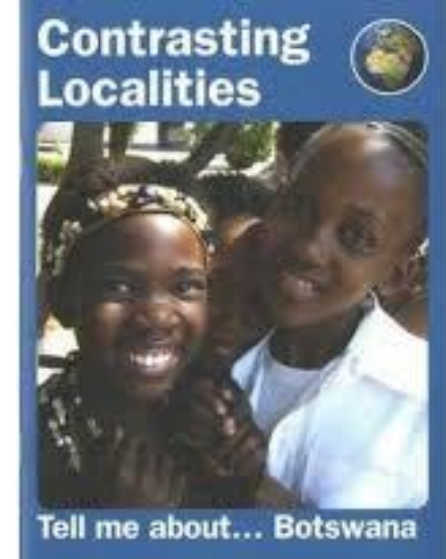
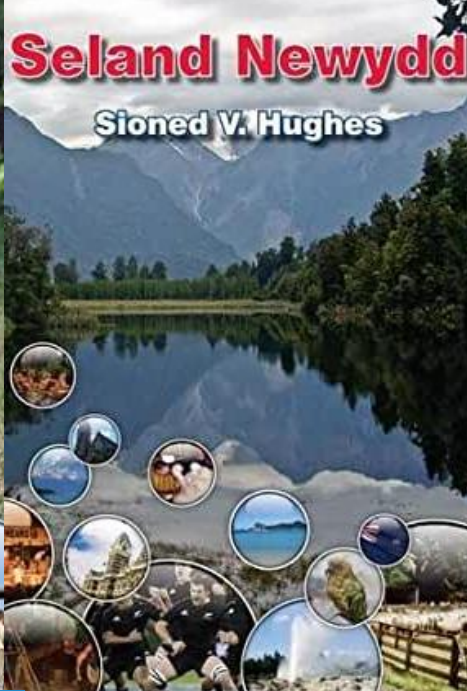
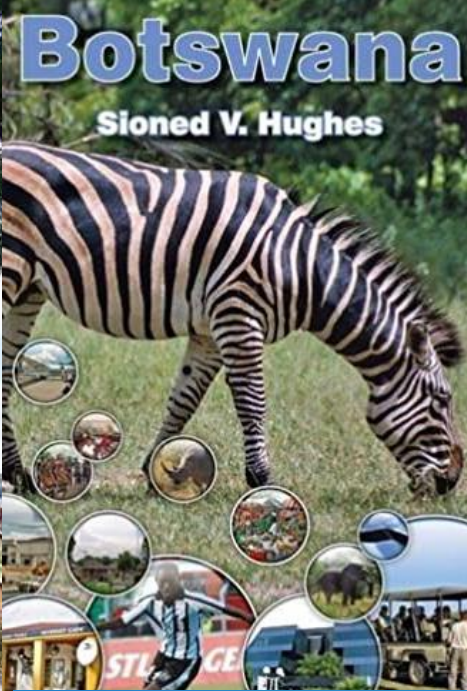
What is the story?
When did it happen?
Where did it happen?
Why did it happen?
Who is affected?
(How do I (and others) feel?)

<https://www.s4c.cymru/cy/stwnsh/page/newyddion-ni>

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

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





Cwblhewch grid GED ar gyfer y sesiwn

Complete a 'KWL' grid for this session

GWYBOD KNOW What do I already know?	EISIAU DYSGU WANT TO KNOW What do I want to know?	DYSGU LEARN What have I learnt?

Cyfeiriadau - References

- Catling S. (2017) High-quality in primary humanities: insights from the UK's school inspectorates. *Education 3-13*, 45(3), 354-364. (copy on Moodle)
- 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)
- Estyn (2026) Developing the Humanities area of learning and experience (AoLE) – Annual Report 24-25: [Developing the Humanities area of learning and experience \(AoLE\) – Adroddiad Blynyddol | Annual Report](#) (copy also available on Moodle – Humanities 1)
- Grigg, R. & Hughes, S.V. (2013) *Teaching Primary Humanities*. London: Routledge (Chapter 4).
- Llywodraeth Cymru (2022) Cwricwlwm i Gymru: Maes Dysgu a Phrofiad Y Dyniaethau: [Y Dyniaethau: Cyflwyniad - Hwb](#)
- Welsh Government (2022) Curriculum for Wales: Humanities Area of Learning and Experience. [Humanities: Introduction - Hwb](#)

Gwefannau/Websites:

- Geographical Association – <https://www.geography.org.uk> (Geography Plus: Primary Teachers' Toolkit)
- Teaching citizenship: <https://www.teachingcitizenship.org.uk/regions/wales>