

ECAD4017C Arwain y Dysgu: beth, sut a pham?

ECAD4017 Leading the Learning: what, how and why?

Dyniaethau – Humanities 1



Presenoldeb BA1

BA1 Attendance



Yn y sesiwn yma, byddwn yn edrych ar:

In this session, we will be looking at:



5 Yr Hyn sy'n Bwysig (MDaPh Dyniaethau) – 5 What Matters (Humanities AoLE)



Creu Amgylchedd Dysgu Dyniaethau – Humanities Learning Environment



Rheoli'r Amgylchedd Dysgu – Managing the Learning Environment

Fframwaith Cwricwlwm i Gymru

- Gall Maes Dysgu a Phrofiad y Dyniaethau **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 **cynladwyedd 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/>

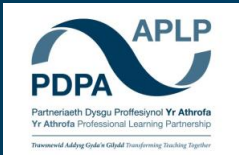
Curriculum for Wales Framework

- The Humanities Area of Learning and Experience 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/>



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



Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

Pam dysgu'r Dyniaethau?

Why learn the Humanities?

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

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

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

I like learning why places are special to different people.

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

I like to learn everywhere, inside and outside the classroom

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

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

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
- Cynllunio eich cwricwlwm



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

Home > Curriculum for Wales > Humanities

AREA OF LEARNING AND EXPERIENCE

Humanities

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



Contents

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



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

MDaPh DYNIAETHAU = Yr Hyn Sy'n Bwysig



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

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

HUMANITIES AoLE = What Matters



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

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

CAMAU CYNNYDD

PROGRESSION STEPS

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.

Datblygu:

- chwilfrydedd
- hunaniaeth
- perthyn
- empathi
- dealltwriaeth o'r byd ehangach
- dinasyddiaeth

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.

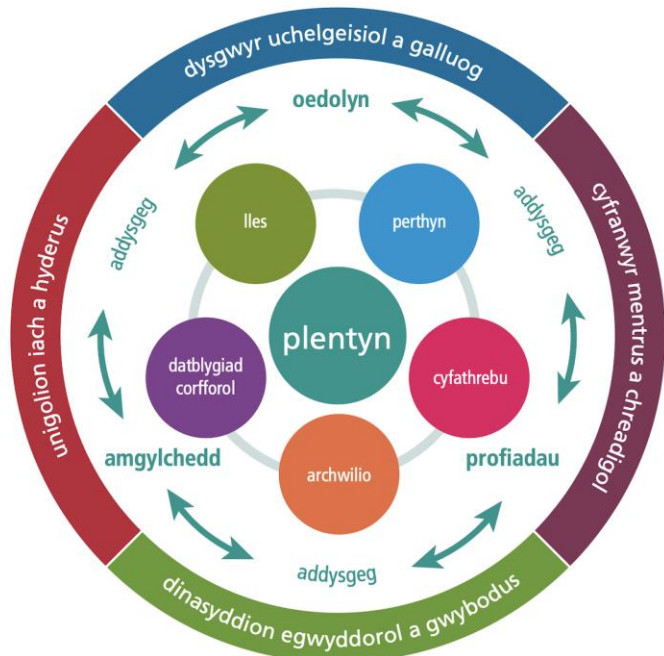
Develop:

- curiosity
- identity
- belonging
- empathy
- understanding of the wider world
- citizenship

Cwricwlwm ar gyfer lleoliadau meithrin a ariennir nas cynhelir



<https://hwb.gov.wales/api/storage/2292053c-a4fe-41fe-8c6ad34b66309/230626-cwricwlwm-ar-gyfer-lleoliadau-m-a-ariennir-nas-cynhelir.pdf>



Y llwybrau datblygu

Perthyn

Mae perthyn yn hanfodol i'n hymdeimlad o hapusrwydd a lles. Pan fyddan nhw'n ifanc, bydd plant yn dechrau meithrin ymdeimlad o'u lle a'u pwysigrwydd o fewn y grwpiau niferus y maen nhw'n perthyn iddyn nhw. Mae cydberthnasau cadarn a sicr yn hollbwysig i'r ymdeimlad hwn o berthyn.

Gall yr ymdeimlad hwn arwain at deimladau cadarnhaol o gysylltiad â'r cartref a'r lleoliad, a gall ymestyn i'r gymuned, i Gymru ac i'r byd ehangach. Gall lleoliadau sy'n parchu ac yn dathlu profiadau plant o'u cartrefi a'u cymuned yn y gorffennol a'r presennol, ac yn adeiladu ar y profiadau hynny, atgyfnerthu ymdeimlad o berthyn. Ein cyfrifoldeb ni yw sicrhau bod plant yn teimlo'n ddiogel yn y lleoliad, a rhoi gofal a chymorth emosiynol gwirioneddol er mwyn helpu i feithrin ymdeimlad cadarn o berthyn.

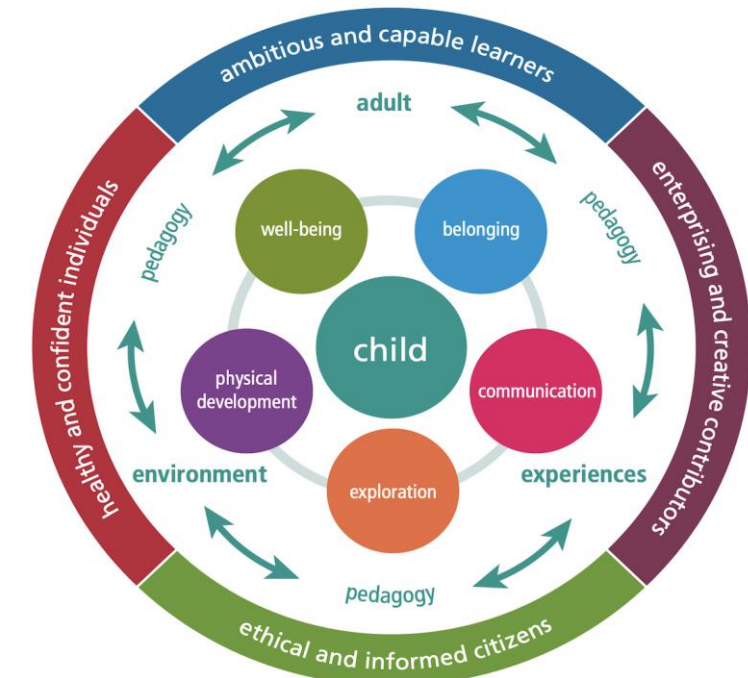
Mae perthyn yn bwysig er mwyn llywio ymdeimlad plant o bwy ydyn nhw a phwy y gallan nhw fod ac, fel y cyfryw, dylai fod yn sail i ethos pob lleoliad yng Nghymru.

Mae angen i mi:	Rwy'n dysgu sut i:	Mae fy ymdeimlad o berthyn yn cael ei gyfoethogi gan oedolion sydd:
- deimlo fel aelod gwerthfawr o gymuned y lleoliad - chwarae (ar fy mhen fy hun, ochr yn ochr ag eraill neu gydag eraill) - gwneud cysylltiadau â phobl, lleoedd a phethau - cael fy nghlywed a fy neall - gweld fy hun a phobl fel fi yn cael ein cynrychioli yn fy lleoliad.	- adnabod pwy ydw i - sylweddoli fy mod yn bwysig i'r bobl o'm cwmpas - cymryd rhan ym mywyd y lleoliad - gofalu amdanaf fi fy hun - dilyn arferion cyfarwydd - deall a dilyn rhai rheolau a ffiniau - adnabod fy anghenion fy hun ac anghenion pobl eraill - sylweddoli bod rhai pethau yn annïogel - gofalu am bethau yn fy amgylchedd – pethau byw a phethau nad ydyn nhw'n fyw	- yn rhoi gofal a pharch cyson i mi - yn darparu adnoddau cyfarwydd sy'n adlewyrchu fy niwylliannau a fy nghymunedau - yn fy ngweld i fel dysgwr galluog - yn modelu agwedd lawen a chwilfrydig at ddysgu - yn ymateb i fy niddordebau, yr hyn rwy'n ei hoffi a'r hyn nad wyf yn ei hoffi - yn cynllunio profiadau ar ôl arsylwi fy newisiadau a'r hyn sydd orau gen i wrth chwarae - yn blaenoriaethu fy anghenion wrth wneud penderfyniadau sy'n effeithio arna i - yn fy ngalluogi i chwarae ar fy mhen fy hun a/neu gydag eraill - yn hyrwyddo ethos cynhwysol sy'n gwerthfawrogi diwylliant amrywiol Cymru

A curriculum for funded non-maintained nursery settings



<https://hwb.gov.wales/api/storage/b1801d78-38c3-4320-9818-d9996c21aef8/220914-a-curriculum-for-funded-non-maintained-nursery-settings.pdf>



The developmental pathways

Belonging

Belonging is essential to our sense of happiness and well-being. When they are young, children begin to develop a sense of how they fit in to the many groups to which they belong, and their importance within them. Strong, secure relationships are vital to this sense of belonging.

This sense can bring positive feelings of connection with the home and the setting, and can expand to the community, Wales and the wider world. Settings that value, celebrate and build upon children's past and present experiences from home and their community can strengthen a sense of belonging. It is our responsibility to ensure children feel safe and secure within the setting environment, and to show genuine care and emotional support to help build a firm sense of belonging.

Belonging is important to shaping children's sense of who they are and who they can become and, as such, should underpin the ethos of all settings in Wales.

I need to:	I am learning to:	My sense of belonging is enhanced by adults who:
- feel valued as a member of the setting community - play (on my own, alongside or with others) - make connections with people, places and things - be heard and understood - see myself and people like me represented in my setting.	- recognise who I am - recognise that I am important to those around me - participate in the life of the setting - take care of myself - follow familiar routines - understand and follow some rules and boundaries - recognise my own needs and the needs of others - recognise that some things are unsafe - take care of things in my environment, living and non-living - recognise that I belong to a wider community - recognise similarities and differences.	- provide me with consistent care and respect - provide familiar resources that reflect my cultures and communities - perceive me as a capable learner - model a joyful and curious approach to learning - respond to my interests, likes and dislikes - plan experiences as a result of observation of my play choices and preferences - prioritise my needs when making decisions that impact on me - enable me to play by myself and/or with others - promote an inclusive ethos that values the diverse culture of Wales - provide appropriate opportunities to experience my own culture and different cultures of others in authentic contexts - have strong connections with my home and local community - use visits and visitors to support connections and enhance interests - make effective use of image, sound, video and technology.

Mae'r MDaPh y Dyniaethau yn annog plant i:

The Humanities AoLE encourages children to:

- ✓ I fod yn chwylfrydig am bobl a lleoedd
- ✓ Archwilio eu hamgylchedd lleol
- ✓ Datblygu synnwyr o berthyn
- ✓ Dechrau deall y byd o'u cwmpas

- ✓ Be curious about people and places
- ✓ Explore their local environment
- ✓ Develop a sense of belonging
- ✓ Begin understanding the world around them.

Mae'r Cwricwlwm i Gymru yn pwysleisio: The Curriculum for Wales emphasises:

- **Profiadau dilys (go iawn)**
(ymchwilio pobl, lleoedd a digwyddiadau real)
- **Dysgu seiliedig ar ymholi** (holi cwestiynau fel: *pwyl sy'n byw yma? Sut mae'r ysgol wedi newid? Pam bod pobl yn dathlu digwyddiadau gwahanol?*)
- **Cynefin** (datblygu syniad o le a pherthyn)
- **Authentic Experiences**
(investigate real places, people and events)
- **Enquiry-Based Learning** (ask questions such as: *Who lives here? How has our school changed? Why do people celebrate different events?*)
- **Cynefin** (developing a sense of place and belonging)

Nodweddion Amgylchedd Dysgu Dyniaethau Effeithiol

Characteristics of an Effective Humanities Learning Environment

1. Hyrwyddo chwilfrydedd

Enghreifftiau:

- Gwthrychau dirgel
- Arteffactau
- Mapiau
- Ffotograffau
- Arddangosfeydd ymwelwyr

Annog plant i holi cwestiynau,
e.e. *“Pwy efallai fyddai wedi defnyddio’r gwrthrych?”*
yn hytrach na *“Beth yw ei enw?”*



1. Promotes Curiosity

Examples:

- Mystery objects
- Artefacts
- Maps
- Photographs
- Visitor displays

Children should be encouraged to ask questions.

For example:

“Who might have used this object?” rather than *“What is it called?”*

2. Annog Archwilio

2. Encourages Exploration

Plant angen cyfle i:

- Ymchwilio
- Trin gwrthrychau
- Arsylwi
- Cymharu

Enghreifftiau:

- Mapiau lleol
- Ffotograffau awyr
- Arteffactau hanesyddol
- Arteffactau diwylliannol



Children need opportunity to:

- Investigate
- Handle objects
- Observe
- Compare

Examples:

- Local maps
- Aerial photographs
- Historical artefacts
- Cultural objects.

3. Cefnogi Dysgu trwy Chwarae

3. Supports Play-Based Learning

Ardal Chwarae Rôl

- Asiantaeth Teithio
- Amgueddfa
- Swyddfa Bost
- Caffi o ddiwylliant arall

Ardal Byd Bach

- Tirnodau lleol
- Ffermydd
- Cartrefi
- Mannau addoli



Role Play Area

- Travel agency
- Museum
- Post office
- Café from another culture

Small World Play

- Local landmarks
- Farms
- Homes
- Places of worship

Gweithgaredd: Awdit Amgylchedd Dysgu

Activity: Learning Environment Audit

Gweithio mewn grwpiau:

Adnabod:

- 3 nodwedd sy'n cefnogi dysgu dyniaethau
- 3 gwelliant y gellir ei wneud

Ystyriwch:

- Adnoddau
- Arddangosfeydd
- Annibynniaeth
- Cynhwysiant
- Cyfleoedd ar gyfer ymholi.

Working in groups:

Identify:

- 3 features that supports humanities learning.
- 3 improvements that could be made.

Consider:

- Resources
- Displays
- Independence
- Inclusivity
- Opportunities for enquiry.



Amgylcheddau tu mewn a thu allan

Indoor and Outdoor Environments

Amgylchedd Tu Mewn

- Dylai gynnwys:

Ardal Ymchwilio Dyniaethau

Adnoddau posibl i'w cynnwys:

- *Mapiau, Globau, Ffotograffau teulu, Arteffactau hanesyddol, Gwrthrychau diwylliannol, Llyfrau*

Gofod Myfyrio

Plant yn trafod:

- Profiadau
- Cwestiynau
- Darganfyddiadau

Indoor environment

- Should include

Humanities Investigation Area

Resources might include:

- *Maps, Globes, Family photographs, Historical artefacts, Cultural objects, Books*

Reflection Space

Children discuss:

- Experiences
- Questions
- Findings

Amgylchedd Allanol

Outdoor Environment

Teithiau Lleol

- Plant yn ymchwilio:

Adeiladau, ffyrdd, nodweddion naturiol

Gweithgareddau Mapio

- Plant yn creu mapiau o:

Tir yr ysgol, parc chwarae, cymuned leol

Arsylwadau Tymhorol

- Plant yn sylwi newid dros amser

Locality Walks

- Children investigate:
Buildings, roads, natural features

Mapping Activities

- Children create maps of:
School grounds, playground, local community

Seasonal observations

- Children notice changes over time

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.



Figure 1: (a) The 'secret symbols', (b) pupils choose their symbol stone, and (c) locate their stones. Photos © (a) Nell Seal, (b, c) Mary Milne.

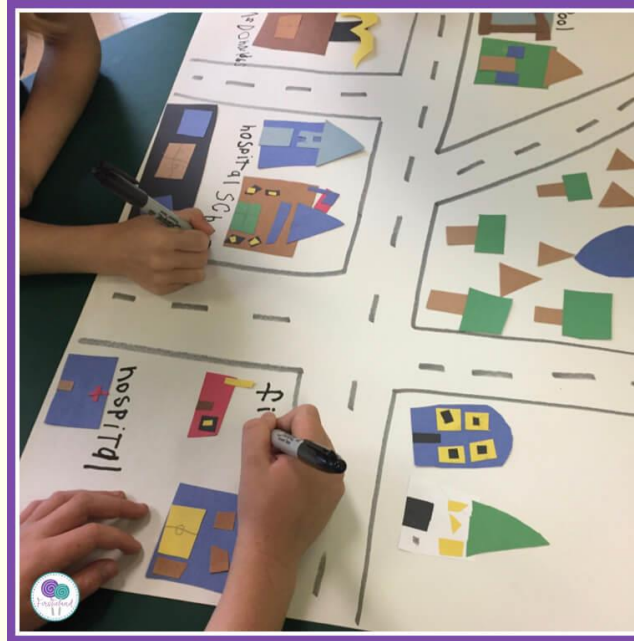


This AoLE provides rich opportunities for learning beyond the school walls

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

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 Barnaby Bear....
- Representational map

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

Rheoli Ymddygiad drwy Ddylunio Amgylchedd

Managing Behaviour through Environment Design

Trefniant eglur

Plant yn gwybod:

- Ble mae'r adnoddau'n perthyn
- Sut i gael gafael ar adnodd
- Sut i dacluso'n annibynnol

Cefnogaeth weledol

- Labeli
- Ffotograffau
- Symbolau

Ardaloedd Dysgu Penodol

Plant yn deall disgwyliadau:

- Ardal Ymchwilio; Ardal Dawel; Ardal Adeiladu; Ardal Chwarae Rôl

Clear organisation

Children know:

- Where resources belong
- How to access equipment
- How to tidy independently

Visual supports

- Labels
- Photographs
- Symbols

Defined Learning Areas

Children understand expectations:

- Investigation Area; Quiet Area; Construction Area; Role Play Area

Gweithgaredd: Dylunio Cornel Dyniaethau

Activity: Design a Humanities Corner

Gweithio mewn grwpiau bach:

Dylunio ardal dyniaethau ar gyfer plant 4-5 oed.

Cynnwys:

- Adnoddau; arddangosfeydd, cwestiynau ar gyfer ymholi; cysylltiadau gyda Cwricwlwm i Gymru

Grwpiau i greu braslun cyflym.

- Ystyried: hygyrchedd, cynhwysiant, perchnogaeth plentyn

Working in small groups:

Design a humanities area for children aged 4-5.

Include:

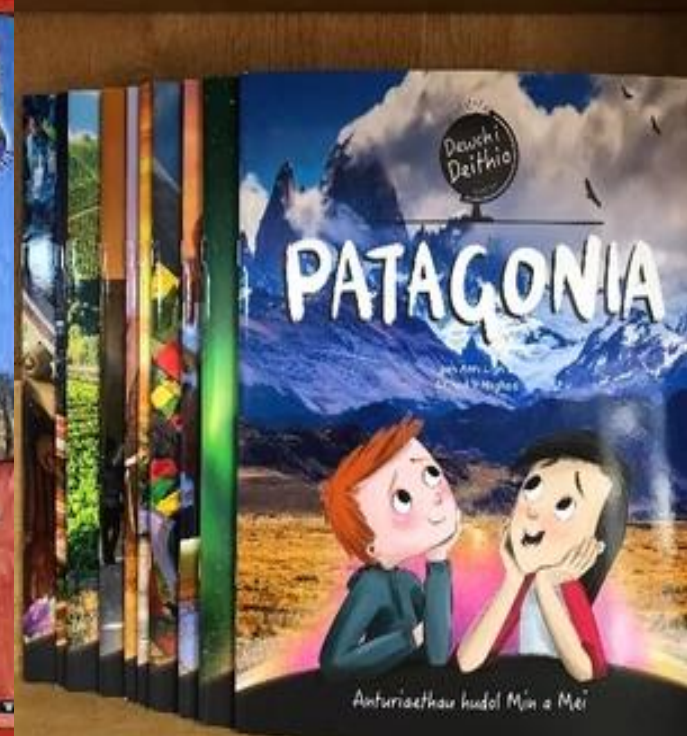
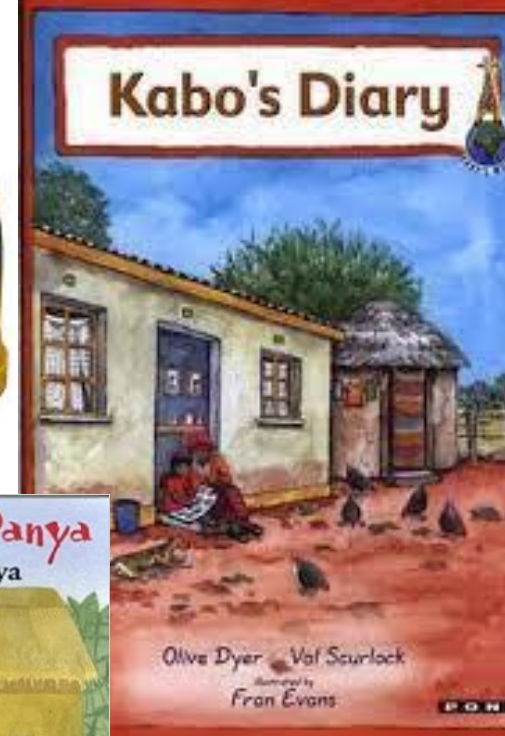
- Resources; displays; questions for enquiry; links to Curriculum for Wales

Groups create a quick sketch.

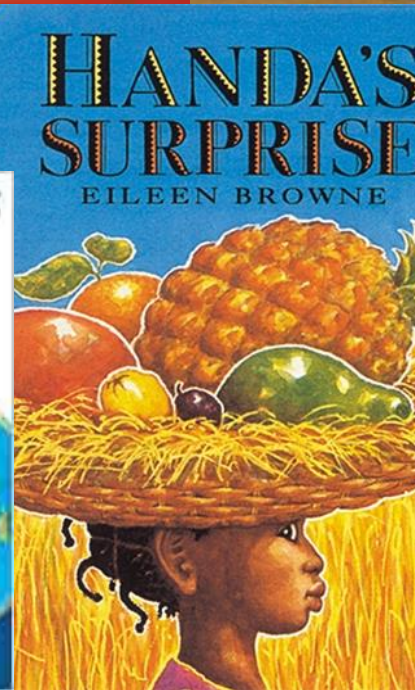
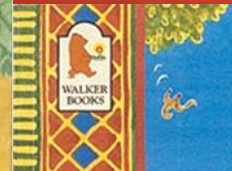
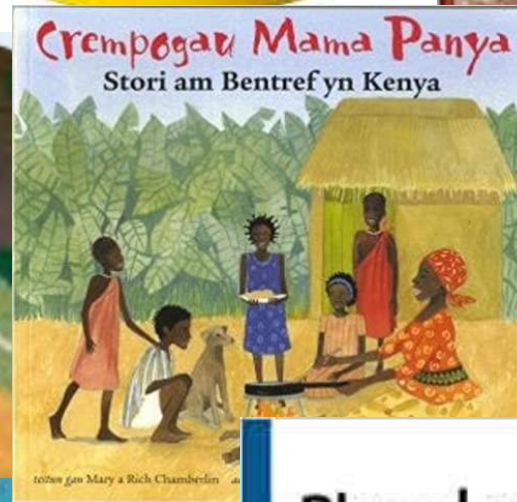
- Consider: accessibility, inclusivity, child ownership



Barnaby Bear to the RESCUE



Tedi Twt a'r Tywydd



Hansel and Gretel



Place

- What is the kitchen like? What can you see, smell, hear?
- What is happening in the kitchen? What jobs are people doing?
- How do you feel about being in the kitchen?

Space

- How is the kitchen laid out? Are all kitchens the same? Can you make a map of it?
- What other rooms are in their house? How are these arranged?
- Where is their house? Are there others nearby?

Scale

- Zoom in; what is the cooker like? Does everyone cook this way?
- Where do Hansel and Gretel's ingredients come from?



Lle

- Sut le ydy'r gegin? Beth wyt ti'n gallu weld, arogli, clywed?
- Beth sy'n digwydd yn y gegin? Pa swyddi mae'r bobl yn eu gwneud?
- Sut wyt ti'n teimlo wrth fod yn y gegin?

Gofod

- Sut mae'r gegin wedi cael ei gosod allan? A ydy pob cegin yr un fath? Wyt ti'n gallu creu map o'r gegin?
- Pa ystafelloedd eraill sydd yn y tŷ? Sut maen nhw wedi eu gosod?
- Ble mae'r tŷ? A oes tai eraill gerllaw?

Graddfa

- Chwyddo mewn; Sut gegin sydd yno? A ydy pawb yn coginio fel hyn?
- O ble daw nwyddau Hansel a Gretel?

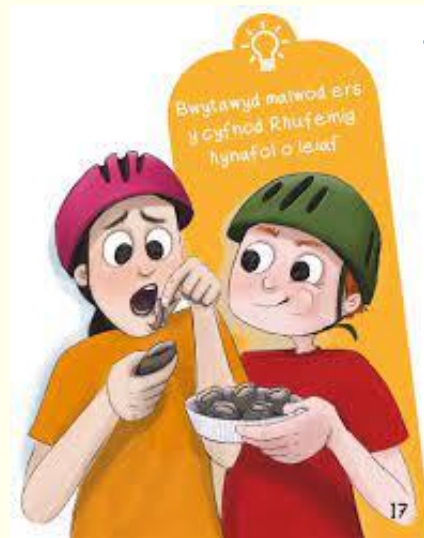
- **Gofod** – Ble ydw i? Sut mae mynd yno? Ydy e'n agos neu pell?
- **Amgylchedd** – Pa anifeiliaid neu planhigion eraill sy'n byw yma?
- **Lle** – Sut le yw? Beth allai wneud yma? Beth yw fy marn i am..? Beth sy'n arbennig am y lle?
- **Newid** – sut mae'n debyg ac yn wahanol i leoedd eraill? Sut a pham mae'r lle yn newid dros amser?
- **Gwneud cysylltiadau** – O ble daw fy nghinio?
- **Graddfa** – Pa mor fawr yw cartref morgrugyn?



Figure 4: Thinking through concepts. Photo © Helen Castle.

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!



- Walks, routes and trails
- Explorations of built and natural environments
- Spaces for den-making, place-making
- Geographical drifts to focus attention
- Stories and other media of people and places, that challenge stereotypical thinking
- Sensory tables of natural and found objects
- Identification charts for flora and fauna
- Opportunities to explore textures and a variety of materials, including sand and water play
- Equipment for different types of weather, such as wellies and waterproofs
- Geography detective equipment – notebooks, magnifying glasses, compasses and cameras
- A variety of diagrams, maps, aerial images (oblique aerial images), globes and atlases
- Small world play.



- Llwybrau, mynd am dro
- Archwilio amgylcheddau naturiol ac adeiladol
- Gofod ar gyfer gwneud den, gwneud-lle
- Storiau – herio stereoteipio
- Byrddau synhwyrau – gwrthrychau naturiol..
- Siartiau adnabod planhigion ac anifeiliaid
- Cyfleoedd i archwilio gwead amrywiaeth o ddeunyddiau, yn cynnwys chwarae tywod a dwr
- Offer ar gyfer mathau gwahanol o dywydd, e.e. cotiau glaw; wellingtons
- Offer ditectif daearyddiaeth – llyfr nodiadau, camera, sbiendrych, cwmpawd
- Amrywiaeth o ddiagramau, mapiau, delweddau gofodol (oblique aerial), globau ac atlasau
- Chwarae byd bach

Owens, P., Sprake, S., & Witt, S. (2022) Geography in the Early Years: Guidance for doing wonderful and effective geography with young pupils, *Primary Geography*, No.109, Autumn 2022.

Astudiaeth Achos: Rheoli Amgylchedd Dysgu

Case Study: Managing the Learning Environment

Darllenwch yr astudiaeth achos a thrafodwch:

1. Pa agweddau o'r amgylchedd oedd fwyaf effeithiol?
2. Sut oedd yr athro yn cydbwyso plant ac oedolyn yn arwain y dysgu?
3. Pa elfennau fyddwch yn eu defnyddio yn eich arfer?
4. Sut mae'r astudiaeth achos yn efelychu egwyddorion Cwricwlwm i Gymru?

Read the case study and discuss:

1. What aspects of the environment were most effective?
2. How did the teacher balance child-led and adult-guided learning?
3. Which elements would you adopt in your own practice?
4. How does the case study reflect Curriculum for Wales principles?

Heriau wrth Rheoli Amgylchedd Dysgu

Challenges in Managing the Learning Environment

Prinder Gofod

- Datrys posibl: cylchdroi adnoddau, ardaloedd dysgu hyblyg

Diffyg Cyllid

- Datrys posib: benthyg arteffactau gan deuluoedd; defnyddio adnoddau cymunedol lleol; casglu defnyddiau rhad ac am ddim

Cynnal Cymhelliant a Diddordeb

- Datrys posib: newid adnoddau rheolaidd; dilyn diddordebau'r plant; defnyddio digwyddiadau cyfredol lleol.

Limited Space

- Possible solution: rotating resources, flexible learning areas

Limited Budget

- Possible solution: borrow artefacts from families; use local community resources; collect free materials

Maintaining Engagement

- Possible solution: change resources regularly; follow children's interests; use current local events

Prif Negesuo

Key Takeaways

Mae amgylchedd dyniaethau effeithiol yn:

- ✓ Annog chwilfrydedd ac ymholiad
- ✓ Cefnogi dysgu trwy chwarae
- ✓ Adlewyrchu bywyd plant a'r cymunedau
- ✓ Hyrwyddo annibynniaeth
- ✓ Gwneud dysgu yn weledol
- ✓ Cysylltu'n uniongyrchol â'r Cwricwlwm i Gymru drwy brofiadau dilys a Cynefin
- ✓ Helpu plant i fod yn wybodus, archwilwyr hyderus a dinasyddion o'u byd.

Effective humanities environments:

- ✓ Encourage curiosity and enquiry
- ✓ Support play-based learning
- ✓ Reflect children's lives and communities
- ✓ Promote independence
- ✓ Make learning visible
- ✓ Connect directly to Curriculum for Wales through authentic experiences and Cynefin
- ✓ Help children become informed, confident explorers and citizens of their world.



laith a Llythrennedd yn yr awyr agored

// Gemau a Gweithgareddau



Language and Literacy Outdoors

// Activities & Games

Cyfeiriadau – References

- Geographical Association <https://www.geography.org.uk>
- Grigg, R. & Hughes, S.V. (2013) *Teaching Primary Humanities*. Harlow: Pearson.
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