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ECAD5008: 2023-2024

What am I teaching?

Professional and Pedagogic Studies:

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

Beth ydw i'n ei addysgu?

Astudiaethau Proffesiynol ac

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

ECAD5008: 2023-2024



By Caio Costa Ribeiro - June 09th, 2011

Dyniaethau – Humanities

Sesiwn – Session -2

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NODAU'R SESIWN

I ddatblygu ymhellach eich gwybodaeth
a'ch dealltwriaeth o agweddau o'r
Dyniaethau

Archwilio sut y gellir defnyddio
strategaethau AagD i helpu cynnydd
dysgwyr yn MDaPh Dyniaethau



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.

AagD a'r DYNIAETHAU AfL & HUMANITIES



*'I don't understand
this yet.'*



*'I think I understand,
but could not explain it
to someone else.'*



*'I understand
this well and could
explain it to a friend.'*

- **Beth** yw'r Strategaethau AagD?
What AfL strategy are you using?
- **Ble** yn y wers ydych yn defnyddio'r strategaethau AagD?
Where in the lesson are you using this strategy?
- **PAM** ydych yn eu defnyddio?
- **Why** are you using this strategy?

1. Rhannu Meini Prawf Llwyddiant – Sharing Success Criteria



- 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!

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.



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Eich Her!

- 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 Rhyfeddod Cymru??
7 Wonders of
Wales??



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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.



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?



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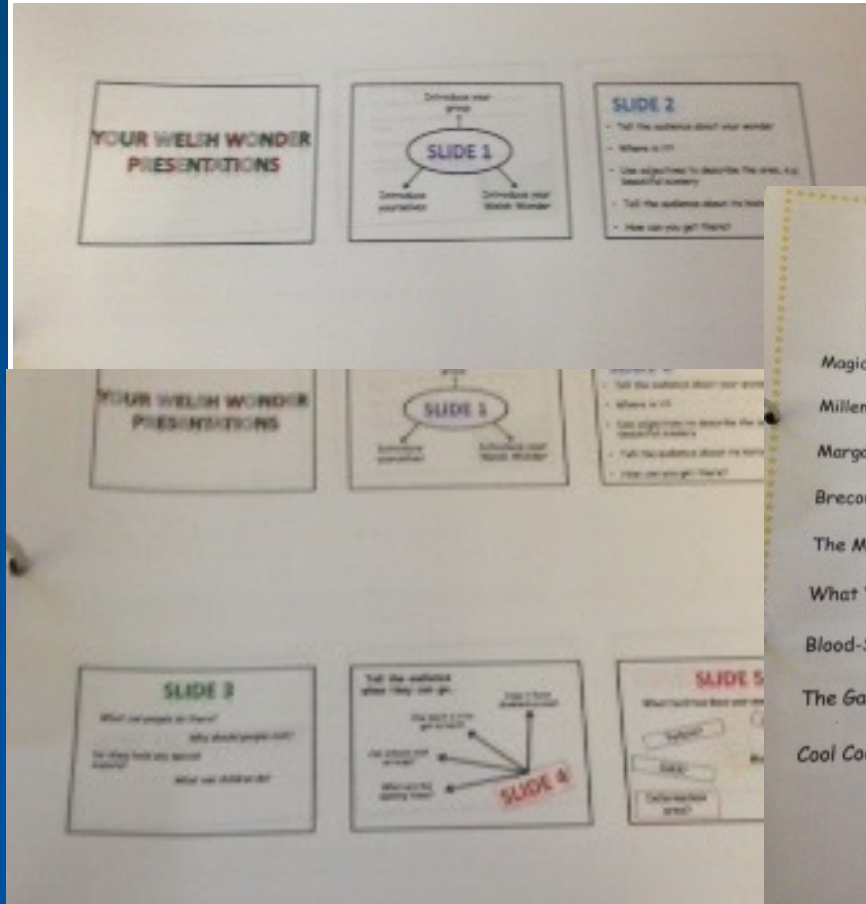
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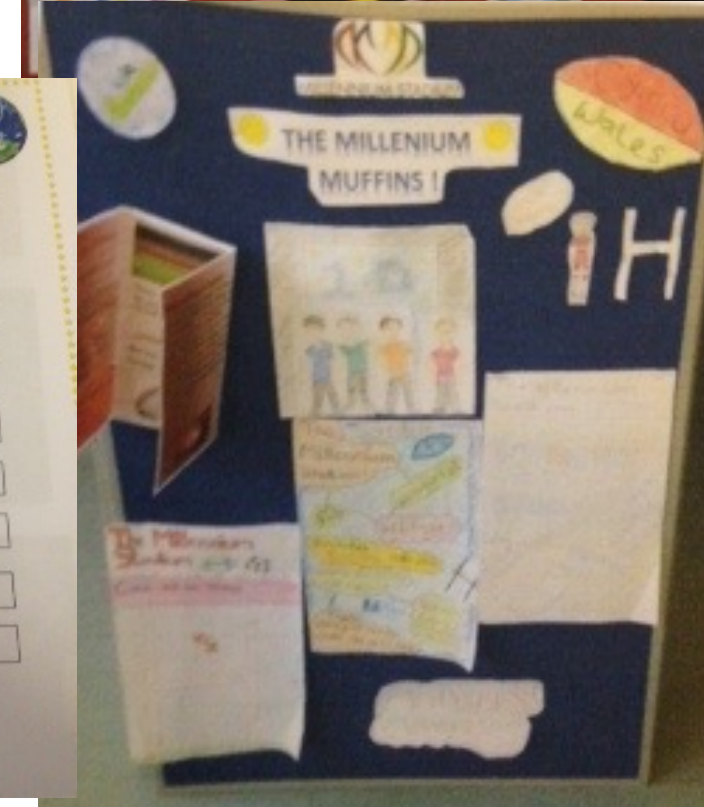
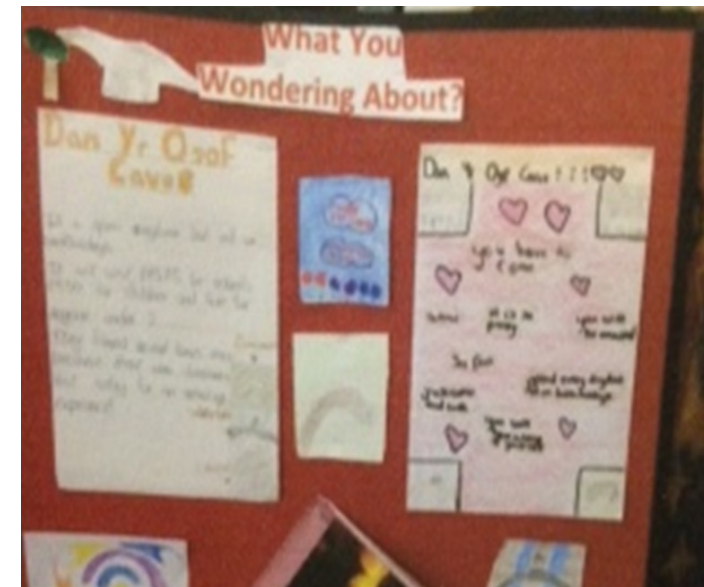
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Modelu a Sgaffaldio Modelling & Scaffolding



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

Magical Mount Snowdonia (Mount Snowdon)	☐
Millennium Muffins (Wembley Stadium)	☐
Margam's Milky Milkshakes (Margam Castle)	☐
Brecon Flamingifers (Brecon Beacons)	☐
The Mine-Carts (Big Pit)	☐
What You Wondering About? (Dan yr Ogof Caves)	☐
Blood-Struck Romans (Roman Amphitheatre)	☐
The Garden Galaxies (National Botanic Gardens)	☐
Cool Cochs (Castle Coch)	☐





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Arch-Arwyr Cymru

Owain Glyndŵr... Gerallt Gymro-Gerald of Wales; Esgob William Morgan – Bishop William Morgan ; Twm Carnabwth - Terfysg Beca / Rebecca Riots; Gwenllïan

Yn unigol, mewn parau neu mewn grwpiau, dewch o hyd i wybodaeth am UN archarwr Cymreig. Gan ddefnyddio ymholiad, disgrifiwch mewn pwyntiau bwled sut y gallwch helpu dysgwyr i ddysgu am yr archarwr.

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Adnoddau defnyddiol... Useful resources



Ymosododd byddin Owain ar gestyll fel Aberhonddu, Caerdydd a Harlech. Cipiodd Owain ei hen elyn, Reginald Grey, gan orfodi teulu Grey i dalu swm enfawr o arian cyn iddo ryddhau ei wystl.

Cestyll a gafodd eu cipio gan Owain
 Cestyll eraill yng Nghymru yr ymosododd Owain arnynt

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



https://hwb.gov.wales/api/storage/6d2fdc2b-1a92-4a89-81e7-9068cd0960e7/Gwenllian_english.mp4

<https://museum.wales/learning/activity/444/virtual-visits/>



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Gweithgareddau - Activities – 'Great Lesson Ideas...



- **GWYLIWCH y fideo**

https://www.youtube.com/watch?v=Oe_plOatps0

- Rhestrwch rhai **strategaethau AagD** i'w defnyddio er mwyn sicrhau bod y dysgwyr yn dysgu yn ystod y gweithgareddau hyn.
- Ystyriwch yn arbennig strategaethau AagD **cwestiynu – ansawdd siarad**

- **LOOK** at the video:

https://www.youtube.com/watch?v=Oe_plOatps0

- List possible **AfL strategies** you could use during the activities to ensure that the learners are learning.
- Consider AfL strategies for **questioning – quality of talk...**



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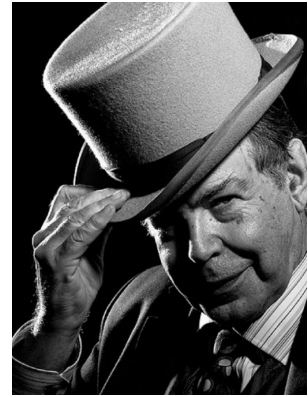
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Hetiau Meddwl de Bono – DYNIAETHAU

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?



↑ - feelings

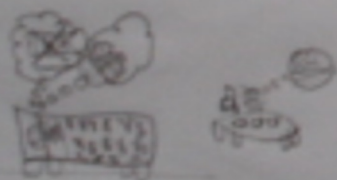
Scared because could get ill.
 hungry because I would always get porridge
 lonely because I Woke miss my mum and dad.

lonely



↑ - positives

I would like it because I could
 get food and a bed. But at home
 I would get that.
 I would like it because I would have
 shelter



Who went to the workhouse?

- People who couldn't pay their rent and were thrown out of their homes.
- Widows, orphans and people too old to work.

What was the workhouse like?

- High walls, big gates and very small windows.
- Separate sections for men and women, so families had to be split up. In some workhouses even the chapel had separate sections.

Conditions

- Hard, so that people would try to avoid going to the workhouse if they possibly could.
- Strict discipline.
- No talking during meals or work periods.
- When inmates died they were buried in unmarked graves, containing 3-4 other bodies.
- Workhouses did not close until the 1930s.

Fact



Children

- Children over one year old were taken from their mothers and looked after in a children's section.
- They had lessons for part of the day in the workhouse or local school.
- Children old enough to work were sent to local farms or factories.

Diet

The food was always the same.

Breakfast

4 oz (113 g) buttered bread
 1 pint (0.4 l) of tea

Dinner

4 oz (113 g) bacon
 3 oz (75 g) bread or potatoes

Supper

4 oz (113 g) bread
 1 pint (0.4 l) tea
 2 oz (50 g) cheese

↑ - Negatives

They didn't give us food
 They didn't get to see their mum and dad
 They didn't let children see litt
 They didn't have old food

Not seeing parents

It was gloomy and dark



You have used the Thinking
 Hats to help you learn
 about Work Houses
 Great

ideas

↑ - ideas

They should have had diff't food
 They should see their mum and dad
 They should have time to play or sit
 They should have more litt in the work place

A oes cyfleoedd i ddefnyddio hetiau de Bono yma?
Are there any opportunities to use the thinking hats here?





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Llwybr Cydwybod/ penderfyniad ... Conscience Alley / Reflection Alley...

DARLLENWCH: / READ:
'Good Learning in RE' – reflection alley – copi
ar Moodle – Dyniaethau 2



<https://dramaresource.com/conscience-alley/>



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AagD & Chwarae rôl/ AfL & Role play...



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

Examples of Enquiry



'Engaging pedagogy to raise achievement in RE in primary schools'

Ar gael yn Ffolder
'Dyniaethau 2'

Available in the
Humanities 2 Folder



Ymchwilio 'byw mewn gwledydd eraill'

Investigating 'living in other countries'

Grid **GED**

Gwybod...

Eisiau...

Dysgu ...

Grid **GESD**

Gwybod...

Eisiau...

Sut...

Dysgu...



KWL Grid

Know...

Want...

Learn...

KWHL Grid

Know...

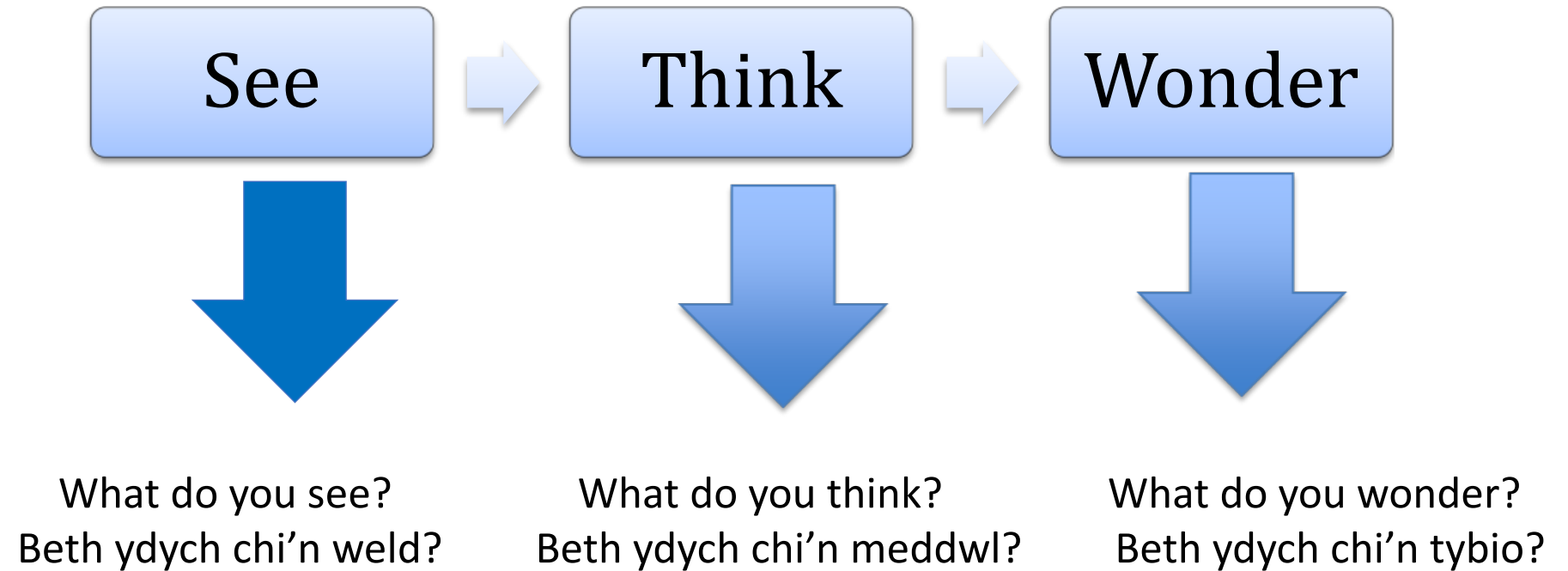
Want...

How...

Learn

See Think Wonder!

Gweld, Meddwl, Tybio





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See



Think



Wonder

Gallaf weld....

Credaf....

Tybed beth...



I can see...

I think...

I wonder if....



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5 Cwestiwn & Hetiau de Bono...

5 Ws & de Bono...

Beth yw'r stori?
Pryd ddigwyddodd?
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?)

EDRYCHWCH ar yr adnoddau yn ffolder 'Newyddion'- **Dyniaethau - Adnoddau 2** - fframwaith defnyddio hetiau meddwl i ddarganfod sut mae defnyddio'r hetiau de Bono i helpu'r dysgwyr i wneud cynnydd yn y Dyniaethau.

LOOK at the resources in 'NEWS' folder – **Humanities 2-Resources** – Vision frame for thinking hats – to see how you can use the 5 Ws and thinking hats to help learners make progress in your Humanities session.

BETH ALLAF EI WNEUD fel dinesydd gweithredol?
What CAN I DO as an active citizen?

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Dinasyddion gwybodus o... Ethical, informed citizens of ...

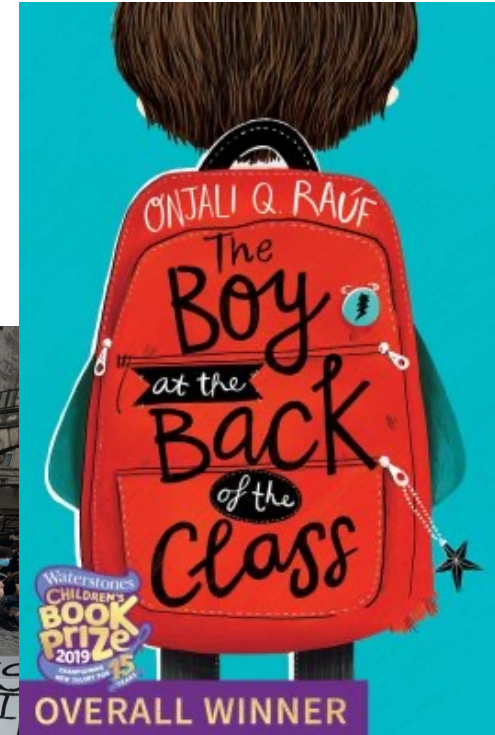
Edward Colston (1636–1721). The controversial statue was sculptured by John Cassidy in 1895 and toppled as part of the Black Lives Matters movement in 2020



History in the news



George Floyd protest in Bristol:
Colston statue toppled



Beth am hedfan i Awstralia... testun ymholiad

Cwestiynau allweddol

- Sut le ydy Awstralia?
- Ble mae Awstralia a sut mae mynd yno?
- Sut brofiad ydy teithio mor hir?

Bwriadau dysgu

- Lleoli Awstralia ar fap o'r byd
- Datblygu synnwyr o bellter rhwng Awstralia a Chymru/DU
- Gallu adnabod a disgrifio y tirluniau a chynefinoedd gwahanol yn y wlad.

Geirfa allweddol

- Arfordir, riff cwrel, dinas, anialwch, cefnfor, coedwig law

Adnoddau

- *PowerPoint 1, Photoset 1, Knowledge box 2, World Map; Other resources, e.g. Travel journals, Google Earth*

MDaPh Dyniaethau; MDaPh Celfyddydau Mynegiannol

"Geography taught well, help pupils to develop an awareness of the wider world and to begin to locate places around the world. The drama-based activity (role-play) introduces this study by engaging pupils' sense of wonder and adventure in relation to a new and exciting experience."

TASG: Gan ddefnyddio'r wybodaeth uchod a'r adnoddau yn 'Ffolder –Awstralia – Dyniaethau 2' cynlluniwch amlinelliad bras o 2 sesiwn (tua 24 ar wahân), i addysgu'r ymholiad hyn. Cofiwch gynnwys strategaethau AagD yn eich cynlluniau gwersi.

Prif ganfyddiadau Estyn (2017)



- 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.

(Estyn, 2017, t.3)



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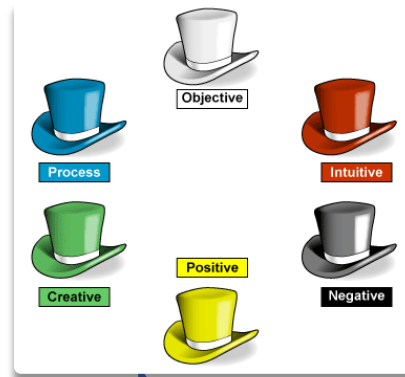
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Enghraifft – cynllun gwers

Example – lesson plan - Rainforests



EDRYCHWCH ar yr
enghraifft –
syniadau ar gyfer
eich ASEINIAD.

LOOK at the
EXAMPLE – ideas
for your
ASSIGNMENT.



Cyfeiriadau –References

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- Bracey, P. (2020) 'George Floyd protest in Bristol: Colston Statue Toppled', *Primary History*, 86 (Autumn, 2020), pp.10-12.
- Catling, S. (2017) 'High quality in primary humanities: insights from the UK's school inspectorates', *Education* 3-13, 45(3), pp.354-364.
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- Wilkinson, A. & Ballin, B. (2016) 'WHEN 2 + 2 = 5! Teaching history and geography together in a meaningful way', *Primary History*, 73 (Summer 2016), pp.42-44.

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<https://www.youtube.com/watch?v=7Sz8qLKV8Jo>
- Horrible Histories - <https://www.bbc.co.uk/cbbc/shows/horrible-histories>
- Sutton Trust – de Bono <https://afaeducation.org/free-dt-resources/explore-our-resources/interventions-in-the-classroom/>

Unrhyw
gwestiynau?

Any
questions?

