

HUMANITIES -1

ECAD6008-C

s.v.hughes@uwtsd.ac.uk

AIMS

Develop	To further develop our knowledge and understanding of ‘Cynefin’ in the Humanities
Explore	Explore ways of promoting ‘Cynefin’ in the Humanities using the theme 'Celebrations'

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

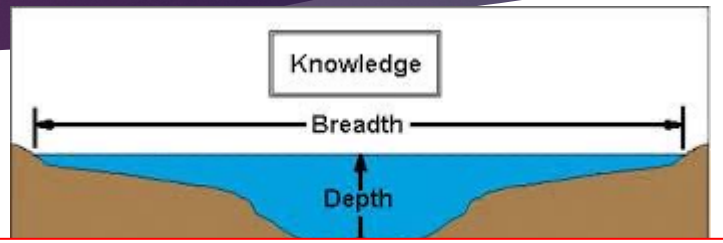
www.uwtsd.ac.uk

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

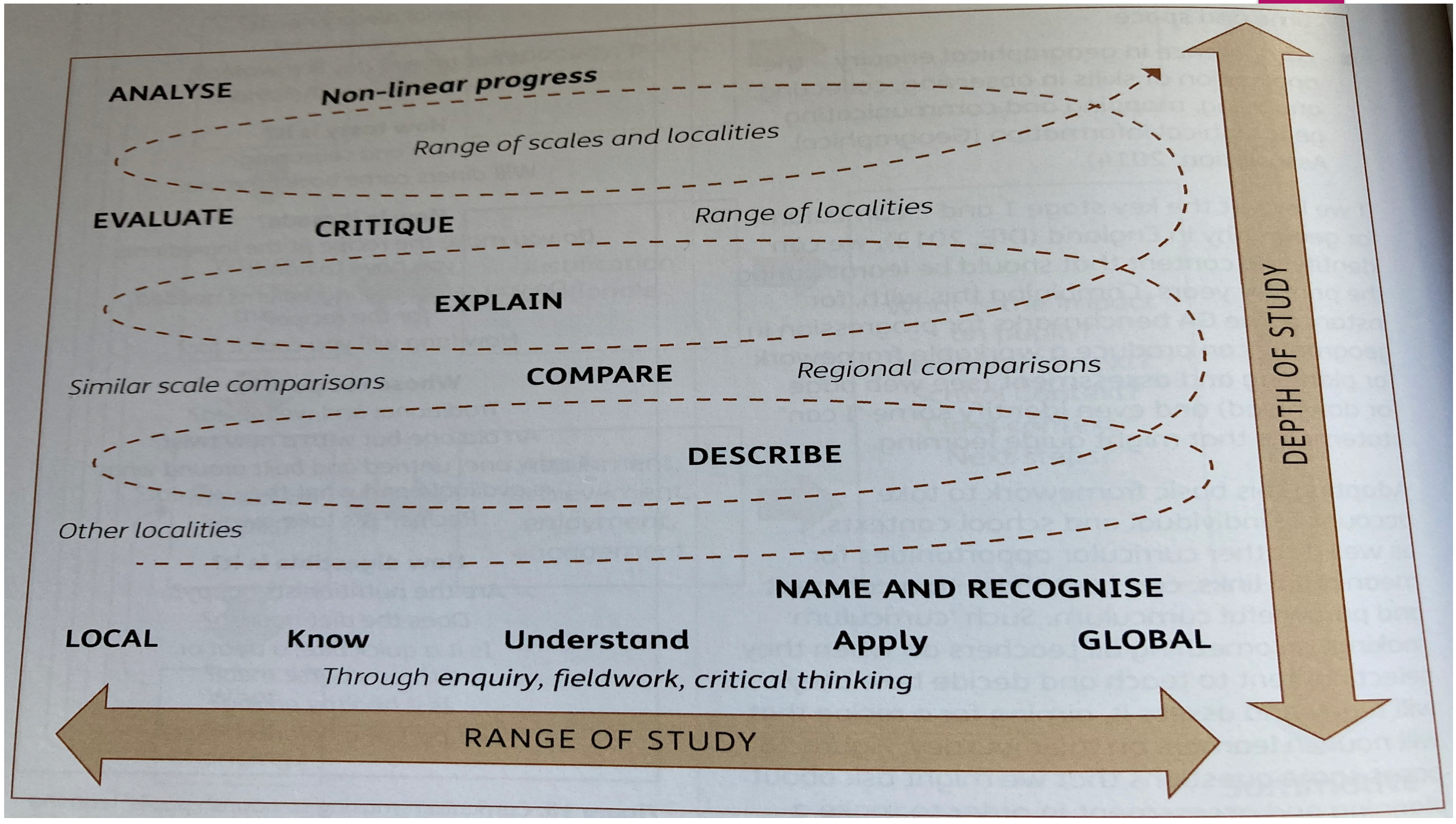
Principles of Progression Humanities AoLE



Increasing breadth and depth of knowledge

Progression in the Humanities Area of Learning and Experience (Area) is demonstrated by learners engaging with an increasing breadth and depth of knowledge and underlying concepts. Learners increasingly develop the capacity to organise and make links across propositional knowledge, to identify and develop more powerful underpinning concepts, and to make supported judgements in more complex contexts.

Learners connect new ideas and information to knowledge acquired from previous learning from within and outside school and use it to build an increasingly clear and coherent understanding of the world around them.


ANALYSE
Non-linear progress
Range of scales and localities
EVALUATE
CRITIQUE
Range of localities
EXPLAIN
Similar scale comparisons
COMPARE
Regional comparisons
DESCRIBE
Other localities
NAME AND RECOGNISE
LOCAL
Know
Understand
Apply
GLOBAL
Through enquiry, fieldwork, critical thinking
RANGE OF STUDY
DEPTH OF STUDY



HISTORY

Deepening understanding of the ideas and disciplines within Areas

Progression within this Area is demonstrated in the early stages as learners experience holistic approaches to exploring the world around them and are supported in shaping an understanding of themselves in the world. Learners will move on to more focused awareness of the lives of others, in their own social context, elsewhere in the world and in different eras. As they move through the continuum of learning, learners have an increased understanding of the defining features of the constituent disciplines (including history; geography; religion, values and ethics; business studies and social studies) and how these can be brought together to provide different lenses through which to view issues and address questions or problems.





Refinement and growing sophistication in the use and application of skills

As learners experience, understand and apply increasingly complex concepts, they show an increasing accuracy and fluency in using a variety of skills identified in the descriptions of learning and statements of what matters.

As they progress, learners will be continually refining and developing a growing sophistication of key disciplinary skills including those relating to enquiry such as framing questions and using evidence to construct and support an answer and relating to representation and interpretation. Progression in this Area is demonstrated through an ability to work with an increasing number and sophistication of sources of information, and a growing understanding of how to resolve contradictory or conflicting accounts.

Making connections and transferring learning into new contexts

Progression in this Area is also characterised through more sophisticated use of relevant skills and the growing ability to transfer existing skills and knowledge into new, and increasingly unfamiliar contexts. As learners progress, they will be able to make links within and between periods and places, identifying similarities and differences, changes and continuities, and use the understanding of concepts to identify connections between new and previous learning. With greater understanding of the world, of other people and their values, in different times, places and circumstances, of their environment and how it has been shaped, learners will demonstrate greater ability to influence events by exercising informed and responsible citizenship.





Effeithiolrwydd cynyddol fel dysgwr

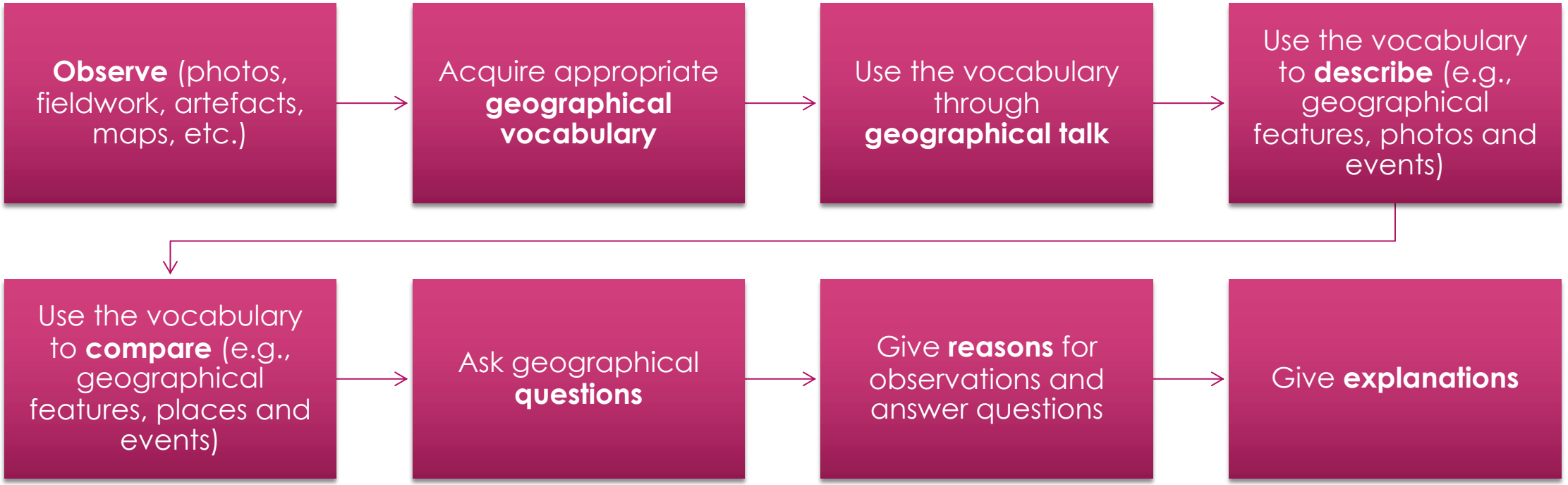
Wrth i ddysgwyr wneud cynnydd yn y Maes hwn, byddan nhw'n gofyn cwestiynau ymholi cynyddol soffistigedig. Byddan nhw'n dangos mwy o annibyniaeth wrth ddod o hyd i wybodaeth addas, gan wneud rhagfynegiadau a damcaniaethau gwybodus, a gwneud penderfyniadau ynghylch dibynadwyedd a chyfleustod, ymysg pethau eraill.



Increasing effectiveness as a learner

As learners make progress within this Area, they will be asking increasingly sophisticated enquiry questions. They will show a greater independence in finding suitable information, making informed predictions and hypotheses, and making judgments including about reliability and utility. They will also become more able to effectively work with others, especially, but not limited to, taking part in social action.

Observe → Describe → Compare → Explain



Humanities is central to learners becoming **ethical, informed citizens of Wales and the world**. In contemporary and historical contexts, investigation and exploration of the human experience in their own localities and elsewhere in Wales, as well as in the wider world, can help learners discover their heritage and develop a sense of place and cynefin. It can also promote an understanding of how the people of Wales, its communities, history, culture, landscape, resources and industries, interrelate with the rest of the world. Contemplating different perspectives will in turn help promote an understanding of the ethnic and cultural diversity within Wales. Taken together, these experiences will help learners appreciate the extent to which they are part of a wider international community, fostering a sense of belonging that can encourage them to contribute positively to their communities.

‘Cynefin’

ing of how the people of Wales, its mmunities, history, culture,

(Cynefin) The place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable.
Though often translated as ‘habitat’, cynefin is not just a place in a physical or geographical sense: it is the historic, cultural and social place which has shaped and continues to shape the community which inhabits it.

Boring









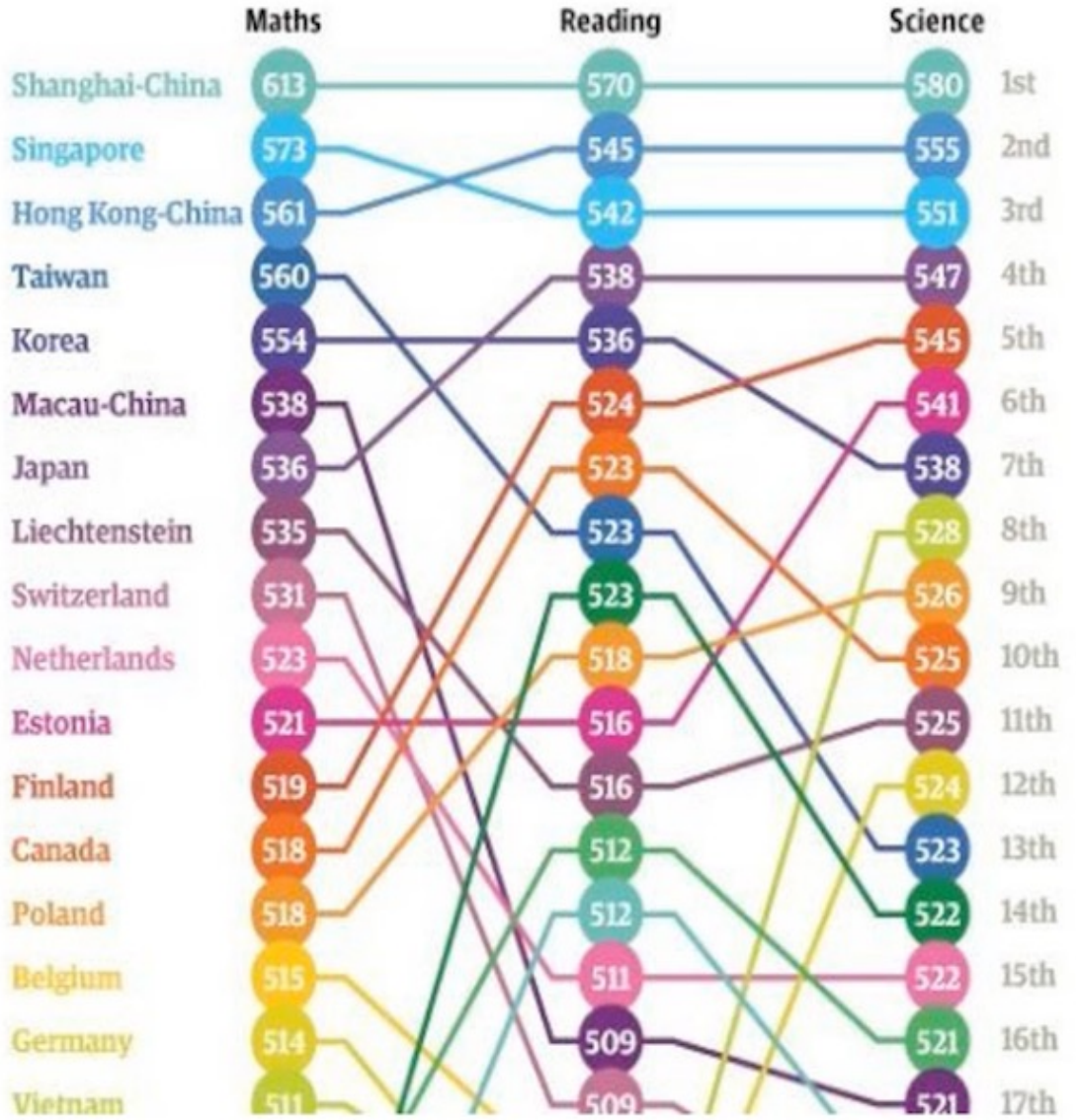



WOMEN'S RIGHTS
ARE HUMAN RIGHTS
43RD ANNIVERSARY ROE v WADE

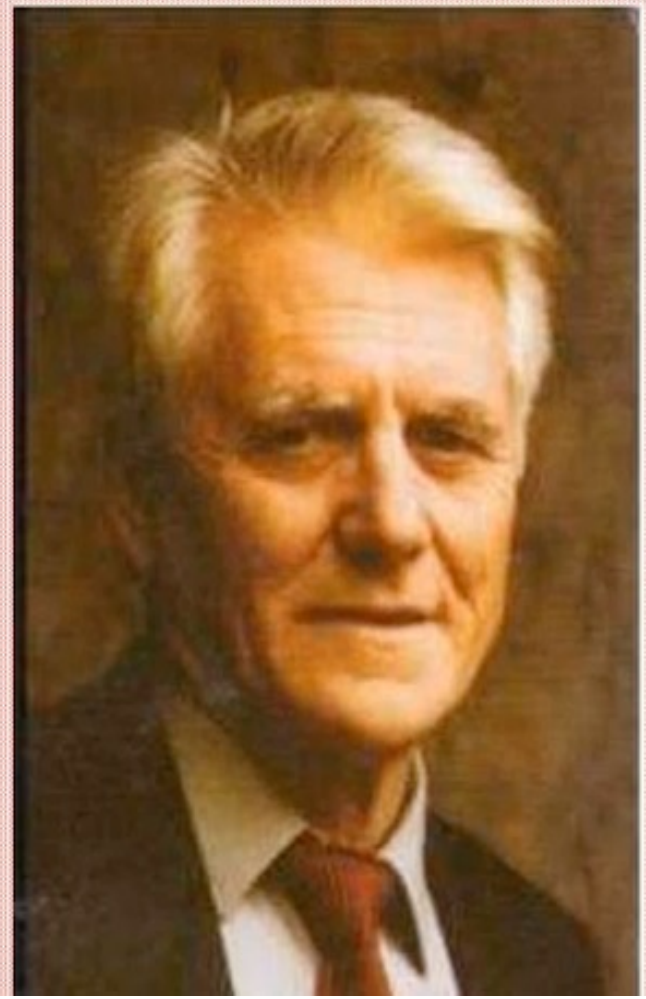




The Program for International Student Assessment (PISA) 2012 Results



Gwyn Alf Williams



"Since 1410 most Welsh people, at some time or another, if only in some secret corner of the mind, have been 'out with Owain Glyndwr and his barefoot warriors. For the Welsh mind is still haunted by its lightning-flash vision of a people that were once free."





22:10


Erwin Schrödinger
Friedrich Gauss
Mandelbrot
© UPPA Ltd.
SONY
23:43

What is the connection?



CORNELIUS ROOSTER



WILL KELLOGG



NANSI RICHARDS



OND... mae CYNEFIN yn fwy na hyn...

HOWEVER,.... CYNEFIN is more than this...







ngor high street - the history of Jews in north Wales has b





Routledge
Taylor & Francis Group

Education 3-13

International Journal of Primary, Elementary and Early Years Education

ISSN: (Print) (Online) Journal homepage: https://www.tandfonline.com/loi/rett20

'My picture is not in Wales': pupils' perceptions of cynefin (Belonging) in primary school curriculum development in Wales

In the new Curriculum for Wales (*Cwricwlwm i Gymru*) which is phasing in from September 2022, the concept of 'cynefin' ('the place where we feel we belong') is core to developing children's understandings of place and identity. While cynefin has long been considered in a wider cultural and heritage context in Wales, it is not yet clearly understood in education, and is rarely explored from the pupil perspective. Drawing on data gathered from four primary schools in Wales ($n = 67$ children, aged 7–10), using the method of photo elicitation to scaffold talk, this article explores children's understandings of what cynefin means to them. Themes of people, place, activity, and emotions/feelings emerged, which interconnected in multiple, non-linear, and unique ways, indicating the importance of nuance in primary-level curricula design.



- https://doi.org/10.1080/03004279.2023.2229861

Copi/Copy – Moodle - Dyniaethau-Humanities1



https://youtu.be/xh_0pxncbX8

Black, Asian and Minority Ethnic Communities, Contributions and *Cynefin* in the New Curriculum

https://llyw.cymru/sites/default/files/publications/2021-03/gweithgor-cymunedau-cyfraniadau-chynefin-pobl-dduon-asiaidd-lleiafrifoedd-ethnig-cwricwlwm-newydd-adroddiad-terfynol.pdf

https://gov.wales/sites/default/files/publications/2021-03/black-asian-minority-ethnic-communities-contributions-cynefin-new-curriculum-working-group-final-report.pdf

- Welsh Government commissioned the Prof Charlotte Williams' report published March 2021
- There is still a mountain to climb

https://llyw.cymru/addysgu-am-natur-amlethnig-cymru-taflen-sbarduno-athrawon
https://gov.wales/teaching-about-multiethnic-nature-wales-teachers-prompt-sheet

DATGANIAD I'R WASG

Dysgu hanes pobl Dduon, Asiaidd ac ethnig lleiafrifol wedi'i gynnwys yng Nghwricwlwm newydd Cymru

Cymru fydd y genedl gyntaf yn y DU i wneud addysgu hanes a phrofiadau pobl Dduon, Asiaidd ac ethnig lleiafrifol yn orfodol yng nghwricwlwm ysgolion.

Cyhoeddwyd gyntaf: 1 Hydref 2021

Diweddarwyd ddiwethaf: 1 Hydref 2021



Rhannu'r dudalen hon:

Yn amodol ar gael ei gymeradwyo'n derfynol gan y Senedd y mis nesaf, mae Llywodraeth Cymru wedi ychwanegu dysgu am amrywiaeth cymunedau, yn enwedig straeon pobl Dduon, Asiaidd a ethnig lleiafrifol, at ganllaw newydd **Cwricwlwm Cymru**, gan gyd-fynd â dechrau Mis Hanes Pobl Dduon.

Bydd y fframwaith newydd ar gyfer y Cwricwlwm yn cael ei gyflwyno o fis Medi 2022 ymlaen, yn dilyn blynyddoedd o waith gan athrawon a gweithwyr addysg proffesiynol eraill yn ei ddatblygu.

Bydd y Cwricwlwm yn cynnwys chwe Maes Dysgu a Phrofiad. Mae pob Maes yn cynnwys elfennau gorfodol o'r enw 'Datganiadau o Beth sy'n Bwysig', a ddisgrifir fel y 'syniadau mawr' ac egwyddorion allweddol ym mhob Maes.

Un o'r 27 Datganiad yw bod "Cymdeithasau dynol yn gymhleth ac yn amrywiol, ac wedi'u siapio gan weithredoedd a chredoau dynol." Bydd y Datganiad nawr yn cynnwys disgwyliad y gall dysgwyr "ddatblygu dealltwriaeth o natur gymhleth, luosog ac amrywiol cymdeithasau, o'r gorffennol a'r presennol. Mae'r straeon hyn yn amrywiol, yn rhychwantu gwahanol gymunedau ac, yn arbennig, straeon pobl dduon, Asiaidd ac ethnig lleiafrifol."

- https://llyw.cymru/dysgu-hanes-pobl-dduon-asiaidd-ac-ethnig-lleiafrifol-wedii-gynnwys-yng-nghwricwlwm-newydd-cymru

PRESS RELEASE

Learning of Black, Asian and minority ethnic histories included in new Welsh Curriculum

Wales is set to become the first UK nation to make teaching of Black, Asian and minority ethnic histories and experiences mandatory in the school curriculum.

First published: 1 October 2021

Last updated: 1 October 2021



Share this page:

Subject to final sign-off by the Senedd next month, the Welsh Government has added learning about the diversity of communities, in particular the stories of Black, Asian and minority ethnic people, into the new **Curriculum for Wales** guidance, coinciding with the start of Black History Month.

The new Curriculum framework is due to be introduced from September 2022, following years of work by teachers and other education professionals in its development.

The Curriculum will include six **Areas of Learning and Experience**. Each rea includes mandatory elements known as 'Statements of What Matters', scribed as the 'big ideas' and key principles in each Area.

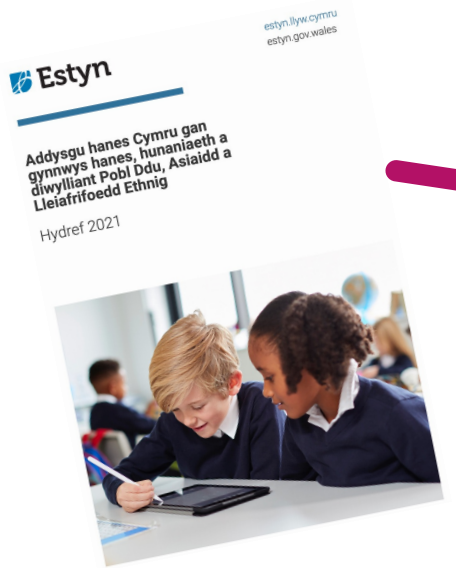
of the 27 Statements is that "Human societies are complex and diverse, haped by human actions and beliefs." The Statement will now include an ation that learners "can develop an understanding of the complex, ic and diverse nature of societies, past and present. These stories are panning different communities as well as in particular the stories of an and minority ethnic people."

https://gov.wales/learning-black-asian-and-minority-ethnic-histories-included-new-welsh-curriculum

Dylai ysgolion:

- A1 Sicrhau bod disgyblion yn datblygu eu gwybodaeth a dealltwriaeth o hanes a diwylliant eu hardal leol a Chymru, wrth ystyried safbwyntiau gwahanol a chreu cysylltiadau â hanes a diwylliant y byd ehangach
- A2 Sicrhau bod disgyblion yn datblygu dealltwriaeth o wrth-hiliaeth ac amrywiaeth, a sut y gallant ddod yn ddinasyddion moesegol a gwybodus Cymru a'r byd
- A3 Sicrhau bod disgyblion yn datblygu dealltwriaeth o sut mae unigolion a chymunedau Du, Asiaidd a Lleiafrifoedd Ethnig yn cyfrannu at hanes a diwylliant Cymru a'r byd ehangach
- A4 Gwerthuso eu cwricwlwm a darpariaeth i gynllunio sut byddant yn datblygu gwybodaeth a dealltwriaeth disgyblion o hanes lleol a hanes Cymru, gwrth hiliaeth ac amrywiaeth, a hanes a diwylliant Pobl Ddu, Asiaidd a Lleiafrifoedd Ethnig
- A5 Cryfhau trefniadau pontio fel bod profiadau dysgu ar gyfer hanes lleol, Cymru a Phobl Ddu, Asiaidd a Lleiafrifoedd Ethnig yn adeiladu ar rai'r cyfnodau allweddol blaenorol ac yn osgoi ailadrodd gwaith





Schools should:

- R1 Ensure that pupils develop their knowledge and understanding of the history and culture of their local area and Wales while considering different perspectives and making connections to the history and culture of the wider world
- R2 Ensure that pupils develop an understanding of antiracism and diversity and how they can become ethical, informed citizens of Wales and the world
- R3 Ensure that pupils develop an understanding of how Black, Asian and Minority Ethnic individuals and communities contribute to the history and culture of Wales and the wider world
- R4 Evaluate their curriculum and provision to plan how they will develop pupils' knowledge and understanding of local and Welsh history, antiracism and diversity and Black, Asian and Minority Ethnic history and culture
- R5 Strengthen transition arrangements so that learning experiences for local, Welsh and Black, Asian and Minority Ethnic history and culture build on those of previous key stages and avoid repetition of work

https://www.estyn.gov.wales/document-page/20673/contents

Beth am edrych ar rai enghreifftiau…
Let's look at some examples…

Mae disgyblion yn Ysgol Gynradd Mount Stuart yn ymchwilio i ddatblygiad y diwydiant glo ac ardal y dociau yng Nghaerdydd. Mae disgyblion yn trafod ac yn archwilio sut arweiniodd twf a datblygiad codi glo a'r chwyldro diwydiannol at allforio deunyddiau crai i wledydd o gwmpas y byd. Mae disgyblion yn datblygu dealltwriaeth gadarn o sut y ffurfiodd y digwyddiadau hyn fewnfudo a'u cymuned leol dros amser. Mae disgyblion yn gwerthfawrogi ac yn parchu ystod o safbwyntiau wrth drafod profiadau pobl yn eu cymuned ac yng Nghymru.

https://www.mountstuartprimary.co.uk

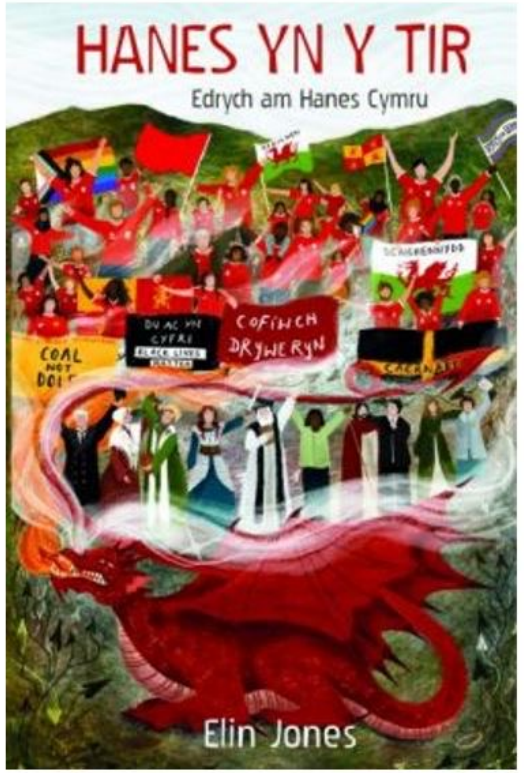


Pupils at Mount Stuart Primary School investigate the development of the coal industry and the docks area in Cardiff. Pupils discuss and explore how the growth and development of coal mining and the industrial revolution led to the export of raw materials to countries across the world. Pupils develop a sound understanding of how these events shaped immigration and their local community over time. Pupils appreciate and respect a range of perspectives when discussing the experiences of people in their community and Wales.

HANES CYMRU – HISTORY OF WALES

- Yn y gyfrol hon, mae'r hanesydd Elin Jones yn dangos bod olion gorffennol Cymru o'n cwmpas heddiw. Mae'n mynd a ni ar daith weledol drwy dros 5,000 o flynyddoedd o hanes ac o gwmpas Cymru gyfan. Llyfr hanfodol ar hanes Cymru i bob ysgol, disgybl ac athro.

- *In this book, historian Elin Jones shows us that evidence for the past is to be seen everywhere in Wales today. She takes us on a visual journey through over 5,000 years of history, and around every part of Wales. A must read history of Wales for every school, learner and teacher.*

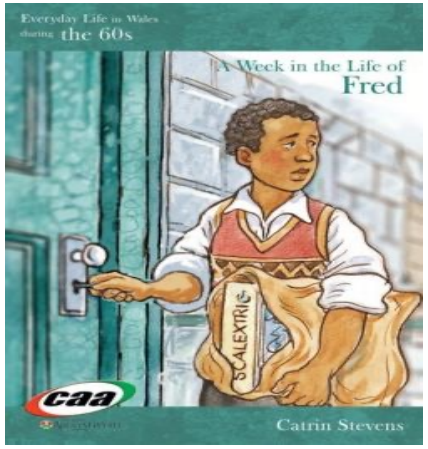






https://www.youtube.com/watch?v=ZlpJZ7q2A0Y
https://www.youtube.com/watch?v=qarp-3VPCRQ

Stori Cymru.. Story of Wales…



Grigg, R. & Stevens, C. (2010) ***Everyday Life in Wales in the 1960s***, CAA
http://www.gwales.com/goto/biblio/en/9781845213404/



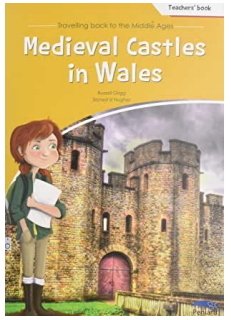
Hughes, S.V., Grigg, R. & Hopwood, M. (2017) **Travelling Back to the Middle Ages Pack: Famous Personalities in Wales**. Peniarth: https://www.peniarth.cymru
http://www.gwales.com/bibliographic/?isbn=9781783900985&tsid=6

https://ammyo.peniarth.cymru











Grigg, R., Hughes, S.V., & Hopwood, M. (2017) **Travelling Back to the Middle Ages Pack: Castles in Wales**. Peniarth. www.peniarth.cymru
http://www.gwales.com/goto/biblio/cy/9781783900992/?lang=EN&tsid=1

Let's explore Wales

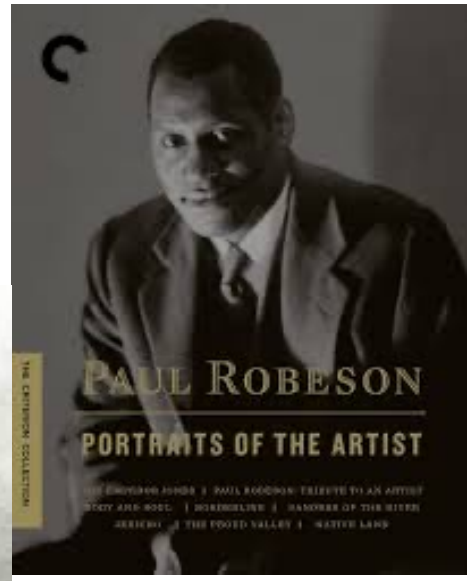
https://hwb.gov.wales/repository/discovery/resource/d5449990-ffcd-4c70-85f4-a3c0de31390a/en?catalog=4027db3f-d3b9-453b-9f41-e5b1ef34ab6c&fields=resources&query=castles&sort=recommendation

Stori Cymru ddoe a heddiw…. Story of Wales past and present…

- Betty Campbell

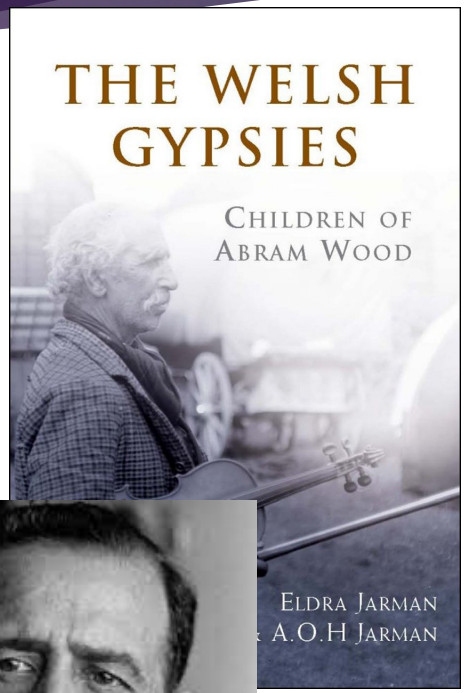


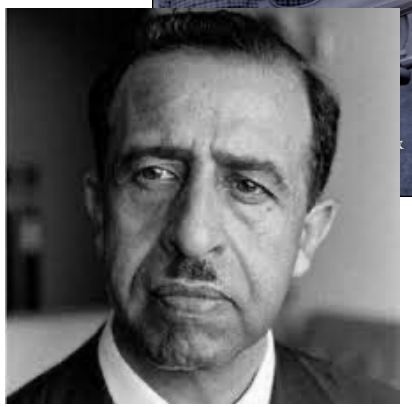












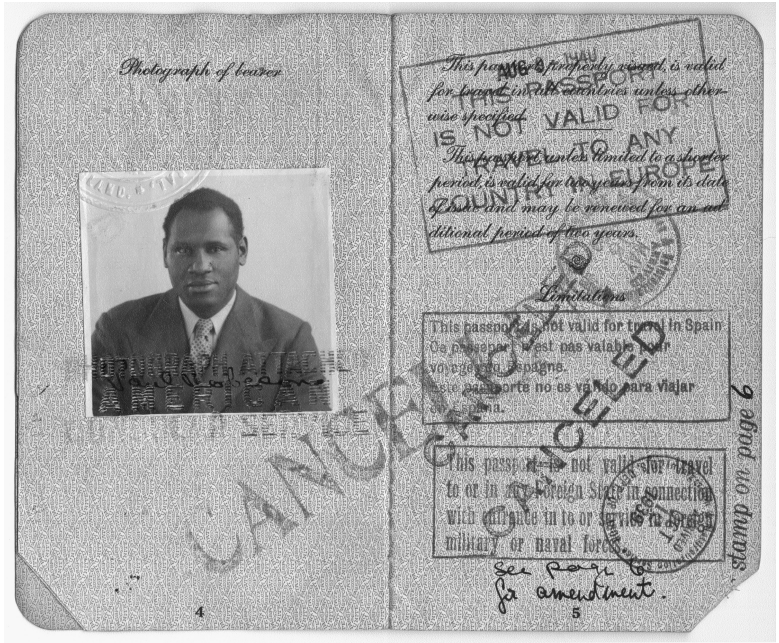
Abdulrahim Abby Farah

Casgliad y Werin Cymru
People's Collection Wales

- https://www.peoplescollection.wales/collections/1541581



Paul Robeson visiting Tiger Bay, Cardiff in 1949





https://www.peoplescollection.wales/items/24394

Placiau Glas - Blue Plaques





- https://www.llanellich.org.uk/projects/maps/175-blue-plaques-map

Re-imagining statues: how should we do this?



Emperor Commodus, Germanic Museum, Cologne



'Kindertransport', Liverpool Street Station, London



Walter Tull memorial, Sixfields Stadium, Northampton





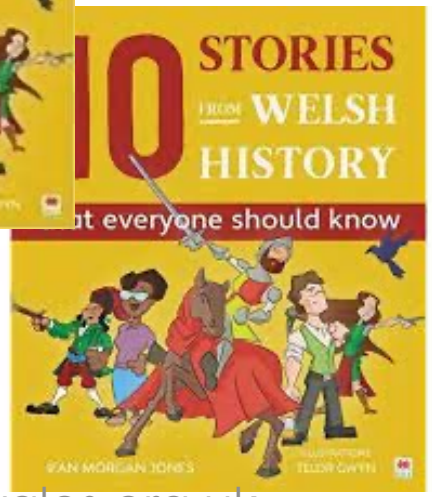
Suggest a person from the past who you think deserves a statue.

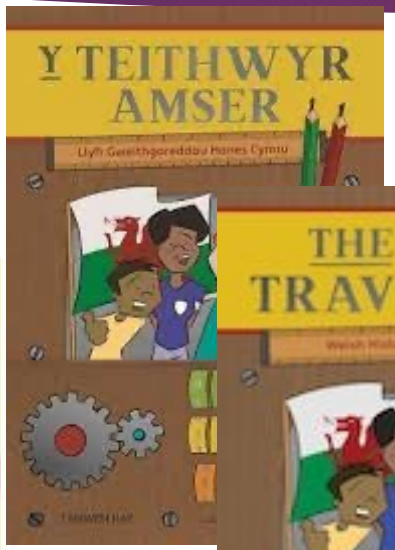
Celebrating the work of….

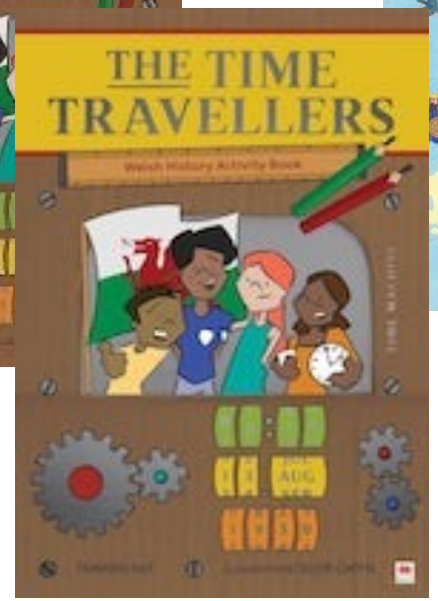
Dathlu cyfraniad…..

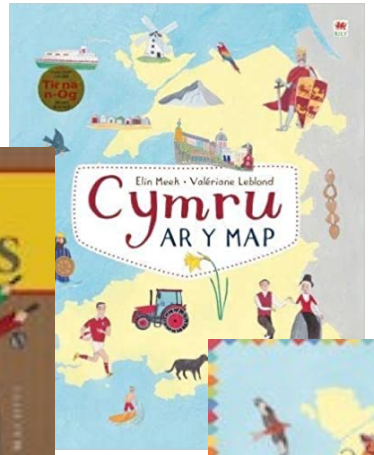
Adnoddau Defnyddiol – Useful Resources

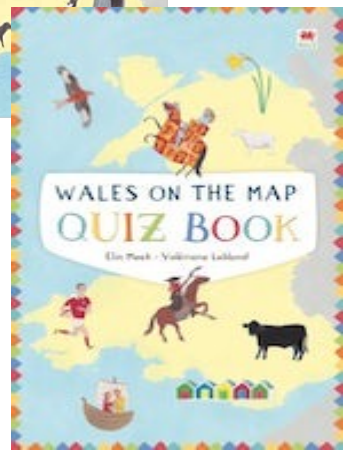




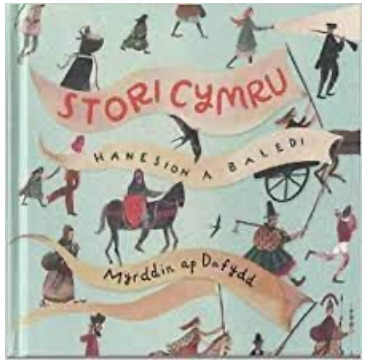










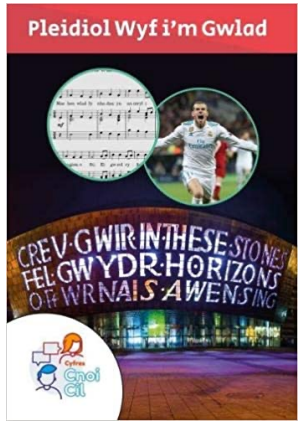


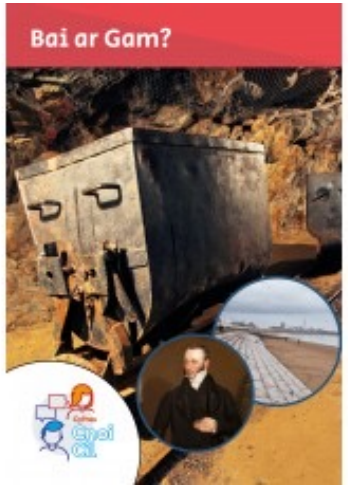
https://bhmwales.org.uk

https://hwb.gov.wales/news/articles/67463b0f-6d5c-4a82-9739-8e48ff85c15b

Cyfres Cnoi Cil – Canolfan Peniarth
Wales, the World & Us – Cymru, y Byd a Ni







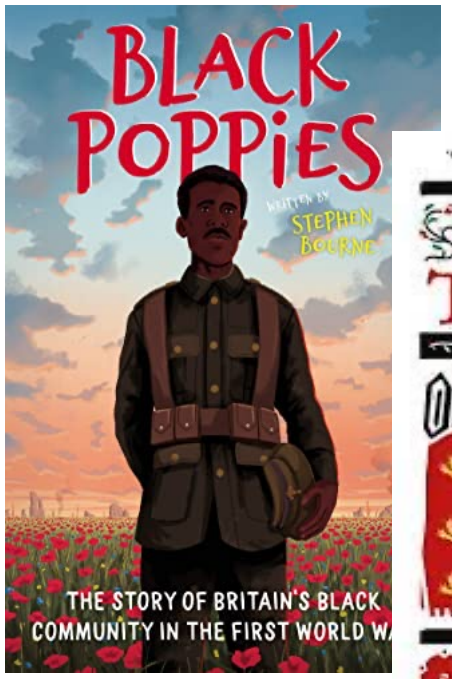


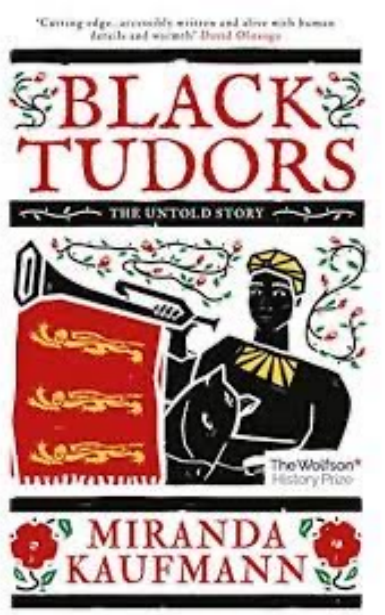




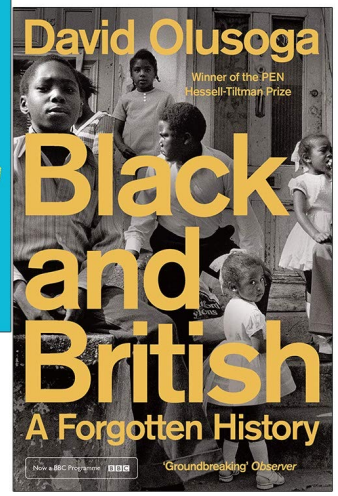


Cyfeiriadau defnyddiol ~ Useful references

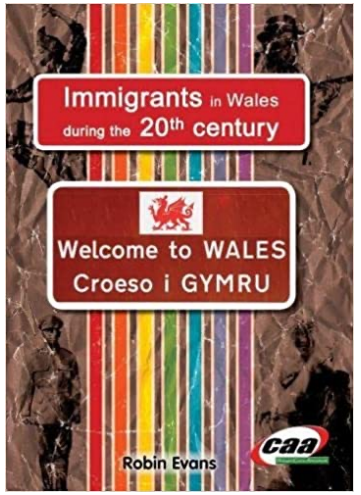


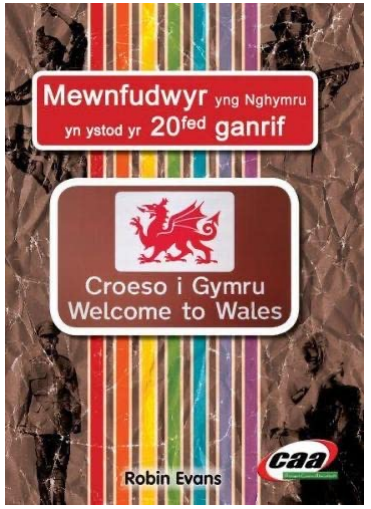






LLYFRGELL GENEDLAETHOL CYMRU
THE NATIONAL LIBRARY OF WALES





https://www.peoplescollection.wales/collections/1541581

blackhistorywales.org.uk

HOME ABOUT CATEGORIES CONTACT US

BLACK HISTORY WALES RESOURCES

Search

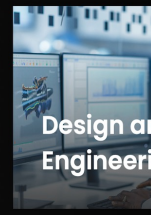
Black History Wales Resources

Welcome to the Black History Wales Resources website, where you can discover a range of amazing African and African Caribbean people who have made significant contributions to the world in a variety of areas.
This is our Black History, and Black History is Welsh History

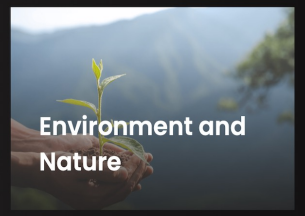




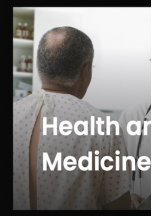




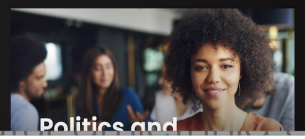


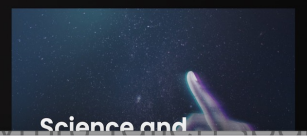


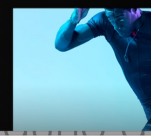












ROMANI CULTURAL & ARTS COMPANY

About Us News Projects People Voices Exhibitions Resources Contact us

Resources

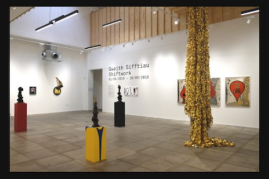
This section of the web site contains links to the sources that we have used throughout the website, other sources of information (including contact details and links) and useful tools for your own work.

Throughout this website we make reference to various reports, statistics and websites. Details of these references are as follows:

Arts, Culture & Heritage

EUROPEAN ROMA INSTITUTE FOR ARTS AND CULTURE
ERIAC

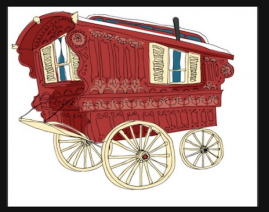
European Roma Institute for Arts and Culture (ERIAC)



Gypsy Maker Report 2019



GYPSY WAYS



Open Society Foundations, Early Childhood Programme "Gypsies, Roma, Travellers: A Short, Animated History'



Patrin – East Midlands Gypsy Heritage Project

Robert Dawson

Robert Dawson

R&TFHS
ROMANY & TRAVELLER FAMILY HISTORY SOCIETY

Romany & Traveller Family History Society

Romany Theatre Company

RomArchive
Romano Digitalno Archivo
Digital Archive of the Roma
Digitales Archiv der Sinti und Roma

RomArchive



The Boswell Romany Museum

Travellers' voice
The other side of the story

Travellers' Voice Magazine



Inspirational BAME Figures

A collection that celebrates contributions by inspirational BAME figures, including Paul Robeson who inspired the Welsh nation, and also community leaders, religious leaders and individuals who have served their community in a professional capacity. Others have inspirational stories about their family's migration. Darwin Hinds was Wales' first black councillor and later served as mayor for Barry Town Council in the 1960s and Mrs Vernster Cyril who worked in the Royal Gwent Hospital received an award as Midwife of the Year by the British Journal of Midwifery in 2006. Other notable figures included in this collection are Mrs May Ling Evans, Chair of the Newport Chinese Community Group, Abby Farah MBE, Somalian seaman and entrepreneur who became a community leader in Barry and his son, Abdulrahim Abby Farah, Deputy Secretary General for the United Nations who played an important role in the talks to free Nelson Mandela.

There are 23 items in this collection



Paul Robeson's passport

2,250 login to save

South Wales Miners' Library



Othello, 1943-45

1,509 login to save

South Wales Miners' Library



Robeson on an anti-segregation march 1948

2,025 login to save

South Wales Miners' Library



Visiting Tiger Bay, 1949

1,499 login to save

South Wales Miners' Library



Robeson portrait by Yousuf Karsh 1940

4,021 login to save

South Wales Miners' Library



LP for the Trans-Atlantic Exchange, Porthcawl

2,066 login to save

South Wales Miners' Library



Paul Robeson

1,898 login to save

South Wales Miners' Library



National Eisteddfod, Ebbw Vale 1958

2,186 login to save

South Wales Miners' Library



Paul Robeson singing Ol' Man River

1,558 login to save

South Wales Miners' Library



Councillor Darwin Hinds greeting HRH Prince...

594 login to save

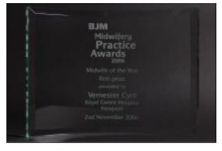
Vale of Glamorgan Libraries



Mrs Vernester Cyril OBE as a sister midwife,...

2,198 login to save

Back-a-Yard



Midwife of the Year plaque awarded to Mrs...

1,187 login to save

Back-a-Yard



Abby Farah and a Barry Civic group

505 login to save

Vale of Glamorgan Libraries



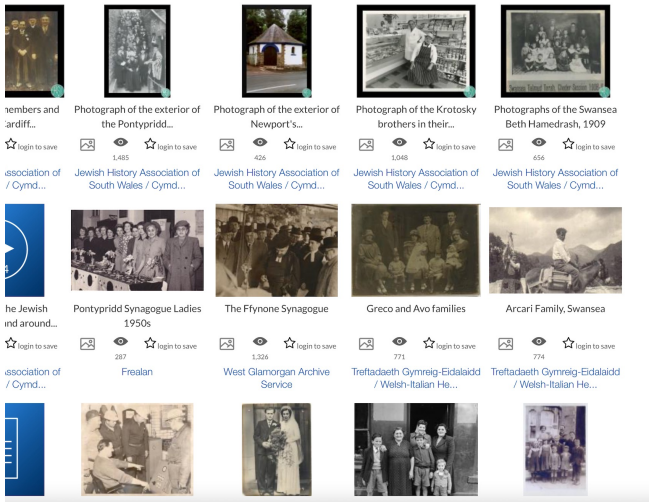
Abdulrahim Abby Farah

3,414 login to save

Black, Diverse & Welsh (History of communities a...

Communities in Wales

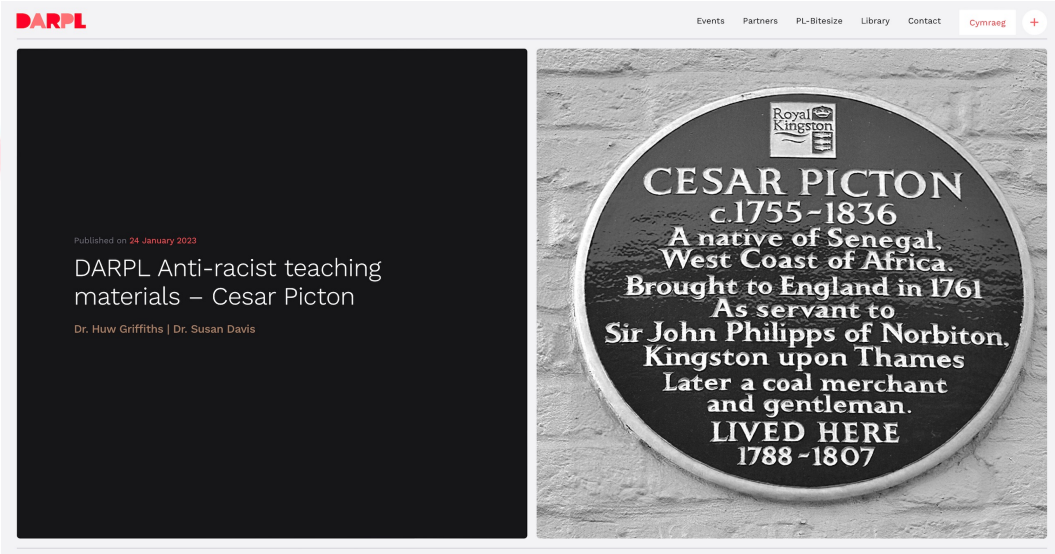
g black, Asian and minority ethnic communities in Wales.



DARPL

Diversity & Anti-Racist Professional Learning

Dysgu Proffesiynol Amrywiaeth a Gwrth-Hiliol



https://darpl.org/darpl-anti-racist-teaching-materials-an-overview/

- John Ystumllyn, the first recorded and documented person of colour in North Wales
- Cesar Picton, one of the first recorded self-made man of colour in Wales, who made his fortune through Welsh coal
- The Battle for Swansea, which tells us about the events around Wales's connection to Nelson Mandela.

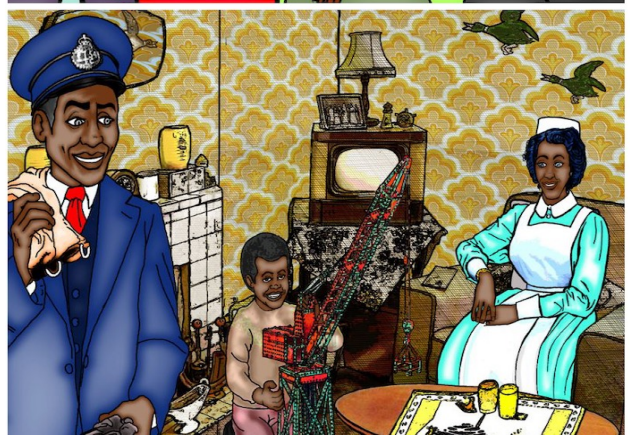
LEARNING RESOURCES

Windrush Cymru: Learning resources

A learning resource to explore the history and voices of the Windrush Generation in Wales.

This learning resource will be launched in St Fagans National Museum of History, 4pm Thursday, 21 September 2023. Teachers, please let us know if you would like to attend by emailing learning@amgueddfacymru.ac.uk before the 14 September.





This learning resource is informed by content collected as part of **Race Council Cymru**'s project, Windrush Cymru – Our Voices, Our Stories, Our Histories . The themes have emerged from the stories and memories shared by participants of that project.

We thank all the elders and Windrush Generation families for sharing their stories for younger generations and helping to capture the legacy of Black History in Wales.

We suggest that teachers and learners take time to reflect in extended classroom projects, to consider and research different aspects and the impact of the Windrush legacy. It is important to set out that the Windrush Generation were pioneers and their presence in Wales has changed our small country for the better and in a variety of ways.

This resource pack contains a fictional story and a factual resource:

- **Windrush to Wales:** A fictional story based on real-life experiences. Follow the Thompson family on their journey from Jamaica to Butetown.
- **Windrush Cymru:** Listen to the real-life stories of the Windrush families that came to Wales. Discover photographs, sound archives and themed class discussions.

Curriculum

Humanities: Events and human experiences are complex, and are perceived, interpreted and represented in different ways.

Age: 8-11

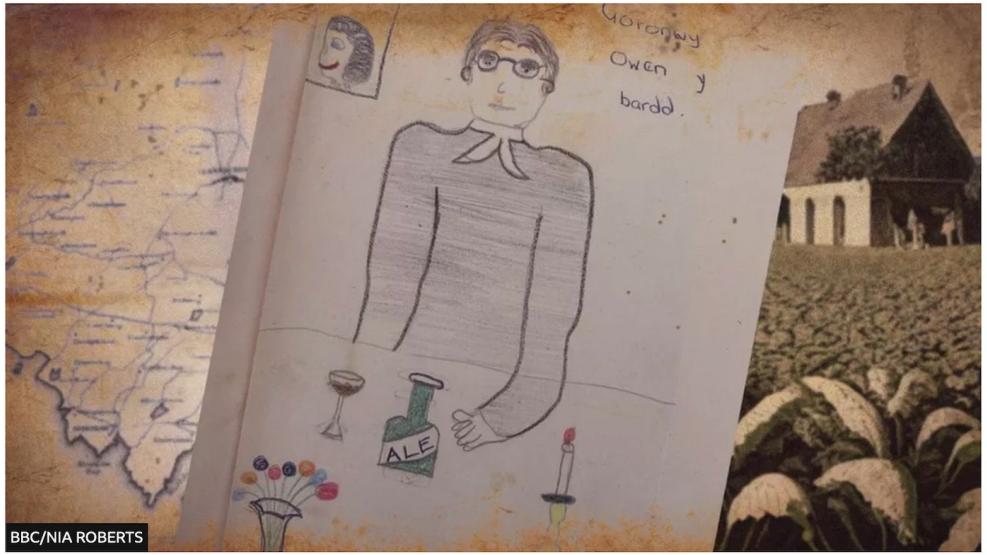
- https://museum.wales/learning/activity/634/Windrush-Cymru-Learning-resources/#:~:text=This%20resource%20pack%20contains%20a,families%20that%20came%20to%20Wales.

Goronwy Owen



Goronwy Owen: Dweud y stori'n llawn

3 o ddyddiau yn ôl



Goronwy Owen: Dweud y stori'n llawn

"Mae mynd ati i greu'r rhaglen yma wedi fy ngorfodi i feddwl eto am fy mherthynas â Goronwy Owen."

Dyna eiriau'r cyflwynydd Nia Roberts am ei rhaglen, **Goronwy Owen: Dweud y stori'n llawn** sy'n cael ei darlledu ar BBC Radio Cymru, 17 Medi am 16.00.

Yma, mae hi'n rhannu taith ei pherthynas hi â stori Goronwy Owen - y bardd dawnus o Fôn a ddaeth yn berchennog ar bedwar caethwas yng ngogledd America.

https://www.bbc.co.uk/cymrufyw/66812208

Myfyrio ar PAP1&2 Reflecting on PTE 1& 2

- Sut y gwnaethoch chi hyrwyddo ‘Cynefin’ wrth addysgu’r Dyniaethau ar PAP1/2?
- A wnaethoch chi ‘ddathlu’ unrhyw beth?

- How did you promote ‘Cynefin’ when teaching the Humanities on PTE1/2?
- Did you ‘celebrate’ anything?



This Photo by Unknown Author is licensed under CC BY-NC

Planning tasks – ‘Celebrations’

Theme: Celebrations

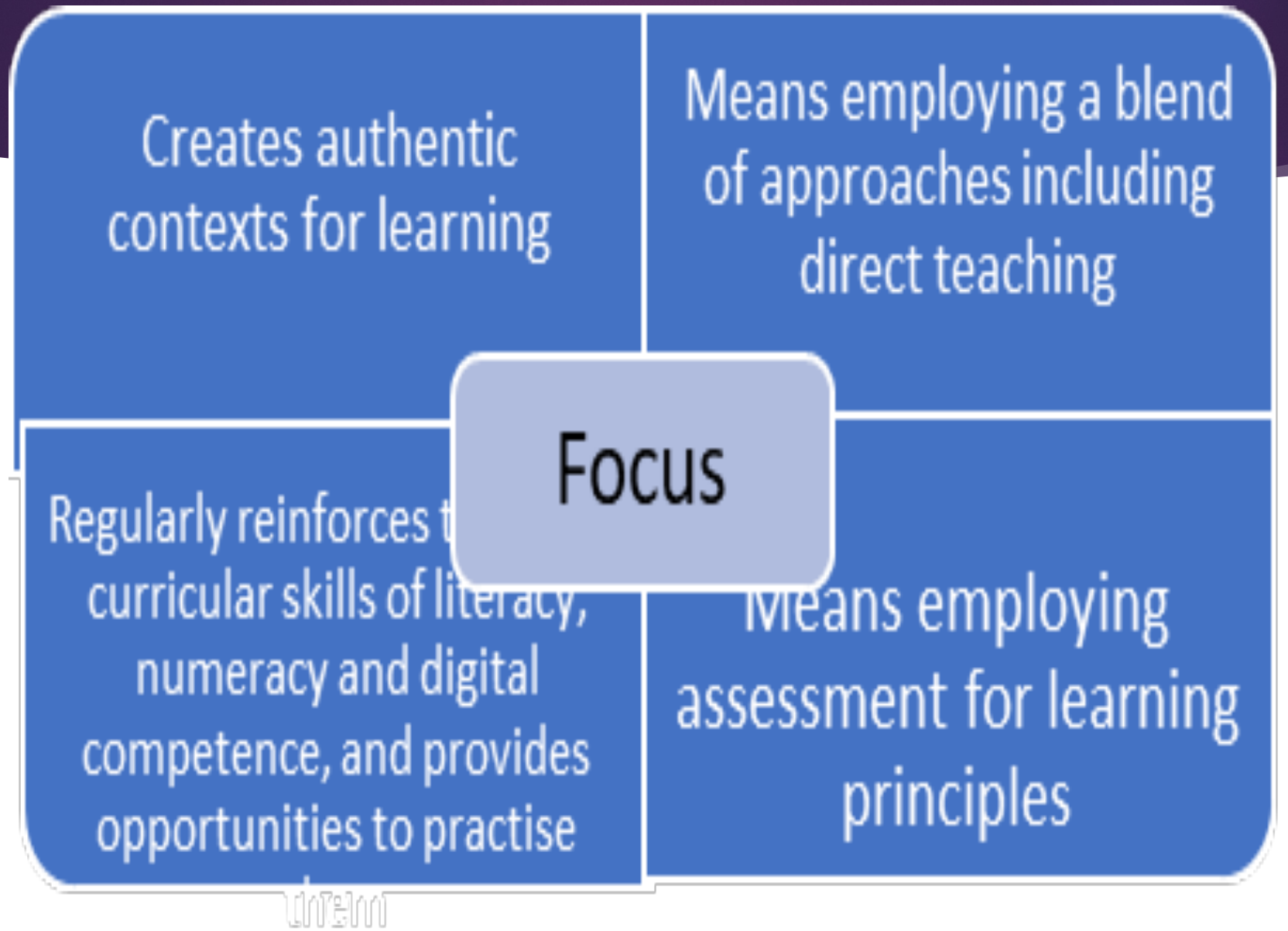
- Outline a series of lessons to **celebrate ‘special/famous people’ in the ‘Story of Wales’.**

Consider the following:

- Four Purposes
- What Matters Statements (WM)
- Descriptions of Learning
- 12 pedagogical principles **
- Cross-curricular responsibilities
- Learning intentions
- Learning activities
- Resources



This Photo by Unknown Author is licensed under CC BY-NC

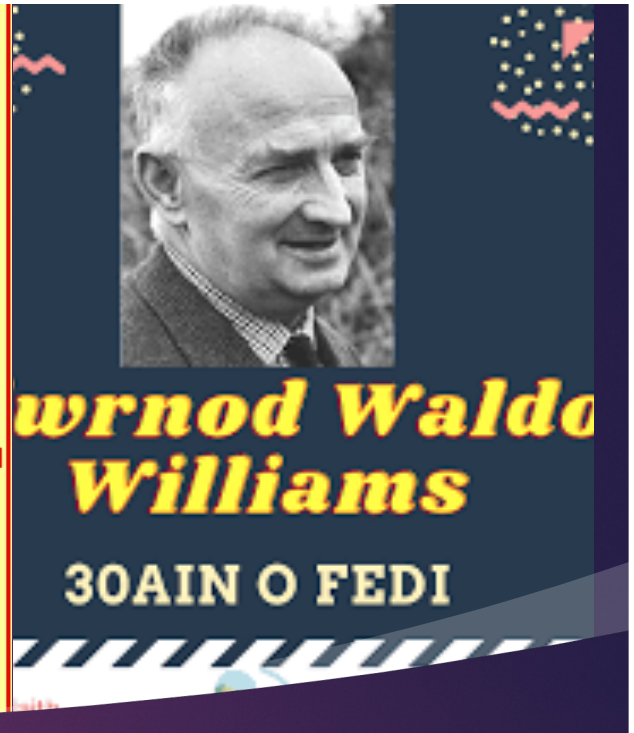

Creates authentic contexts for learning
Means employing a blend of approaches including direct teaching
Focus
Regularly reinforces t
curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise
Means employing assessment for learning principles

- **ECAD6008**









https://www.facebook.com/YsgolCaerElen/videos/%EF%B8%8Fdiwrnod-waldo-2021%EF%B8%8F/291523325815279/

Dathliadau Cenedlaethol - Cymreig
Welsh National Celebrations

LLEOL - BYD-EANG – LLEOL
LOCAL – GLOBAL - LOCAL

- Cysylltiadau gyda'r lleol
- Bwyd, teithio, gwyliau, ayyb.
- Gwledydd eraill
- Pobl eraill
- Crefyddau a chredoau



- Links with the locality
- Food, transport, holidays, etc.
- Other countries
- Other people
- Religions and beliefs

CYNEFIN



Yn y sesiwn nesaf byddwn yn archwilio:

In the next session we will explore:

- Crefydd, Gwerthoedd & Moeseg – dathliadau crefyddol ac anghrefyddol
- Dinasyddiaeth
- Religion Values & Ethics – religious and non-religious festivals/ celebrations
- Citizenship

Cyfeiriadau - References

- Estyn (2021) Addysgu hanes Cymru gan gynnwys hanes, hunaniaeth a diwylliant Ddu, Asiaidd a Lleiafrifoedd Ethnig
- https://www.estyn.llyw.cymru/adroddiadau-thematig/addysgu-hanes-cymru-gan-gynnwys-hanes-hunaniaeth-diwylliant-pobl-ddu-asiaidd
- Estyn (2021) The teaching of Welsh history including Black, Asian and Minority Ethnic history, identity and culture https://www.estyn.gov.wales/thematic-report/teaching-welsh-history-including-black-asian-and-minority-ethnic-history-identity?_ga=2.21156222.457934569.1666772119-1351379885.1666772119
- DARPL https://darpl.org
- Welsh Government (2022) A curriculum for funded non-maintained nursery settings https://hwb.gov.wales/curriculum-for-wales/curriculum-for-funded-non-maintained-nursery-settings/
- Llywodraeth Cymru (2022) Cwricwlwm ar gyfer lleoliadau meithrin a ariennir nas cynhelir
- https://hwb.gov.wales/cwricwlwm-i-gymru/cwricwlwm-ar-gyfer-lleoliadau-meithrin-a-ariennir-nas-cynhelir/