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Transforming Education, Transforming Lives

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- ECAD6015-C
- DYNIAETHAU – HUMANITIES
- Sesiwn – Session 1
- s.v.hughes@uwtsd.ac.uk

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



- Cyfleoedd i hyrwyddo CYNEFIN o fewn y Dyniaethau (hanes lleol)
- Gwerthuso adnoddau y gellir eu defnyddio i ddysgu ‘Cynefin’ o fewn y Dyniaethau

- Opportunities to promote CYNEFIN within the Humanities (local history)
- Evaluate resources that may be used to learn about ‘Cynefin’ in the Humanities

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

‘Cynefin’

(Cynefin) Dyma’r man y teimlwn ein bod yn perthyn iddo, lle mae’r bobl a’r dirwedd o’n cwmpas yn gyfarwydd, a lle mae’r golygfeydd a’r seiniau yn gysurus o hawdd eu hadnabod. Nid dim ond man yn yr ystyr ffisegol neu ddaearyddol ydyw, serch hynny. Dyma’r lleoliad hanesyddol, diwylliannol a chymdeithasol sydd wedi ffurfio ac sy’n parhau i ffurfio’r gymuned sy’n trigo yno.

Reflect on PTE 1 & 2 – Observed/Taught?

(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.

Myfyrio ar PAP 1 & 2… Arsylwi/Addysgu?





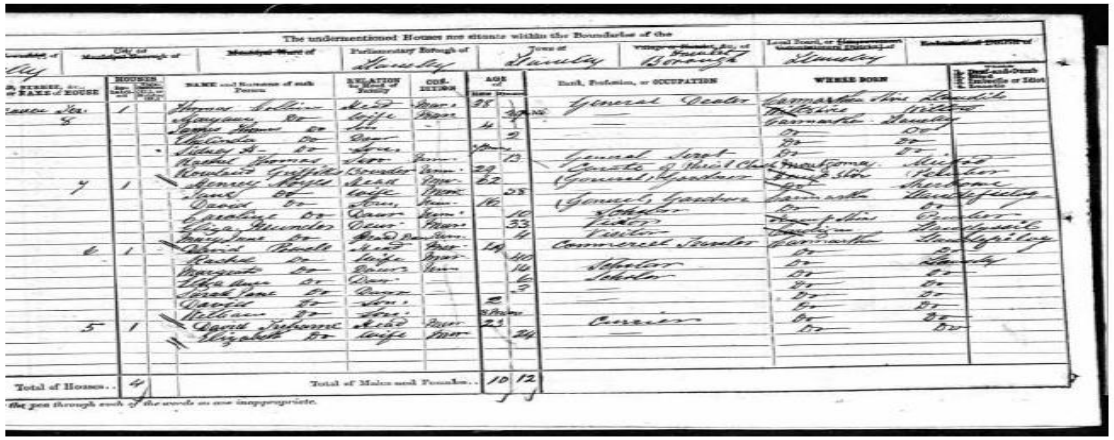
an old play-bill of the "Theatre Royal, Covent Garden," and is in my possession. John Adams was Federal Vice-President 1789 to 1797.

Note.—In Spurrell's "Carmarthen," p. 19:—"There stands an old oak tree, said to have sprung from an acorn planted by one Adams, Master of Queen Elizabeth's Grammar School, in this town, an ancestor of one of the Presidents of that name."

ALAN STEPNEY-GULSTON,

Derwydd.

[Vice-president A. Stepney-Gulston asks me "to add a colophon" to this. On the 19th May, 1659, i.e., ten days before the oak is said to have been planted, Charles II. was proclaimed at Carmarthen—a year before he landed at Dover; it is not unlikely that it was planted to commemorate the return of a Sovereign to power, after the death of Oliver Cromwell. The name of the headmaster of the Grammar School in 1659 is not yet known with any degree of certainty. It may have been one Adams. John Adams, friend and successor of Geo. Washington, had a son, John

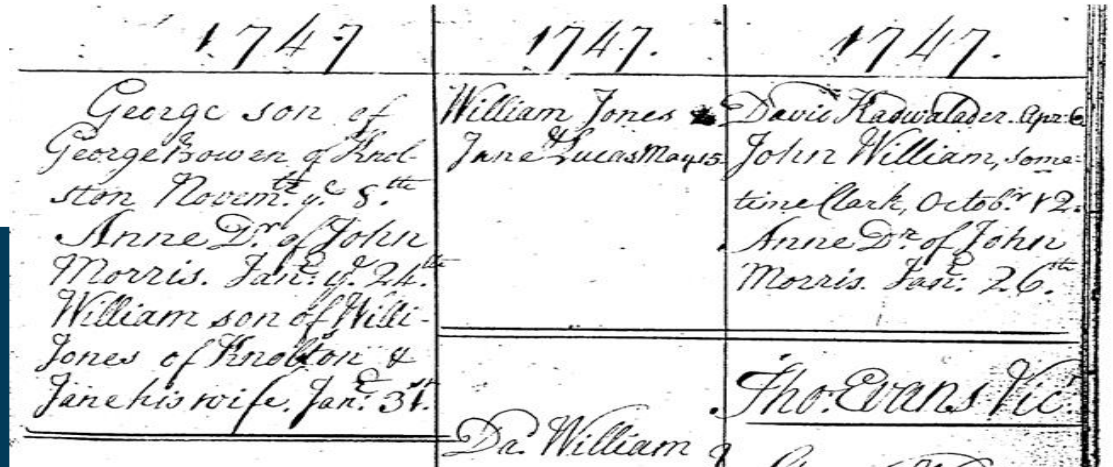


The undermentioned Houses are situate within the Boundaries of the

Civil Parish	Municipal Borough	Parliamentary Borough	Town	Village	Hamlet	Local Board, or Improvement Commissioners District	Ecclesiastical District
City	Haverfordwest	Haverfordwest	Jones	Haverfordwest Borough	Hamlet	Hamlet	

No. of Schedule	No. of Inhabited House	No. of Uninhabited House	No. of Building	NAME and Surname of each Person	RELATION to Head of Family	CONDITION	AGE last Birthday Males	AGE last Birthday Females	Rank, Profession, or OCCUPATION	WHERE BORN
5	1			Thomas Sullivan	Head	Mar.	38		General Dealer	Carmarthen Glamorganshire
				Mary Do	Wife	Mar.		41		Pembroke Haverfordwest
				James Do	Son		14			Carmarthen Haverfordwest
				Elizabeth Do	Dau.			12		Do Do
				Esther Do	Dau.			9		Do Do
				Rachel Thomas	Serv.	Unm.	20			Haverfordwest
				Rowland Griffiths	Groom	Unm.	24			Llanstephan Carmarthenshire
7	1			Henry Lloyd	Head	Mar.	62		General Agent	Haverfordwest
				Mary Do	Wife	Mar.		58		Do
				Owen Do	Son	Unm.	16		Tailor	Do
				Theophilus Do	Son	Unm.		14	Scholar	Do
				Eliza Saunders	Dau.	Wid.		33	Dressmaker	Do
				Margaret Do	Dau.	Unm.		31	Do	Do
6	1			Richard Reed	Head	Mar.	44		Commercial Traveller	Carmarthen Carmarthenshire
				Rachel Do	Wife	Mar.		40		Haverfordwest Pembrokeshire
				Margaret Do	Dau.			10	Scholar	Do Do
				Ellen Jones	Dau.			9		Do Do
				Sarah Jane Do	Dau.			7		Do Do
				Lucy Do	Dau.			5		Do Do
				William Do	Son			2		Do Do
5	1			David Johnson	Head	Mar.	24		Currier	Do Do
				Elizabeth Do	Wife	Mar.		24		Do Do
Total of Houses	4			Total of Males and Females			10	12		

the pen through each of the words as are inappropriate.



1747

George son of George Bowen of Knolton Novem.r 4.th & 5.th

Anne Dr. of John Morris. Janr. 4.th 24.

William son of William Jones of Knolton & Janet his wife. Janr. 31.

1747.

William Jones & Jane Lucas May 15.

Da. William

1747.

David Radwalader Apr: 6

John William, Sometime Clark, Octob.r 12.

Anne Dr. of John Morris. Janr. 26.th

Tho. Evans Vic.















Katie Millien

Archivist

KFMillien@carmarthenshire.gov.uk

Searchroom

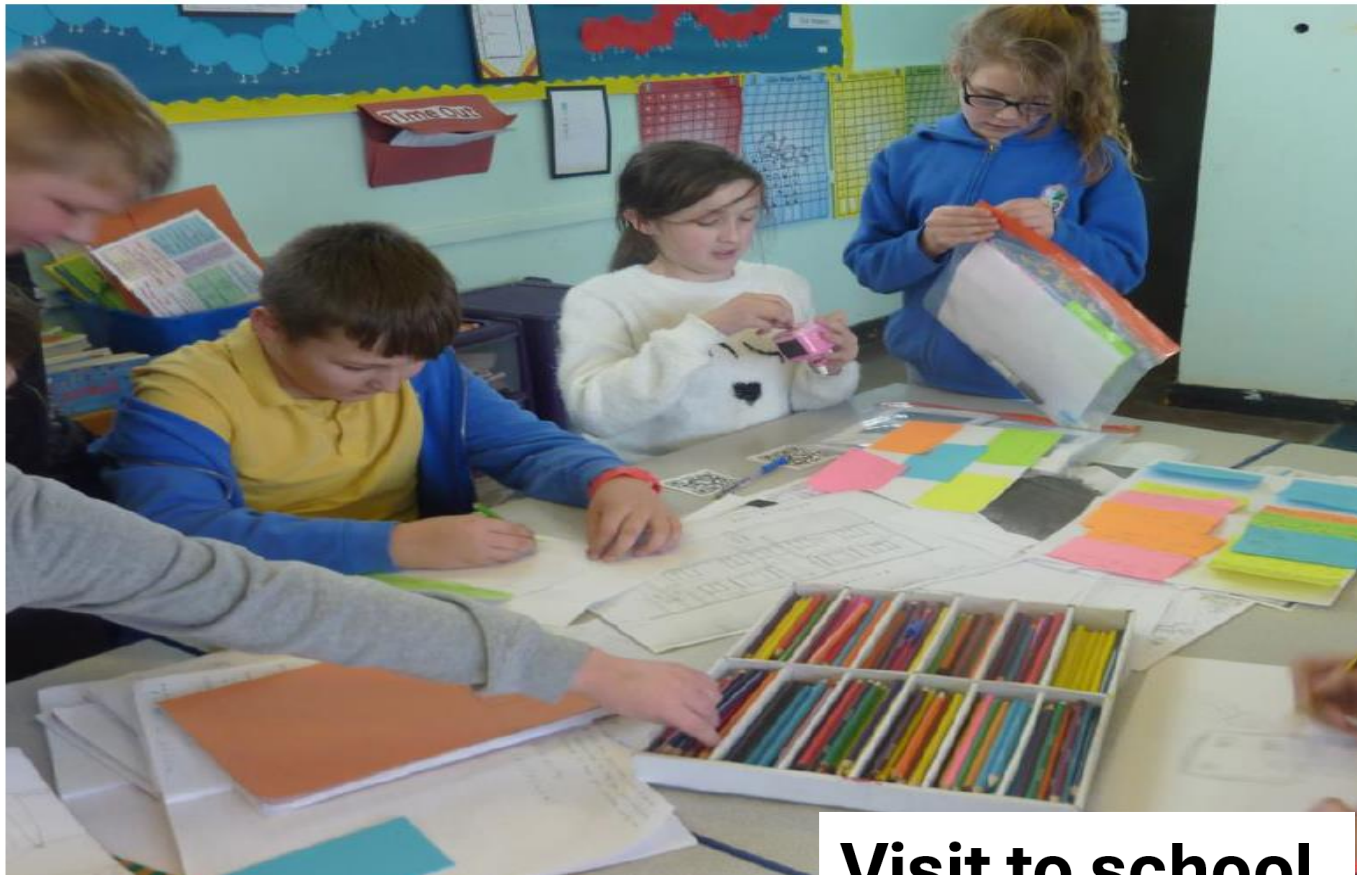












Visit to school

Learners' misconceptions when using sources:

- Black and white photographs are old.
- Photographs must be a true picture of that snapshot in time.
- Newspaper reports must be true.
- Secondary evidence such as historical non-fiction books must be accurate/ true.
- Eye-witness accounts must be reliable because the people were there.
- Documents which look dirty or faded are old.
- Illiteracy must mean people were unintelligent or poor.
- Artefacts which may be dirty or rusty must be old.
- All evidence is primary or secondary.
- Primary evidence must be more reliable than secondary.

Camsyniadau dysgwyr wrth ddefnyddio ffynonellau:

- Mae ffotograffau du a gwyn yn hen
- Rhaid i ffotograffau fod yn ddarlun gwir o'r ciplun hwnnw mewn amser.
- Rhaid i adroddiadau papur newydd fod yn wir.
- Rhaid i dystiolaeth eilaidd fel llyfrau ffeithiol hanesyddol fod yn gywir/wir.
- Rhaid i adroddiadau llygad-dystion fod yn ddibynadwy oherwydd bod y bobl yno.
- Mae dogfennau sy'n edrych yn fudr neu wedi pylu yn hen.
- Rhaid i anllythrennedd olygu bod pobl yn anneallus neu'n dlawd.
- Rhaid i arteffactau a all fod yn fudr neu'n rhydlyd fod yn hen.
- Mae pob tystiolaeth yn gynradd neu'n eilradd.
- Rhaid i dystiolaeth gynradd fod yn fwy dibynadwy na thystiolaeth eilaidd.

Cynllunio ar gyfer Cynefin – Planning for Cynefin

Carmarthenshire Archives

Workshops - Glamorgan Archives

Resources and Guides | Gwent Archives

The story of Swansea's Three Nights' Blitz - Swansea

Dementia - Memory Archive | Peoples Collection Wales

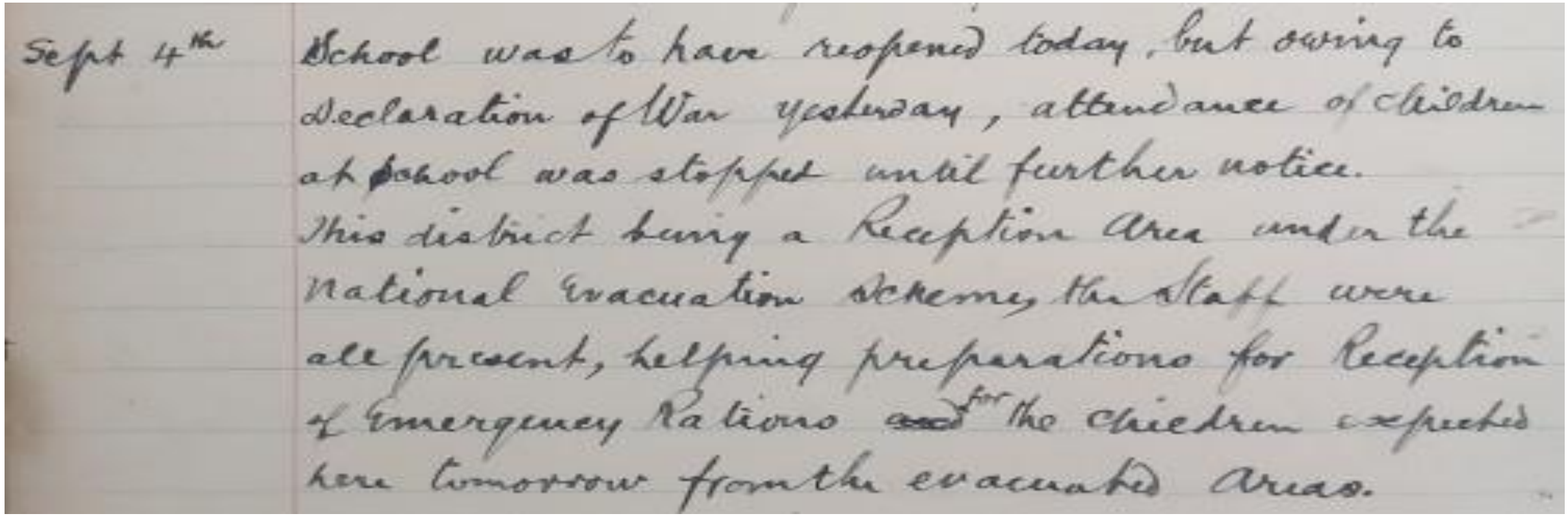
Map Finder - with Outlines - National Library of Scotland

Welsh Newspapers - Home





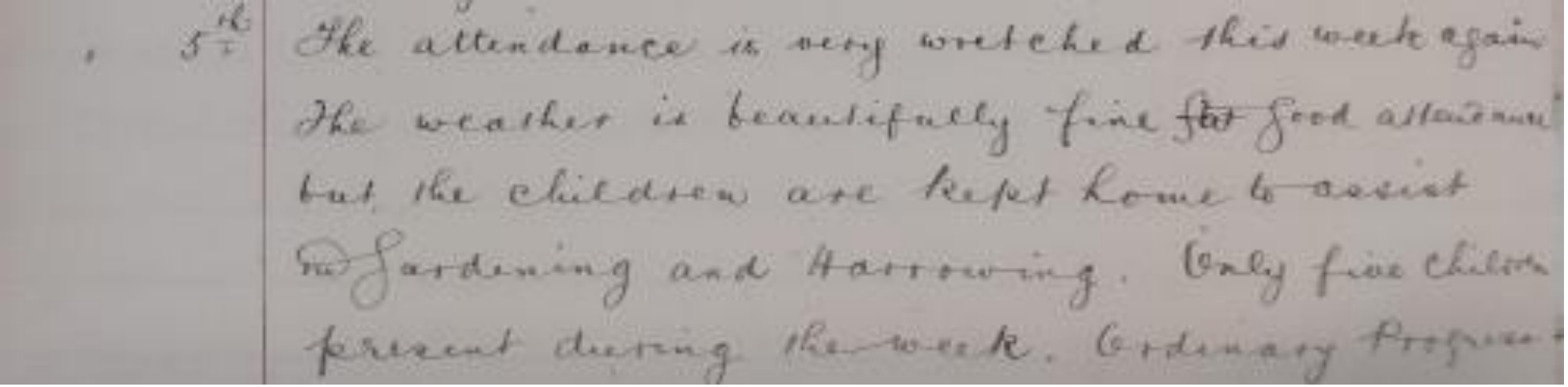
Llyfrau Log – Log Books



Sept 4th School was to have reopened today, but owing to Declaration of War yesterday, attendance of Children at School was stopped until further notice. This district being a Reception Area under the National Evacuation Scheme, the Staff were all present, helping preparations for Reception of Emergency Rations ~~and~~ for the Children expected here tomorrow from the evacuated Areas.

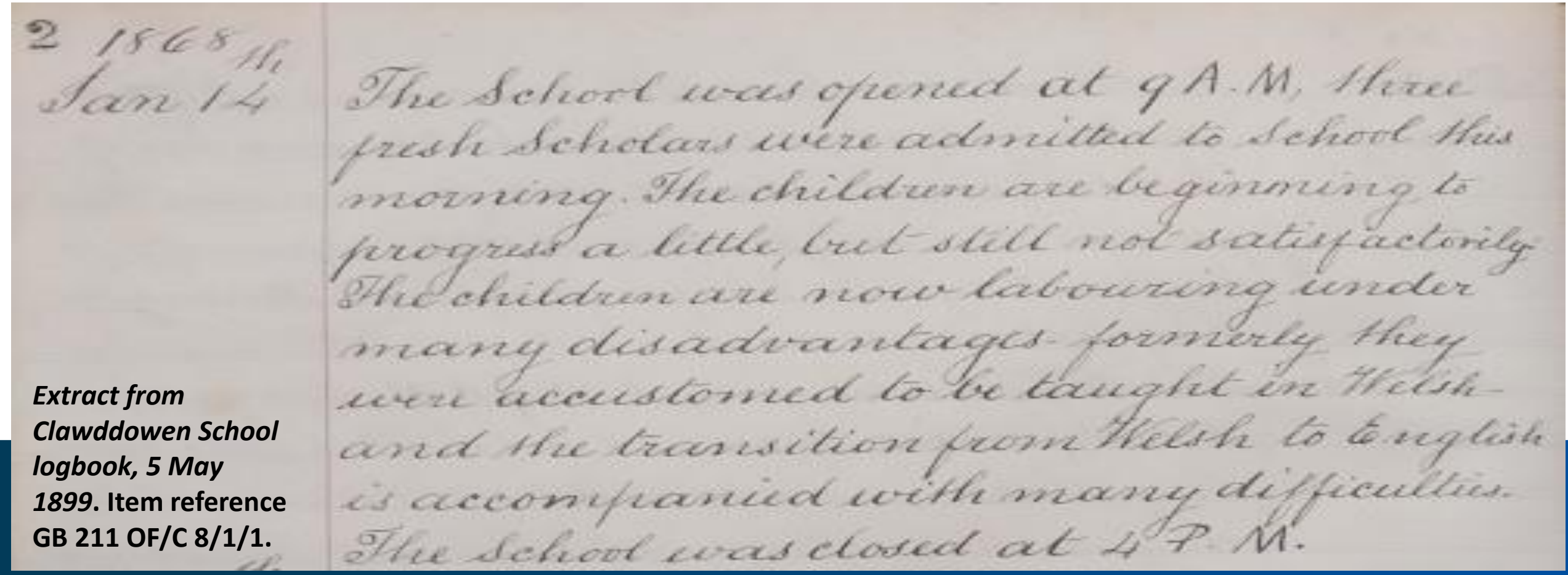
- Cynefin and the school collections at Carmarthenshire Archives – Archives Hub Blog

Extract from Llwynhendy School logbook, 4 September 1939. **Item reference GB 211 OF/E 11/1/4**



5 R
The attendance is very wretched this week again
The weather is beautifully fine ~~for~~ Good attendance
but the children are kept home to assist
in Gardening and Harrowing. Only five children
present during the week. Ordinary Progress

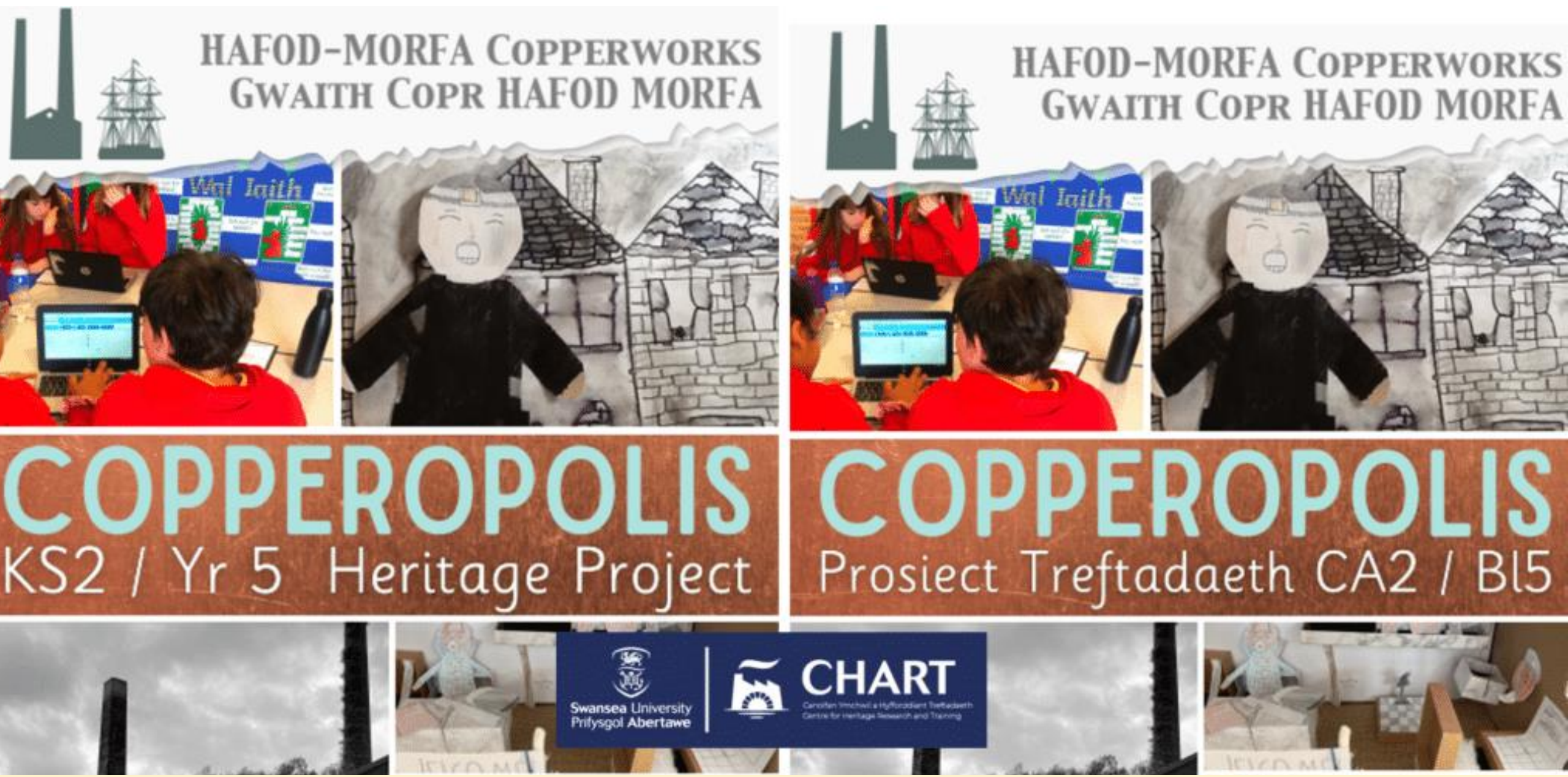
Llanfihangel-ar-Arth National School logbook, 14 January 1868. **Item reference GB 211 OF/G 3/1/1.**



2 1868 H
Jan 14

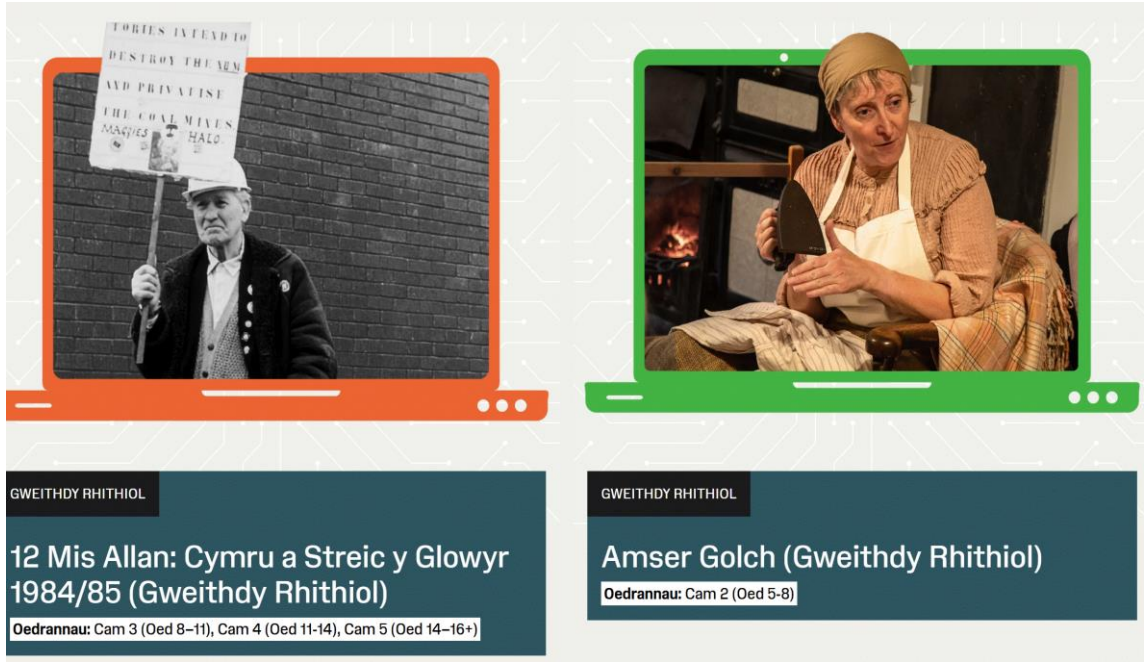
The School was opened at 9 A.M. Three
fresh Scholars were admitted to School this
morning. The children are beginning to
progress a little, but still not satisfactorily
The children are now labouring under
many disadvantages formerly they
were accustomed to be taught in Welsh
and the transition from Welsh to English
is accompanied with many difficulties.
The School was closed at 4 P. M.

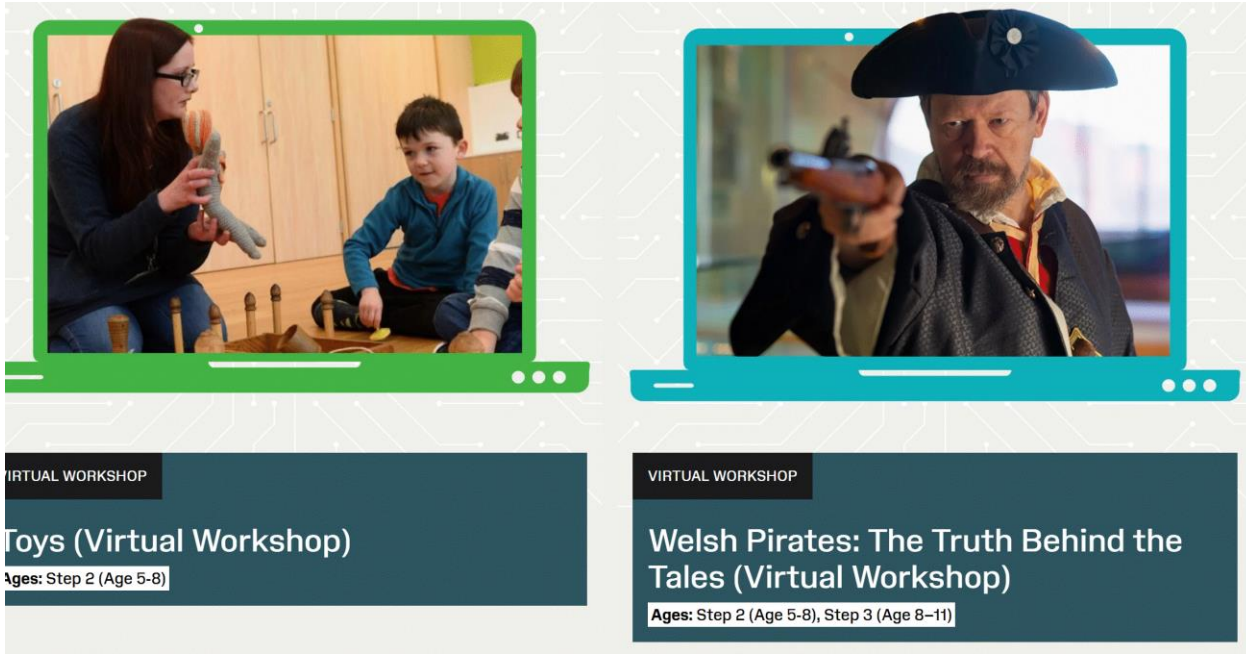
Extract from Clawddowen School logbook, 5 May 1899. **Item reference GB 211 OF/C 8/1/1.**



https://chart.swansea.ac.uk/projects/copperopolis-embedding-local-swansea-history-into-the-new-primary-curriculum-through-digital-literacy/

Ymweld ag Amgueddfa – Visiting a Museum





https://museum.wales/learn/schools/virtual-workshops/

http://www.swanseamuseum.co.uk/school-visits/

‘Swansea Jack’





Menter Ysgolion y Dreftadaeth Gymreig
Welsh Heritage School Initiative

https://www.whsi.org.uk/



Celebrating the heritage of Wales for over 35 years



Cyfeiriadau - References

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