ECAD4008/C
Dyniaethau – Humanities 2

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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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Cynllunio i addysgu'r Dyniaethau

Planning to teach the Humanities

Addysgu'r Dyniaethau drwy ddefnyddio thema

Using a theme to teach the Humanities

Amcanion y Sesiwn - Session Objectives

Erbyn diwedd y sesiwn dylech fedru:

- ✓ Cynllunio tasg ffocws ar gyfer dysgu agwedd o'r Dyniaethau
- ✓ Cymhwyso rhai o'r egwyddorion pedagogaidd yn eich addysgu
- ✓ Deall sut y gellir defnyddio thema i gynllunio ar gyfer addysgu'r dyniaethau.

By the end of this session, you should be able to:

- ✓ Plan a focus task to teach an aspect of the Humanities
- ✓ Apply some of the pedagogical principles in your teaching
- ✓ Understand how you can use a theme to plan for teaching humanities

Dyniaethau a'r Cyfnod Sylfaen
Humanities & Foundation Phase

- Fframwaith y Cyfnod Sylfaen
- Foundation Phase Framework

- Gwybodaeth a Dealltwriaeth o'r Byd (GDB)
- Knowledge & Understanding of the World (KUW)

- Sgiliau/ Skills
- Ystod: Lleoedd a Phobl/ Amser a Phobl
- Range: Places and People / Time and People



Addysg Grefyddol

- Fframwaith enghreifftiol ar gyfer addysg grefyddol 3-19 oed yng Nghymru

- http://wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/arevisedcurriculumforwales/religioused ucation/?lang=en

Religious Education

National exemplar framework for religious education for 3 to 19-year-olds in Wales



Tasg - Task

- Defnyddiwch rhai o'r adnoddau a chynlluniwch **dasg ffocws**.
- Cofiwch gysylltu'r gweithgareddau gyda **sgiliau** Fframwaith y Cyfnod Sylfaen.
- **Her:** Ystyried sut y gellid datblygu hyn i'r ddarpariaeth cyfoethogi

- Use some of the resources to plan a **focus task**.
- Remember to link the activity to the **skills** of the FP framework
- **Challenge:** Consider how this could be developed into the enhanced provision

Egwyddorion Addysgeg

- Mae addysgu a dysgu da yn galw am ddefnyddio **cymysgedd o ddulliau** sy'n cynnwys addysgu uniongyrchol.
- Mae addysgu a dysgu da yn golygu gosod tasgau a dewis adnoddau **sy'n adeiladu ar wybodaeth a phrofiad blaenorol** ac yn ennyn **diddordeb**.
- Mae addysgu a dysgu da yn ymestyn **oddi mewn ac ar draws** Meysydd Dysgu a Phrofiad (MDaPh).

Pedagogical Principles

- Good teaching and learning means employing **a blend of approaches** including direct teaching.
- Good teaching and learning sets tasks and selects resources **that build on previous knowledge and experience** and engage **interest**
- Good teaching and learning ranges **within and across** Areas of Learning and Experience (AoLE).

Darllen Cyfeiriedig – Directed Task

- Pennod 5 - ‘Young Children Making Sense of their place in the world’ – Martin & Owens. (Copi ar Moodle).
- Ceisiwch adnabod y cyfeiriadau at y 3 egwyddor addysgeg.

- Chapter 5 – ‘Young Children Making Sense of their Place in the World’ – Martin & Owens. (Copy available on Moodle).
- Try to identify the references made to the 3 principle of pedagogy.



Chapter 5 | Fran Martin and Paula Owens 63

IN THIS CHAPTER YOU WILL FIND KEY IDEAS ON
ASSESSMENT • CONCEPTS • FOUNDATION STAGE • GOOD PRACTICE • SCHOOL JOURNEYS

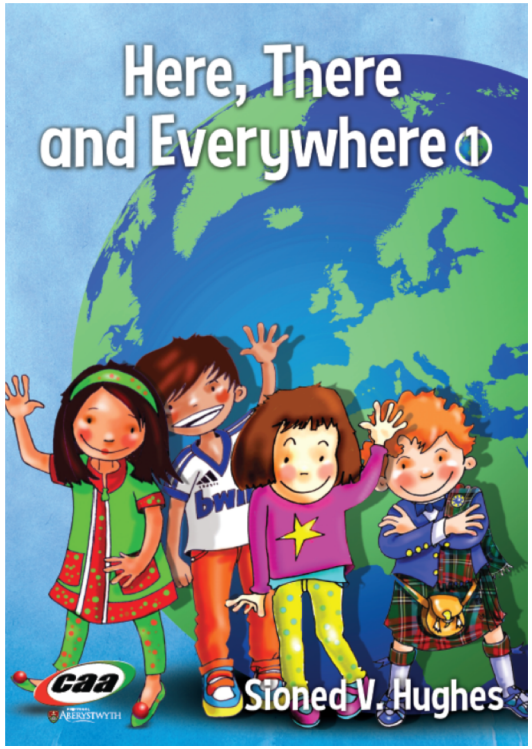
Young children making sense of their place in the world

The Foundation Stage applies to children aged between three and five years in a variety of settings such as nurseries, playgroups and schools. In these important early years, children are forming values and attitudes that will colour their perception of the world around them and predispose them to learning about it. This is a crucial period in which educators need to ply their craft appropriately if they are to lay secure foundations for future development. One of the main aims of the Foundation Stage curriculum

Chapter 5: Young children making sense of their place in the world

THEMA: ‘Yma, acw a fan draw’
THEME: ‘Here, there & everywhere’

- DYNIAETHAU / HUMANITIES?
- Beth a Sut? / What and How?



Y Dosbarth a'r Ysgol
Classroom & School

- Storïau
- Cynllun o'r dosbarth
- Cyfeiriadau
- Hen a Newydd
- Ein Dosbarth/Ysgol

- Stories
- Plan of the classroom
- Directions
- Old & New
- Our Class/School

Y Gymuned a Chymru
Community & Wales

- Cymuned yr ysgol
- Teithio, gwaith, ayyb.
- Ymweliadau
- Ymwelwyr
- Adeiladau
- Pobl / pobl enwog
- Hanes lleol/Cymru

- School community
- Transport, work, etc.
- Visits
- Visitors
- Buildings
- People/ famous people
- Local & Welsh History

MILLTIR SGWÂR – SQUARE MILE CARMARTHEN VISIT 02/10/19

PADDLET ACTIVITY

https://padlet.com/yrathrofa/CM19



Astudiaeth Achos /Case-study

- St. George's Tram
- https://vimeo.com/135558501

Puddles Visits Llansteffan Church

- https://www.youtube.com/watch?v=kTzd6aI4cVE&feature=youtu.be

BYD-EANG - GLOBALLY

- 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

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.

Varied humanities teaching: a teacher's repertoire

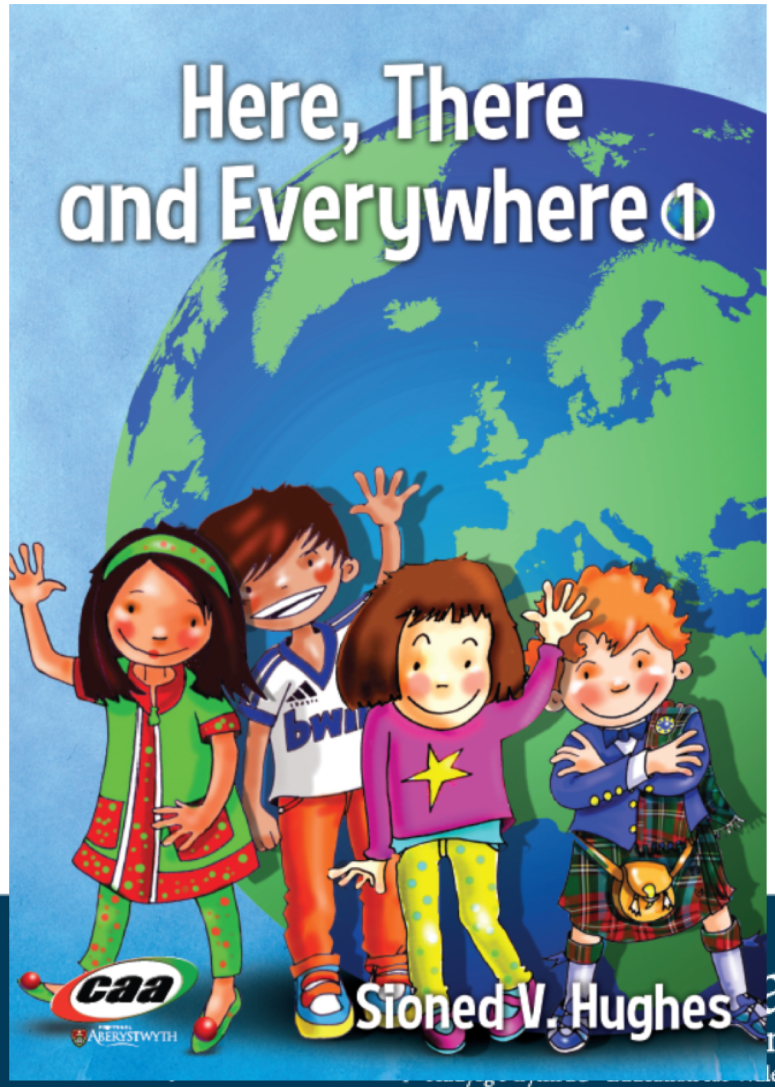
- Inspectors noted that expert teachers of humanities use varied teaching methods which involve children in practical activities, rational and creative responses and reflection to generate depth in thinking and understanding.

- The best teachers of humanities therefore employ a wide ranging repertoire of approaches and resources.

Children told us they enjoyed learning when:

- 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.

Here, There and Everywhere



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island	
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• Bourget (France)	5
• Garda (Italy)	7
• Lomond (Scotland)	4
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• Tegid (Wales)	3
mountain	
• Ben Nevis (Scotland)	4
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river	
• Ebro (Spain)	6
• Loire (France)	5
• Po (Italy)	7
• Tay (Scotland)	4
• Tywi (Wales)	3

Cymru






ALLWEDD
tir
môr
mynydd
afon
llyn
ynys
Ynys Môn
Caernarfon
Yr Wyddfa
Wrecsam
Llyn Tegid
Aberystwyth
LLOEGR
Tywi
Caerfyrddin
CAERDYDD



Wales





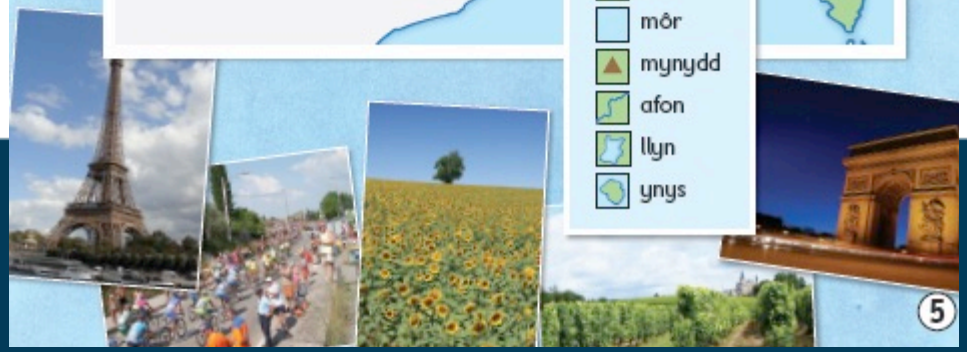

KEY
land
sea
mountain
river
lake
island
Anglesey
Caernarfon
Snowdon
Wrexham
Llyn Tegid
Aberystwyth
ENGLAND
Tywi
Carmarthen
CARDIFF



Ffrainc







France







Where is France?

Bonjour! My name is Pierre. I live in Paris.

Bonjour! My name is Marie-Claire. I live in Toulouse.















- **Context:** France – introduce the country, its location, its shape, the capital city, another city, languages.

- **Facts:** Location – in western Europe. Bordering Spain, Italy, Switzerland, Germany and Belgium. Capital city – Paris. The French flag – red, white and blue stripes. Famous places and buildings – the Eiffel Tower, the Louvre, Arc de Triomphe (Paris), Toulouse, Nice, Lyon, Chamonix, Vallée de la Loire. Currency – the euro. Languages – French, Breton, Basque. Of interest – French is Europe's second major language, and it is spoken as a first or second language by over 300 million people all over the world.

- **References in the 'Here, There and Everywhere 1' atlas:** pp. 2, 3 and 5.

- **Skills:** Exploration; identifying what they want to find out and how to do so; investigating sources and issues.

- **Knowledge and understanding of the world:** Places and people – using atlases and globes; learning about where their locality is; using and making simple maps to find where places are and how places relate to other places.

- **Questions to ask:** Where is France? Where is Wales? What are the names of the characters? Where does Pierre live? Where does Marie-Claire live? How would you describe France's shape? Is France bigger than Wales? What is in Toulouse/Paris? How is France/Toulouse/Paris different or similar to Wales or the local area?

- **Focus tasks/challenges:**
  - Look at France's shape and go outside to make a large-scale outline of the country, using natural resources such as stones, etc. (concentrate on the land and the sea and create a simple key, e.g. blue: sea; green: land).
  - Make biscuits in the shape of France out of play dough/clay.
  - Look at the shape of Wales (atlas – p. 3).
  - Find France on a map of the world (atlas – p. 2).
  - Learn the colours of the Welsh and French flags.
  - Wear the colours of the French flag.
  - Paint a picture of a geographical feature/building in Wales and in France, e.g. the Millennium Stadium in Wales or the Eiffel Tower in France; discuss their shape and appearance.

- **Investigative/extended work:**
  - Travelling from Wales to France – look at different ways of travelling, e.g. aeroplane, bus, train, car, ferry.
  - Role play – travel agency (globe, passport, maps, make tickets, methods of travelling).
  - Create an aeroplane out of cardboard.
  - Writing corner – create a holiday poster/write a postcard.
  - Compare the iconic landmarks of Paris and Cardiff and make a *papier mâché* model of one of them.
  - Learn a French song, e.g. Frère Jacques (look for the music on the internet if necessary).

- **Resources:** atlas, globe, travel books, small world equipment (cars, airport, etc.), natural resources such as stones, clay/play dough, materials to make *papier mâché*, paint, cardboard, digital equipment.

- **Vocabulary:** the world, country, city, capital city, Wales, France, flag, land, sea, river, lake, mountain, island, tunnel, famous, border/bordering, live in …, travel to …

- **Comparisons with Welsh culture:** Greet each other in Welsh and French, e.g. *Helô – Bonjour*, *Hwyl fawr – Au revoir*.

- **Welsh vocabulary and simple patterns (Welsh development):** *Dw i'n byw yn …* – I live in …; *Fy enw i yw …* – My name is …; *Cymru* – Wales; *Ffrainc* – France.

Bwyd



boulangerie / siop fara



boucherie / siop gig



fromagerie / siop gaws



poissonnerie / siop bysgod



magasin de fruits et légumes / siop ffrwythau a llysiau

Dw i'n hoffi bwyta *baguette*.



Dw i ddim yn hoffi bwyta *baguette*. Dw i'n hoffi bwyta *crêpe*.















Celebrations



Leisure



Gakonga - Kenya





chwarae • dysgu • tyfu
play • learn • grow
cyfnod sylfaen 3–7 foundation phase

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CASE STUDY

Gakonga's visit, an artist from Kenya, East Africa



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ASTUDIAETH ACHOS

Ymweliad Gakonga, artist o Kenya, Dwyrain Affrica



Ysgol Gynradd Llanrug

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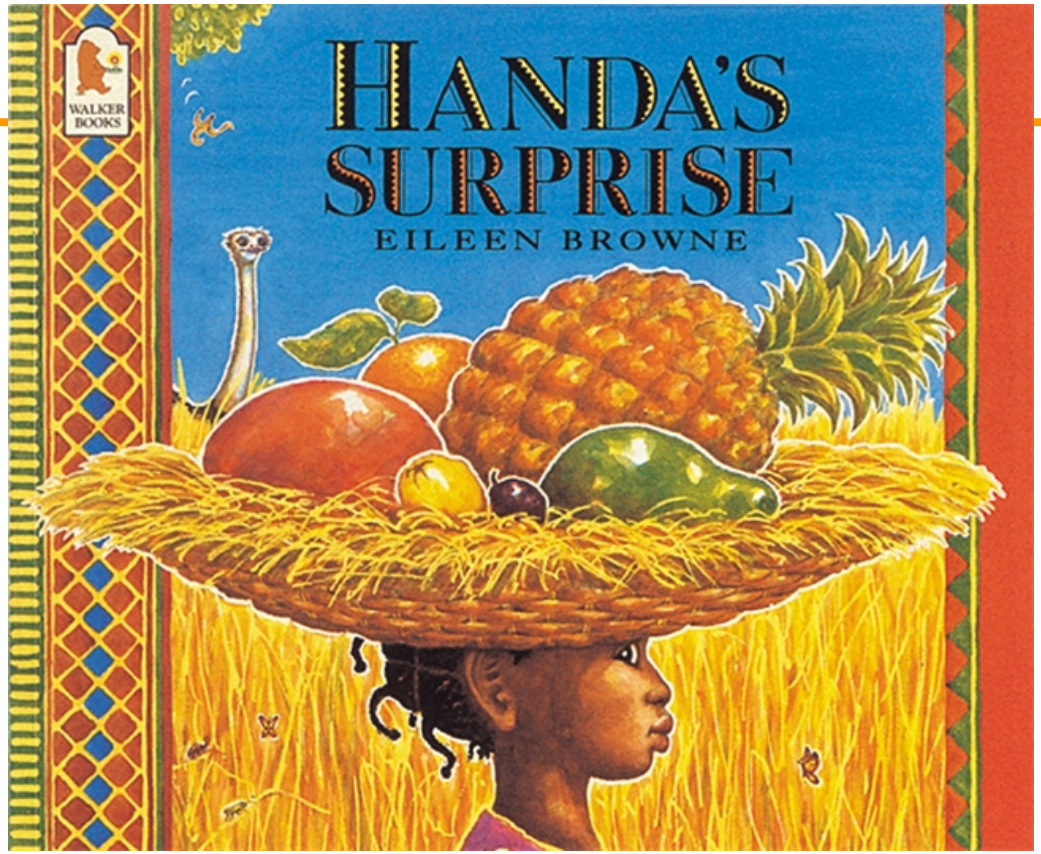
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Waitrose FOUNDATION

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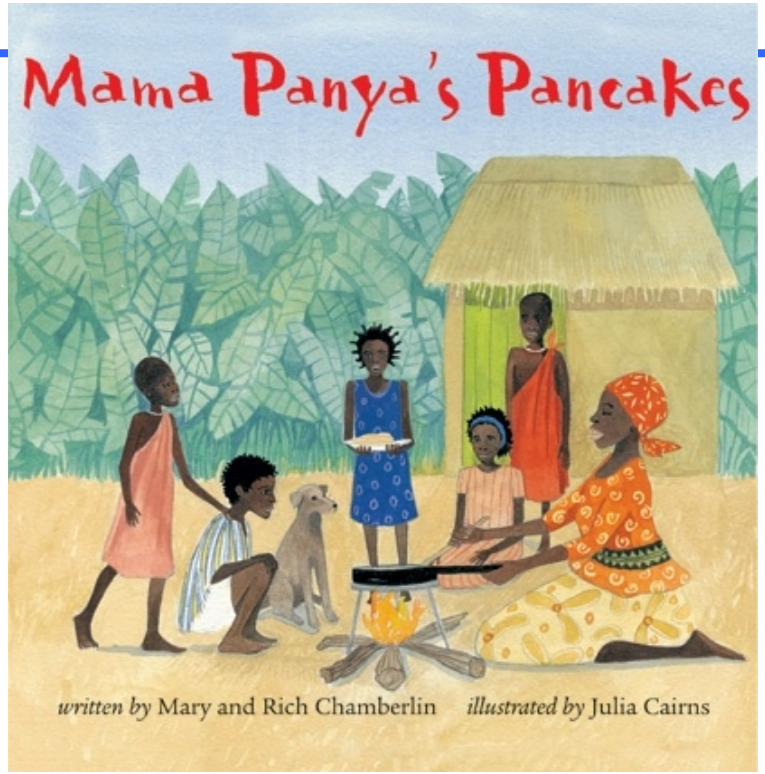
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BLWYDDYN 1

YEAR 1



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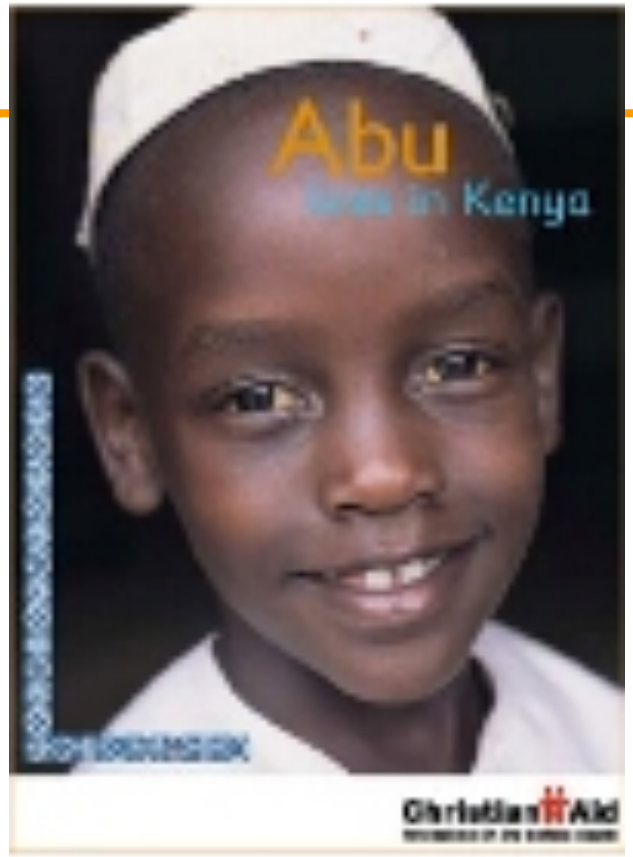
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Tasg - Task

- Defnyddiwch rhai o'r adnoddau a chynlluniwch **dasg ffocws**.
- Cofiwch gysylltu'r gweithgareddau gyda **sgiliau** Fframwaith y Cyfnod Sylfaen.
- **Her:** Ystyried sut y gellid datblygu hyn i'r ddarpariaeth cyfoethogi

- Use some of the resources to plan a **focus task**.
- Remember to link the activity to the **skills** of the FP framework
- **Challenge:** Consider how this could be developed into the enhanced provision

Cyfeiriadau Defnyddiol

- Catling S. (2017) High-quality in primary humanities: insights from the UK's school inspectorates. *Education 3-13*, 45(3), 354-364.
- Estyn (2010) *Arfer Dda yn y Dyniaethau*. Caerdydd: Estyn.
- Estyn (2011) *Dysgu yn yr Awyr Agored: gwerthusiad o ddysgu yn yr awyr agored ar gyfer plant dan 5 oed yn y Cyfnod Sylfaen*: Caerdydd: Estyn.
- E.T.I. (2014) *An Evaluation of the Implementation of the World Around Us in Primary Schools*. [Accessed: May 7 2018. http://www.etini.gov.uk/index/surveys-evaluations/surveys-evaluations-primary/surveys-evaluations-primary-2015/an-evaluation-of-the-implementation-of-the-world-around-us.pdf
- Grigg, R. & Hughes, S. (2013) *Teaching Primary Humanities.* Harlow: Pearson.
- Scoffham, S. (2010) *Primary Geography Handbook*. Sheffield: Geographical Association.

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- Catling S. (2017) High-quality in primary humanities: insights from the UK's school inspectorates. *Education 3-13*, 45(3), 354-364.
- Estyn (2010) *Good Practices in the Humanities*. Cardiff: Estyn.
- Estyn (2011) *Outdoor Learning: an evaluation of learning in the outdoors for children under 5 in the Foundation Phase*. Cardiff: Estyn.
- E.T.I. (2014) *An Evaluation of the Implementation of the World Around Us in Primary Schools*. [Accessed: May 7 2018. http://www.etini.gov.uk/index/surveys-evaluations/surveys-evaluations-primary/surveys-evaluations-primary-2015/an-evaluation-of-the-implementation-of-the-world-around-us.pdf
- Grigg, R. & Hughes, S. (2013) *Teaching Primary Humanities.* Harlow: Pearson.
- Scoffham, S. (2010) *Primary Geography Handbook*. Sheffield: Geographical Association. Chapter 7* (moodle)
- CADW – Wales http://cadw.gov.wales/?lang=en castles/historical places in Wales

Gwefannau Defnyddiol – Useful Websites

- Geographical Association: http://www.geography.org.uk
- Historical Association:

  http://www.history.org.uk
- RE Online https://www.reonline.org.uk/