

Maes Dysgu a Phrofiad

Dyniaethau

Area of Learning and Experience

Humanities



Bwriad y Maes Dysgu a Phrofiad hwn yw helpu disgyblion Ysgol Gyfun Gŵyr i fod yn ddinasyddion egwyddorol, gwybodus a hyderus o'u cynefin a'r byd ehangach. Y gobaith yw y bydd disgyblion yn adnabod y sialensiau sy'n wynebu eu cenhedlaeth, yn ymwybodol o'u cyfrifoldebau, ac â'r gallu a'r awydd i'w wynebu a'u lliniaru.

'Gall un person wneud gwahaniaeth, a dylai pawb roi tro arni'. John F Kennedy

The purpose of this Area of Learning and Experience is to ensure that pupils at Ysgol Gyfun Gŵyr become principled, knowledgeable, and confident citizens of their locality, country, and the wider world. We hope to teach pupils about the challenges facing their generation, and equip them with the skills, and importantly, the desire to confront and alleviate these challenges.

'One person can make a difference, and everyone should try'. John F Kennedy

Am beth bydd y disgyblion yn dysgu a sut byddan nhw'n dysgu?

What will the pupils learn and how will they learn?

Ym Mlwyddyn 7 bwriadir astudio'r thema 'A yw'r Byd yn Fyd Peryglus?' drwy ffocysu ar rai o'r problemau a fu yn y gorffennol, sialensiau rydym yn ein hwynebu heddiw, a heriau'r dyfodol. Gobeithir astudio rhagfarn a hiliaeth, cynhesu byd eang, afiechyd, rhyfel a thrais, a hynny drwy astudio ein milltir sgwâr yn ogystal ag enghreifftiau byd-eang. Themâu caiff sylw bydd Blitz Abertawe, effaith covid, colera, a'r ffliw Sbaeneg, caethwasiaeth ddoe a heddiw, ac ymdrechion gan unigolion megis Gandhi a Martin Luther King i ddatrys rhai o'r problemau yma. Yn ogystal astudir problemau amgylcheddol megis effaith plastigion ar y môr a phroblem sbwriel ar draeth Langland. Bwriedir asesu'r gwaith yma drwy gynnal tasg fenter lle bydd disgyblion yn cydweithio i godi arian ar gyfer elusennau fel Cronfa Achub y Plant sy'n ceisio ymateb i rai o'r peryglon ag astudiwyd. Tasg gyffrous diwedd y flwyddyn bydd i ddefnyddio'u sgiliau llythrennedd a chymhwysedd digidol i greu Imovie yn hyrwyddo eu byd delfrydol a fydd (gobeithio!) yn rhydd o'r peryglon ag astudiwyd, wrth iddynt orfod meddwl yn greadigol i ddatrys rhai problemau ag astudiwyd.

In Year 7 we intend to answer the question 'Do we live in a dangerous world?' by studying the problems of the past, present and future. Themes studied will include prejudice and racism, environmental challenges, disease, conflict and war, slavery yesterday and today, and efforts by individuals such as Gandhi and Martin Luther King to oppose injustices. Crises such as the effect that plastic is having on our oceans and the dangers of littering on Langland beach will also be taught. Work studied will be assessed as pupils collaborate to create a business plan to raise money for charities such as Save the Children who aim to eradicate some of the dangers studied from our world today. The final and exciting task will be to create an Imovie, using their literacy and digital skills, advertising an ideal world, (hopefully!) free from the dangers studied during the Humanities lessons.

Ym Mlwyddyn 8 bwriadir ysgogi a meithrin diddordeb disgyblion ymhellach, fel ditectifs y Dyniaethau, wrth iddynt adeiladu ar eu dealltwriaeth a sgiliau a ddysgwyd ym Mlwyddyn 7. Llinynnau posib i astudio byddai 'Cymry'n teithio' wrth i ddisgyblion ddod i werthfawrogi dylanwad y Cymry ar y byd o'n cwmpas; bydd modd roi chwyddwydr ar hanes Patagonia, pererindodau crefyddol a gwaith daearyddol unigolion pwysig fel Iolo Williams. Uned arall o ddiddordeb byddai astudio 'India'; ei hanes, daearyddiaeth, crefydd, heriau, cysylltiadau â Chymru, gyda'r posibilrwydd o barhau gyda gwaith elusennol Blwyddyn 7 drwy noddi plentyn o'r wlad. Cwestiwn arall a fyddai'n ysgogi chwilfrydedd a'r angen i ddatrys problemau byddai'r cwestiwn, 'A oes unrhyw un yno?' wrth i'r disgyblion trafod testunau fel, 'A oes Duw, Nefoedd?', y teithiau darganfod i wledydd newydd, darganfod bywyd yn y goedwig law. Posibiliadau eraill byddai defnyddio gwybodaeth a ddysgwyd am wlad benodol er mwyn creu parc antur fyddai'n cynrychioli diwylliant, hanes, nodweddion y wlad hynny fel y welir yn Epcot, Disney. Yn olaf, gellir astudio saith rhyfeddod y byd, a chlustnodi lleoliad yng Nghymru fyddai'n gymwys i'w ychwanegu at y rhestr a'i gyflwyno mewn cystadleuaeth megis 'Dragon's Den', a fyddai'n annog cyd-weithio, datblygu cyfrifoldeb personol a datblygu hyder ein disgyblion.

In Year 8, we hope to further develop our Humanities detectives' curiosity for the world we live in through building on the knowledge and skills gained in year 7. Possible themes to be studied could include 'The wondering Welsh', as pupils come to understand the influence and impact Wales has had on the wider world; the Welsh in Patagonia, pilgrimages, and environmental work undertaken by naturists such as Iolo Williams. Another option would be to study 'India', it's history, geography, religions, challenges, connections with Wales, with the option of continuing with the charity work of year 7 by sponsoring a child from India. A question to provoke discussion could be 'Is anybody there?' as pupils discuss matters such as 'Is there a God or heaven? the voyages of discovery, and life found in the rainforest. An alternative project could be to design their own theme park to represent the heritage, history, beliefs, geography of a certain country as exists in Epcot, Disney. Lastly, pupils could study the Seven Wonders of the World, and choose a location from Wales to add to the list which they would need to put forward to a 'Dragon's Den panel'. Such a task would encourage collaboration, promote individual responsibility, and help nurture pupil's confidence.

Ym Mlwyddyn 9 gobeithir cyflwyno themâu mwy heriol a dadleuol fydd yn pwysleisio ymhellach y syniad o gyfrifoldeb cymdeithasol. Un posibilrwydd bydd trafod 'A ddylai pawb cael yr hawl i symud, mudo? Wrth i ddisgyblion astudio profiadau mewnfudwyr sy'n croesi'r Sianel ac effaith mudo ar Abertawe a Chymru. Thema arall posib byddai 'Diwrnodau wnaeth newid y byd'; Cilmeri, marwolaeth Franz Ferdinand, 9/11, llifogydd, sefydlu Israel yn enghreifftiau amlwg. 'Crwydro'r Cyfandiroedd' byddai testun pellach gyda'r disgyblion yn gorfod meddwl yn greadigol i greu 'Lonely Planet Guide' neu gêm 'Top Trumps' ar eu cyfandir, ond hynny ar ôl cynllunio ei hun y ffordd ratach, cyflymaf lleiaf niweidiol i'r amgylchedd, o gyrraedd eu lleoliad – tipyn o her! Tasgau arall posib, fyddai'n pigo cydwybod disgyblion, a'u herio i gadw meddwl agored byddai astudio'r thema, 'Beth os?'; beth os nad oedd Prydain wedi ennill yr Ail Ryfel Byd?, na sefydlwyd Israel na'r Cenhedloedd Unedig? Yn olaf, llinyn pellach gallai datblygu sgiliau empathetig ein disgyblion byddai ateb y cwestiwn 'A ellir byth cyfiawnhau torri'r gyfraith?' wrth astudio achosion emosiynol megis stori Eileen Beasley, Cymdeithas yr Iaith, y Suffragetiaid, Greenpeace a dadleuon dros ewthanasia.

In Year 9 we hope to introduce more challenging and controversial topics, with greater emphasis on social responsibility. One possible option would be to investigate the assumption that everyone has the right to move and migrate, with pupils studying the experiences of migrants crossing the English Channel, and the effect that immigration has had on Swansea and Wales. A popular theme might be 'Days that shook the world', Cilmeri 1282, assassination of Franz Ferdinand, 9/11, floods, and the establishment of the state of Israel being possible lines of enquiry. 'Travelling our continents', with pupils having to think creatively to create a Lonely Planet Guide or set of Top Trumps cards on a certain continent, once they'd navigated their way there through researching the cheapest, quickest, most environmentally friendly of reaching their destination (quite a challenge!) might be another option. Tasks aimed at provoking pupils' conscious and ensuring open mindedness might be the theme 'What if?'; what if Britain had not won the Second World War, what if Israel and the United Nations had never been founded? 'Can breaking the law ever be justified?' having considered cases such as Cymdeithas yr Iaith, Eileen Beasley, the Suffragettes, Greenpeace, the question of euthanasia could also be an emotional, controversial and challenging topic that engages our pupils to develop empathy and understanding.