



Yr hanner tymor hwn: Sgiliau, Gwybodaeth a Dealltwriaeth i'w ddatblygu;
 During this half term: Skills, Information and Understanding to be developed;

SGILIAU / SKILLS: use a process of historical inquiry to improve as effective learners, independent and resilient and as critical thinkers. Nurture the ability to ask relevant questions about the past and research historical matters critically. Acquisition an understanding of the nature of historical studies, for example, that history involves points of view based on the available evidence and that some historical points of view can be more valid than others. Nurture a critical appreciation of how and why different interpretations of people, events and developments which are historically significant were formed. Organize and communicate their knowledge and information and historical understanding in different ways, debating cause and reaching positive conclusions.

GWYBODAETH / INFORMATION: In this option detailed attention is given to some themes and select matters concerning the history of USA between 1910 and 1929. Learners will have to consider the main problems and challenges that faced society in America during this era, the main economical problems and the development of American society and culture.

DEALLTWRIAETH / UNDERSTANDING: Develop an awareness of how aspects of life in the USA was portrayed and interpreted in this era, and also research the key questions in every subject area using a range of historical sources.

Geiriau / Termau Allweddol;
 Key Terms / Words;

- Immigration - Mewnfudo
- Religion - Crefydd
- Racism - Hiliaeth
- Crime - Trosedd
- Political Corruption - Llygredigaeth Gwleidyddol
- Economical Prosperity - Ffyniant Economaidd
- Popular Entertainment - Adloniant Poblogaidd
- Female Role - Rôl Menywod

Deilliannau Dysgu / Learning Outcomes

Asesiad / Assessment

Meini Prawf Llywyddoant / Success Criteria

Gwaith Cartref / Homework

Deilliannau Dysgu Wythnos 1 / Week 1 Learning Outcomes

An Introduction to USA 1910-1929

E Pluribus Unum

Fframwaith Llythrennedd / Literacy Framework

Focus on reading and analysing a range of texts by working independently.

Fframwaith Rhifedd / Numeracy Framework

Use data to reach conclusions, and recognise that conclusions can be misleading or uncertain.

Map of the states of the USA

Mind Map explaining the 'Cauldron'

Understand that the development of the USA during the nineteenth century, and the beginning of the twentieth century based on immigration. Understand the fate of Native Americans and black people.

Explain why American society is known as the cauldron.

Deilliannau Dysgu Wythnos 2 / Week 2 Learning Outcomes

Reducing immigration

Fframwaith Llythrennedd / Literacy Framework

Understand and differentiate between fact/evidence and bias/debate by making comments on obvious points and what is implied.

Table of methods of reducing immigration.

Able to name and explain the laws that reduced immigration.

Questions on the Red Terror and the Palmer Attacks.



<p>Deilliannau Dysgu Wythnos 3 / Week 3 Learning Outcomes</p> <p>Capitalism and Communism</p> <p>Sacco and Vanzetti</p> <p>Fframwaith Llythrennedd / Literacy Framework Use a range of strategies e.g. rapid reading, close reading, annotate, predicting, to skim texts for the message, the ideas and the key themes, and scan them for detailed information, selecting and commenting on the ideas and key themes.</p>	<p>Play a Capitalism game</p> <p>Group Communist and Capitalist statements.</p> <p>Answer questions on Sacco a Vanzetti</p> <p>6 mark exam question</p>	<p>Understand the difference between the political and economical systems Capitalism and Communism. Understand that Sacco and Vanzetti were falsely executed because they were communists and anarchists.</p>	<p>6 mark exam question Sacco and Vanzetti</p>
<p>Deilliannau Dysgu Wythnos 4 / Week 4 Learning Outcomes</p> <p>The life of black people during the 1920's</p> <p>Fframwaith Llythrennedd / Literacy Framework Present a viewpoint with conviction and maintain that view, predict other views and respond to them e.g. in role or discussion Write independently in appropriate form with increasing confidence, ensuring that the content is orderly, detailed and relevant, e.g. present viewpoints, information and explanations.</p>	<p>Define key words involving racism.</p> <p>6 mark exam question on the KKK</p> <p>Venn Diagram Good and Bad</p>	<p>Understand what the Jim Crow laws were and the segregation system</p> <p>Understand the role of the KKK in American society</p> <p>Understand that the lives of black people were not all bad.</p>	<p>8 mark exam question on the lives of black people during the 1920's</p>
<p>Deilliannau Dysgu Wythnos 5 / Week 5 Learning Outcomes</p> <p>The life of Native Americans in the 1920's</p> <p>Fframwaith Llythrennedd / Literacy Framework Present ideas and subjects to meet the needs of different audiences. Write independently in appropriate form with increasing confidence ensuring that the contents is detailed, orderly and relevant.</p>	<p>Dialogue between a journalist and a native elder</p>	<p>Understand that Native Americans were treated badly during the 1920's The Policies of the government of the USA to Americanise the Native Americans</p>	<p>Dialogue between a journalist and a native elder</p>
<p>Deilliannau Dysgu Wythnos 6 / Week 6 Learning Outcomes</p> <p>The monkey test</p> <p>Fframwaith Llythrennedd / Literacy Framework Vary sentence structure in order to elicit and maintain the interest of the audience and write accurately. Use a full range of punctuation, ensure that the meaning is clear and create appropriate effect. Use a range of strategies and a variety of resources to spell an increasing range of familiar words, unfamiliar words and subject specific words accurately. Use a range of mutations accurately in their context</p>	<p>Key words of the Monkey Test</p> <p>12 mark exam question</p>	<p>Understand the difference between Creationism and Evolution</p> <p>Understand that some Americans are fundamental Christians while others are atheist.</p>	<p>12 mark exam question</p>



<p>Deilliannau Dysgu Wythnos 7 / Week 7 Learning Outcomes</p> <p>Prohibition</p> <p>Fframwaith Llythrennedd / Literacy Framework Use a variety of strategies to enable the group to come to a consensus. Use a range of strategies e.g. rapid reading, close reading, annotate, predicting, to skim texts for the message, the ideas and the key themes, and scan them for detailed information, selecting and commenting on the ideas and key themes. Analyse texts and their sub-texts by responding and communicating ideas clearly and in an appropriate manner.</p> <p>Fframwaith Cymhwysedd Digidol / Digital Competence Framework Search effectively for information and evaluate the reliability of information sources by justifying opinion and reasons for choices, reference work using appropriate methods.</p>	<p>List the reasons for introducing alcohol prohibition.</p> <p>Work in groups to fill a table mat with reasons explaining the failure of prohibition.</p>	<p>Able to explain why the Volstead Law was passed in 1919.</p> <p>Able to explain why Prohibition was abolished in 1933.</p>	<p>Read about the failure of prohibition in America.</p>
<p>Deilliannau Dysgu Wythnos 8 / Week 8 Learning Outcomes</p> <p>Gangsters</p> <p>Political Corruption</p> <p>Fframwaith Llythrennedd / Literacy Framework Research a wide range of sources independently by developing a full understanding of an unfamiliar subject.</p> <p>Fframwaith Cymhwysedd Digidol / Digital Competence Framework Search effectively for information and evaluate the reliability of information sources by justifying opinion and reasons for choices reference work using appropriate methods.</p>	<p>Complete research on the famous gangsters Al Capone and Jonny Torrio</p> <p>Complete mind map on the Teapot Dome. Cwblhau map</p>	<p>Understand who were America's main gangsters during the 1920's</p> <p>Understand that they made an enormous profit from selling unlawful alcohol, running brothels and participating in organized crime.</p> <p>Understand that there were many political scandals during the presidency of Warren Harding</p>	<p>Explain how the activities of the gangsters contributed to the end of prohibition.</p>
<p>Deilliannau Dysgu Wythnos 9 / Week 9 Learning Outcomes</p> <p>Success of the American Economy in the 1920's</p> <p>The key role of Henry Ford and the car industry</p> <p>Fframwaith Llythrennedd / Literacy Framework Understand texts fully by reasoning and analysing, understanding also how the context can influence the reader.</p> <p>Fframwaith Rhifedd / Numeracy Framework Interpreting mathematical information, using graphs, diagrams and data to come to conclusions.</p>	<p>Complete a mind map outlining all the factors that contributed to the success of the American Economy in the 1920's.</p> <p>Answer the 8 mark exam question.</p>	<p>Able to describe a range of factors that explain the economical prosperity of America in the 1920's</p> <p>Able to explain the key role of Henry Ford and the car industry.</p>	<p>Answer the 8 mark exam question.</p>



<p>Deilliannau Dysgu Wythnos 10 / Week 10 Learning Outcomes</p> <p>End of Economic Prosperity</p> <p>Wall Street Crash</p> <p>American social and economical inequality</p> <p>Fframwaith Llythrennedd / Literacy Framework</p> <p>Use language to be objective and unbiased and recognize that there can be more than one view point.</p>	<p>Heads and Tails task the end of the boom.</p> <p>8 mark exam question</p>	<p>Able to explain that not everyone benefited from the boom of the 1920's</p> <p>Able to explain what the Wall Street Crash was</p>	<p>Answer the 8 mark exam question</p>
<p>Deilliannau Dysgu Wythnos 11 / Week 11 Learning Outcomes</p> <p>Development of Cinema</p> <p>Fframwaith Llythrennedd / Literacy Framework</p> <p>Use their knowledge of the origins and families of words, syntax, structure of sentence, and structure of whole text, content and context to make sense of words, sentences, and whole texts.</p> <p>Use a range of strategies e.g. rapid reading, close reading, annotate, predicting, to skim texts for the message, the ideas and the key themes, and scan them for detailed information, selecting and commenting on the ideas and key themes.</p> <p>Fframwaith Cymhwysedd Digidol / Digital Competence Framework</p> <p>Search effectively for information and evaluate the reliability of information sources by justifying opinion and reasons for choices, reference work using appropriate methods.</p>	<p>Answer a series of questions on the popularity of cinema</p> <p>6 mark exam question</p>	<p>Able to describe how and why the cinema developed to become America's main form of entertainment in the 1920's</p> <p>Know what the Hays Code was</p>	<p>Research the background of 'Roxy Theatre' which opened in New York 1927</p>
<p>Deilliannau Dysgu Wythnos 12 / Week 12 Learning Outcomes</p> <p>Jazz Music</p> <p>Fframwaith Llythrennedd / Literacy Framework</p> <p>Group and analyse more than one information source in order to reach a complete understanding of texts that can convey conflicting ideas. Understand and differentiate between fact/evidence and bias/argument making comments on obvious points and what is implied. Make comments on different interpretations of matters and ideas using the text to support their opinion.</p>	<p>De Bono Hats showing support and opposition to Jazz</p> <p>12 mark exam question</p>	<p>Understand that some people hated jazz, while others doted on the pioneering music</p> <p>Able to give examples of different view points</p> <p>Able to evaluate and contrast two historical sources, concluding which one is most useful to a historian</p> <p>Studying the subject</p>	<p>12 mark exam question</p>



<p>Deilliannau Dysgu Wythnos 13 / Week 13 Learning Outcomes</p> <p>Development of the role, status and rights of women</p> <p>Flappers</p> <p>Fframwaith Llythrennedd / Literacy Framework Present a viewpoint with conviction and maintain that view, predict other views and respond to them e.g. in role or discussion</p> <p>Respond to the ideas of others in a considerate way, asking them to explain themselves by asking appropriate questions</p>	<p>Flapper Diagram</p> <p>8 mark exam question</p> <p>Discuss orally the status of women in the past and how this has changed by the 21st century.</p>	<p>Understand that women contributed to the war effort and received the vote in 1920</p> <p>Understand that young women, middle class, independent were known as 'Flappers'</p>	<p>8 mark exam question</p>
<p>Deilliannau Dysgu Wythnos 14 / Week 14 Learning Outcomes</p> <p>20 mark essay question</p> <p>Fframwaith Llythrennedd / Literacy Framework Compare and contrast themes and subjects across a range of texts making connections between texts. Group and analyse more than one information source in order to reach a complete understanding of texts that can convey conflicting ideas. Write independently in appropriate form with increasing confidence ensuring that the contents is detailed, orderly and relevant. Organise their writing in appropriate form ensuring that the content is detailed within and between paragraphs or sections.</p>	<p>20 mark essay question (Immigration)</p>	<p>Understand how to secure A* in the 20 mark essay question</p>	<p>Plan 20 mark essay question 'on one hand', 'on the other hand' (Religion and Race)</p>
<p>Deilliannau Dysgu Wythnos 15 / Week 15 Learning Outcomes</p> <p>20 mark essay question</p> <p>Fframwaith Llythrennedd / Literacy Framework Compare and contrast themes and subjects across a range of texts making connections between texts. Group and analyse more than one information source in order to reach a complete understanding of texts that can convey conflicting ideas. Group and analyse more than one information source in order to reach a complete understanding of texts that can convey conflicting ideas. Write independently in appropriate form with increasing confidence ensuring that the contents is detailed, orderly and relevant. Organise their written work in appropriate form, ensuring that the contents is detailed within and between paragraphs or sections.</p>	<p>Assess standard of exemplary essays (Wall St Crash and Cinema)</p>	<p>Understand how to write an A* in the 20 mark essay question</p>	<p>Plan 20 mark essay question 'Iceberg' (Economic Boom)</p>



Yr hanner tymor hwn: Sgiliau, Gwybodaeth a Dealltwriaeth i'w ddatblygu;

During this half term: Skills, Information and Understanding to be developed;

SGILIAU / SKILLS: Defnyddio proses o ymholi hanesyddol er mwyn gwella fel dysgwyr effeithiol, annibynnol a gwydn ac fel meddylwyr beirniadol a myfyriol. Meithrin y gallu i ofyn cwestiynau perthnasol ac ystyriol am y gorffennol ac i ymchwilio materion hanesyddol yn feirniadol. Caffael dealltwriaeth o natur astudiaeth hanesyddol, er enghraifft, bod hanes yn ymwneud â safbwyntiau a seiliwyd ar y dystiolaeth sydd ar gael ac y gall rhai safbwyntiau hanesyddol fod yn fwy dilys na safbwyntiau eraill. Meithrin gwerthfawrogiad beirniadol o sut a pham y lluniwyd dehongliadau gwahanol am bobl, digwyddiadau a datblygiadau sy'n arwyddocaol yn hanesyddol. Trefnu a chyfathrebu eu gwybodaeth a'u dealltwriaeth hanesyddol mewn ffyrdd gwahanol, gan ddadlau achos a dod i gasgliadau cadarnhaol./ *Improve as effective, independent and resilient learners and as critical and reflective thinkers through a process of historical enquiry. Develop the ability to ask relevant and considered questions about the past and to investigate historical issues critically. Acquire an understanding of the nature of historical study, for example, that history is concerned with judgements based on available evidence and that some historical judgements may be more valid than others. Develop a critical appreciation of how and why different interpretations have been constructed about historically significant people, events and developments. Organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.*

GWYBODAETH / INFORMATION: Yn yr opsiwn hwn rhoddir sylw manwl i rai themâu a materion dethol sy'n ymwneud â hanes Oes Elisabeth rhwng 1558 a 1603. Bydd yn ofynnol i ddsygwyr ystyried y prif ddylanwadau ar fywyd gwleidyddol a chymdeithasol yn ystod y cyfnod yn ogystal â mater gwrthdaro crefyddol. Dylai dysgwyr ddeall sut yr oedd profiad pobl yng Nghymru ar yr adeg hon yn nodedig ond bod y profiad hwnw hefyd yn gallu cyfleu'r berthynas ehangach â Phrydain./ *In this option, detailed attention will be given to themes and matters related to the history of the Elizabethan Age 1558 – 1603. Learners will be required to consider the major influences on political and social life during the period as well as the issue of religious controversy. Learners should understand how the experience of people within Wales at this time was distinctive but also that this can reflect the wider relationship with Britain.*

DEALLTWRIAETH / UNDERSTANDING: Datblygu ymwybyddiaeth o sut y portreadwyd ac y dehonglwyd agweddau ar fywyd yn UDA yn y cyfnod hwn, ac hefyd ymchwilio i'r cwestiynau allweddol ym mhob maes testun gan ddefnyddio amrediad o ffynonellau hanesyddol. Lle bo'n briodol, byddant yn cynnwys deunydd o ffynonellau o Gymru./ *Learners should develop an awareness of how aspects of life in this period have been represented and interpreted and they should also address the key questions in each topic area using a range of historical sources. Where appropriate, these will contain material from Welsh sources.*

Geiriau / Termau Allweddol;

Key Terms / Words;

Brenhiniaeth Absoliwt/ Absolute Monarchy

Llywodraeth/ Government

Llys Brenhinol/ Royal Court

Cyfrin Gyngor/ Privy Council

Privy Councillor/ Cyfrin Gyngorwr

Llywodraeth Leol/ Local Government

Ynad Heddwch/ Justice of the Peace

Arglwydd Raglaw/ Lord Lieutenant

Catrin o Ferain/ Kathryn of Berain

Bonedd/ Nobility

Di-weithdra a Chrwydriaeth/ Unemployment and Vagrancy

Adloniant/ Entertainment

Chwaraeon Creulon/ Blood Sports

Cnapan

Ardrefniant Crefyddol/ Religious Settlement

Diwygiad Protestannaidd/ Protestant Reformation

Deddf Oruchafiaeth ac Unffurfiaeth/ Act of Supremacy and Uniformity

Via Media

William Morgan, Richard Davies, William Salesbury, Richard Gwyn, Edward Jones, John Jones, William Davies, John Penry

Mari Brenhines yr Alban/ Mary Queen of Scots

Y Bygythiad Catholig/ The Catholic Threat

Gwrethryfel Ieirll y Gogledd/ Northern Earls Rebellion

Cynllwynion Ridolfi, Throckmorton a Babington/ The Ridolfi, Throckmorton and Babington Plots

Philip II a'r Armada Sbaeng/ Philip II and the Spanish Armada

Piwritaniaeth/ Puritanism



<p>Deilliannau Dysgu Wythnos 1 / Week 1 Learning Outcomes</p> <p>Cyflwyniad i Elisabeth I/ <i>An Introduction to Elizabeth I</i></p> <p>Fframwaith Llythrennedd / Literacy Framework Defnyddio'r rhyngrwyd, gan ddewis a dethol testunau ac asesu pa mor ddibynadwy a phwysig ydynt Dadansoddi testunau a'u his-destunau gan ymateb a chyfleu syniadau'n glir ac mewn ffordd briodol/ <i>Use the internet to search selectively, assessing the reliability and significance of what they find Analyse texts and subtexts, responding and conveying ideas clearly and appropriately</i></p> <p>Fframwaith Cymhwysedd Digidol / Digital Competence Framework Chwilio'n effeithlon am wybodaeth a gwerthuso dibynadwyedd ffynonellau gwybodaeth gan gyfiawnhau barn a rhesymau dros ddewisiadau; cyfeimodi gwaith gan ddefnyddio dulliau priodol/ <i>Search efficiently for information and evaluate the reliability of sources of information, justifying opinions and reasons for choices; reference work using appropriate methods</i></p>	<p>Cwblhau gwaith ymchwil i Elisabeth I/ <i>Complete research into Elizabeth I</i></p> <p>Cynhyrchu taflen wybodaeth/ <i>Produce an information sheet based on this research</i></p>	<p>Cynhyrchu taflen wybodaeth yn edrych ar bynciau amrywiol fel sut y daeth Elisabeth yn frenhines, polisi tramor, diwygiadau crefyddol ayb/ <i>Produce an information sheet outlining various topics e.g. how did Elizabeth become queen, foreign policy and religious reforms etc</i></p>	<p>Cwblhau ymchwil annibynnol ar y testun/ <i>Complete independent research into the topic</i></p>
<p>Deilliannau Dysgu Wythnos 2 / Week 2 Learning Outcomes</p> <p>Pwysigrwyd Portreadau/ <i>The importance of portraits</i></p> <p>Sut y portreadwyd Elisabeth?/ <i>How was Elizabeth portrayed?</i></p> <p>Fframwaith Llythrennedd / Literacy Framework Canolbwyntio ar ddarllen a dadansoddi ystod o destunau sy'n newydd iddynt, rhai sydd wedi'u hargraffu a thestunau aml-foddol gan weithio'n annibynnol/ <i>Read and analyse a range of unseen printed and multi-modal texts with concentration and independence</i></p>	<p>Lebelu paentiad o Elisabeth gan nodi ystyr gwahanol symbolau/ <i>Label a painting of Elizabeth, and note the meaning of different symbolism</i></p>	<p>Deall bod arweinwyr yn defnyddio paentiadau a symbolau i hyrwyddo eu pŵer/ <i>Understand that rulers used paintings and symbolism to project their power</i></p>	
<p>Deilliannau Dysgu Wythnos 3 / Week 5 Learning Outcomes</p> <p>Llywodraeth Oes Elisabeth/ <i>Elizabethan Age Government</i></p> <p>Fframwaith Llythrennedd / Literacy Framework Canolbwyntio ar ddarllen a dadansoddi ystod o destunau sy'n newydd iddynt, rhai sydd wedi'u hargraffu a thestunau aml-foddol gan weithio'n annibynnol/ <i>Read and analyse a range of unseen printed and multi-modal texts with concentration and independence</i></p>	<p>Diagram yn dangos strwythur y llywodraeth/ <i>Diagram showing the structure of government</i></p> <p>Cwestiwn arholiad 4 marc/ <i>4 mark exam question</i></p>	<p>Deall sut roedd llywodraeth Oes Elisabeth yn gweithio/ <i>Understand how Elizabethan Age government worked/</i></p> <p>Gallu defnyddio'r dystiolaeth o ddwy ffynhonnell i egluro pa mor llwyddiannus fu Elisabeth fel brenhines/ <i>Be able to use the evidence from two sources to explain how successful Elizabeth was as queen.</i></p>	<p>Ateb y cwestiwn 4 marc/ <i>Answer the 4 mark question</i></p>



<p>Deilliannau Dysgu Wythnos 4 / Week 4 Learning Outcomes</p> <p>Y Cyfrin Gyngor/ <i>The Privy Council</i></p> <p>Fframwaith Llythrennedd / Literacy Framework Defnyddio ystod o strategaethau, e.e. darllen cyflym, darllen agos, anodi, rhagfynegi, i gip ddarllen (sgimio) testunau i gael y neges, y syniadau a'r themâu allweddol, a'u llithr ddarllen (sganio) am wybodaeth fanwl, gan ddedol a rhoi sylwadau ar y syniadau a themâu allweddol Dadansoddi testunau a'u his-destunau gan ymateb a chyfleu syniadau'n glir ac mewn ffordd briodol/ <i>Use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information, extracting and commenting on key ideas and themes</i> <i>Analyse texts and subtexts, responding and conveying ideas clearly and appropriately</i></p>	<p>Llenwi ffrâm ffynhonnell yn egluro beth yw'r Cyfrin Gyngor/ <i>Fill in a source frame explaining what the Privy Council is</i></p> <p>Dadansoddi cyfres o ffynonellau gan amlinellu'r gwahanol ddulliau a strategaethau a ddefnyddiwyd gan Elisabeth I i reoli'r Cyfrin Gyngor./ <i>Be able to analyse a variety of sources, and outline the different methods and strategies employed by Elizabeth I to control her Privy Council</i></p>	<p>Gallu egluro beth oedd rôl y Cyfrin Gyngor, faint o bobl oedd yn aelodau, ac hefyd gallu enwi rhai o'r Cyfrin Gyngorwyr mwyaf blaenllaw./ <i>Be able to explain what the Privy Council did, how many members it had, and be able to name a few prominent Privy Councillors</i></p>	<p>Ateb cwestiwn arholiad 6 marc/ Answer a 6 mark exam question</p>
<p>Deilliannau Dysgu Wythnos 5 / Week 5 Learning Outcomes</p> <p>Y Bonedd Cymreig/ <i>The Welsh Gentry</i></p> <p>Fframwaith Llythrennedd / Literacy Framework Ymchwilio ystod eang o ffynonellau'n annibynnol gan ddatblygu dealltwriaeth gyflawn o bwnc anghyfarwydd Cyfodod a dadansoddi mwy nag un ffynhonnell wybodaeth er mwyn dod i ddealltwriaeth gyflawn o destunau a all gyfleu syniadau sy'n gwrthdaro Ysgrifennu'n annibynnol ar ffurf briodol gyda hyder cynyddol, gan sicrhau bod y cynnwys yn drefnus, yn fanwl ac yn berthnasol, e.e. <i>cyflwyno safbwyntiau, gwybodaeth ac esboniadau yn y ffordd orau</i>/ Independently research a wide range of sources to develop a full understanding of an unfamiliar topic or issue Synthesise and analyse information to gain in-depth understanding from sources which may have conflicting views Write independently in an appropriate form with increasing confidence, ensuring content is organised, detailed and relevant, e.g. <i>how best to present opinions, information and explanations</i></p>	<p>Cwestiwn arholiad 6 marc/ 6 mark exam question</p>	<p>Darllen a dadansoddi taflen wybodaeth yn amlinellu profiadau'r bonedd Cymreig, gan gynnwys Syr John Wynn o Wydir a Catrin o Ferain/ <i>Read and analyse an information sheet based on the life of the Welsh nobility, specifically Sir John Wynn of Gwydir and Kathryn of Berain</i></p> <p>Gallu defnyddio'r dystiolaeth o ffynhonnell i egluro a yw'n gynrychiolaeth ddilys o brofiad holl bobl Cymru yn ystod y cyfnod/ <i>Be able to use the evidence in a source to explain if it correctly represents the experiences of all Welsh people during the period</i></p>	



<p>Deilliannau Dysgu Wythnos 6 / Week 6 Learning Outcomes</p> <p>Senedd Oes Elisabeth/ <i>Elizabethan Parliament</i></p> <p>Fframwaith Llythrennedd / Literacy Framework</p> <p>Cyfosod a dadansoddi mwy nag un ffynhonnell wybodaeth er mwyn dod i ddealltwriaeth gyflawn o destunau a all gyfleu syniadau sy'n gwrthdaro/ <i>Read and analyse a range of unseen printed and multi-modal texts with concentration and independence'</i></p>	<p>Asgwrn pysgodyn yn rhoi enghreifftiau clir o sut roedd Elisabeth yn rheoli'r Senedd, ond hefyd enghreifftiau o sut roedd Aelodau Seneddol yn dechrau herio grym y goron/ <i>Fill in a fish bone diagram, giving examples of how Elizabeth was fully in charge of Parliament, but also how MP's were increasingly challenging the power of the crown</i></p>	<p>Darllen a deall gwybodaeth am y gwahanol Seneddau a alwyd yn ystod Oes Elisabeth/ <i>Comprehension – read about the different Parliaments that were called during Elizabeth's time as queen.</i></p> <p>Defnyddio'r wybodaeth i lenwi asgwrn pysgodyn gan roi enghreifftiau clir o sut roedd Elisabeth yn rheoli'r Senedd, ond hefyd enghreifftiau o sut roedd Aelodau Seneddol yn dechrau herio grym y goron/ <i>Use the information to fill in a fish bone diagram, giving examples of how Elizabeth was fully in charge of Parliament, but also how MP's were increasingly challenging the power of the crown</i></p>	
<p>Deilliannau Dysgu Wythnos 7 / Week 7 Learning Outcomes</p> <p>Tlodi a Chrwydriaeth/ <i>Poverty and Vagrancy</i></p> <p>Fframwaith Llythrennedd / Literacy Framework</p> <p>Defnyddio ystod o strategaethau, e.e. darllen cyflym, darllen agos, anodi, rhagfynegi, i gip ddarllen (sgimio) testunau i gael y neges, y syniadau a'r themâu allweddol, a'u llithr ddarllen (sganio) am wybodaeth fanwl, gan ddethol a rhoi sylwadau ar y syniadau a themâu allweddol/ <i>Use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information, extracting and commenting on key ideas and themes</i></p>	<p>Stribed cartŵn yn dangos sut y gwnaeth y tlawd fynd yn dlotach/ <i>Cartoon strip showing how the poor became poorer</i></p> <p>Nodiadau yn amlinellu'r gwahanol fathau o grwydriaid e.e. 'Abraham Man', Clapperdudgeon' a 'Doxy'/ <i>Notes showing the different types of vagrants e.g. Abraham man, Clapperdudgeon and Doxy.</i></p>	<p>Gallu egluro pam y gwnaeth y tlawd fynd yn dlotach e.e. ffermio defaid, amgau tiroedd, twf yn y boblogaeth, chwyddiant ayb/ <i>Be able to explain how the poor became poorer e.g. sheep farming, enclosure, increasing population, inflation etc</i></p> <p>Gallu egluro'r gwahanol fathau o grwydriaid, a sut roeddent yn cardota./ <i>Be able to explain the different types of vagrants and how the begged</i></p>	<p>Darllen a gwneud nodiadau ar y Deddfau Tlawd a basiwyd rhwng 1563 – 1601/ <i>Read and produce notes on the Poor Laws between 1563 - 1603</i></p>



<p>Deilliannau Dysgu Wythnos 8 / Week 8 Learning Outcomes</p> <p>Y gwahaniaeth rhwng bywyd y tlawd a'r cyfoethog yn Oes Elisabeth/ <i>The difference between the lives of the poor and the rich during the Elizabethan Age</i></p> <p>Fframwaith Llythrennedd / Literacy Framework Ymchwilio ystod eang o ffynonellau'n annibynnol gan ddatblygu dealltwriaeth gyflawn o bwnc anghyfarwydd Cyfodod a dadansoddi mwy nag un ffynhonnell wybodaeth er mwyn dod i ddealltwriaeth gyflawn o destunau a all gyfleu syniadau sy'n gwrthdaro Ysgrifennu'n annibynnol ar ffurf briodol gyda hyder cynyddol, gan sicrhau bod y cynnwys yn drefnus, yn fanwl ac yn berthnasol, e.e. <i>cyflwyno safbwyntiau, gwybodaeth ac esboniadau yn y ffordd orau/</i> Independently research a wide range of sources to develop a full understanding of an unfamiliar topic or issue Synthesise and analyse information to gain in-depth understanding from sources which may have conflicting views Write independently in an appropriate form with increasing confidence, ensuring content is organised, detailed and relevant, e.g. <i>how best to present opinions, information and explanations</i></p>	<p>Map meddwl yn dangos y gwahaniaeth rhwng bywyd y tlawd a'r cyfoethog yn Oes Elisabeth/ <i>Mind map showing the difference between the lives of the poor and the rich during the Elizabethan Age</i></p>	<p>Defnyddio 'Oes Elisabeth 1558-1603' gan R Paul Evans a Steve May i greu map meddwl yn seiliedig ar y penawdau tai, gerddi, ffasiwn, addysg, colur, adain y gweision, adain y teulu a'r oriel hir./ <i>Use 'The Elizabethan Age 1`558-1603' by R Paul Evans and Steve May to complete a mind map sub divided into homes, gardens, fashion, education, makeup, the long gallery, the servant's quarters and the family wing</i></p> <p>Defnyddio Castell Sain Ffagan, Caerdydd a Plas Mawr, Conwy fel astudiaethau achos/ <i>Use St Ffagan Castle, Cardiff and Plas Mawr, Conwy as case studies</i></p>	
<p>Deilliannau Dysgu Wythnos 9 / Week 9 Learning Outcomes</p> <p>Adloniant Oes Elisabeth/ <i>Elizabethan Age Entertainment</i></p> <p>Fframwaith Llythrennedd / Literacy Framework Defnyddio'r rhyngrwyd, gan ddewis a dehol testunau ac asesu pa mor ddibynadwy a phwysig ydynt Dadansoddi testunau a'u his-destunau gan ymateb a chyfleu syniadau'n glir ac mewn ffordd briodol Defnyddio adnoddau a chonfensiynau TGCh mewn ffordd greadigol a phriodol er mwyn cyfathrebu'n effeithiol ar draws ystod o gyd-destunau./ <i>Use the internet to search selectively, assessing the reliability and significance of what they find</i> <i>Analyse texts and subtexts, responding and conveying ideas clearly and appropriately</i> <i>Use the tools and conventions of ICT creatively and appropriately to communicate effectively in a range of contexts.</i></p> <p>Fframwaith Cymhwysedd Digidol / Digital Competence Framework Chwilio'n effeithlon am wybodaeth a gwerthuso dibynadwyedd ffynonellau gwybodaeth gan gyfiawnhau barn a rhesymau dros ddewisiadau; cyfeirnod gwaith gan ddefnyddio dulliau priodol/ <i>Search efficiently for information and evaluate the reliability of sources of information, justifying opinions and reasons for choices; reference work using appropriate methods</i></p>	<p>Panffled yn amlinellu'r gwahaniaeth rhwng adloniant y tlawd a'r cyfoethog yn ystod Oes Elisabeth/ <i>Pamphlet outlining the difference between the entertainment of the rich and the poor during the Elizabethan Age</i></p>	<p>Cwblhau gwaith ymchwil annibynnol ar y tebygrwydd a'r gwahaniaeth rhwng adloniant y tlawd a'r cyfoethog. Edrych ar hela, tenis, chwaraeon gwaedlyd, y theatr, cnapan ayb/ <i>Complete independent research, in order to produce a pamphlet outlining the similarities and differences between the entertainment of the rich and the poor. Look at hunting, real tennis, blood sports, theatre and cnapan among other things</i></p>	<p>Cwestiwn arholiad 4 marc/ <i>4 mark exam question</i></p>



Deiliannau Dysgu Wythnos 10/ Week 10 Learning Outcomes	Dangos y gwahanol agweddau oedd yn bodoli tuag at y theatr yn ystod Oes Elizabeth/ Show the different attitudes that existed towards Elizabethan theatre	Darllen a danansoddi cyfres o ffynonellau er mwyn creu tabl sy'n dangos y gwahanol agweddau oedd yn bodoli tuag at y theatr yn ystod Oes Elizabeth/ Read a variety of sources in order to create a table showing the different attitudes that existed towards Elizabethan theatre	Cwestiwn arholiad 6 marc/ 6 mark exam question
<p>Y Theatr/ The Theatre</p> <p>Fframwaith Llythrennedd / Literacy Framework</p> <p>Gwrando ar bob math o wybodaeth a syniadau o wahanol safbwyntiau, gan nodi sut mae gwahanol siaradwyr yn cyflwyno safbwyntiau penodol</p> <p>Canolbwyntio ar ddarllen a dadansoddi ystod o destunau sy'n newydd iddynt, rhai sydd wedi'u hargraffu a thestunau aml-foddol gan weithio'n annibynnol</p> <p>Deall y gwahaniaethu rhwng ffaith/tystiolaeth a gogwydd/dadl gan wneud sylwadau ar bwyntiau amlwg a'r hyn sydd ymhlyg</p> <p>Gwerthuso diben, effaith a dibynadwyedd testunau</p> <p>Ysgrifennu darnau estynedig sy'n cynnwys tystiolaeth a gwybodaeth fanwl, ynghyd â darnau byrrach sy'n crynhoi, gan ddangos ymwybyddiaeth glir o bwy yw'r darlennydd neu'r gynulleidfa a diben yr ysgrifennu/</p> <p><i>Listen to a range of information and ideas from different viewpoints, identifying how different speakers present specific points of view</i></p> <p><i>Read and analyse a range of unseen printed and multi-modal texts with concentration and independence</i></p> <p><i>Comment on different interpretations of issues and ideas, using the text to support opinions</i></p> <p><i>Evaluate the purpose, impact and reliability of texts</i></p> <p><i>Write independently in an appropriate form with increasing confidence, ensuring content is organised, detailed and relevant, e.g. how best to present opinions, information and explanations</i></p>	<p>Cwestiynau ar y Ardrefniant Crefyddol Elisabeth I/ Questions on Elizabeth I's Religious Settlement</p> <p>Cwblhau dwy ffrâm ffynhonnell yn rhoi argraffiadau gwahanol o Ardrefniant Crefyddol Elisabeth I/ Complete two source frames giving different impressions of Elizabeth I's Religious Settlement</p> <p>Cwestiwn arholiad 6 marc/ 6 mark exam question</p>	<p>Gallu ateb cyfres o gwestiynau e.e.</p> <ul style="list-style-type: none"> • Pam bod crefydd yn broblem fawr yn 1558? • Beth oedd y Ddeddf oruchafiaeth a'r Ddeddf Unffufiaeth? • Beth oedd y 'Via Media'? • Beth oedd Recwsantiaid? • Pwy oedd Matthew Parker?/ <p>Be able to answer a series of questions e.g.</p> <ul style="list-style-type: none"> • Why was religion such a problem in 1558? • What was the Act of Uniformity and the Act of Supremacy? • What was the 'Via Media'? • What were Recusants? • Who was Matthew Parker? <p>Gallu defnyddio dwy ffynhonnell i ddangos bod gan bobl wahanol farn gwahanol am Ardrefniant Crefyddol Elisabeth I/ Be able to use two sources to show that different people had different views on the new Religious Settlement</p>	<p>Cwestiwn arholiad 6 marc/ 6 mark exam question</p>



<p>Deiliannau Dysgu Wythnos 12/ Week 10 Learning Outcomes</p> <p>Mari Brenhines yr Alban/ Mary Queen of Scots</p> <p>Fframwaith Llythrennedd / Literacy Framework Canolbwyntio ar ddarllen a dadansoddi ystod o destunau sy'n newydd iddynt, rhai sydd wedi'u hargraffu a thestunau aml-foddol gan weithio'n annibynnol/ <i>Read and analyse a range of unseen printed and multi-modal texts with concentration and independence</i></p>	<p>Llenwi tabl yn amlinellu'r gwahanol fygythiadau a wynebodd Elisabeth I e.e. Gwrthryfel leirll y Gogledd, Cynllwyn Ridolfi, Cynllwyn Throckmorton a Cynllwyn Babington/ <i>Fill in a table outlining the different threats faced by Elizabeth I e.g. Rebellion of the Northern Earls, Ridolfi Plot, Throckmorton Plot and Babington Plot</i></p>	<p>Llenwi tabl yn amlinellu'r bygythiad Catholig/ <i>Fill in a table outlining the Catholic threat</i></p>	
<p>Deiliannau Dysgu Wythnos 13/ Week 11 Learning Outcomes</p> <p>Mari Brenhines yr Alban – Cwestiwn 8 marc/ <i>Mary Queen of Scots – 8 Mark question</i></p> <p>Fframwaith Llythrennedd / Literacy Framework Gwrando ar bob math o wybodaeth a syniadau o wahanol safbwyntiau, gan nodi sut mae gwahanol siaradwyr yn cyflwyno safbwyntiau penodol Canolbwyntio ar ddarllen a dadansoddi ystod o destunau sy'n newydd iddynt, rhai sydd wedi'u hargraffu a thestunau aml-foddol gan weithio'n annibynnol Deall y gwahaniaethu rhwng ffaith/tystiolaeth a gogwydd/dadl gan wneud sylwadau ar bwyntiau amlwg a'r hyn sydd ymhlyg Gwerthuso diben, effaith a dibynadwyedd testunau Ysgrifennu darnau estynedig sy'n cynnwys tystiolaeth a gwybodaeth fanwl, ynghyd â darnau byrrach sy'n crynhoi, gan ddangos ymwybyddiaeth glir o bwy yw'r darlennydd neu'r gynulleidfa a diben yr ysgrifennu/ <i>Listen to a range of information and ideas from different viewpoints, identifying how different speakers present specific points of view Read and analyse a range of unseen printed and multi-modal texts with concentration and independence Comment on different interpretations of issues and ideas, using the text to support opinions Evaluate the purpose, impact and reliability of texts Write independently in an appropriate form with increasing confidence, ensuring content is organised, detailed and relevant, e.g. how best to present opinions, information and explanations</i></p>	<p>Cwestiwn arholiad 8 marc/ <i>8 mark exam question</i></p>	<p>Gallu ateb cwestiwn arholiad yn egluro'r bygythiadau a wynebwyd gan Elisabeth I/ <i>Be able to answer an exam question explaining the threat faced by Elizabeth I</i></p>	<p>Cwestiwn arholiad 8 marc/ <i>8 mark exam question</i></p>