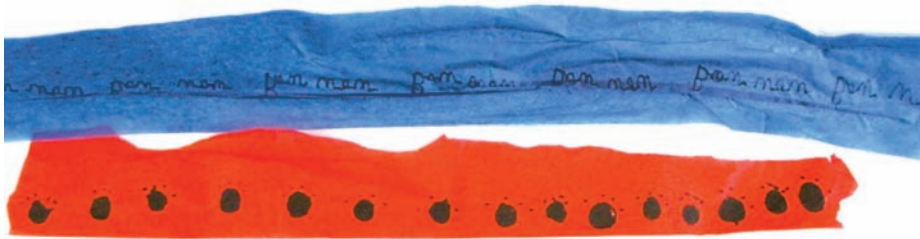




My Square Mile
Fy Milltir Sgwâr



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Drawings are by pupils in the pilot project schools.
Photographs have been taken by pupils, teachers
and artists. Additional townscape images, the Design
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Schools

Bishopston Primary	Penyrheol Primary
Blaen-y-Maes Primary	Plasmarl Primary
Brynmill Primary	Pontarddulais Primary
Cadle Primary	St. Helen's Primary
Christchurch Primary	St. Joseph's Cathedral
Clase Primary	Terrace Road Primary
Cwm Primary	Tre Uchaf Primary
Dunvant Junior	Tregwyr Infants
Gendros Primary	Waun Wen Primary
Glais Primary	Waunarllwydd Primary
Gorseion Junior	Ysgol Gynradd
Gwyrsoydd Primary	Gymunedol Aberporth
Hafod Primary	Ysgol Gynradd
Llangyfelach Primary	Gymraeg Bryniago
Mayalls Primary School	Ysgol Gynradd Llangadog
Morrison Primary School	Ysgol Gynradd Llangynfelyn
Penclawdd Primary	Ysgol Gynradd
Pentrepoeth Infant	Gymraeg Llwynderw
Penllergaer Primary	Ysgol Gynradd Saron

My Square Mile

At the age of eight we know a patch of ground in a detail we will never know anywhere again. In Welsh it is called 'y filltir sgwâr' – the square mile – and it exists in the Welsh psyche as one of a series of cognitive maps around home and locale.

Professor Mike Pearson, University of Wales, Aberystwyth

Projects that explore relationships between buildings, spaces and people develop design awareness. They help children understand how the environment is shaped and managed. They celebrate local distinctiveness and local identity. They nurture emotional attachment and a sense of belonging. Discovering their local area, children recognise that they are part of the place and the place is part of them. Our experience of a place, our knowledge of it, the attachments we form to the people who live there all affect how we think and feel about it, and about other places.

Both townscape and landscape are made environments, shaped by people and their activities over the centuries. The landscape is influenced by agricultural and forestry practices and the extraction industries. Industry and commerce have shaped towns and cities. Each neighbourhood offers different opportunities for study.

What makes a place the same as everywhere else? What makes it different and gives it a special character? What contributes to environmental quality? What are the relationships between people, the buildings and spaces that they use? What place is there for nature in the urban environment? How do the actions of time and weather impact on materials? How well do we care for and maintain our surroundings?

My Square Mile was initiated by the Design Commission for Wales and is endorsed by the Landscape Institute Wales, to encourage the use of the local built environment as an educational resource. It has provided a focus for artist-residencies in primary schools. Directed by Carolyn Davies and Lynne Bebb, the programme was first piloted in 33 primary schools in Swansea in 2005. In 2006, Sophie Hadaway joined the team to help support six schools across Carmarthenshire, Ceredigion and Swansea. In the first year, the one-day residencies prompted explorations of the local area. In the second year, pupils and teachers worked with artists on residencies lasting five days, and an architect visited each school.

Fy Milltir Sgwâr

Yn wyth oed rydym yn gyfarwydd iawn â llain o dir na fyddwn yn dod ar ei thraws yn unman arall byth eto. Yn Gymraeg fe'i gelwir 'y filltir sgwâr' ac mae'n bodoli yn yr ysbryd Cymreig fel un o gyfres o fapiau gwybyddol o amgylch y cartref a'r fro.

Yr Athro Mike Pearson, Prifysgol Cymru, Aberystwyth

Mae prosiectau sy'n archwilio'r berthynas rhwng adeiladau, lleoedd a phobl yn datblygu ymwybyddiaeth o ddylunio. Maent yn helpu plant i ddeall sut mae'r amgylchedd yn cael ei ffurfio a'i reoli. Maent yn dathlu arwahanrwydd lleol a hunaniaeth leol. Maent yn meithrin ymlyniad emosiynol ac ymdeimlad o berthyn. Wrth ddarganfod eu hardal leol, mae plant yn sylweddoli eu bod yn rhan o'r lle a bod y lle yn rhan ohonyn nhw. Mae ein profiad o le, ein gwybodaeth ohono a'r cysylltiadau rydym yn eu ffurfio â'r bobl sy'n byw yno oll yn effeithio ar sut rydym yn meddwl ac yn teimlo amdano, ac am leoedd eraill.

Amgylcheddau gwneud yw trefluniau a thirluniau, a ffurfiwyd gan bobl a'u gweithgareddau dros y canrifoedd. Dylanwadir ar y tirlun gan arferion amaethyddol a choedwigaeth a'r diwydiannau echdynnu. Diwydiant a masnach sydd wedi ffurfio trefi a dinasoedd. Mae pob cymdogaeth yn cynnig gwahanol gyfleoedd ar gyfer astudio.

Beth sy'n gwneud lle yr un fath â phobman arall? Beth sy'n ei wneud yn wahanol ac yn rhoi cymeriad arbennig iddo? Beth sy'n cyfrannu at ansawdd amgylcheddol? Beth yw'r berthynas rhwng pobl a'r adeiladau a'r lleoedd y maent yn eu defnyddio? Pa le sydd i natur yn yr amgylchedd trefol? Sut mae gweithrediadau amser a'r tywydd yn effeithio ar ddeunyddiau? Pa mor dda rydym yn cynnal a chadw ac yn gofalu am yr hyn sydd o'n cwmpas?

Cychwynwyd Fy Milltir Sgwâr gan Gomisiwn Dylunio Cymru ac fe'i cefnogir gan Sefydliad Tirwedd Cymru, i annog defnydd o'r amgylchedd adeileidig lleol fel adnodd addysgol. Darparodd ffocws ar gyfer cynlluniau artistiaid preswyl mewn ysgolion cynradd. Cyfarwyddir y cynllun gan Carolyn Davies a Lynne Bebb, ac fe'i harbrofwyd gyntaf mewn 33 ysgol gynradd yn Abertawe yn 2005. Yn 2006, ymunodd Sophie Hadaway â'r tîm i helpu i gefnogi chwe ysgol ar draws Sir Gaerfyrddin, Ceredigion ac Abertawe. Yn y flwyddyn gyntaf, arweiniodd y cynlluniau preswyl undydd at archwilio'r ardal leol. Yn yr ail flwyddyn, gweithiodd disgyblion ac athrawon gydag artistiaid preswyl dros bum niwrnod, ac ymwelodd pensaer â phob ysgol.

Contents of the pack

The *My Square Mile* pack contains a book and a CD.

It celebrates and shares the work of pilot schools to provide stimulus and a framework for other schools to develop their own projects and as a resource for in-service training for teachers.



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CD:

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Notes for teachers
(text, Word document)

Folder 2

Introduction to *My Square Mile*
(slideshow)

Folder 3

Townscape (jpg images)

Folder 4

Learning activities –
1 day residencies (jpg images)

Folder 5

Pupils' work –
1 day residencies (jpg images)

Folder 6

Case studies –
5 day residencies (jpg images)

Cynnwys Y Pecyn

Mae'r pecyn *Fy Milltir Sgwâr* yn cynnwys llyfr a CD.

Mae'n dathlu ac yn rhannu gwaith ysgolion peilot er mwyn darparu ysgogiad a fframwaith i ysgolion eraill ddatblygu eu prosiectau eu hunain ac fel adnodd hyfforddiant mewn swydd i athrawon.

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Nodiadau i athrawon
(testun, dogfen Word)

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(sioe sleidiau)

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Treflun (delweddau jpg)

Ffolder 4

Gweithgareddau dysgu – cynlluniau preswyl undydd (delweddau jpg)

Ffolder 5

Gwaith disgyblion – cynlluniau preswyl undydd (delweddau jpg)

Ffolder 6

Astudiaethau achos – cynlluniau preswyl 5 niwrnod (delweddau jpg)



Contents of the CD

The material can be used as stimulus for pupils and as a focus for in-service training.

Folder 1

Offers advice on ideas for study, study methods and helpful suggestions for management and organisation. The text can be downloaded and printed out.

Folder 2

Contains a PowerPoint/slideshow that can be used as an introduction to *My Square Mile*.

Folder 3

Contains images of townscape to inspire pupils to take a close look at their own neighbourhood.

1. Streetscapes, residential buildings
2. Commercial development; shops
3. Landscape; space; natural form
4. Heritage
5. Contemporary architecture
6. Vernacular and industrial architecture
7. Words and messages
8. Art, architectural details
9. Sustainability issues
10. Change

Folder 4

Shows pupils involved in one-day residencies, and indicates how learning activities were organised in the street and in the classroom.

Folder 5

Contains examples of pupils' work using drawing, painting, collage and construction.

Folder 6

Shows case studies of schools involved in five-day residencies.

Teachers may download images as a start to developing their own archive. Teachers and pupils can add their own images to create a valuable educational resource to use as reference material and in presentations.



Cynnwys Y CD

Gellir defnyddio'r deunydd i ysgogi disgyblion ac fel ffocws ar gyfer hyfforddiant mewn swydd.

Mae **Ffolder 1** yn cynnig cyngor ar syniadau ar gyfer astudio, dulliau astudio ac awgrymiadau defnyddiol ar gyfer rheoli a threfnu. Gellir lawrlwytho'r testun a'i argraffu.

Mae **Ffolder 2** yn cynnwys sioe sleidiau PowerPoint y gellir ei defnyddio fel cyflwyniad i *Fy Milltir Sgwâr*.

Mae **Ffolder 3** yn cynnwys delweddau o dreflun i ysbrydoli disgyblion i edrych ar eu cymdogaeth eu hunain yn fanwl.

1. Trefluniau, adeiladau preswyl
2. Datblygiad masnachol; siopau
3. Tirlun; lle; ffurf naturiol
4. Treftadaeth
5. Pensaernïaeth gyfoes
6. Pensaernïaeth gynhenid a diwydiannol
7. Geiriau a negeseuon
8. Celf, manylion pensaernïol
9. Materion cynaladwyedd
10. Newid

Mae **Ffolder 4** yn dangos disgyblion yn cymryd rhan mewn cynlluniau preswyl undydd, ac yn dangos sut y trefnwyd gweithgareddau dysgu ar y stryd ac yn yr ystafell ddosbarth.

Mae **Ffolder 5** yn cynnwys enghreifftiau o waith disgyblion gan ddefnyddio lluniadu, peintio, collage ac adeiladwaith.

Mae **Ffolder 6** yn dangos astudiaethau achos o ysgolion yn cymryd rhan mewn cynlluniau preswyl pum niwrnod.

Gall athrawon lawrlwytho delweddau er mwyn dechrau datblygu eu harchif eu hunain. Gall athrawon a disgyblion ychwanegu eu delweddau eu hunain i greu adnodd addysgol gwerthfawr i'w ddefnyddio fel deunydd cyfeirio ac mewn cyflwyniadau.



Aims and objectives

My Square Mile can be organised as class or whole-school projects, involving a variety of subjects across the curriculum, including art, design and technology, ICT, geography, history, number and language. They embrace education for sustainability and citizenship. They develop a wide range of skills and capabilities through:

- Connecting pupils with their local environment.
- Helping them to understand how it is shaped and managed.
- Nurturing a personal, emotional response to develop a sense of place.
- Enabling pupils to make judgements about aesthetic and design qualities.
- Encouraging pupils to identify environmental issues and become aware of the need for change and improvement.
- Prompting design activity, where pupils generate and test out ideas for change.
- Developing pupils' confidence and skills to share their work with others.

The local environment is a valuable educational resource. It offers infinite possibilities for study. It is free, constantly available and easily accessible! Projects can include: advertising, architecture, buildings, decoration, gardens, heritage, housing, landscape, messages and meanings, natural form, shops, public and private space and sustainability issues. The townscape – the form and appearance of our villages and towns – contains so many ideas for study that it is difficult to know where to begin! Schools can start with whatever is within walking distance.

My Square Mile projects address the need for progression and development in environmental education. Each year in the primary school, pupils can tackle a project with a different focus: the school grounds, the local streets, the neighbourhood, the town centre, a contrasting environment and further afield.

Nodau ac amcanion

Gellir trefnu prosiectau *Fy Milltir Sgwâr* fel dosbarth neu ysgol gyfan, gan ymwneud ag amrywiaeth o bynciau ar draws y cwricwlwm, gan gynnwys celf, dylunio a thechnoleg, TGCh, daearyddiaeth, hanes, rhif a iaith. Maent yn ymwneud ag addysg ar gyfer cynnaladwyedd a dinasyddiaeth. Maent yn datblygu amrywiaeth eang o sgiliau a galluoedd trwy:

- Gysylltu disgyblion â'u hamgylchedd lleol.
- Eu helpu i ddeall sut y caiff ei ffurfio a'i reoli.
- Meithrin ymateb personol, emosiynol i ddatblygu ymdeimlad o le.
- Galluogi disgyblion i lunio barn am nodweddion estheteg a dylunio.
- Annog disgyblion i nodi materion amgylcheddol a dod yn ymwybodol o'r angen am newid a gwella.
- Annog gweithgarwch dylunio, lle mae disgyblion yn cynhyrchu ac yn profi syniadau ar gyfer newid.
- Datblygu hyder a sgiliau disgyblion i rannu eu gwaith gydag eraill.

Adnodd addysgol gwerthfawr yw'r amgylchedd lleol. Mae'n cynnig posibiliadau diddiwedd ar gyfer astudio. Mae am ddim, mae ar gael drwy'r amser ac mae'n hawdd ei gyrraedd! Gall prosiectau gynnwys: hysbysebu, pensaernïaeth, adeiladau, addurno, gerddi, treftadaeth, tai, tirlun, negeseuon ac ystyron, ffurf naturiol, siopau, lle cyhoeddus a phreifat a materion cynnaladwyedd. Mae'r treflun – ffurf a golwg ein pentrefi a'n trefi – yn cynnwys cynifer o syniadau ar gyfer astudio fel ei bod yn anodd gwybod ble i ddechrau! Gall ysgolion ddechrau gyda beth bynnag sydd o fewn pellter cerdded.

Mae prosiectau *Fy Milltir Sgwâr* yn mynd i'r afael â'r angen am gynydd a datblygiad mewn addysg amgylcheddol. Bob blwyddyn yn yr ysgol gynradd, gall disgyblion fynd i'r afael â phrosiect sydd â gwahanol ffocws: tir yr ysgol, y strydoedd lleol, y gymdogaeth, canol y dref, amgylchedd cyferbyniol a'r tu hwnt.



Buildings

The use of materials, the construction of buildings, their style and arrangement, all reflect the thinking and the conditions of the time. In towns, the terraced houses and public buildings built in the 19th century reflect the impact of industrialisation. 20th century suburbia shows how increased need for housing and new road systems resulted in greater urbanisation. New initiatives in the 21st century focus on the regeneration of the inner city, land reclamation and redevelopment of the waterfront.

In the area surrounding primary schools, there will probably be **domestic buildings** such as houses and flats.

There may be **public buildings** such as a school, a church, a library, theatre or community centre, important elements in our **cultural heritage**.

There may be **commercial buildings** such as shops or **agricultural buildings** such as barns or **industrial buildings** such as a factory or warehouse.

There will probably be some **vernacular buildings** such as huts, sheds and bus shelters.

There will be lots of examples of change over time, probably some old buildings that have been converted to **new uses**. There might be some examples of new building or **contemporary architecture**. There will be lots of opportunities to consider how the use of **materials** and different **technologies** have resulted in particular kinds of buildings and **structures**.

Adeiladau

Mae'r defnydd o ddeunyddiau, gwneuthuriad adeiladau, eu harddull a'u trefniant, oll yn adlewyrchu meddwl ac amodau'r cyfnod. Mewn trefi, mae'r tai teras a'r adeiladau cyhoeddus a adeiladwyd yn y 19eg ganrif yn adlewyrchu effaith diwydiannu. Mae maestrefi'r 20fed ganrif yn dangos sut yr arweiniodd yr angen cynyddol am dai a systemau ffyrdd newydd at fwy o drefoli. Mae mentrau newydd yn yr 21ain ganrif yn canolbwyntio ar adfywio canol dinasoedd, adennill tir ac ailddatblygu'r glannau.

Yn yr ardal o amgylch ysgolion cynradd, mae'n debygol y bydd **adeiladau domestig** fel tai a fflatiau.

Mae'n bosib y bydd **adeiladau cyhoeddus** fel ysgol, eglwys, llyfrgell, theatr neu ganolfan gymunedol, elfennau pwysig o'n **treftadaeth ddiwylliannol**.

Gall fod **adeiladau masnachol** fel siopau neu **adeiladau amaethyddol** fel sguoriau neu **adeiladau diwydiannol** fel ffatri neu warws.

Mae'n debygol y bydd rhai **adeiladau cynhenid** fel cytiau, sguoriau, siediau a llochesau bysus.

Bydd llawer o enghreifftiau o newid dros amser, fwy na thebyg gyda rhai hen adeiladau a drawsnewidiwyd at **ddefnyddiau newydd**. Gallai fod rhai enghreifftiau o adeilad newydd neu **bensaerniaeth gyfoes**. Bydd llawer o gyfleoedd i ystyried sut mae'r defnydd o **ddeunyddiau** a gwahanol **dechnoleg** wedi arwain at fathau penodol o adeiladau ac **adeileddau**.



Spaces

It is not only **buildings** that give the townscape a particular quality. The **spaces** leading to, around and between buildings are also important.

What are the limits of the space? How is the space contained?
What are the **boundaries** or **edges**?

How do you know if a space is **public** or **private**?

What materials have been used to make the **floorscape**?
Are there any **gradients** or **changes of level**, such as **slopes**, **stairs** or **terraces**?

What are key elements in the spaces? What are the **focal points**?
What gives a space a special character? What attracts you to particular spaces and makes you want to stay there? What makes other spaces unattractive?

What is the relationship between **built form** and **natural form**?

What is the **purpose** of the various spaces? Do people pass through quickly or stay there for some time? Are they **social** spaces where people meet and congregate? Are they for **sport**, **play** or **recreation**? Are they for **rest** and **relaxation**? Who uses them?
How well do they work?

What **sequence** of spaces do you encounter as you walk around the neighbourhood? As well as **roads** and **streets**, look for **paths**, **alleyways** and **lanes**. What are the divisions between **vehicular** and **pedestrian traffic**? How easily can you walk around?
What is the experience of someone in a wheelchair or someone pushing a pram?

Lleoedd

Nid dim ond **adeiladau** sy'n rhoi cymeriad arbennig i'r treflun. Mae'r **lleoedd** sy'n arwain at adeiladau, y lleoedd sydd o'u cwmpas a'r lleoedd sydd rhyngddynt yn bwysig hefyd.

Beth yw cyfyngiadau'r lle? Sut cynhwysir y lle? Beth yw'r **ffiniau** neu'r **ymylon**?

Sut rydych chi'n gwybod a yw lle'n **gyhoeddus** neu'n **breifat**?

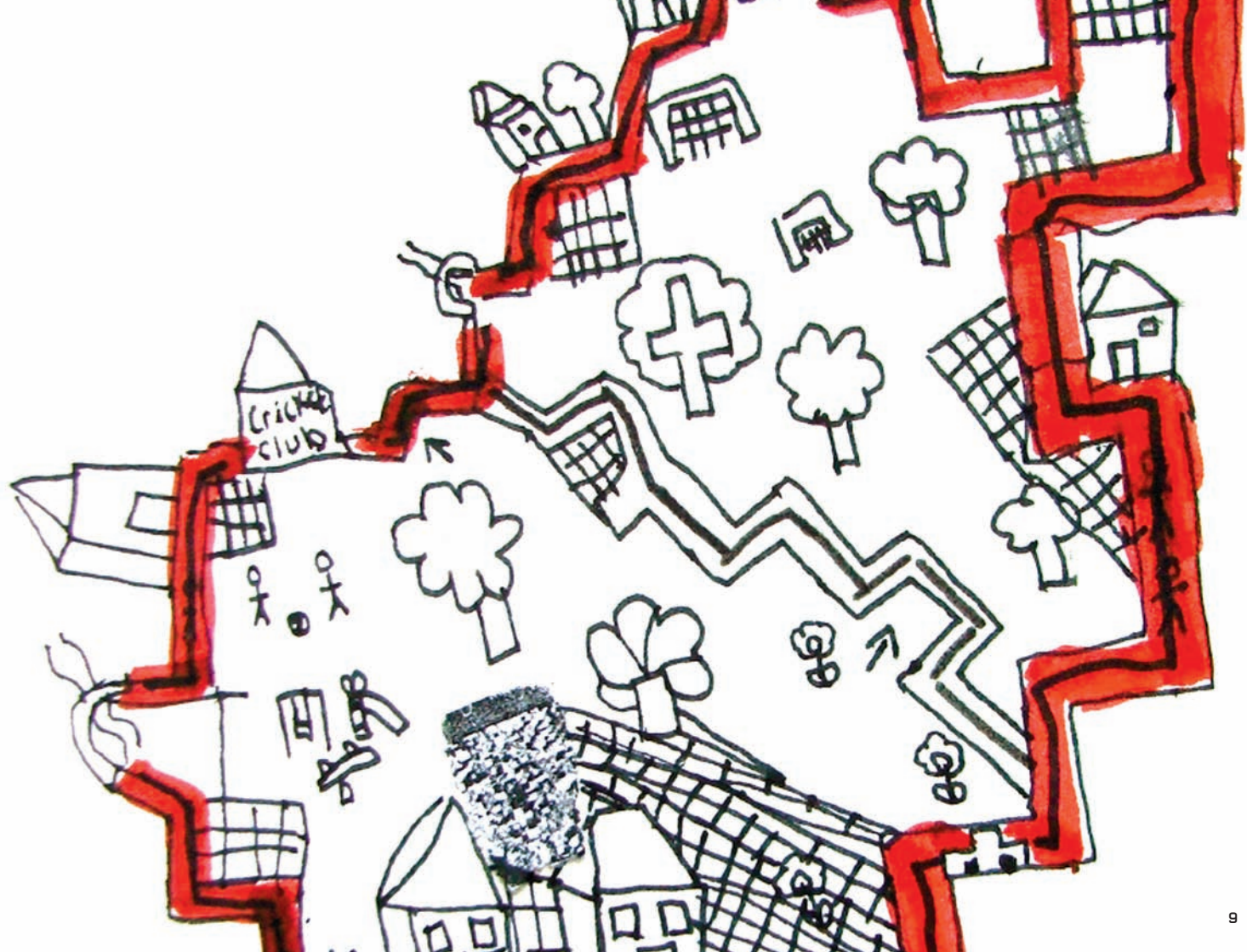
Pa ddeunyddiau a ddefnyddiwyd i wneud y **llawr**? A oes unrhyw **raddiant** neu **newidiadau lefel**, fel **llethrau**, **grisiau** neu **derasau**?

Beth yw elfennau allweddol y lleoedd? Beth yw'r **canolbwytiau**? Beth sy'n rhoi cymeriad arbennig i le? Beth sy'n eich denu at leoedd penodol ac sy'n eich annog i aros yno? Beth sy'n gwneud lleoedd eraill yn anatyniadol?

Beth yw'r berthynas rhwng **ffurf adeiledig** a **ffurf naturiol**?

Beth yw **diben** y lleoedd amrywiol? Ydy pobl yn mynd trwyddynt yn gyflym neu'n aros yno am beth amser? A ydynt yn lleoedd **cymdeithasol** lle mae pobl yn cwrdd ac yn ymgynnull? A ydynt ar gyfer **chwaraeon**, **chwarae** neu **hamdden**? A ydynt ar gyfer **gorffwys** ac **ymlacio**? Pwy sy'n eu defnyddio? Pa mor dda maen nhw'n gweithio?

Pa **ddilyniant** o leoedd rydych chi'n dod ar eu traws wrth i chi gerdded o amgylch y gymdogaeth? Yn ogystal â'r **ffyrdd** a'r **strydoedd**, chwiliwch am **lwybrau**, **strydoedd cefn** a **lonydd**. Beth yw'r rhaniadau rhwng **traffig cerbydol** a **cherddwyr**? Pa mor hawdd yw cerdded o gwmpas? Beth yw profiad rhywun mewn cadair olwyn neu rywun sy'n gwthio pram?



Landscape

Both the townscape and the landscape have been created by the actions and activities of people over the centuries. The urban landscape has been shaped by the needs of industry, commerce, transport and housing. The rural landscape has been shaped not only by natural forces, but also by agriculture, forestry and the extraction industries.

How do **buildings** and other **structures** relate to their surroundings? Do they fit in or create a contrast? Do they enhance the view or create a blot on the landscape?

What are **key elements** in the landscape?

What kinds of **fencing**, **walls** or **hedges** are used to divide up the landscape?

What are the **views** out to the countryside or to the sea? What is the **skyline**?

What are the different **purposes** for landscaped spaces in urban settings such as **parks**, **playing fields**, **recreation grounds** and **cemeteries**?

What kinds of landscaping are used in public spaces? Look for **verges**, **roundabouts**, **car parks** and **embankments**.

What kinds of **plants** can you identify in public spaces? What are the reasons for planting these?

How do people create a private landscape in their **gardens** and **allotments**?

What purposes do **trees** serve in towns and cities?

How does **weather** and **climate** influence our experience of landscape?

Tirlun

Crëwyd y treflun a'r tirlun gan weithrediadau a gweithgareddau pobl dros y canrifoedd. Ffurfiwyd y tirlun trefol gan anghenion diwydiant, masnach, cludiant a thai. Ffurfiwyd y tirlun gwledig nid yn unig gan rymoedd naturiol, ond hefyd gan amaethyddiaeth, coedwigaeth a'r diwydiannau echedynnu.

Sut mae **adeiladau** ac **adeileddau** eraill yn perthyn i'r hyn sydd o'u cwmpas? A ydynt yn cyd-fynd neu'n creu cyferbyniad? A ydynt yn gwella'r olygfa neu'n creu dolur llygad?

Beth yw **elfennau allweddol** y tirlun?

Pa fath o **ffensys**, **waliau** neu **berthi** a ddefnyddir i rannu'r tirlun?

Beth yw'r **golygfeydd** i gefn gwlad neu i'r môr? Beth yw'r **nenlinell**?

Beth yw'r gwahanol **ddibenion** ar gyfer lleoedd a dirluniwyd mewn lleoliadau trefol fel **parciau**, **meysydd chwarae**, **meysydd hamdden** a **mynwentydd**?

Pa fath o dirweddu a ddefnyddir mewn lleoedd cyhoeddus? Chwiliwch am **leiniau**, **cylchfannau**, **meysydd parcio** ac **argloddiau**.

Pa fath o **blanhigion** y gallwch chi eu henwi mewn lleoedd cyhoeddus? Beth yw'r rhesymau dros blannu'r rhain?

Sut mae pobl yn creu tirlun preifat yn eu **gerddi** a'u **rhandiroedd**?

Beth yw diben **coed** mewn trefi a dinasoedd?

Sut mae'r **tywydd** a'r **hinsawdd** yn dylanwadu ar ein profiad o dirlun?



Messages and Meanings

The built environment is full of messages – all kinds of barriers tell us where we can or cannot go; traffic lights, road signs and markings tell drivers where to drive; prohibitions tell us what we are not allowed to do; advertising tells us what to buy. How skilled are we at reading the messages from the townscape?

You can walk on words, look up at words, read them close up and at a distance. How are **words** used in **street names**, **official notices** and **instructions**, on **traffic signs**, on **shop fronts** and in **advertising**? Are they easy to read? Are they well positioned? Are they necessary?

What different kinds of **lettering** forms can you find? Look on **pavements**, **walls**, **gravestones** and **shop fronts**. What materials are used? Which of these are most effective? Why?

What are the origins of **street names**? How are they chosen?

What are the **signs** and **symbols** that we encounter as we walk along the street? What do they represent?

Where might you find **graffiti**? What problems does it create?

Where can you find examples of **public art**? What kinds are there? Think about:

- **Monuments** to commemorate important people or those who died in wars.
- Artworks that show **civic pride**.
- Those that **celebrate** an aspect of our cultural heritage.
- Those that reveal **hidden histories**.
- Those that are more like **street furniture** or **decoration** to embellish or enhance the streetscape.

What do you notice if a place is loved and well cared for?

What do you notice if people do not look after a place?

What are **key indicators** of environmental quality?

Negeseuon ac Ystyron

Mae'r amgylchedd adeiledig yn llawn negeseuon – mae pob math o rwystrau'n dweud wrthym ble gallwn neu na allwn fynd; mae goleuadau traffig, arwyddion a marciau ffordd yn dweud wrth yrwyrr ble i yrru; mae gwaharddiadau'n dweud wrthym beth na chawn ei wneud; mae hysbysebion yn dweud wrthym beth i'w brynu. Pa mor fedrus ydym wrth ddarllen y negeseuon yn y treflun?

Gallwch gerdded ar eiriau, edrych i fyny ar eiriau, eu darllen yn agos ac o bell. Sut defnyddir **geiriau** mewn **enwau strydoedd**, **hysbysiadau** a **chyfarwyddiadau swyddogol**, ar **arwyddion traffig**, ar **flaen siopau** ac mewn **hysbysebion**? A ydynt yn hawdd eu darllen? A ydynt wedi'u lleoli'n dda? A oes eu hangen?

Pa fathau gwahanol o **lythrennu** y gallwch ddod o hyd iddynt? Edrychwch ar **balmentydd**, **waliau**, **cerrig beddau** a **blaen siopau**. Pa ddeunyddiau a ddefnyddiwyd? Pa rai o'r rhain sydd fwyaf effeithiol? Pam?

Beth yw tarddiad **enwau strydoedd**? Sut y'u dewisir?

Beth yw'r **arwyddion** a'r **symbolau** rydym yn dod ar eu traws wrth i ni gerdded ar hyd y stryd? Beth maen nhw'n ei gynrychioli?

Ble gallech chi ddod ar draws **graffiti**? Pa broblemau y mae'n eu creu?

Ble gallwch chi ddod ar draws enghreifftiau o **gelf gyhoeddus**? Pa fathau sy'n bodoli? Meddyliwch am:

- **Gofadeiladau** i goffáu pobl bwysig neu'r rheiny a fu farw mewn rhyfeloedd.
- Gwaith celf sy'n dangos **balchder dinesig**.
- Y rheiny sy'n **dathlu** agwedd ar ein treftadaeth ddiwylliannol.
- Y rheiny sy'n datgelu **hanesion cudd**.
- Y rheiny sy'n fwy fel **dodrefn stryd** neu **addurno** i harddu neu wella'r strydlun.

Beth rydych chi'n sylwi arno os yw pobl yn caru lle ac yn gofalu amdano'n dda?

Beth rydych chi'n sylwi arno os nad yw pobl yn gofalu am le?

Beth yw **dangosyddion allweddol** ansawdd amgylcheddol?



Sustainability

Sustainability is about the use of precious resources, how we use energy and water, and how we deal with waste. Essentially, it is about how we manage and look after our environment. It is about shared responsibility. Environmental quality depends on the kind of care we give our surroundings. Buildings and landscape both require maintenance. Who takes responsibility?

Local authority

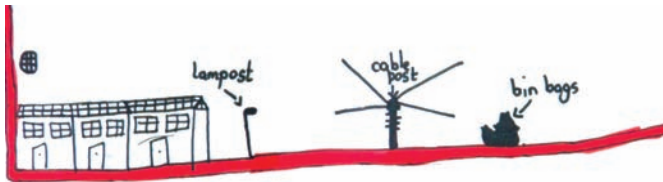
Many councils promote schemes for recycling, both through normal rubbish collection and through the provision of bottle banks and other collection points for paper and clothes. A key concern is to provide appropriate facilities for waste disposal that respect the environment. How well are these organised in your area?

Industry and commerce

There are now many rules and regulations imposed on factories, shops and warehouses to protect the environment. However, there is still a lot of work to be done on the use of energy and the control of pollution. What is the impact of industry and commerce on your area?

Individual members of the public

The way we use energy in our homes, schools and offices is important for climate change and human health. How much electricity or water can you save? How much less rubbish do you have when you recycle? Does some of the energy in your area come from wind turbines? Two other threats to environmental quality are litter and graffiti. Are there any such problems in your area? Where do these happen? Who is responsible? How should we deal with them?



Cynladwyedd

Mae cynladwyedd yn ymwneud â defnyddio adnoddau gwerthfawr, sut rydym yn defnyddio ynni a d_r, a sut rydym yn delio â gwastraff. Yn ei hanfod, mae'n ymwneud â sut rydym yn rheoli ac yn gofalu am ein hamgylchedd. Mae'n ymwneud â chyfrifoldeb a rennir. Mae ansawdd amgylcheddol yn dibynnu ar y math o ofal a roddwn i'r hyn sydd o'n cwmpas. Mae angen cynnal a chadw adeiladau a'r tirlun. Pwy sy'n gyfrifol am hyn?

Yr awdurdod lleol

Mae llawer o gynghorau'n hybu cynlluniau ailgylchu trwy gasgliadau sbwriel arferol a darparu banciau poteli a manau casglu eraill ar gyfer papur a dillad. Pryder allweddol yw darparu cyfleusterau priodol ar gyfer gwaredu gwastraff sy'n parchu'r amgylchedd. Pa mor dda y trefnir y rhain yn eich ardal chi?



Diwydiant a masnach

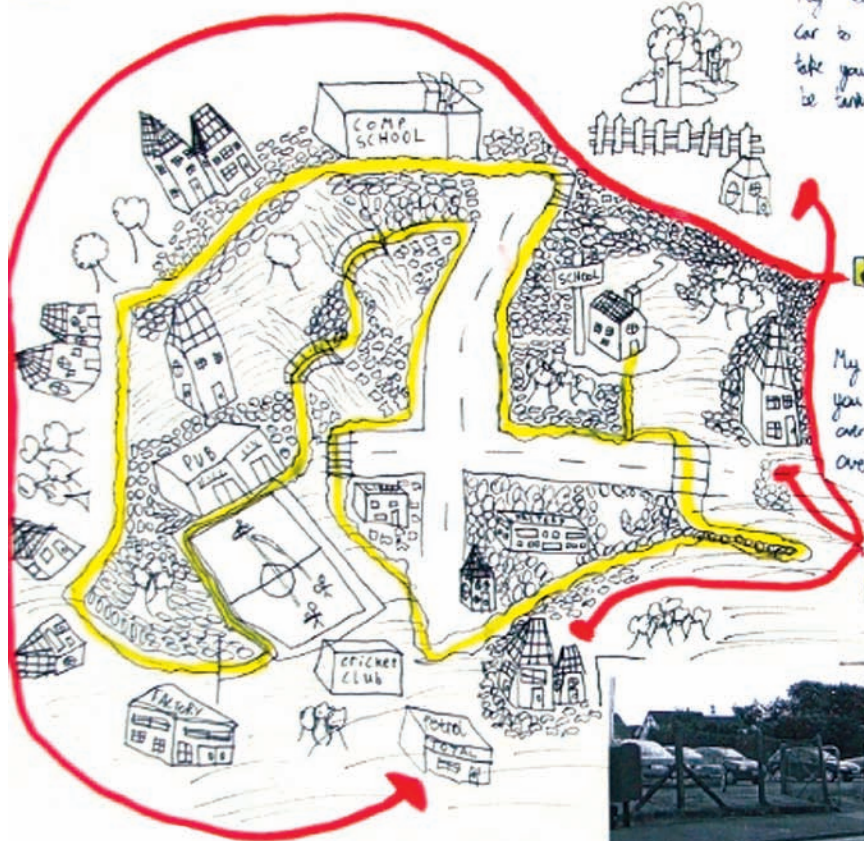
Bellach gorfodir llawer o reolau a rheoliadau ar ffatrïoedd, siopau a warysau i ddiogelu'r amgylchedd. Fodd bynnag, mae llawer o waith i'w wneud o hyd ar ddefnyddio ynni a rheoli llygredd. Beth yw effaith diwydiant a masnach ar eich ardal chi?

Aelodau unigol o'r cyhoedd

Mae'r ffordd rydym yn defnyddio ynni yn ein cartrefi, ein hysgolion a'n swyddfeydd yn bwysig ar gyfer newidiadau yn yr hinsawdd a iechyd dynol. Faint o drydan neu dd_r y gallwch chi ei arbed? Faint yn llai o sbwriel sydd gennych pan fyddwch chi'n ailgylchu? Ydy rhywfaint o'r ynni yn eich ardal yn dod o dyrbinau gwynt? Dau fgythyad arall i ansawdd yr amgylchedd yw sbwriel a graffiti. A oes unrhyw broblemau o'r fath yn eich ardal chi? Ble mae'r rhain yn digwydd? Pwy sy'n gyfrifol amdanynt? Sut dylem ni ddelio â nhw?



 where we walked
 ROAD



My idea was to have little boxes on the end of the pipe on your car to keep the fuse in them on the end of the day you take your car to your local petrol station and there will be tanks to put the fuse inside.



My idea was to have graffiti proof spray because if you do not work graffiti on your wall, spray it over your wall. The next time somebody tries to do graffiti over your wall, it won't work.



Framework for Study

Preparation and planning

The teacher needs to explore the area to decide how to plan the investigation. Where to go? How long to spend outdoors? Where will the stopping points be? What will be key ideas to consider? How will pupils record information and ideas? Pupils can be involved at the planning stage, contributing valuable local knowledge.

Introduction

A slideshow or exhibition of photographs can raise questions about why the environment looks the way it does and provide prompts to help structure an investigation.

Streetwork

Parents and teaching assistants will accompany the pupils and their teacher, so that children can work in small groups with adequate supervision. Adults need to be briefed on what will happen, what will be expected of them and how they can help to support children's learning.

Classwork

In the classroom, pupils reflect on their experience, sort out the ideas they have explored and use a variety of techniques to make sense of their discoveries. Pupils have opportunities to re-work their experience – through drawing, painting, collage and 3D work – in order to understand it. This reinforces ideas encountered in the streetwork so that children are able to learn from their experience. They discuss what they have seen (design awareness). They are asked their opinions and invited to explain why they think the way they do (critique). They are asked to speculate on how things should be done differently or be improved, and to use their imaginations to create alternative or innovative solutions to problems they have discovered (design activity).

Presentation

Pupils present their findings in the form of an exhibition, booklets or a slideshow. This is an opportunity to celebrate what they have learned.

Evaluation

What have the children learned from exploring *My Square Mile*?

Fframwaith ar Gyfer Astudio

Paratoi a chynllunio

Mae angen i'r athro/athrawes archwilio'r ardal i benderfynu sut i gynllunio'r ymchwiliad. Ble i fynd? Pa mor hir i'w dreulio y tu allan? Ble bydd y manau aros? Beth fydd y syniadau allweddol i'w hystyried? Sut bydd disgyblion yn cofnodi gwybodaeth a syniadau? Gall disgyblion gymryd rhan yn y cam cynllunio, gan gyfrannu gwybodaeth leol werthfawr.

Rhagarweiniad

Gall sioe sleidiau neu arddangosfa ffotograffau godi cwestiynau ynghylch pam mae'r amgylchedd yn edrych fel y mae a darparu ysgogiadau i helpu i strwythuro ymchwiliad.

Gwaith stryd

Bydd rhieni a chynorthwyyr addysgu'n mynd gyda'r disgyblion a'u hathro/hathrawes, fel bod y plant yn gallu gweithio mewn grwpiau bach gyda digon o oruchwyliaeth. Mae angen briffio'r oedolion ynghylch yr hyn fydd yn digwydd, yr hyn a ddisgwylir oddi wrthynt a sut y gallant helpu i gefnogi dysgu'r plant.

Gwaith dosbarth

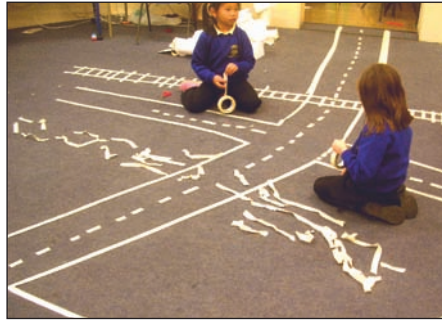
Yn yr ystafell ddosbarth, mae'r disgyblion yn myfyrio ar eu profiadau, yn trefnu'r syniadau a archwiliwyd ganddynt ac yn defnyddio amrywiaeth o dechnegau i ddod i ddeall eu darganfyddiadau. Mae'r disgyblion yn cael cyfle i ailweithio eu profiadau – trwy luniadu, peintio, collage a gwaith 3D – er mwyn eu deall. Mae hyn yn atgyferthu'r syniadau a ddaeth o'r gwaith stryd fel bod y plant yn gallu dysgu o'u profiadau. Maent yn trafod yr hyn a welwyd (ymwybyddiaeth o ddyllunio). Gofynnir iddynt am eu barn ac fe'u gwahoddir i esbonio pam maent yn meddwl hynny (beirniadaeth). Gofynnir iddynt ddyfalu sut y dylid gwneud pethau'n wahanol neu eu gwella, ac i ddefnyddio eu dychymyg i greu datrysiadau amgen neu flaengar i broblemau y daethpwyd ar eu traws (gweithgaredd dyllunio).

Cyflwyno

Mae'r disgyblion yn cyflwyno eu darganfyddiadau ar ffurf arddangosfa, llyfrynau neu sioe sleidiau. Mae hyn yn gyfle i ddathlu'r hyn a ddysgwyd.

Gwerthuso

Beth mae'r plant wedi ei ddysgu o archwilio Fy Milltir Sgwâr?



Drawing

Drawing is a means of exploration and observation and extends pupils' powers of attention and concentration. It is a record of a child's struggle to understand (**perception**).

Drawing is a means of understanding experience and shaping ideas. It enables pupils to re-visit and reflect on their experience to understand it more fully (**perception**).

Drawing develops skills of analysis, enabling pupils to see parts of a whole. It also develops skills of synthesis, enabling pupils to see relationships between disparate elements (**perception**).

Drawing enables pupils to make sense of their experience – first of all for themselves, then to communicate their understanding, ideas and feelings to others (**communication**).

Drawing allows pupils to think about possibilities for change and improvement, to be inventive and creative (**invention**).

Drawing develops powers of imagination and invention, enabling children to think about change positively and creatively (**invention**).

There are many different kinds of drawings that pupils will find useful for environmental study: **annotated sketches, charts, designs, diagrams, elevations, maps, illustrations, observational drawings and plans.**

Drawings can be done by individuals, pairs of pupils or in groups, promoting skills of communication and cooperation.



Lluniadu

Mae lluniadu'n fodd i archwilio ac arsylwi ac mae'n estyn pwerau sylw a chanolbwyntio disgyblion. Mae'n gofnod o ymdrech plentyn i ddeall (**canfyddiad**).

Mae lluniadu'n fodd i ddeall profiadau a ffurfio syniadau. Mae'n galluogi disgyblion i ailystyried eu profiadau a myfyrio arnynt er mwyn eu deall yn llawnach (**canfyddiad**).

Mae lluniadu'n datblygu sgiliau dadansoddi, gan alluogi disgyblion i weld rhannau o'r cyfan. Mae hefyd yn datblygu sgiliau cyfodod, gan alluogi disgyblion i weld y berthynas rhwng elfennau gwahanol (**canfyddiad**).

Mae lluniadu'n galluogi disgyblion i wneud synnwyr o'u profiadau – yn gyntaf oll iddyn nhw eu hunain, ac yna i gyfleu eu dealltwriaeth, eu syniadau a'u teimladau i eraill (**cyfathrebu**).

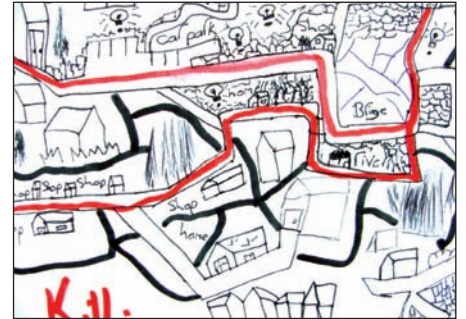
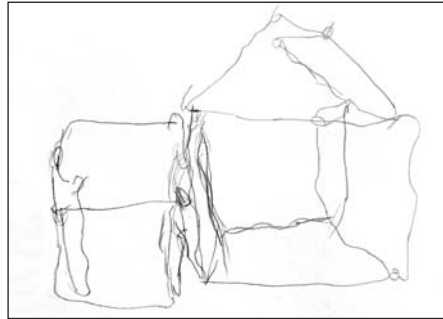
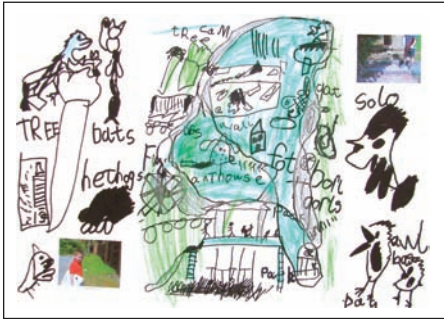
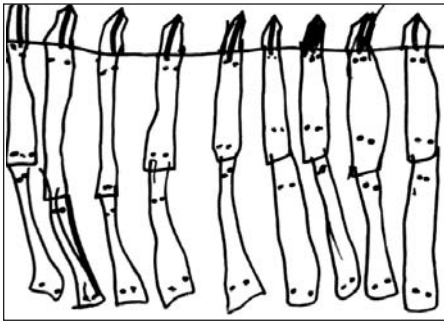
Mae lluniadu'n caniatáu i ddisgyblion feddwl am bosibiliadau ar gyfer newid a gwella, i fod yn ddyfeisgar ac yn greadigol (**dyfeisgarwch**).

Mae lluniadu'n datblygu pwerau dychymyg a dyfais, gan alluogi plant i feddwl am newid yn gadarnhaol ac yn greadigol (**dyfeisgarwch**).

Mae llawer o wahanol fathau o luniadau a fydd yn ddefnyddiol i'r disgyblion ar gyfer astudiaeth amgylcheddol: **brasluniau anodedig, siartiau, dyluniadau, diagramau, gweddlluniau, mapiau, darluniau, lluniadau arsylwadol a chynlluniau.**

Gellir lluniadu'n unigol, mewn paru o ddisgyblion neu mewn grwpiau, gan hybu sgiliau cyfathrebu a chydweithio.

This is good and beautiful.



Sense of Place

Taking photographs, doing drawings, arranging collages, making maps and plans, building constructions, talking and listening, reading and writing – all help children to sort out their experience and to think about their encounters with a place.

The first challenge is to describe the study area and identify key characteristics that give it a particular personality – a sense of place.

The ideas discovered on the streetwork session can be developed further in classwork. Many subjects can be involved, exploring relationships between people and their environment.

Through art and design, pupils can explore the forms of the buildings, the textures of the materials, the nature of the spaces or the relationship between built form and natural form.

Through learning about the history and geography of an area, children can understand more about its development.

Design and technology provides opportunities not only for thinking about what things look like, but also how they work. It enables children to explore how things might be changed and improved.

Pupils develop their use of language through writing reports, stories and poems. They also hone their skills in speaking through discussion and argument.

There are lots of possibilities for number work in measurement, surveys and graphs.

All this will contribute to education for sustainability and citizenship. Most importantly, it will develop a sense of cultural identity, the key consideration at the heart of Curriculum Cymreig.

Ymdeimlad O Le

Mae tynnu ffotograffau, gwneud lluniadau, trefnu collages, gwneud mapiau a chynlluniau, adeiladu pethau, siarad a gwrando, darllen ac ysgrifennu – oll yn helpu plant i drefnu a meddwl am eu profiadau o le.

Yr her gyntaf yw disgrifio'r ardal astudio a nodi nodweddion allweddol sy'n rhoi personoliaeth benodol iddi – ymdeimlad o le.

Gellir datblygu'r syniadau a ddaeth o'r sesiwn gwaith stryd ymhellach mewn gwaith dosbarth. Gall hyn gynnwys llawer o bynciau, gan archwilio'r berthynas rhwng pobl a'u hamgylchedd.

Trwy gelf a dylunio, gall disgyblion archwilio ffurf yr adeiladau, gwedd y deunyddiau, natur y lleoedd neu'r berthynas rhwng y ffurf adeiledig a'r ffurf naturiol.

Trwy ddysgu am hanes a daearyddiaeth ardal, gall plant ddeall mwy am ei datblygiad.

Mae dylunio a thechnoleg yn darparu cyfleoedd nid yn unig ar gyfer meddwl am sut mae pethau'n edrych, ond hefyd sut maent yn gweithio. Mae'n galluogi plant i archwilio sut y gellid newid a gwella pethau.

Mae disgyblion yn datblygu eu defnydd o iaith drwy ysgrifennu adroddiadau, storïau a cherddi. Maent hefyd yn gwella eu sgiliau siarad trwy drafod a dadlau.

Mae llawer o bosibiliadau ar gyfer gwaith rhif ar ffurf mesur, arolygon a graffiau.

Bydd hyn oll yn cyfrannu at addysg ar gyfer cynladwyedd a dinasyddiaeth. Yn bwysicaf oll, bydd yn datblygu ymdeimlad o hunaniaeth ddiwylliannol, yr ystyriaeth allweddol wrth wraidd y Cwricwlwm Cymreig.



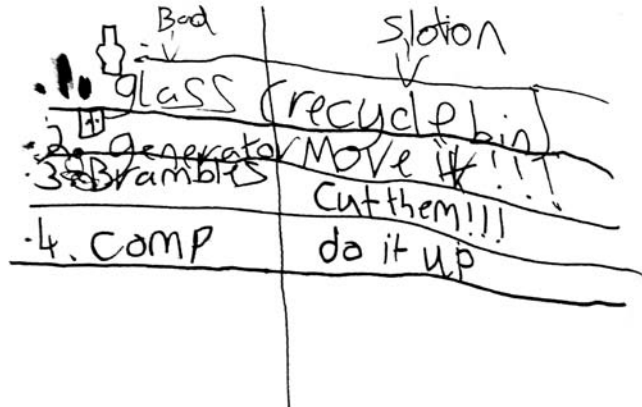
Critical Study

Whether we are aware of it or not, we are making judgements about quality all the time. We prefer certain things to others. The easy bit is to like or hate something. The difficult thing is to explain why. Critical study helps children develop a vocabulary to explain the basis for their judgements and to give reasons for their opinions.

Explorations of the local neighbourhood provide opportunities for children to explore environmental issues. These might be related to environmental design, such as the positioning of road signs or the design of a park. Or they may focus on management issues such as energy conservation, waste disposal, littering or graffiti.

How might pupils be helped to make informed judgements about aesthetic and design qualities? What are useful criteria?

How might pupils identify any environmental problems and the need or opportunity for change or improvement?



Astudiaeth Feirniadol

P'un a ydym yn ymwybodol ohono neu beidio, rydym yn barnu ansawdd drwy'r amser. Mae'n well gennym rai pethau nag eraill. Y peth hawdd yw hoffi neu casâu rhywbeth. Y peth anodd yw esbonio pam. Mae astudiaeth feirniadol yn helpu plant i ddatblygu geirfa i esbonio sail eu barn ac i roi rhesymau dros eu barn.

Mae archwilio'r gymdogaeth leol yn darparu cyfleoedd i blant archwilio materion amgylcheddol. Gallai'r rhain fod yn gysylltiedig â dylunio amgylcheddol, fel lleoliad arwyddion ffordd neu ddyluniad parc. Neu gallant ganolbwyntio ar faterion rheoli fel cadwraeth ynni, gwaredu gwastraff, taflu sbwriel neu graffiti.

Sut gellid helpu disgyblion i lunio barn wybodus am nodweddion estheteg a dylunio? Beth yw'r meini prawf defnyddiol?

Sut gallai disgyblion nodi unrhyw broblemau amgylcheddol a'r angen neu'r cyfle am newid neu wella?





Design Activity

It is all very well to identify the issues or the problems, but

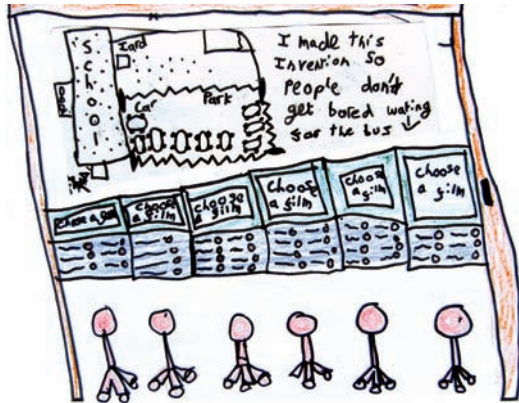
- What should be done about them?
- What are we going to do about them?

Design activity creates opportunities for pupils to work together to address environmental and design problems, to generate and test out possible solutions.

Design activity enables pupils to generate ideas for change and improvement and to test them out through drawing, photomontage or sketch models.

It brings into play powers of imagination and invention. It allows children to think 'what would happen if'? It prompts them to consider the use of materials and technology. It encourages them to think about change positively and responsibly.

Pupils might wish to consult with others to find out about their points of view or to see how people respond to their ideas.



Gweithgarwch Dylunio

Mae'n un peth nodi'r materion neu'r problemau, ond

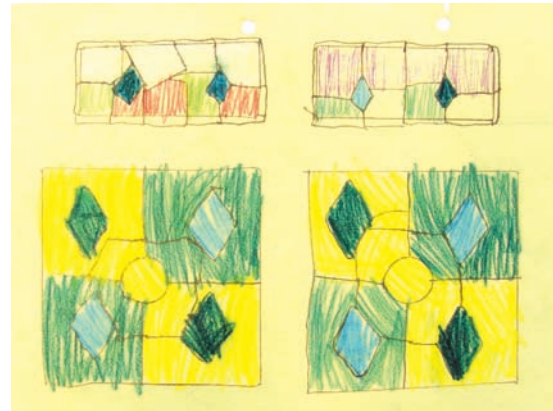
- Beth dylid ei wneud yn eu cylch?
- Beth rydym ni'n mynd i'w wneud yn eu cylch?

Mae gweithgarwch dylunio'n creu cyfleoedd i ddisgyblion weithio gyda'i gilydd i fynd i'r afael â phroblemau amgylcheddol a dylunio, i gynhyrchu a phrofi datrysiadau posib.

Mae gweithgarwch dylunio'n galluogi disgyblion i gynhyrchu syniadau ar gyfer newid a gwella ac i'w profi trwy fodelau, lluniadau, ffotogyfod neu fraslunio.

Mae'n defnyddio pwerau dychymyg a dyfeisgarwch. Mae'n caniatáu i blant feddwl 'beth fyddai'n digwydd petai'? Mae'n eu hannog i ystyried y defnydd o ddeunyddiau a thechnoleg. Mae'n eu hannog i feddwl am newid yn gadarnhaol ac yn gyfrifol.

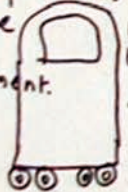
Efallai hoffai disgyblion ymgynghori ag eraill i gael eu barn neu i weld sut mae pobl yn ymateb i'w syniadau.



My Square Mile

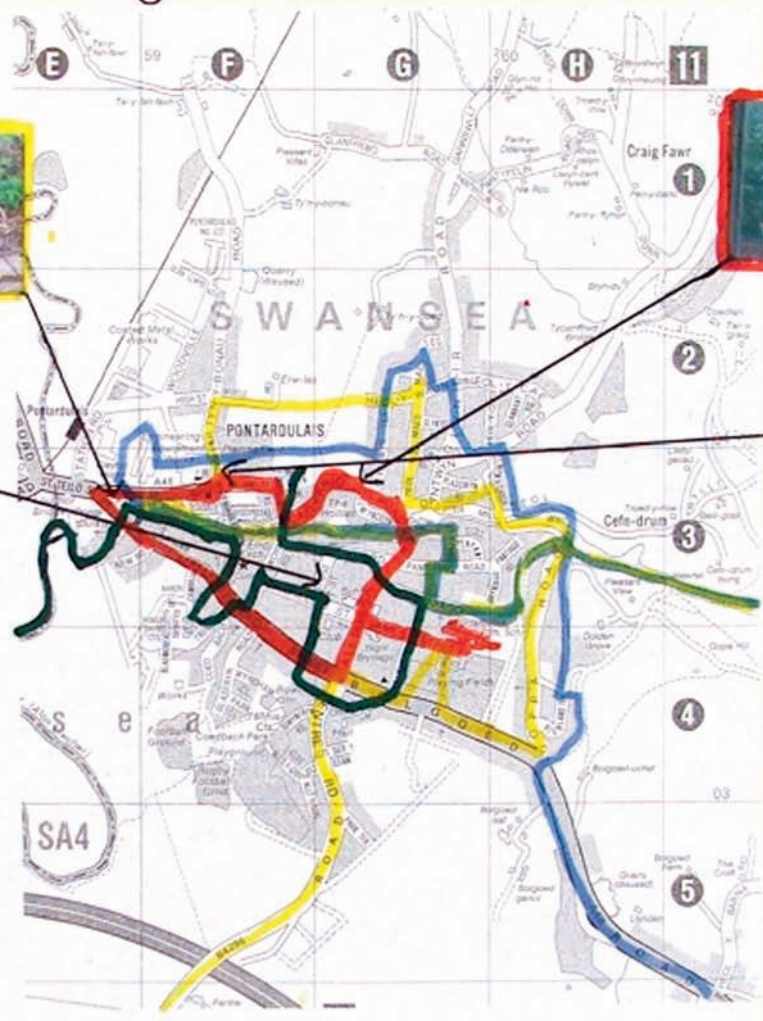
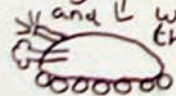


This is in a machine to prevent rubbish to be on pavement.



road and

→ the path that machine to look after the plants by weeding and watering them



This is a river rubbish shifter



Robot to clean up graffiti



Presentation and Celebration

What happens when the pupils have done all this work?

How can it be shared with other pupils, parents and friends?

There will probably be lots of material to choose from, including the use of words, drawing and painting, collage, photography and 3D.

These can be presented in the form of:

- Booklets (class, group or individual)
- An exhibition
- A digital slideshow (class or group)

Pupils should be involved in creating both the contents and designing the presentation. This will involve small group and class discussions:

- What do we want to say?
- How can we say it?

The work can be shared with other classes, in assemblies and with parents, governors and friends of the school. This might be as an informal arrangement during the school day, or it might be at a parents' evening – all the better if there is a small celebration with juice and biscuits to celebrate all the hard work that has gone into the project!



Cyflwyno a Dathlu

Beth sy'n digwydd pan fydd y disgyblion wedi gwneud yr holl waith yma?

Sut gellir ei rannu â disgyblion eraill, rhieni a ffrindiau?

Yn ôl pob tebyg bydd llawer o ddeunydd i ddewis ohono, gan gynnwys defnyddio geiriau, lluniadu a pheintio, collage, ffotograffiaeth a 3D.

Gellir cyflwyno'r rhain ar ffurf:

- Llyfrynau (dosbarth, gr_p neu unigol)
- Arddangosfa
- Sioe sleidiau ddigidol (dosbarth neu gr_p)

Dylai disgyblion fod yn rhan o greu'r cynnwys a dylunio'r cyflwyniad. Bydd hyn yn cynnwys trafodaethau mewn grwpiau bach ac fel dosbarth:

- Beth rydym am ei ddweud?
- Sut gallwn ddweud hynny?

Gellir rhannu'r gwaith gyda dosbarthiadau eraill, mewn gwasanaethau a chyda rhieni, llywodraethwyr a ffrindiau'r ysgol. Gallai hyn fod yn drefniant anffurfiol yn ystod y diwrnod ysgol, neu gallai fod mewn noson rieni – gorau oll os oes dathliad bach gyda sudd a bisgedi i ddathlu'r holl waith caled a wnaed yn y prosiect!



Evaluation

When evaluating the work in terms of **knowledge, understanding** and **skills**, ask:

What did you plan for the pupils to learn?

What have the children actually learned?

What is the evidence for this?

What do they know that they did not know before?

What do they understand that they could not understand before?

What can they do that they could not do before?

Pupils should be encouraged to be reflective and to engage in self-evaluation.

Skills developed through *My Square Mile* projects include:

- analytical
- communication
- critical
- design
- observation
- social
- spatial
- synthesis
- verbal
- visual

The important thing is that children enjoy learning!

Gwerthuso

Wrth werthuso'r gwaith o ran **gwybodaeth, dealltwriaeth** a **sgiliau**, gofynnwch:

Beth oeddech chi wedi bwriadu i'r disgyblion ei ddysgu?

Beth mae'r disgyblion wedi ei ddysgu mewn gwirionedd?

Beth yw'r dystiolaeth ar gyfer hyn?

Beth maen nhw'n ei wybod nad oeddent yn ei wybod o'r blaen?

Beth maen nhw'n ei ddeall na allent ei ddeall o'r blaen?

Beth gallant ei wneud na allent ei wneud o'r blaen?

Dylid annog disgyblion i fyfyrrio a hunanwerthuso.

Mae'r sgiliau a ddatblygwyd trwy brosiectau *Fy Milltir Sgwâr* yn cynnwys:

- dadansoddol
- cyfathrebu
- beirniadol
- dylunio
- arsylwi
- cymdeithasol
- gofodol
- cyfosod
- geiriol
- gweledol

Y peth pwysig yw bod y plant yn mwynhau dysgu!



Resources

The neighbourhood is a wonderful resource, constantly and freely available. The important thing is to get outside and have a closer look at it. Residents, workers and those with special knowledge are the human resources that schools can call on to support *My Square Mile* projects. Parents and grandparents can contribute memories of what the place used to be like and the games they played as children. Architects and planners can help with design considerations. Civic societies and local history groups can provide information and archives about the cultural heritage. Local authorities, archives and libraries can identify and possibly provide specific information.

Publications

The following publications provide ideas for study and study methods, together with examples of projects in other schools. Some are for secondary schools, but suggest approaches that are suitable for primary pupils.

The Commission for Architecture and The Built Environment (CABE)
1 Kemble Street, London WC2B 4AN enquiries@cabe.org.uk

- *Neighbourhood Journeys: Making the ordinary extraordinary.* A Teacher's Guide to Using the Built Environment at Key Stage 2.
- *Engaging Places: An exploration of the built environment architecture and the built environment as a learning resource*
- *Getting out there... Art and design local safari guide*

Kent Architecture Centre
Historic Dockyard, Chatham, Kent ME4 4TZ
info@kentarchitecture.co.uk

- *Shaping Places*

The Campaign for Drawing info@powerdrawing.org.uk whose publications are available from the National Society for Education in Art and Design, NSEAD, The Gatehouse, Corsham Court, Corsham SN13 0BZ bookshop@nsead.org

- *Drawing Notebooks*
- *Space and Place*
- *Drawing Attractions*

Adnoddau

Adnodd gwych yw'r gymdogaeth, sydd ar gael yn hwylus drwy'r amser i bawb. Y peth pwysig yw mynd allan ac edrych yn fanylach arni. Trigolion, gweithwyr a'r rheiny â gwybodaeth arbennig yw'r adnoddau dynol y gall ysgolion alw arnynt i gefnogi prosiectau *Fy Milltir Sgwâr*. Gall rhieni a theidiau a neiniau gyfrannu atgofion am sut oedd y lle'n arfer bod a'r gêmâu yr oeddent yn eu chwarae'n blant. Gall penseiri a chynllunwyr helpu gydag ystyriaethau dylunio. Gall cymdeithasau dinesig a grwpiau hanes lleol ddarparu gwybodaeth ac archifau am -y dreftadaeth ddiwylliannol. Gall awdurdodau lleol, archifau a llyfrgelloedd nodi ac, o bosib, darparu gwybodaeth benodol.





Design Commission for Wales

The Design Commission for Wales is a national organisation established by the Welsh Assembly Government to champion better buildings and spaces, now and for future generations. Its mission is to champion high standards of architecture, landscape and urban design in Wales, promoting greater awareness and understanding of the benefits of a high quality built environment for social inclusion, prosperity and sustainable development. Four strategic aims set out by the Assembly Government, underpin this mission:

- To champion high standards of design and architecture to the public and private sector in Wales by promoting wider understanding of design issues and the importance of good standards in enhancing the built environment across all sectors.
- To promote design practice that is compatible with the National Assembly Sustainable Development Scheme, promoting best practice in energy efficiency, waste disposal and public transport.
- To promote design practice compatible with the highest standards in relation to equal opportunity and promoting social inclusion.
- Give due regard to promoting excellence in day to day developments, like housing estates and industrial units, as well as promoting excellence in prestige projects.

Wales is a beautiful country and to retain its quality we need to use resources efficiently and carefully consider the impact of the built environment on our climate, landscape and rural assets. Good design is key to economic prosperity, to business growth and innovation, essential to the creation of attractive villages, towns and cities in which communities thrive. It is a key component of sustainable development, the means by which we, and our descendants, really can live better – by design.

Landscape Institute for Wales (LiWales)

The Landscape Institute for Wales is the voice of the landscape architects in Wales and is a branch of the Landscape Institute, the professional body for landscape architects, which includes designers, scientists and managers. LiWales provides information on landscape architecture in Wales, its events, news and details of professional practices registered with the Institute.

Comisiwn Dynlunio Cymru

Sefydliad cenedlaethol yw Comisiwn Dynlunio Cymru a sefydlwyd gan Lywodraeth y Cynlluniad i hyrwyddo gwell adeiladau ac ardaloedd, nawr ac ar gyfer cenedlaethau i ddod. Ein gorchwyl yw cefnogi safonau uchel o bensaernïaeth, cynllunio tirlun a threfol yng Nghymru, gan hybu gwell ymwybyddiaeth a dealltwriaeth o fuddiannau amgylchedd adeiledig o ansawdd uchel o ran cynhwysiad cymdeithasol, ffyniant a datblygiad cynaliadwy. Mae pedwar nod strategol a grëwyd gan Lywodraeth y Cynulliad yn sylfaen i'r gorchwyl hwn:

- Cefnogi safonau uchel o ddylunio a phensaernïaeth ar gyfer y sector cyhoeddus a phreifat yng Nghymru trwy hybu gwell dealltwriaeth o faterion dylunio a phwysigrwydd safonau uchel wrth wella'r amgylchedd adeiledig ar draws pob sector.
- Hybu arferion dylunio sy'n gydnaws â Chynllun Datblygiad Cynaliadwy'r Cynulliad, gan hybu arfer gorau o ran effeithiolrwydd ynni, gwaredu gwastraff a chludiant cyhoeddus.
- Hybu arfer dylunio sy'n gydnaws â'r safonau uchaf mewn perthynas â chyfle cyfartal a hybu cynhwysiad cymdeithasol.
- Rhoi ystyriaeth ddyledus i hybu rhagoriaeth mewn datblygiadau o ddydd i ddydd, megis stadau tai ac unedau diwydiannol, yn ogystal â hybu rhagoriaeth mewn prosiectau o fri.

Mae Cymru'n wlad brydferth ac er mwyn cynnal ei hansawdd mae angen i ni ddefnyddio adnoddau'n effeithiol ac ystyried yn ofalus effaith yr amgylchedd adeiledig ar ein hinsawdd, ein tirlun a'n hasedau gwledig. Mae dylunio da yn allweddol i ffyniant economaidd, i dwf busnesau a blaengaredd ac yn anhepgor i greu pentrefi, trefi a dinasoedd deniadol lle mae cymunedau'n ffynnu. Mae'n elfen allweddol o ddatblygiad cynaliadwy, a fydd yn ein galluogi ni, a'n disgynyddion, i fyw'n wirioneddol well – trwy gynllunio.

Sefydliad Tirwedd Cymru (LiWales)

Sefydliad Tirwedd Cymru yw llais penseiri tirlun yng Nghymru ac mae'n gangen o'r Sefydliad Tirwedd, y corff proffesiynol ar gyfer penseiri tirlun, sy'n cynnwys dylunwyr, gwyydonwyr a rheolwyr. Mae LiWales yn darparu gwybodaeth am bensaernïaeth dirlun yng Nghymru, ei digwyddiadau, newyddion a manylion am arferion proffesiynol a gofrestrwyd gyda'r Sefydliad.

Diolchiadau

Diolch yn fawr i bawb a gymerodd ran yn y prosiectau peilot ac y dehlir eu gwaith yn y pecyn adnoddau hwn, sy'n cynnwys llyfr a CD. Mae'r lluniadau a'r gwaith celf gan ddisgyblion ysgolion peilot y prosiect. Tynnwyd y ffotograffau gan ddisgyblion, athrawon ac artistiaid. Mae'r delweddau treflun ychwanegol o Gomisiwn Dylunio Cymru ac archif Eileen Adams.

Rheoli a chydlynu

Carolyn Davies - Ymgynghorydd a Chydlynnydd y Celfyddydau
Lynne Bebb - Artist Preswyl Dinas a Sir Abertawe
Caron McColl - Cefnogaeth Weinyddol ar gyfer y Celfyddydau
Gwasanaeth Effeithiolrwydd Addysg Abertawe

Sophie Hadaway - Athrawes Ymgynghorol Celf a Dylunio
Gwasanaethau Addysg a Phlant, Sir Gaerfyrddin a Cheredigion

Artistiaid

Lynne Bebb, Helen Booth, Gil Chambers (pensaer),
Alastair Duncan (ffotograffydd), Marilyn Griffiths,
Mary Hayman, Karen Hope, David Marchant,
Jaroslav Mykisa, Catrin Webster, Pip Woolf

Ysgolion

Ysgol Gynradd Llandeilo Ferwallt	Ysgol Gynradd Penyrheol Ysgol Gynradd Plasmarl
Ysgol Gynradd Blaen-y-Maes	Ysgol Gynradd Pontarddulais
Ysgol Gynradd Brynmill	Ysgol Gynradd San Helen
Ysgol Gynradd Cadle	Ysgol Gynradd Gatholig Sain Joseff
Ysgol Gynradd Christchurch	Ysgol Gynradd Heol Teras
Ysgol Gynradd y Clâs	Ysgol Gynradd Tre Uchaf
Ysgol Gynradd y Cwm	Ysgol Fabanod Treg_fyr
Ysgol Iau Dyfnant	Ysgol Gynradd Waun Wen
Ysgol Gynradd Gendros	Ysgol Gynradd Waunarllwydd
Ysgol Gynradd Glais	Ysgol Gynradd Gymunedol Aberporth
Ysgol Gynradd Gwyyrosydd	Ysgol Gynradd Gymraeg Bryniago
Ysgol Gynradd yr Hafod	Ysgol Gynradd Llangadog
Ysgol Gynradd Llangyfelach	Ysgol Gynradd Llangyfyfelyn
Ysgol Gynradd Mayals	Ysgol Gynradd Gymraeg Llwynderw
Ysgol Gynradd Treforys	Ysgol Gynradd Saron
Ysgol Gynradd Penclawdd	
Ysgol Fabanod Pentrepoeth	
Ysgol Gynradd Penllergaer	

My Square Mile Fy Milltir Sgwâr





**Copies of the resource pack
are available from:**

Design Commission for Wales
4th Floor, Building Two, Caspian Point
Caspian Way, Cardiff Bay CF10 4DQ
www.dcfw.org

Landscape Institute for Wales
PO Box 103, Chepstow NP16 5XU
www.liwales.org.uk

Mae copïau o becyn adnoddau ar gael o:

Comisiwn Dylunio Cymru
4ydd Llawr, Adeilad Dau, Pwynt Caspian
Ffordd Caspian, Bae Caerdydd CF10 4DQ

Sefydliad Torwedd Cymru
Blwch Post 103, Cas-gwent NP16 5XU

