









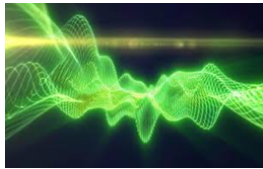
CYCLE A





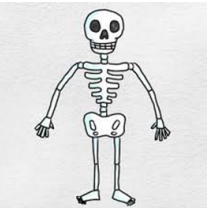
Age Phase






Why Are We Learning This Topic? (Essential questions will be shared via Wonder Walls)

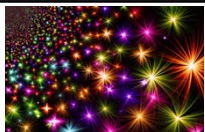
Humanities AOL

<p>Swinging 60s</p> 	<p>5/6</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Explore the historical impact of the moon landing - the space race</li> <li>ii) Understanding what life was like in the 60s, its society and how it has developed (e.g segregation)</li> <li>iii) Study the life of Influential figures of the 60s (e.g MLK) and how their actions have has influenced us today</li> <li>iv) Reflect and compare education then and now</li> </ul>
<p>Mythical Monsters</p> 	<p>5/6</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Understand life cycles and habitats of different insects and minibeasts</li> <li>ii) Collect and present scientific data</li> <li>iii) Contrast localities of different animals across the world (eg. migration, adaptation)</li> <li>iv) Investigate our role in protecting endangered species</li> </ul>
<p>Vile Victorians</p> 	<p>3 /4</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Explore significant events of theVictorian Age e.g. inventions</li> <li>ii) Investigate life in Victorian times comparing to life today (e.g. school then and now)</li> <li>iii) Research significant people from the Victorian era and their lasting impact on life today e.g. Dr Barnardo, Queen Victoria</li> <li>iv) Understand the impact of the Industrial Revolution on both Victorian and society today</li> </ul>
<p>Invasion</p> 	<p>3/4</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Explore significant events /people in Wales during the Age of the Princes</li> <li>ii) Investigate how the geography of Wales changed during the Age of the Princes</li> <li>iii) Research life in medieval times - food, clothes, knights</li> <li>iv) Understand the class divisions in society during the Age of the Princes</li> </ul>
<p>Fire Fire Fire</p>	<p>1/2</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Investigate and explore a significant historical event</li> <li>ii) Explore and compare how houses and settlements have changed throughout history</li> <li>iii) Understand how to stay safe, eg fire safety</li> </ul>

		iii) Research historical people of the time period and their impact on society
Long Long Ago 	EY	Pupils will be given the opportunity to: i) Explore the passing of time ii) Explore how the world has changed since Medieval times using Cardiff Castle as a stimulus iii) Investigate how people lived many years ago
<b>Science &amp; Technology AOL</b>		
Rocking Rollercoaster 	5/6	Pupils will be given the opportunity to; i) To explore different recreational activities and how they have changed over time. ii) Research and investigate how roller coasters work (gravity and forces) iii) Budget profit and loss by designing their own theme park iv) Research the impact Walt Disney has had on the world (influential figures)
Rapid Rivers 	5/6	Pupils will be given the opportunity to; i) To explore the geographical elements of major rivers across the world and the cities that are located because of them. ii) To investigate the importance of the water cycle and the impact it has on our changing landscape (e.g. erosion) iii) To investigate the effect of global warming, e.g. rising rivers and mass flooding.
Vivid Vibrations 	3/4	Pupils will be given the opportunity to; i) Explore how light/sound travels ii) Investigate different materials affect on light - opaque, translucent, transparent iii) Explore how sounds and pitches change iv) Investigate how colour is formed and mixed
All Aboard	1/2	Pupils will be given the opportunity to; i) Explore and investigate how boats work ii) Investigate different objects' buoyancy properties , e.g. Do they 'float or sink ?'

		<p>iii) Investigate the historical significance of the world's most famous ship The Titanic.</p>
<p>On The Farm</p> 	<p>1 / 2</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Identify how we look after plants and why this is important.</li> <li>ii) Explore why plants, trees and other growing things are important for our world.</li> <li>iii) Investigate different parts of plants and flowers and their role</li> </ul>
<p>Beside The Seaside</p> 	<p>EY</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Explore the features of a beach including rockpools</li> <li>ii) Investigate creatures and marine life that live in a rockpool</li> <li>iii) Explore the key features of a Seaside setting including Lighthouses, shops, and funfairs.</li> </ul>
<p><b>Health &amp; Wellbeing AOL</b></p>		
<p>Cooks &amp; Critics</p> 	<p>3/4</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Explore food and tradition from around the world</li> <li>ii) Research how food is distributed throughout the world</li> <li>iii) Explore the areas where ingredients are harvested from around the world</li> <li>iv) Investigate why different countries eat different foods</li> </ul>
<p>Wonderful Me</p> 	<p>3/4</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Understand the effects of exercise on the body e.g. heart rate, respiratory rate</li> <li>ii) Research and understand the functions of major organs in the body</li> <li>iii) Research the purpose of our skeleton</li> <li>iv) Understand how to keep fit and healthy and the effects of food on our bodies</li> </ul>

<p>What makes me happy</p> 	<p>1 / 2</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Explore and express their feelings and emotions</li> <li>ii) Understand what is right and wrong and explore good behaviours.</li> <li>iii) Reflect about what is important to them.</li> <li>iiii) Explore different goals and dreams.</li> </ul>
<p>Superheroes</p> 	<p>1 / 2</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Explore right and wrong behaviour and how it affects others.</li> <li>ii) Investigate illustrations and cartoonists throughout history - eg Walt Disney.</li> <li>iii) Explore jobs and roles that help the community .</li> </ul>
<p>Delicious</p> 	<p>EY</p>	<p>Pupils will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>i) Explore and begin to classify different foods by texture, taste etc.</li> <li>ii) Recognise how to follow simple sequences and instructions</li> <li>iii) Explore and investigate foods from around the world</li> </ul>
<p>Myself</p> 	<p>EY</p>	<p>Pupils will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>i) Explore how they have changed since they were born</li> <li>ii) Talk about and recognise who is in their family</li> <li>iii) Investigate the Human body e.g labelling body parts, Skeletons</li> <li>iiii) Recognising what we need to be healthy e.g healthy food</li> </ul>
Expressive Arts AOL		
<p>Artist Attitude</p> 	<p>5 / 6</p>	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Create and express thoughts and emotions through a variety of different art tasks</li> <li>ii) To investigate a range of a different artists styles and how they reflect the time period they came from</li> <li>iii) To investigate how the artists' work reflects society</li> </ul>
<p>Lights Alive</p>	<p>EY</p>	<p>Pupils will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>i) Explore fireworks - colours, sounds and recognise how to stay safe when near them</li> </ul>



ii) Recognise the differences of time , eg between night and day  
 iii) Practically explore light and dark colours using a variety of materials

**Sustainability**

Reduce Reuse Recycle



5 /6

Pupils will be given the opportunity to;  
 i) To explore how to live sustainably  
 ii) To investigate different factors that affect sustainability  
 iii) To research local projects (e.g Cardiff One Planet) → Link to Cynefin and Politics Project  
 iv) To investigate practical activities using the edible garden as a stimulus.

Forest Friends



EY

Pupils will be given the opportunity to:  
 i) Investigate animals eg pets and wild animals  
 ii) Explore the importance of trees and their contribution to the environment  
 iii) Suggest ways to care for animals and the environment

One Planet (Cynefin)



EY

Pupils will be given the opportunity to;  
 i) Explore the One Planet strategy to reduce, reuse recycle  
 ii) Explore different ways they can promote sustainability in their everyday lives  
 iii) Explore different ways to repurpose resources through art

Y1/2

Pupils will be given the opportunity to;  
 i) Explore and understand the reasons for looking after the world.  
 ii) Become active participants in reduce, reuse, recycle - eg what we can do in class.  
 iii) Explore how and what we recycle.




3 / 4

Pupils will be given the opportunity to;  
 i) Research Cardiff LA - One Planet Strategy  
 ii) Explore how Cardiff is becoming a Carbon Neutral City

5 /6

Pupils will be given the opportunity to;  
 i) To explore how to live sustainably  
 ii) To investigate different factors that affect sustainability  
 iii) To research local projects (e.g Cardiff One Planet) → Link to Cynefin and Politics Project  
 iv) To investigate practical activities using the edible garden as a stimulus.  
 v) To explore ways in school we can be sustainable (e.g planting trees, water butts)

## Diversity & Identity

<p>Go Global</p> 	3/4	<p>Pupils will be given the opportunity to</p> <ul style="list-style-type: none"> <li>i) understand and explore the effects of tourism on Cardiff (positive and negative)</li> <li>ii) explore and research different countries looking at climate, populations and cultures</li> <li>iii) plan, cost and present the best holiday packages based on different briefs/ specifications.</li> </ul>
<p>Around and About</p> 	1 /2	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) identify and discuss landmarks in their local area.</li> <li>ii) explore and describe different types of houses and relate to their own experiences.</li> <li>iii) compare and contrast to a different area and understand that there are other communities different to ours.</li> <li>iiii) develop the sense of direction by following a simple map.</li> <li>iiiii) be able to recite their own address.</li> </ul>
<p>Tiger Bay &amp; World (Cynefin)</p> 	EY	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) name and identify key landmarks in Cardiff Bay</li> <li>iii) Recognise that Betty Campbell is a significant historical figure and explore her achievements</li> <li>iii) Explore some of the different cultures and language spoken in Cardiff Bay.</li> </ul>
	1 /2	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Understand the importance of a significant historical figure that lived in Cardiff.</li> <li>ii) Compare images of Cardiff Bay historically and now to understand the significance of how important Cardiff was as a port.</li> <li>iii) Explore the importance of people migrating to Cardiff</li> <li>iii) Explore the role of the coal mining industry in Cardiff.</li> </ul>
	3 /4	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Understand the significance of Tiger Bay</li> <li>ii) The Windrush Generation</li> </ul>
	5 /6	<p>Pupils will be given the opportunity to;</p> <ul style="list-style-type: none"> <li>i) Understand the history of Cardiff Bay</li> <li>ii) Engage with social impacts on Cardiff Bay Regeneration</li> <li>iii) Understand their role as a Cardiffian</li> <li>iv) Build knowledge of different cultures and histories within Cardiff</li> </ul>