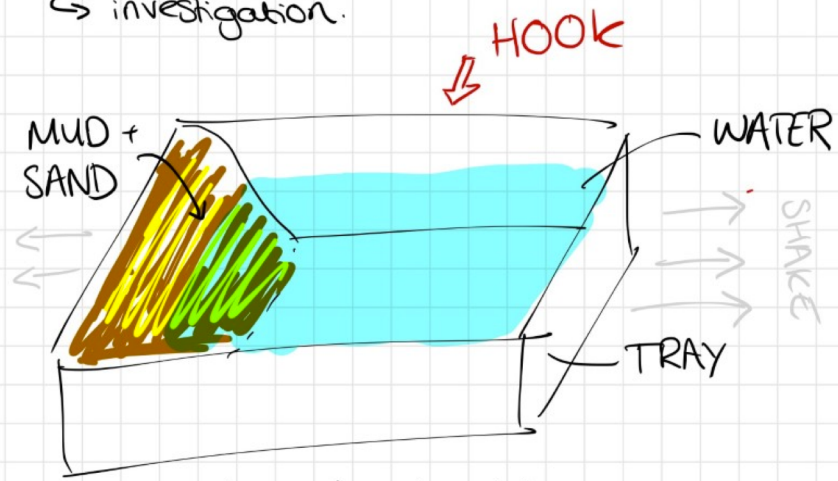
CYNLLUNIAU/SYNIADAU ‘YMHOLI’
‘ENQUIRY’ IDEAS

DYNIAETHAU/ HUMANITIES

TSUNAMI SIMULATION.

↳ investigation.



1. Children to build cardboard houses
2. Shake tray to create 'tsunami'
3. Build barricades out of different materials (S+T investigation - materials)
4. Test + repeat (3)

POSSIBLE QUESTIONS:

- Why and how do tsunamis happen?
- How can you protect villiages from tsunamis? S+T
- How would you feel if your house was in danger / flooded? HWB - feelings / empathy
- Where have recent tsunamis occured? DCF - research recent news articles
- How often do tsunamis happen?
- What / where was the largest tsunami? } LNF - data
- How fast can a tsunami travel? }

SKILLS:

- Locating places (where on a map have tsunamis happened).
- Understanding processes (- the tsunami).
- Investigating (the experiment).
- Asking + answering questions / Communicating
- Locating patterns - areas affected by a tsunami

Humanities - Pyramids

Year 5/6

Question:
What are they?

Range:

- Identify and locate places and environments using globes, atlases and maps
- Organise and analyse evidence, develop ideas to find answers and draw conclusions
- Communicate findings in a variety of ways
- Identify differences between ways of life at different times
- Understand why people did things, what caused specific events and the consequences of those events

- Where are they located?
- Who lived/lives here?
- How was it built?

- Record a guided tour
- Create a holiday brochure
- Difference in beliefs
- Clothing differences
- Cleopatra hot seat
- Create a pyramid
- Create Egyptian wall art
- Design a Pharaoh statue



Resources:

- Photographs
- Textbooks
- ICT
- Creative

Trip to Swansea Museum:

- Egyptian artifacts

Bachyn/Hook

- Dodi rhywbeth hen a rhywbeth newydd y cyfnod gwahanol ar y byrddau e.e tegell oes Fictoria a tegell modern.
- Siarad mewn parau am y gwahaniaeth?
- Beth ydyn yn gwybod am oes Victoria.

Cynllun/Plan

- Paru a Rhannu
- Casglu banc o Gwestiynau.
- Ditectifs – ardal leol (blwch post, lamp post, chwilio am Ddyddiadau) -Cysylltu trawsgwricwlaidd.
- Bwyd – coginio a blasu gwahanol fwydydd.
- Diagram Venn – cymharu dillad gwahanol oesoedd.
- **MATh** – Diagram Venn (3 cylch – Oes Victoria, Oes Celtaidd, Modern)

Adnoddau

- Dillad gwahanol oesoedd.
- Bwydydd gwahanol.
- Offer coginio.
- Clip ffyrddau, papur a pen.
- Cyfrifiaduron, Ipads, cluniaduron.
- Offer hen ffasiwn/ offer modern (tegell, haearn smwddo, cyllell a ffwrc, bwrdd sgwrio, dillad, gemwaith).

Canfyddiadau

- Deall Oes Victoria.
- Gwahaniaeth rhwng gwahanol gyfnodau.
- Cofnodi canfyddiadau ar ffurf o'u dewis.

Ailgylchu

Creu yr angen I wybod (hook)

- Cyflwyno fideo o wastraff yn y mor, effaith ar anifeiliaid y mor. (Planet Earth).

Cwesitynau

- Beth mae'r ysgol yn ei wneud i ailgylchu? (Clwb eco)
- Sut mae ailgylchu yn effeithio'r byd? (System ailgylchu)
- Pa fath o effaith mae taflu sbwriel yn cael ar y byd? (mor, tirlenwi, anifeiliaid, dadelfennu)

Sgil

- Deall lleoedd, amgylcheddau a phrosesau.

Defnyddio Adnoddau

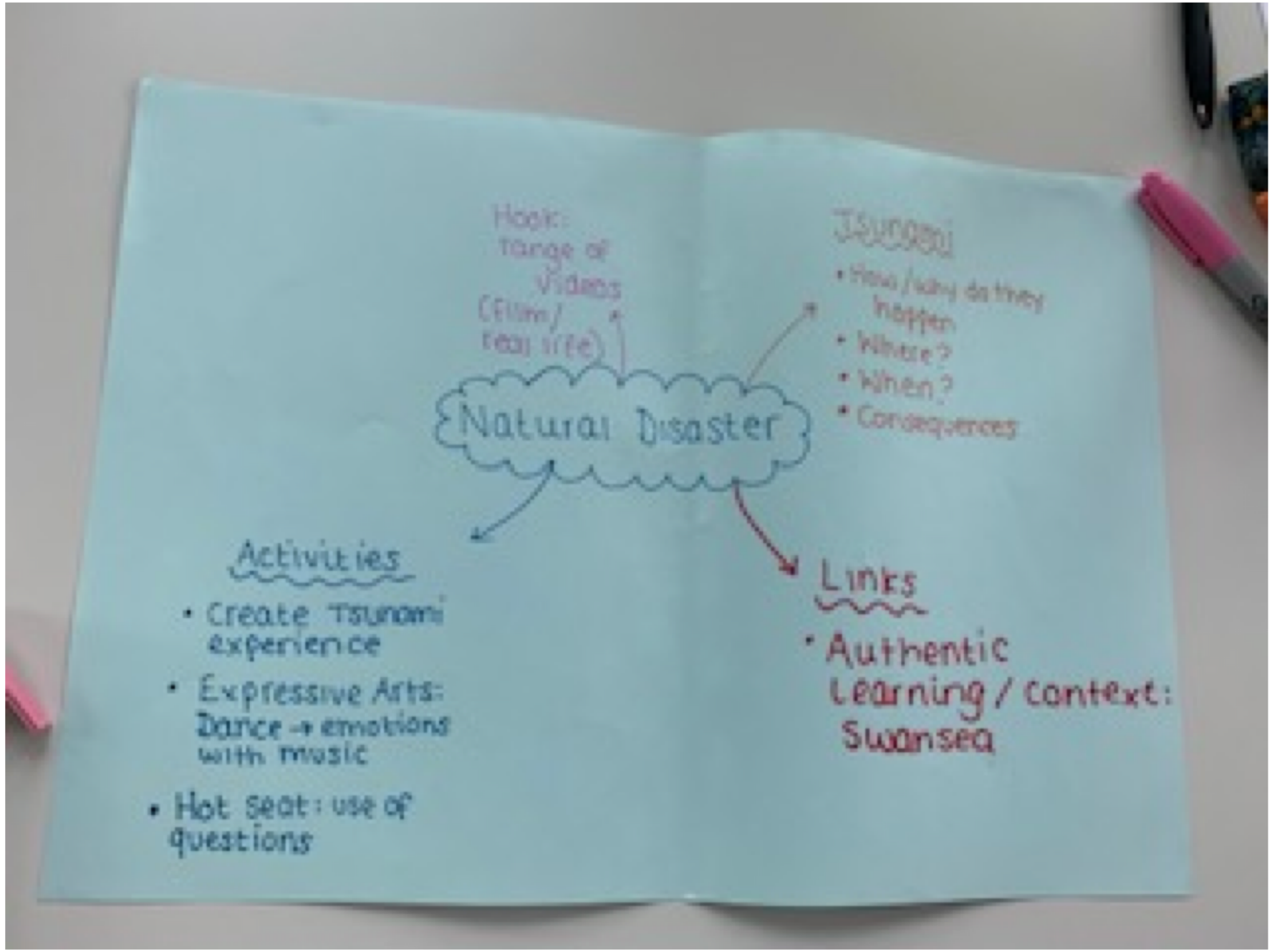
- Rhannu mewn I grwpiau.
- Defnyddio I-pad/cyfrifiaduron i archwilio faint o amser mae'n cymryd i wrthrychau dadelfennu.
- Creu arbrawf o wrthrych sydd yn ddadelfennu.
- Creu graff I ddangos llinell amser o sut mae pethau yn ddadelfennu.
- Clwb Eco yn dod mewn i'r dosbarth, esbonio beth mae'r ysgol yn ei wneud.

Myfyrio

- Dewis un o'r cwestiynau i ateb (cadarnhaol/negyddol).
- Un aelod o'r grwp yn cyflwyno gwybodaeth/ystadegau ar ffyrdd fideo (Planet earth).

KS2 Historical research into the WW2 Blitz

Questions/ Problem/ Scenario	Plan	Resources	Present Findings	Subject skills/ concepts
• **Research the BLITZ in Swansea.** • In which years did the Blitz occur? • Why was Swansea targeted during the Blitz? • Which areas of the city was worst affected?	• Children make notes regarding what they see during research. • Children will undertake online research looking into the Blitz in Swansea. • Children will engage in historical newspaper articles regarding the Blitz in Swansea. • Children will mark worst affected areas on a map of the city and look for patterns.	• Historical Newspapers • Historical books • Internet access • Historical video and imagery • Maps of the city	• Students will create a poster which will be presented back to the rest of the class. Information will include; dates, areas of the city which were bombed and why Swansea was targeted.	• Geographical link – map reading – where in the city did the bombing take place? • Research skills. • Collaboration/ communication skills • Historical and local knowledge.


Hook:
range of
videos
(film/
real life)
Natural Disaster
Tsunami
• How/why do they happen
• Where?
• When?
• Consequences
Activities
• Create Tsunami experience
• Expressive Arts: Dance → emotions with music
• Hot seat: use of questions
Links
• Authentic learning / context: Swansea

What is a river?

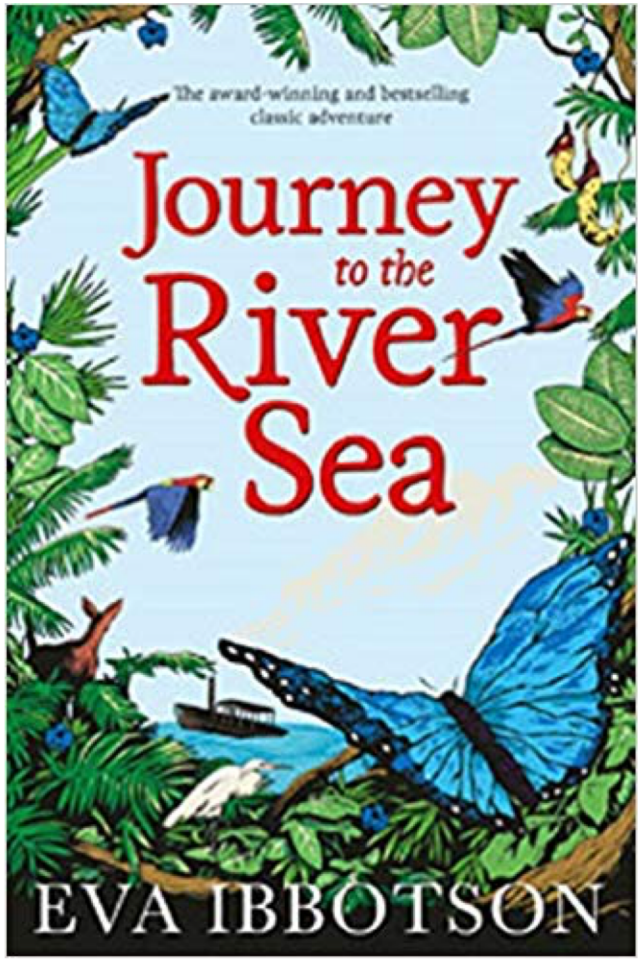
What are the uses of a river?

How do rivers form?

What are the different parts of the river?

Resources

- Newspaper articles
- Books
- Maps
- Guest speakers
- School trip
- Chrome books



Geographical skills

- Use of maps, imagery and ICT to find and present locational information.
- Identifying and describing natural and human features.
- Describe the causes and consequences of how places and environments change.

Presenting findings

- River inspired dancing.
- Making sounds of the river.
- Poems.
- Timeline of river. formation
- Measuring artifacts from the river.

Reflecting

- What did you find out that you didn't know before?

Ail Ryfel Byd- Faicwi



- Hook- ces- gyda pethau plentyn o'r Ail Ryfel Byd
- Sut byddech chi'n teimlo? Beth byddech chi'n dod gyda chi?
- Gwylio fideo o plant faiciwi

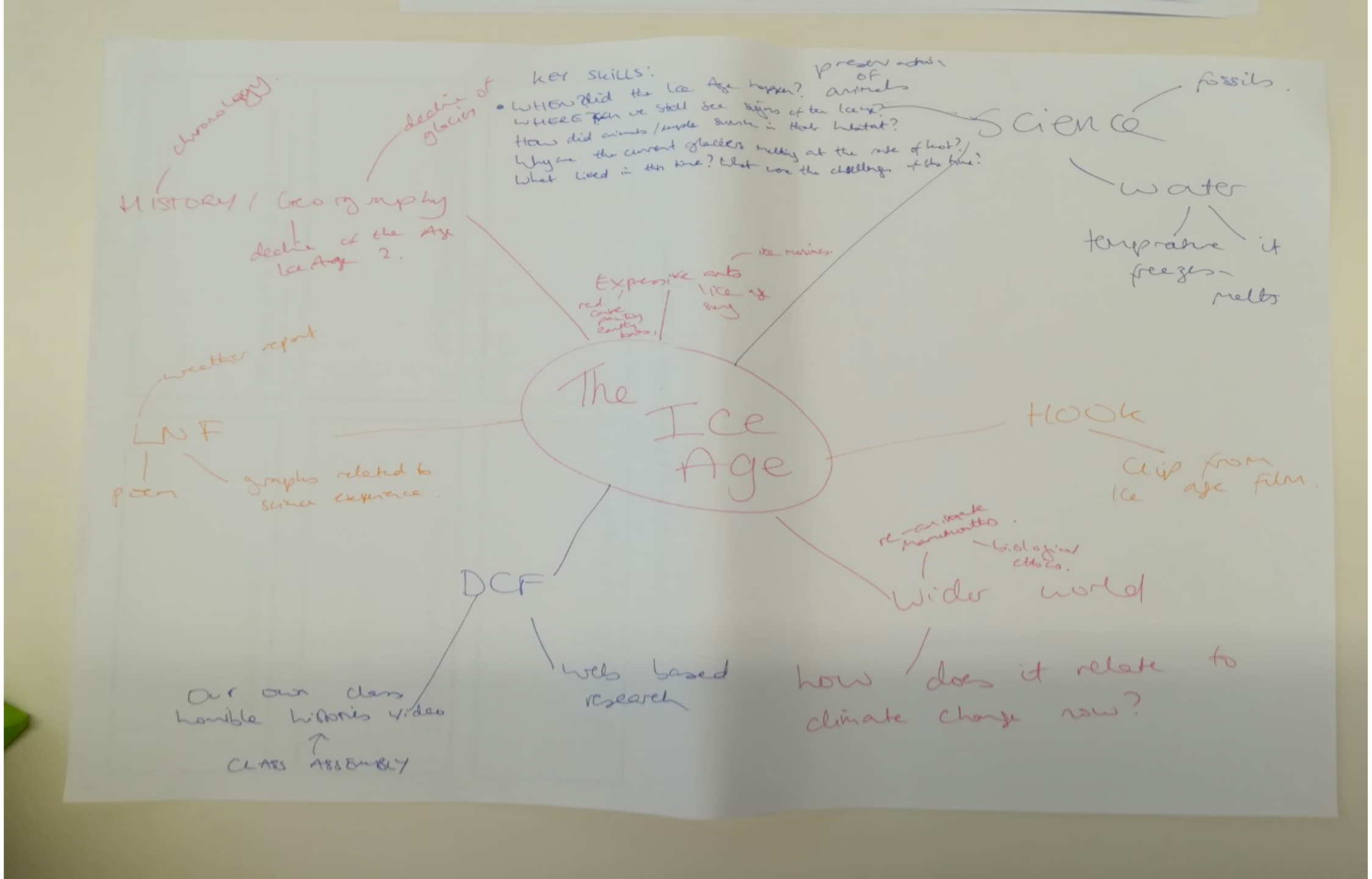
Cynllun
meddwl am y anfanteision a'r manfeision
Pam oeddwn nhw yn symud?
Oedd rhai pobl ddim yn symud? Pam?

Adnoddau;
Ipad
Cais- gyda popeth mewn- papur newydd, esigid, cerdyn



Cyflwyno;
Cael dealltwriaeth dwfn o gyflwr y Faicwi
Gadair coch
Dyddiadur neu llythyr
Map meddwl
Gwisgo lan yn y dillad
Sain Ffagan- Taith i amgueddfa Barri, Abertawe
Sgrin Wedd - gadael eu rhieni, neges at eu teuluoedd nhw
Amser maith yn nol




The Ice Age
KEY SKILLS:
• WHEN did the Ice Age happen?
WHERE can we still see signs of the Ice Age?
How did animals / people survive in that habitat?
Why are the current glaciers melting at the rate of heat?
What Used is the time? What are the challenges of the time?
HISTORY / Geography
decline of glaciers
decline of the Ice Age 2.
Science
fossils.
preservation of animals
water
temperature
it freezes
melts
Expressive arts
ice statues.
LNF
weather report
poem
graphs related to science experience.
DCF
Our own class horrible histories video
CLASS ASSEMBLY
web based research
HOOK
clip from ice age film.
Wider world
re-curriculum
biological chaos.
how does it relate to climate change now?

Scenario: To explore the use of air raid shelters in WW2.

Hook: 80 year anniversary of the start of WW2. Show children clip of Pethe WW2 video 'Your Home as an Air Raid Shelter'. https://www.youtube.com/watch?v=zjWfR7mdAaE to stimulate discussion. What was life like then compared to now. What feelings do the children have about life during WW2?

Children to establish success criteria through whole class discussion. What questions do the children want to find out? What do they want to know?

Research WW2 Shelters via Internet, discuss **reliable sources** versus unreliable (i.e. Wikipedia not acceptable).

Provide children with prepared sources through **QR codes**.

Children to create a **Padlet** with their research results, including images, facts, quotes.

Children to make/build/draw their own Anderson Shelter.

The Great Fire of London - 1666

HOOK: Tools used to put out the fire such as hoses, buckets in the middle . Children encouraged to look at the tools and think about contrasts to now and how they would use them.



Resources: Powerpoint presentation.
Box with the materials
Images of houses
Computers to create powerpoint

Skills: Literacy, DCF, analysing and research, critical thinking, historical skills such as chronology, interpretations, researching and evidencing

PLAN: Children discuss the tools and state why/why not the tools would've been good to use and compare it to now – social media, fire engines, 999 etc.

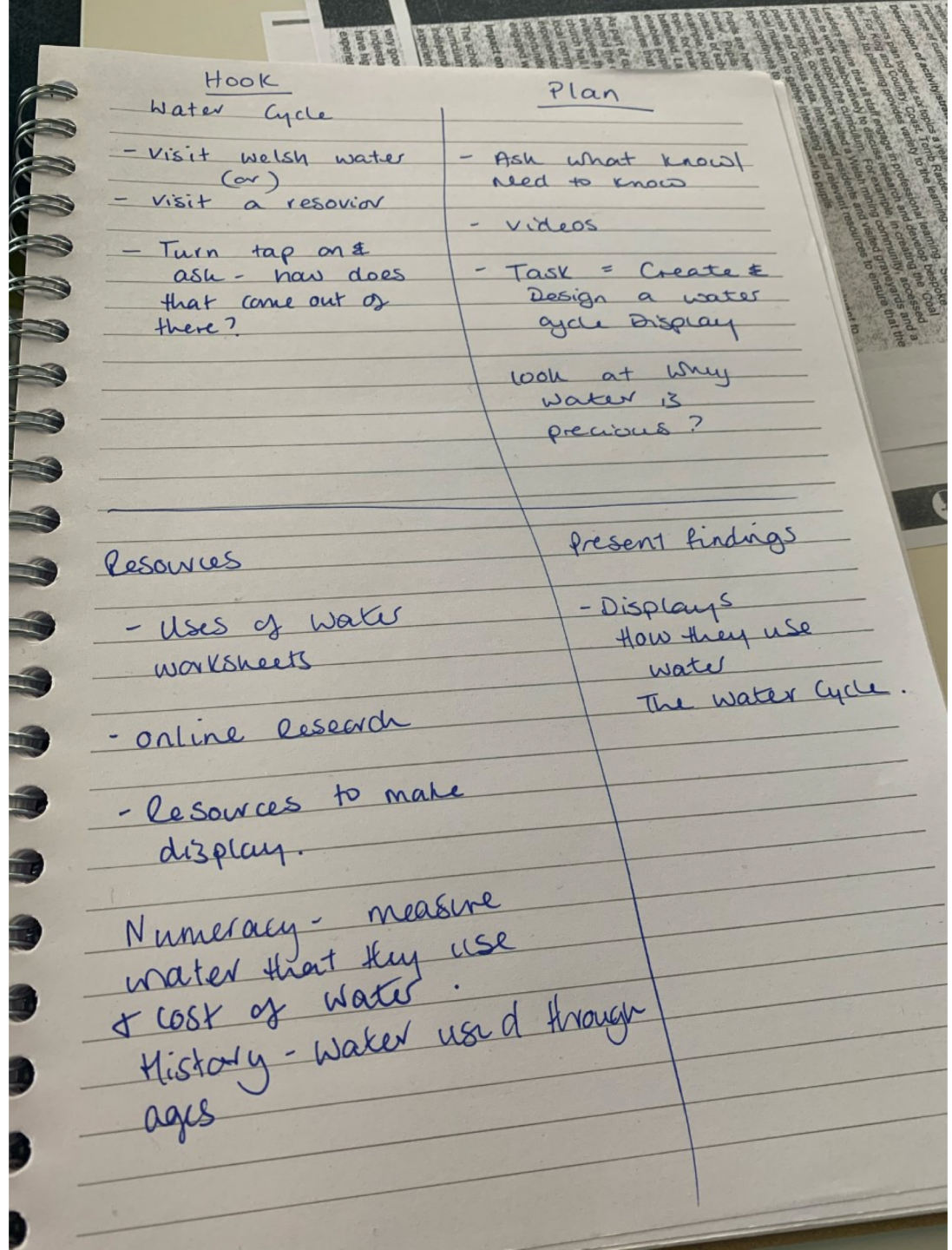
Senses used during the fire, touch/smell and also feelings and experiences whilst at the fire to create context. Discuss the fire and how it spread – context to the houses and how they were laid out etc.

TASK: Look at the houses then and houses now, work in small groups to create a perfect street where a fire could not spread. Need to research houses then and now and give evidence.

PRESENT FINDINGS: Children present their streets to the rest of the group and then all discuss their streets including similarities/differences

Ultimately – the classroom would have the perfect street.

Also – trip to the local Fire Station/Firefighter comes in to talk to the children.



Hook

Water Cycle

- Visit welsh water (or)
- Visit a resovior
- Turn tap on & ask - how does that come out of there?

Plan

- Ask what know/ Need to know
- Videos
- Task = Create & Design a water cycle Display

Look at why water is precious?

Resources

- Uses of water worksheets
- online Research
- Resources to make display.

Numeracy - measure water that they use & cost of water.
History - Water used through ages

Present findings

- Displays How they use water The water cycle.

Coal House - What was Life like for a coal miner?

Hook - Trip
e.g. Big Pit
St Fagans
Cyfarthfa Mueseum
Hot Seating - Question Preparaton on trip.

- Assessment of Learning -
Diary Entry
- Hot Seating activity
-

-Resources-
- Coal House program
- Museums
- IT - Ipad (Research)
- Newspapers
Books

Present Findings-
Choice:
- Role Play - NOW vs THEN
- Newspaper article / Diary entry

HOOK:

- **Classroom table set out as a banquet**
- **Tudor music playing**
- **Children are encouraged to sample some of the Tudor food and embrace royalty in the Tudor times.**



Who are the:

1 table: The peasants

2nd table: crime and punishment

3rd table: Henry the 8th

4th table: The Wives

Plan:

- Each table using the iPads to find out five interesting facts about the roles they have been given
- Create true or false sheets using the facts they have found to do as a class.
- Activity 2: creating a timeline display about henry the VIII and the wives
- A letter from Henry VIII to the executioner on why you want to get rid of Ann Boleyn
- Build a Tudor house (DT)
- Trip to St Fagan's to see Tudor houses
- Poor person's meal (outdoor space)

Resources:

- IPads for each group
- Printed out fact sheets
- Art materials for timeline display
- Recycled Materials for building Tudor house
- Bread
- Squash

Skills

- DCF
- Literacy
- Creative thinking
- Decipher between fact and opinion
- Numeracy (sequencing)
- Investigation
- Understanding the environment
-

Present finding:

- By finding out 5 facts and presenting to the class they are gaining an in-depth understanding of the different roles during the Tudor times.

- **Hook** – Dangos clip o Greta Thunberg yn siarad ar y newyddion. Neu clip o rhywun yn helpu anifail sy'n sownd mewn plastic.
- Cwestiynau - Pwy sy'n adnabod hi? Beth mae'n brwydro dros?

- **Cynllun** – erdych yn lleol at sut ni'n ail-gylchu. Ymchwilio i ystadegau a awdurdodau lleol. Creu poster I hybu ail-gylchu yn y gymuned.
- Dangos ymchwil - Ysgrifennu at yr awdurdod lleol i ofyn i roi posteri lan yn y gymuned.
- Eco-bwyllgor yn gallu dod i siarad gyda'r dosbarth am sut mae'r ysgol yn ail-gylchu.

- **Ymchwilio / Adnoddau**
- iPads/ rhaglenni teledu / newyddion / y we / newsround /

- **Dyniaethau**
- **Sgil** – arsylwi a ofyn cwestiynnau an le, amgylchedd neu after daearyddol
- **Ystod** –
  sut mae lleoedd ac amgylcheddau wedi'u cysylltu a lleoedd ac amgylcheddau eraill. Sut mae poble wedi effeithio ar y lle / amgylchedd hen? Sut alla i a phobl eraill ofalu am yr amgylchedd hwn? Sut m ae barn pobl am y mater daearyddol hwn yn amrywio a beth yw fy marn i?

TASK : Planning an 'Enquiry' in the Humanities.

Focus - History.

Questions Scenario - Investigating the Titanic Disaster.

Plan -

1st - Think pair share on skills needed to investigate.

2nd - Questions centred around:

- Who is responsible
- Why did it happen
- Prevention.

Resources - Primary Resource
- Info from time
- Interviews (Role play) of people who where there.
- Photo's.

Secondary R.
- News articles.
- Painting & Pictures of it sinking.

Katie Rhodes
Monica Casley
Arran Bluck
Hayley Gubb

Hook

A box is delivered to school, with a sword and an invite.

The invitation is inviting the children to a banquet with the King and Queen next month.

Children are asked to dress appropriately and bring a dish of food.

Questions

Where is the castle?

Who are the King and Queen?

What clothes do they wear?

What food do they eat?

What is the entertainment?

Who else are invited?

What is the reason for the banquet?

Extended learning

What castles are still standing today?

How long did they live in the castle for?

Resources

Books

Internet

Visits

Paired/group work

Findings

Role play

Hold a banquet

PowerPoint presentations

Invitations

Dancing

Skills

Chronological awareness

RE

Everyday life

DCF

Creative

Locating places



YR 5/6

HOW CAN WE SAVE THE WORLD?

HOOK: video about climate change & Greta Thunberg

QUESTIONS?

- HOW CAN WE SAVE THE ENVIRONMENT?
- WHAT CAN WE DO TO STOP THE ICE CAPS MELTING?

LINK THIS TO HOME / LOCAL AREA

- HOW DO WE TRAVEL TO SCHOOL?
- HOW TO REDUCE CARBON EMISSIONS?

PRESENT FINDINGS:

- POSTER
- ART
- VERBALLY IN GROUPS
- WRITE A LETTER TO THE LOCAL COMMUNITY

RESOURCES?

- VIDEO
- STATIONS – RECYCLING/ LIGHTS/ TOY CARS – WITH IPADS & BOOKS RELATED TO THESE TO FIND WAYS OF WHAT IS THE MOST EFFECTIVE WAY IS TO REDUCE CLIMATE CHANGE.

SKILLS BEING DEVELOPED:

- LOCATING PLACES AND ENVIRONMENTS
- USING MAPS, IMAGERY & ICT TO FIND AND PRESENT LOCATIONAL INFORMATION
- UNDERSTANDING PLACES, ENVIRONMENTS AND PROCESSES
- IDENTIFYING NATURAL AND HUMAN FEATURES
- DESCRIBE THE CAUSES & CONSEQUENCES OF HOW PLACES AND ENVIRONMENTS CHANGE
- RANGE – PUPILS DEVELOPING THEIR GEOGRAPHICALLY SKILLS, KNOWLEDGE AND UNDERSTANDING THROUGH LEARNING ABOUT PLACES, ENVIRONMENTS & ISSUES

Faciwî yr Ail Ryfel Byd



- Sbardun – beth sy'n digwydd yn y llun yma?
- Syniadau – llythyron o faciwis yn egluro teimladau.
- Egluro y cyd-destun (lluniau bltiz, fideos)
- Creu taflen cyfweliad ar gyfer y te blynyddol faciwis yn y pentre (cyfrifiadur)
- Profiad cael te gyda faciwis sydd gyda profiad o lygad y ffynnon.
- Recordio cyfweliadau (ipad/ fideo recorder) – chwarae rol newyddiadurwr
- Llinell amser y faciwis a creu map o'i siwrnau (map Prydain) – creu arddangosfa ysgol
- Cyflwyno'r cyfweliadau i gweddill yr ysgol a chynwys y gwybodaeth/tystiolaeth mae nhw wedi ffeindio.
- Sgiliau – Ymholi hanesyddol, trefnu a chyfathrebu, gofyn ac ateb cwestiynau, astudio bywyd bob dydd, FfCDd, FfLlRh, Daearyddiaeth.

Romans

<u>Introduce topic</u>.
True or false facts about the Romans

Look at images that all represent different types of entertainment – can they work out what each one is?

Look at Roman entertainment – show video clips
How does it differ to our entertainment today

<u>Consolidate understanding</u>
The Romans enjoyed ….
Roman entertainment included ------- ------ and ---- ----. I think that ------ would have been very entertaining because -------
In this lesson I learned ----

