Social Science Cambridge Social science 11111 lim Second Edition allilli. Teacher's Book **CAMBRIDGE** with Digital Pack



# SOCIAL SCIENCE 1

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# WELCOME TO CAMBRIDGE SOCIAL SCIENCE

**Cambridge Social Science Second Edition** follows the new Primary Social Science curricula with complete coverage of the Science competencies.

- An enquiry-based approach with Big Questions promotes critical thinking around relevant Science topics.
- Hands-on experiments and manual activities engage students with the content in a child-friendly, memorable way.
- Three competency-based projects with posters and assessments encourage pupils to deepen their exploration of new concepts while strengthening their collaboration and presentation skills.
- A **new content review section** on every spread ensures that students have enough practice with new concepts to effectively consolidate their knowledge.

- English speaking, listening, reading and writing skills are developed while grammar structures presented in Cambridge Primary courses are systematically reinforced.
- Exam vocabulary and practice for Cambridge English Qualifications for young learners are featured in every level:

Level 1: Pre A1 Starters

**Level 2: A1 Movers** 

Level 3: A1 Movers and A2 Flyers

Level 4: A2 Flyers

Level 5: A2 for Schools and B1

**Preliminary for Schools** 

**Level 6: B1 Preliminary for Schools** 

**Cambridge Social Science Second Edition** has been developed around the key Science competencies stipulated in the new curriculum. For every lesson you teach, the competencies covered by the content are listed on the corresponding Teacher's Book spread. In addition, the three level projects are supported by competency-based assessments.



### C1 Digital competency

Use digital devices and resources in a safe, responsible and efficient way.



#### C4 Competency in self-awareness and empathy

Develop awareness of one's own and others' physical, emotional and social well-being.



## C7 Competency in historical awareness

and culture



## C2 Scientific thinking

Use different techniques, instruments and modes of scientific thought to interpret and explain facts and phenomena occurring in their own natural, social and cultural environment.



# C5 Competency in preservation of natural and cultural heritage

Identify and understand relationships between systems in the natural, social and cultural environment to appreciate the value of cultural and natural heritage and preserve it.



# C8 Competency in cultural and social awareness and empathy

Value plurality and respect other cultures to build a more harmonious society that integrates EU values.



# C3 Problem-solving competency

Use design projects
and computational
thinking to cooperatively
solve problems in



# C6 Competency in environmental sustainability

Develop awareness of human impact on the environment, including



## C9 Citizenship competency

Recognise democratic values, human and child rights and the principles of the Spanish Constitution



## **Course Components**

Pupil's Book with eBook: Each unit includes hands-on experiments, manual activities, mixed-ability assessment and practice of the Cambridge English Qualifications for young learners. There are three competency-based projects per level: each Our Project includes an accompanying Project Poster, Project Worksheet and Project Assessment Grid. Pupils can find their eBook access code on the inside front cover of their Pupil's Book



Activity Book with Digital Pack: Each unit features activities that consolidate the concepts introduced in the Pupil's Book and practise the Cambridge English Qualifications for young learners. Self- or peer-assessments are included on the Activity Book project pages. The Digital Pack access code is on the inside front cover of the Activity Book.

### Teacher's Book with Digital Pack:

Teaching ideas are offered at each stage of the lesson and competencies are flagged. Each unit highlights Cambridge English Qualifications vocabulary and practice activities, as well as links to digita components. Teachers can access digital content using a unique code found on the inside front cover of the Teacher's Book.



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Flashcards: Full-colour printed flashcards (Levels 1–4) bring Science topics to life. Digital flashcards are available for all levels.



CAMBRIDGE

# Digital components on Cambridge One platform

The digital components for **Cambridge Social Science Second Edition** are available on our new **Cambridge One** online learning platform.



**Presentation Plus:** Digital front-of-class presentation with interactive versions of the Pupil's Book and Activity Book and a variety of features to help pupils cement their understanding of key concepts.

- interactive Pupil's Book and Activity Book activities
- documentary videos for every Pupil's book
- animations to support the meaning of core concepts
- digital flashcards
- class audio with scripts

**Test Generator:** Features downloadable readymade mixed-ability tests and allows teachers to build their own exams.

**Teacher's Resource Bank:** Includes teacher training videos; *Our Project* assessment grids, worksheets, posters, and self- and peerevaluations; revision worksheets; concept maps; letters to parents; and downloadable class audios and videos.

**Practice Extra:** Teachers can set homework and track each pupil's progress. Provides extra practice in a way that rewards and motivates young learners.

# MEET OUR EXPLORERS

PAGES 4-5

# **Objective:**

Pupils will meet the characters that represent each unit of the book. Through them they will become familiar with the main topics and skills that they will study. By discussing the images and text on these pages, they will become curious and engaged with the study of social science. They will see how they too will become explorers as they navigate their way through the book and track their journey with their 'passport'.

## Key vocabulary

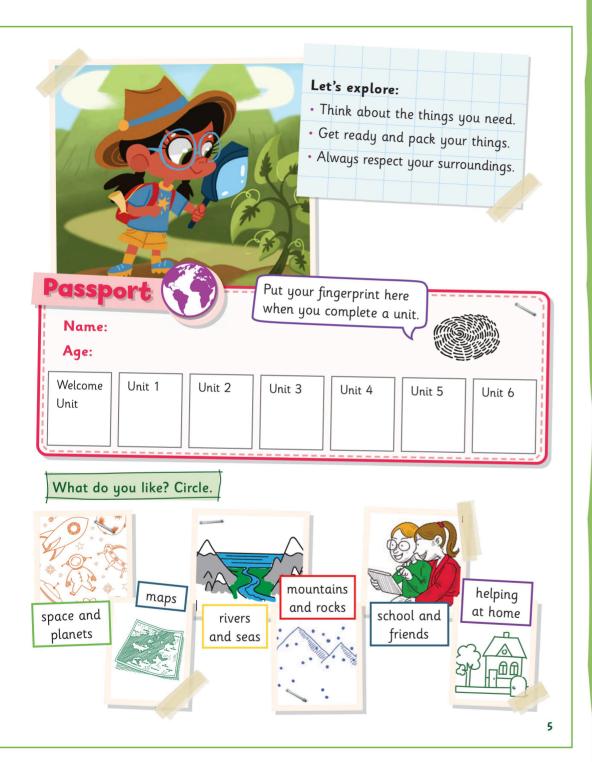
astronaut, buildings, dancing, flamenco, people, planets, space, thermometer, weather



## Warm up

Draw a smiley face on the board.
Tell pupils something you like. Then ask pupils to tell a partner about something they like. Get class feedback and write popular answers on the board. Refer back to this at the end of the lesson and ask pupils if any of the items on the board are the same as the things the characters in the book like.





## **Main concepts**

- Point to each character in turn and have pupils point too. Say What's the name of the character? What does he / she like? Ask Which words tell you what he / she likes? Ask pupils to repeat these words slowly and then a little faster.
- Ask pupils if they like these things (space, planets, dancing, the weather, climbing mountains, etc.). Stretch pupils a little more if appropriate and ask why they like them
- Ask pupils to guess from the images what topics they will study and to circle the topics they like.
- Explain that as they finish a unit, they will put their fingerprint in the passport.

### Learn more

- Write on the board, I'm \_\_\_\_. I like
   ... Give an example and encourage pupils to write and draw their own sentence and picture in their notebook or on a piece of paper.
- Encourage pupils to practise saying their sentence and to show and tell a classmate.



# WHAT'S IN SPACE?

## **Learning objectives**

By the end of this unit, your pupils will have achieved a greater understanding of the following concepts:

- the sun as the centre of our solar system
- the movements of the Earth and the moon
- the differences between seasons
- the different ways we measure time

## **Competencies**

This unit covers the following competencies:

Sci C1: Digital competency



• Sci C2: Scientific thinking competency



Sci C3: Problem-solving competency



• Sci C4: Competency in self-awareness and empathy



• Sci C7: Competency in historical awareness



## Key vocabulary

**Solar system:** Earth, moon, planet, star, sun **Seasons:** spring, summer, autumn, winter

**Time:** days of the week, hours, months of the year, o' clock, week

**Measuring time:** calendar, clock, watch

## **Cambridge English Qualifications practice**

You will find *Pre A1 Starters* activity types in the following exercises:

Pupil's Book, Page 17, Activity 1 – Reading and Writing Part 1

Pupil's Book, Page 85, Activity 1 – Reading and Writing Part 5

Pupil's Book, Page 85, Activity 2 – Reading and Writing Part 3

Activity Book, Page 6, Activity 11 - Reading and Writing Part 3

Activity Book, Page 6, Activity 12 – Reading and Writing Part 2

Throughout this unit, you will find the following *Pre A1 Starters* vocabulary: balloon, blue, clock, colour, day, draw, favourite, green, happy, know, listen, name, night no, number, paint, read, sad, see, song, sun, white, write, year, yellow, yes





## **Digital Resources on Cambridge One**

- Song: We all orbit the sun
- Chant: The seasons and me
- Video documentary: The Earth moves!
- Presentation Plus with interactive activities
- Practice Extra with interactive activities
- Test Generator

- Resource Bank:
- Flashcards: 1–19
- Worksheets for revision
- Concept map
- Letter to parents
- Practice Extra answer keus
- Oracy talking points worksheet and cue cards
- Programaciones
- Downloadable class audios and videos

## Materials needed for Hands on

- · a dish and modelling clay
- A4 paper
- balloons and strips of newspaper
- a paper plate, card and split pins

## Materials needed for other activities

- pegs and a washing line to hang up papier mâche balloons to dry (optional)
- a calendar with a page for each month, a clock (with movable hands), a watch

## **Hands** on

In this unit, each spread has a project. Pupils will explore the movement of the Earth around the sun and the moon around the Earth, the difference between seasons, and how we measure the hours of a day. These are projects where pupils make and create in order to observe and understand the concepts of space and time.

## Mindful time

Each unit has a Mindful time feature that encourages pupils to relate learning to their feelings and emotions, their relationships with classmates, and their well-being. The audio (track 13) can be used throughout the course to achieve moments of calm, in which pupils focus on their breathing and connect with the world around them. In this unit, pupils will think about the space around them, their personal space and that of others



## UNIT 1 PAGES 6-7

## **Objective:**

Pupils will share what they know about space. They will become familiar with the vocabulary sun, the Earth and moon. For teachers, this is an opportunity to assess what pupils already know regarding concepts and vocabulary.

## Key vocabulary

Earth, moon, orbit, planet, space, star, sun







The craft on page 11 will need more than one class. It may be a good idea to start gluing the newspaper onto the balloons in this class whilst discussing the appearance of the sun, the Earth and moon.

## Warm up

Ask pupils to look up at the sky and talk about what they can see. If it's a cloudy or rainy day, ask Where is the sun? Ask whether they can see different things in the sky at night. Write pupils' suggestions on the board along with sun, star(s) and planet and encourage them to say the words. Encourage pupils to talk about what they know.

Suggested answers: sun, moon, planets, stars, satellites



### **Mindful time**

Ask pupils to spread out their arms and imagine they are planets moving around in space. They must move around without touching anyone else. Ideally, this would be done outside or in a gym. Talk with pupils after the activity about respecting each other's space, this can be around their desks, when they line up, wash their hands, etc.



## **Main concepts**

- Ask pupils to look at the opening pages. Give pupils a *whispering minute* this is time when they can look and talk about what they see with a partner. Then ask *What can you see?* Encourage pupils to name and describe what they see.
- Read the question Is the sun a star o a planet? If pupils are not sure just explain they will find out in the unit.
- Talk about the unit character. Ask Who is he? What is an astronaut?

## Learn more

Provide sentence starters on the board: I can see the ... / This is the ... / It is ... / It has ... and once pupils are familiar with the objects on the page, encourage them to go back and use the sentence starters with a partner: I can see the Earth. etc.

#### Song

The song reinforces the concept of the Earth orbiting the sun and the moon orbiting the Earth. It provides the sentence structure to describe this. Play the song while pupils look at page 10.

### **Documentary**

The documentary focuses on the Earth's relationship with the moon and the sun, and their movements. This is best viewed in this lesson or the next, on page 8. Before pupils watch, ask *Does the Earth move?* And give them time to think about this.