

Social
Science



Cambridge
**Social
Science**

2

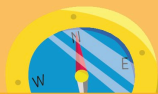


Second
Edition



CAMBRIDGE

Teacher's Book
with Digital Pack



SOCIAL SCIENCE 2



Course introduction

Page 2

Here we go again!

Page 4

1

What's in the solar system?

Page 6

2

What's on the Earth's surface?

Page 20

Our Project 1

Page 34

3

**What types of weather
are there?**

Page 38

4

What do maps tell us?

Page 52

Our Project 2

Page 66

5

**What do we know
about Spain?**

Page 70

6

Why is history important?

Page 84

Our Project 3

Page 98

Audio scripts

Page 102

Activity Book answers

Page 108



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.



Sci C1 Digital competency

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



Sci C4 Competency in self-awareness and empathy

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



Sci C7 Competency in historical awareness

Understand continuity and change in society and culture.



Sci C2 Scientific thinking competency

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.



Sci 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.



Sci 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.



Sci C3 Problem-solving competency

Use design projects and computational thinking to cooperatively solve problems in interdisciplinary projects.



Sci C6 Competency in environmental sustainability

Develop awareness of human impact on the environment, including sustainable practices.



Sci C9 Citizenship competency

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



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 digital components. Teachers can access digital content using a unique code found on the inside front cover of the Teacher's Book.



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



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 unit
- **animations** to support the meaning of core concepts
- **digital flashcards**
- **class audio with scripts**

Test Generator: Features downloadable ready-made 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 peer-evaluations; 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.

HERE WE GO AGAIN!

PAGES 4–5

Objective:

Pupils will meet new characters and become familiar with the main topics and skills that they will study. By discussing the images and texts on these pages, they will become curious and excited about the new topics in this second book of Social Science. They will fill in their 'passport' with their personal information and get ready to start their journey through the units.

Key vocabulary

ballot box, book, camera, community, country, fingerprint, landscapes, paintbrush, painting, map, moon, planets, road sign, solar system, telescope, thermometer, vote, weather, women's rights, writing



Warm up

- Ask pupils to look carefully at the opening pages and tell you what they can see. Get them to talk about this with a partner.
- Ask pupils what they can infer or guess from the images they see and what topics they will study this year. Ask pupils to tell you and each other what things they like.




Main concepts

- Point to each character in turn and have pupils point too. Ask pupils for the name of each character and what the character likes.
- Ask pupils if they can guess the topics they will study this year. For each topic, have pupils call out any vocabulary they already know.
- Explain that as they finish a unit, they will put their fingerprint in their passport.

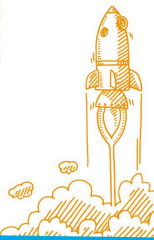

Learn more

- Read the list of topics together and have pupils tick two or three topics they like the most and tell them to a partner.
- Write on the board, *I'm* _____.
I like
- Ask pupils to complete the sentence on a piece of paper and then walk around the class reading their sentence to other classmates.



Let's explore:

- Observe the world around you.
- Think about things you can do.
- Be kind and make a difference, too.





My passport


Name:

Age:

Country:




Put your fingerprint here when you complete a unit.



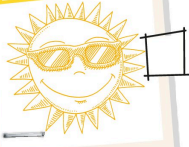
Welcome Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
--------------	--------	--------	--------	--------	--------	--------

What do you like? Tick (✓).

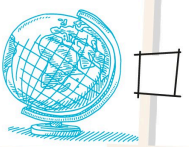
the moon and planets




the weather



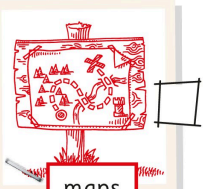
countries



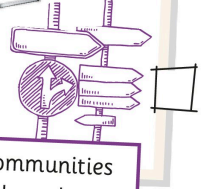
landscapes



maps



communities and road signs



5

Pupils' own answers

For next lesson ...
a telescope (optional),
chalk and black card

1

WHAT'S IN THE SOLAR SYSTEM?

Learning objectives

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

- the names and positions of the eight planets in our solar system
- the sun is the centre of our solar system and planets orbit the sun
- the four main phases of the moon
- why we have day and night

Competencies

This unit covers the following competencies:

- Sci C2: Scientific thinking competency 
- Sci C3: Problem-solving competency 
- Sci C4: Competency in self-awareness and empathy 
- Sci C5: Competency in preservation of natural and cultural heritage 
- Sci C7: Competency in historical awareness 

Key vocabulary

Solar system: centre, day, Earth, moon, orbit, planet, star, sun

Planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

The moon: first quarter, full moon, light, month, new moon, phases, satellite, third quarter

Day and night: axis, hour, rotation

Cambridge English Qualifications practice

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

Pupil's Book, Page 16, Activity 1 – Listening Part 5

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

Pupil's Book, Page 84, Activity 2 – Listening Part 4

Pupil's Book, Page 85, Activity 1 – Reading and Writing Part 2

Activity Book, Page 3, Activity 5 – Reading and Writing Part 6

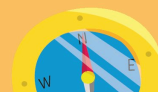
Activity Book, Page 5, Activity 8 – Reading and Writing Part 3

Activity Book, Page 6, Activity 10 – Reading and Writing Part 1

Throughout this unit, you will find the following **A1 Movers** vocabulary:

always, centre, first, how often, moon, near, never, second, sometimes, star, third, up, where, why





Digital Resources on Cambridge One

- Song: *The planet song*
- Chant: *The planets*
- Video documentary: *Phases of the moon*
- Mindful time: *Let's observe.*
- Presentation Plus with interactive activities
- Practice Extra with interactive activities
- Test Generator
- Resource Bank:
 - Flashcards: 88–90, 1–9
 - Worksheets for *Hands On*, *Game Zone* and revision
 - Concept map
 - Letter to parents
 - Practice Extra answer keys
 - Oracy talking points worksheet and cue cards
 - Programaciones
 - Downloadable class audios and videos

Materials needed for *Hands on*

- black card and plasticine
- coloured card, scissors, marker pens and push pins or brass fasteners
- A4 paper, string, scissors, marker pens or coloured pencils

Materials needed for other activities

- a real telescope (optional)
- a sphere, such as a tennis ball, and a torch
- chalk and black card
- a globe and a torch

Hands on

Each spread has a *Hands on* activity or game zone where pupils will explore where the planets are in relation to the sun using plasticine, and take part in a quiz on the planets. They will make a moon phase wheel to understand the phases of the moon and a booklet to categorise what things we see only at night or only during the day.

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.

In this unit, the Mindful time activity focuses on observing the world around us.

Objective:

Pupils will share what they already know about space. They will reactivate vocabulary for *Earth, moon, orbit, planet, solar system, star* and *sun*. For teachers, this is an opportunity to check pupils’ understanding of the solar system and find out their understanding of new concepts such as moon phases and night and day.

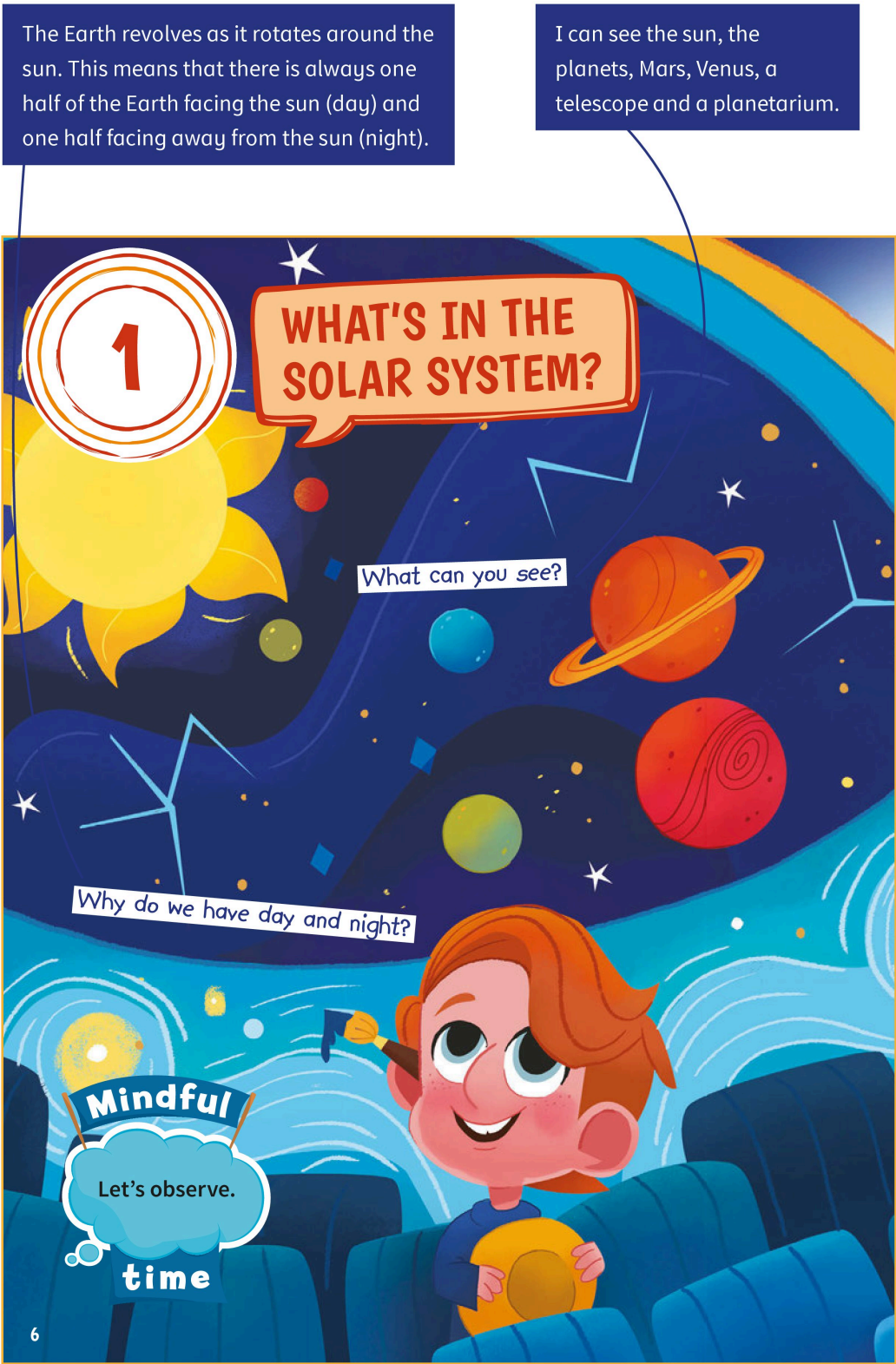
Key vocabulary

Earth, moon, planet, planetarium, orbit, solar system, space, star, sun



Warm up

For this activity, show pupils a real telescope if you have one or can borrow one from a colleague. Tell pupils to imagine it is nighttime and pretend they are looking up at the night sky through a telescope. Encourage them to tell you what they can see. Every time a pupil names key vocabulary, put the corresponding flashcard up on the board.



Introduce **Mindful time**. Pupils will be calm and quiet. Prompt pupils to focus on their breathing, bodies and the world around them. Encourage them to look for details other people may not see. Elicit pupils’ observations.



Main concepts

- Give pupils a whispering minute to look at the opening pages and talk about what they see with a partner.
- Ask whether any pupils have visited a planetarium and if they enjoyed their visit.
- Ask pupils to point to the planets and name the ones they know. Ask which ones they can see outside the planetarium.
- Explain that sometimes Venus and Mars can be seen without a telescope.

Learn more

- Read the scattered questions and allow pupils to feel comfortable sharing ideas. Ask *What can you see in the sky during the day / at night?*
- Talk about the unit character. Ask *What is the difference between an astronaut and an astronomer?*
- Have pupils work in pairs and hand out chalk and black card. Call out key words and have pupils spell them together.

Song

The song reinforces the concept that the sun is the centre of our solar system, and the Earth and planets rotate around it. The song provides the sentence structure to describe these movements. Play the song with page 10.

Documentary

The documentary focuses on the phases of the moon. This is best viewed with the lesson on page 12.