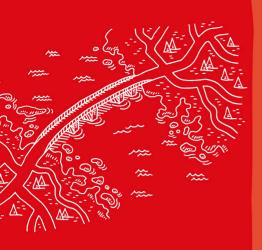




SOCIAL SCIENCE 3

	Course introduction Welcome unit	Page 2 Page 4
1	How do maps help us find places?	Page 6
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	Our Project 1	Page 34
3	How is land organised into regions?	Page 38
4	How do people in Spain live?	Page 52
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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 Fluers

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 of 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.



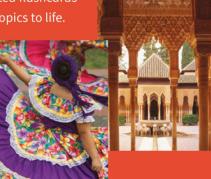
Teacher's Book with Digital Pack:

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-color 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
- 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 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.

WELCOME UNIT

PAGES 4-5

Objective:

Pupils will become familiar with the main topics and skills that they will learn throughout this book. Through discussion and making inferences about the images on these pages, they will become engaged with the study of social science. They will be introduced to some of the key vocabulary used throughout the book.

Key vocabulary

archaeologist, cartographer, culture, fossil, geography, historian, map, regions, tour guide, traditions, travel



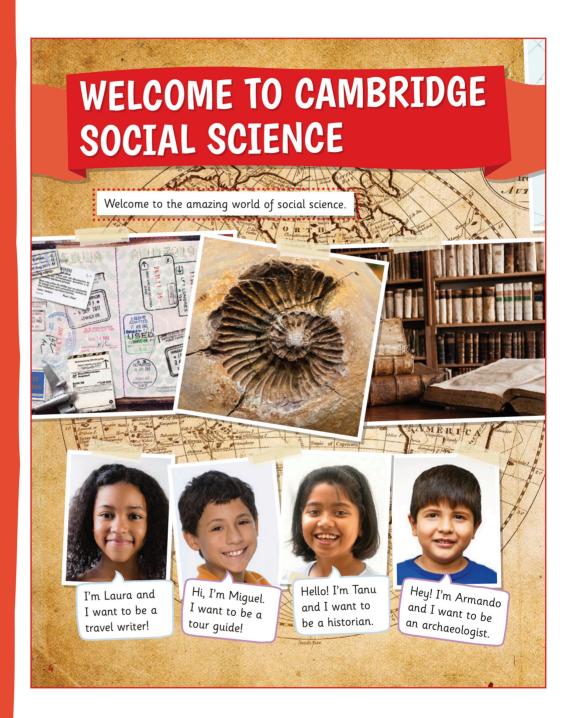


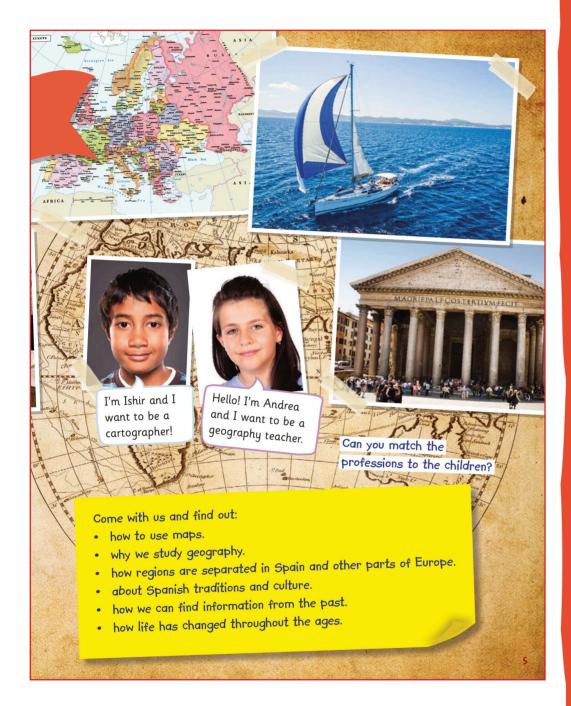




Warm up

Ask pupils to look carefully at the photos and tell you: 1) what they can see, 2) what they like and dislike in the pictures and 3) what questions they have about the photos. Get them to talk about this in small groups. Do not explain any new words yet. Ask them what they can infer or guess from the photos and to give reasons.





Main concepts

- Prepare a table or word mat for pupils with the main vocabulary written on it. Leave some spaces for pupils to add more words during the lesson. Ask them to look up the key terms from these pages in a dictionary. Ask pupils to look at the pictures again and to think about the context: does the word have the exact same meaning on this page as in the dictionary.
- Then, ask pupils to draw their own pictures to show the meaning of each item of vocabulary.

Learn more

- Ask pupils to take turns to pick one
 of the key words and make up their
 own sentence to demonstrate how
 to use it. They should listen carefully
 to each other, correct any mistakes
 and improve the sentence by adding
 an adjective or an extra clause.
- When they are happy with their sentences, they can write them down

Tip

To finish the lesson, ask pupils to work in pairs. Distribute 12 index cards to each pair. Tell pupils to use six of the cards to write the names of the children and the other six to write the professions. Ask them to shuffle the cards and place them face down to play *Memory*.



HOW DO MAPS HELP US FIND PLACES?

Learning objectives

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

- the differences between political, physical and street maps
- the different elements that appear on a map
- how a compass works
- which type of map to use in different situations
- the scale of a map

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



Key vocabulary

Maps: border, continent, country, flat, globe, locate, physical map, political map, surface, symbol

Elements of a map: compass rose, element, key, scale, symbol, title

Types of maps: give directions, locate, physical map, political map, street map

Scale of a map: centimetre, distance, divide, kilometre, large-scale map, small-scale map

Cambridge English Qualifications practice

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

Pupil's Book, Page 18, Activity 2 – Reading and Writing Part 5

Activity Book, Page 7, Activity 13 – Reading and Writing Part 5

Throughout this unit, you will find the following *A1 Movers* vocabulary: centre, country, difference, different, map, mountain, place, town, travel, water, world





Digital Resources on Cambridge One

- Song: Don't panic, read a map!
- Video documentary: *Different types of maps*
- Presentation Plus with interactive activities
- Practice Extra with interactive activities
- Test Generator
- Resource Bank:
 - Flashcards: 1-9
 - Revision worksheets
 - 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

compass

- needle
- bowl of water
- piece of cork

magnet

Materials needed for other activities

- compass
- different types of maps: street maps, small and large scale maps, etc.
- globe
- ruler



UNIT 1 PAGES 6–7

Objective:

Pupils will learn about different environments, explore some of the different features and identify some of the animals and plants found there. They will also learn what a map is used for.

Key vocabulary

beach, canyon, city, desert, forest, mountain, rainforest



Warm up

- Ask pupils to look at the photos
 of the seven environments on the
 page. Get them to guess where each
 person is. This could be a country,
 continent or type of environment
 or biome. Ask them to explain their
 guesses.
- Ask pupils to pick one of the seven environments on these pages. Then, ask them if they would be able to use a mobile phone or smartphone to help them if they were lost in this environment. The likelihood is that a phone would only be guaranteed to work in the city. What would they have to use if the phone didn't work? A map or a compass.

All the people look like they are lost and in need of a map.
They all appear to be travelling or on some kind of excursion.



Desert: camel, meerkat, snake, vulture, etc.

Beach: crustaceans, fish, lizards, other invertebrates, etc.

Rainforest: butterfly, jaguar, monkey, mosquito, parrot, snake, sloth, spider, etc.

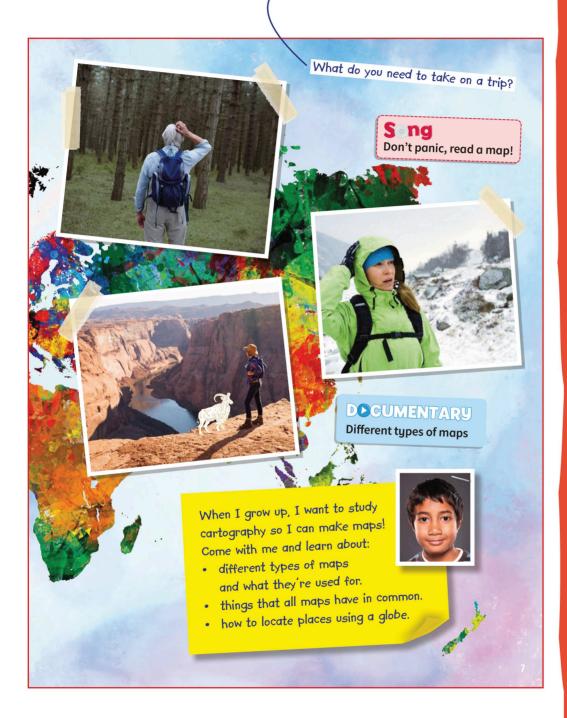
City: cat, dog, pigeon, mouse, rat, etc.

Forest: ant, crow, deer, fox, mouse, owl, spider, squirrel, etc.

Mountain: bear, deer, fox, hare, owl, snow leopard, wolf, etc.

Canyon: antelope, cougar, fish, mountain lion, snake, etc.

A map, a compass, a GPS, a backpack, water bottle, clothes, good shoes, etc.



Main concepts

- Pupils look at the photos and predict what they are going to be learning about in this unit.
- Brainstorm any words pupils
 associate with maps. Ask them
 what types of things you can see on
 a map.
- Play the song *Don't panic, read*a map! and ask pupils to sing along.

Learn more

Display the names or photos of animals you might find in each environment. Match the animals to the correct environment (see the answers for a list of animals).

Song

The song in this unit focuses on how to read a map and the different elements of a map.

Documentary

The documentary focuses on the different types of maps and when to use them.

For next lesson ... different types of maps