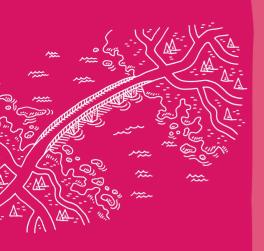
Social Science # R Cambridge Social Science Second Edition Teacher's Book **CAMBRIDGE** with Digital Pack



## SOCIAL SCIENCE 5

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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 Key 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



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

own and others' physical, emotional and social well-being.



#### Sci C7 Competency in historical awareness

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

human impact on the environment, including sustainable practices.



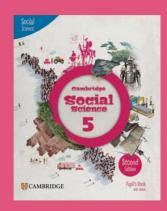
#### Sci C9 Citizenship competency

Recognise democratic values, human and thild 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.

# Social Science Section Committee Co

#### 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:** 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.

**Kahoot! online quizzes** (Levels 5 and 6): Liven up classes through fun competition.



**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**

#### **Objective:**

Pupils will reflect on what social science is by looking at the past and the world that surrounds them today. They will look at the tools used to extract the information and think about how we use the results to understand how the world works.

#### Key vocabulary

behaviour, census, climatologist, demographer, graph, interpret, population, predict, primary source, secondary, source, tool, trend









#### Warm up

Write the words social science in the middle of the board. In pairs, ask pupils to write down a title for each photo. Feed back as a class and see how many they can name correctly. When discussing what pupils think they will learn during the course, write their ideas on a mind map on the board.

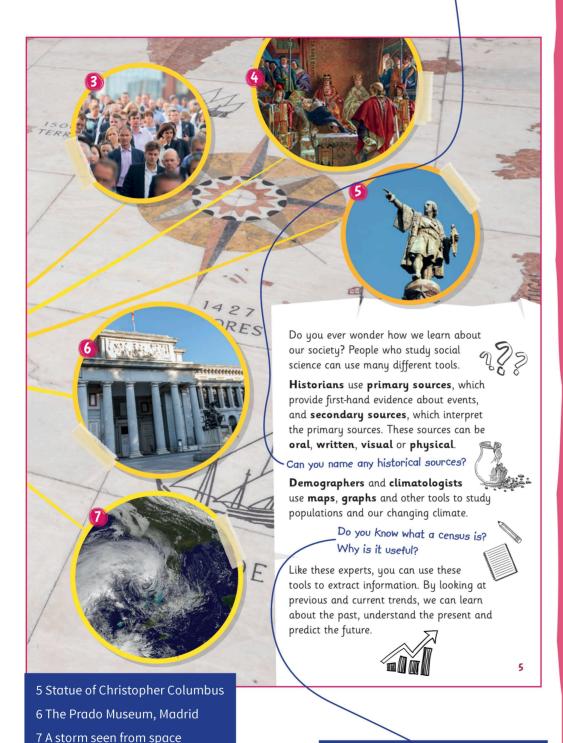
Example answers: pupils, teachers, school, classroom, street, books, posters, clothes See introduction paragraph WHAT IS SOCIAL SCIENCE? Social Science helps us understand the world in which we live. When we look at history, geography and how our society is organised, we can understand our own behaviour and how we influence the world around us. Describe what uou see in the pictures. What do you think you will learn about this year? Look around you. What things can you see that are related to social science? Which photo is being described? Listen and guess. 1 The Alhambra Palace, Granada

A2 Key for Schools Listening Part 1

Photo 6

- 2 Greenhouse gases in the atmosphere
- 3 An example of a big city population
- 4 A painting of Fernando II de Aragón and Isabel I de Castilla (the Catholic Monarchs)

Example answers: photographs, paintings, objects from the time, census data, population statistics, letters, diaries, maps, newspapers



8 The Earth seen from space

9 Las meninas by Diego Velázquez

A census is an official count of the number of people living in a country. It's used to collect information about people and their lives.

#### **Main concepts**

- Look at each photo in turn and ask:
   What can we learn from studying
   this? Elicit how learning about our
   society, past and present, helps us
   to understand how the world works.
- After reading the text, write the words historian, demographer and climatologist on the board. Ask the pupils to write definitions in their notebooks based on what they think these jobs do.

#### Learn more

Ask pupils to create a description of the climate they live in. In groups they should discuss what the weather is like in each season and how that affects how they dress, what they do and what they eat in each season.

Pupils write out a brief description of the climate and its effects on their community.

#### Tip

Write the words historian, demographer and climatologist on the board and ask the pupils to choose which one of the professions they would like to do. They write a sentence about why they would like to do that job.



# WHAT IS THE EARTH'S PLACE IN THE UNIVERSE?

#### **Learning objectives**

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

- the universe, its origin and components
- the moon, its movements, phases and effects on the Earth
- the Earth, its movements and their effects
- the components of our solar system
- the history of space exploration

#### **Competencies**

This unit covers the following competencies:

• Sci C1: Digital competency



Sci C2: Scientific thinking competency



• Sci C3: Problem-solving competency



• Sci C7: Competency in historical awareness 🕰



#### Key vocabulary

**Space:** asteroid, astronomer, comet, the Earth, galaxy, Jupiter, light year, Mars, Mercury, meteor, meteorite, Neptune, planet, Pluto, rocket, rover, satellites, Saturn, sky, telescope, universe, Uranus, Venus

Numbers: billion, fractions, one-eighth, one-sixteenth, quarter, three quarters

**The Earth, sun, moon:** axis, equator, first quarter, full moon, heat, hemisphere, high tide, light, low tide, moon phases, moon, natural satellite, new moon, northern, orbit, revolution, rotation, shape, southern, spin, third quarter, waning gibbous, waxing gibbous

#### **Cambridge English Qualifications practice**

You will find *A2 Key for Schools* activity types in the following exercises:

Pupil's Book, Page 16, Activity 3 – Listening Part 2

Throughout this unit, you will find the following *A2 Key for Schools* vocabulary: astronaut, autumn, belt, bright, dark, east, far, front, half, how long, important, light, million, north, planet, quarter, sky, south, spring, summer, west \_\_\_\_\_

You will find *B1 Preliminary for Schools* activity types in the following exercises: Activity Book, Page 7, Activity 12 – Reading Part 4

Throughout this unit, you will find the following *B1 Preliminary for Schools* vocabulary: air, autumn, explore, great, heat, hot, ice, moon, space, star, sunset, sunrise, sunshine





#### **Digital Resources on Cambridge One**

- Song: What can you see?
- Video documentary: *The sky's the limit!*
- Presentation Plus with interactive activities
- Practice Extra with interactive activities
- Test Generator

- Resource Bank:
  - Flashcards: 1-9
  - Revision worksheets
  - Concept mag
  - Letter to parents
  - Practice Extra answer keus
  - Oracy talking points worksheet and cue cards
  - Programaciones
  - Downloadable class audios and videos

#### Materials needed for Find out more

- rolls of toilet paper
- markers

#### Materials needed for other activities

- · black paper
- die
- drawing of the solar system
- · flashlight
- globe
- large light-coloured ball
- -
- targe fight coloured b

· measuring tape

- paper
- protractors
- rulers
- string
- time-lapse video of tidal
  - changes



#### UNIT 1 PAGES 6-7

#### **Objective:**

Pupils will begin to think about what they see in the sky and why they see it. They will be introduced to basic celestial bodies and ideas.

#### **Key vocabulary**

rocket, sky, telescope, universe









#### Warm up

Have the pupils write out a question they have about space. Beforehand, lead a discussion to stimulate previous knowledge. Each pupil should write out their question on a piece of black paper and cut it into a space-themed shape like a star, rocket, planet, etc. Post the guestions on the classroom walls. Remove the question from the wall as it gets answered.

#### **Main concepts**

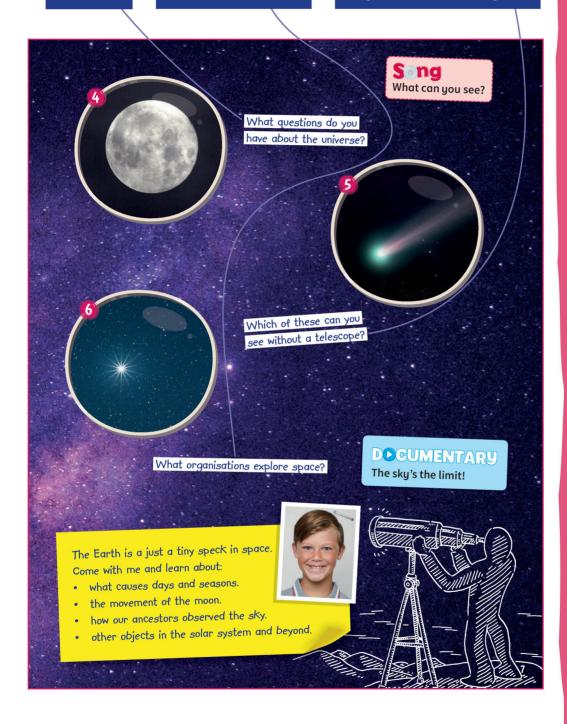
Pupils look over the images and once they have named each object, draw their attention to the photo of the International Space Station. Ask what they think it is (a laboratory) and if people can live in it (six astronauts can stay up there for around eight months at a time). Discuss what dayto-day life would be like and possible problems astronauts would have, for example, eating or sleeping in zero gravity. Ask if they would want to visit space and tell them that one space tourist has (he paid 30 million dollars to stay there for 12 days).



Do not worry, you will be able to after this unit.

Pupils' own answers

The main organisations are NASA in the US, ESA in Europe, ISRO in Indian, JAXA in Japan, RFSA in Russia, CNSA in China, CSA in Canada. The moon and stars. You can see comets when they pass close enough to the Earth. Saturn and the International Space Station can also be seen, but not as they are shown in the images.



#### Learn more

Pupils visit the 'student areas' or 'kids areas' on the European Space Agency's or NASA's website and report back on one interesting fact they read and one cool video they watched.

#### Song

The song is about the different celestial bodies we can see at night. It can be used in this lesson.

#### **Documentary**

The documentary explains the basic elements of the universe, galaxy, solar system and space exploration.

#### Tip

Find and play some of the great videos from the ESA and other organisations showing daily life on the International Space Station. There is even a live feed so the class can see exactly what the astronauts on the space station can see.

For next lesson ... blank paper, flashlight, ruler, protractor