



**Social Sciences**  
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# CLIL World

**Class Book Pack**








with Digital Class Book  
& Active Learning Kit

<b>1.</b> <b>Spain in the Middle Ages</b> Page 8  Watch.	Who were the Visigoths?  Watch.	How was al-Andalus formed?  Watch.	What was life like in al-Andalus? 	How were the Christian kingdoms formed?
<b>2.</b> <b>Early-Modern Spain</b> Page 28  Watch.	Who were the Catholic Monarchs? 	What happened during the Age of Discovery?	Who were the Hapsburgs?	Who were the Bourbons?  Watch.
Page 48 <b>Project. Learning situation 1 Middle Age society</b>				
<b>3.</b> <b>Population</b> Page 50  Watch.	What are changes in population?	How can we represent population groups?	What is the population of Spain and Europe?	What is migration?
<b>4.</b> <b>Spain and Europe</b> Page 68  Watch.	What are the main features of the Spanish constitution?	What is the separation of power?  Watch.	How are the autonomous communities in Spain organised?  Watch.	What are each of Spain's autonomous communities?
Page 88 <b>Project. Learning situation 2 Political campaign</b>				
<b>5.</b> <b>The economy: the primary and secondary sectors</b> Page 90  Watch.	What is the primary sector of the economy?		What is the secondary sector of the economy?	
<b>6.</b> <b>The economy: tertiary sector</b> Page 110  Watch.	What types of services does the tertiary sector provide?	What are the economic sectors in Spain and the world? 		
Page 126 <b>Project. Learning situation 3 The circular economy</b>				
Page 128	Language activities			

- Language learning lab in every unit
- WebQuest in every unit
-  Watch. unit videos and content videos videos
-  interactive map

What caused the Reconquista?	<b>Social lab</b> Can you make a timeline?	<b>Story</b> Another battle	<b>Culture</b> St Isidoro of Sevilla <b>STEAM Challenge</b> My Roman calculator model	<b>Review &amp; Reflect</b> What have you learned about Spain in the Middle Ages?
What artistic styles appeared in the Early Modern Age?  Watch.	<b>Social lab</b> Can you put events in chronological order?	<b>Story</b> Cuzco, the Inca city	<b>Culture</b> Inés de Suárez <b>STEAM Challenge</b> My compass	<b>Review &amp; Reflect</b> What have you learned about Early-Modern Spain?
How is our society diverse and inclusive?	<b>Social lab</b> Pie charts and line graphs	<b>Story</b> Return to Mali	<b>Culture</b> <b>STEAM Challenge</b> A report about your favourite city, town or village	<b>Review &amp; Reflect</b> What have you learned about population?
What different languages do people in Spain speak?	<b>Social lab</b> Can you find out about different festivals in Spain?	<b>Story</b> Spain is diverse	<b>Culture</b> Clara Campoamor <b>STEAM Challenge</b> My flagpole	<b>Review &amp; Reflect</b> What have you learned about Spain and Europe?
	<b>Social lab</b> Community survey	<b>Story</b> Where do you work?	<b>Culture</b> <b>STEAM Challenge</b> The sectors of the economy in my school	<b>Review &amp; Reflect</b> What have you learned about the primary and secondary sectors?
Why do companies advertise?	<b>Social lab</b> Can you do a class survey?	<b>Story</b> Let's have coffee	<b>Culture</b> Amartya Sen <b>STEAM Challenge</b> My advertisement	<b>Review &amp; Reflect</b> What have you learned about the tertiary sector and advertisement?

**Key competences**

-  Linguistic communication
-  Science, Technology, Engineering and Mathematical (STEM)
-  Digital
-  Personal, social and learning to learn
-  Entrepreneurship
-  Citizenship
-  Cultural awareness and expression

## Meet the STEAM Team!



I'm Shui.  
My favourite subject is science. I especially like learning about the human body.

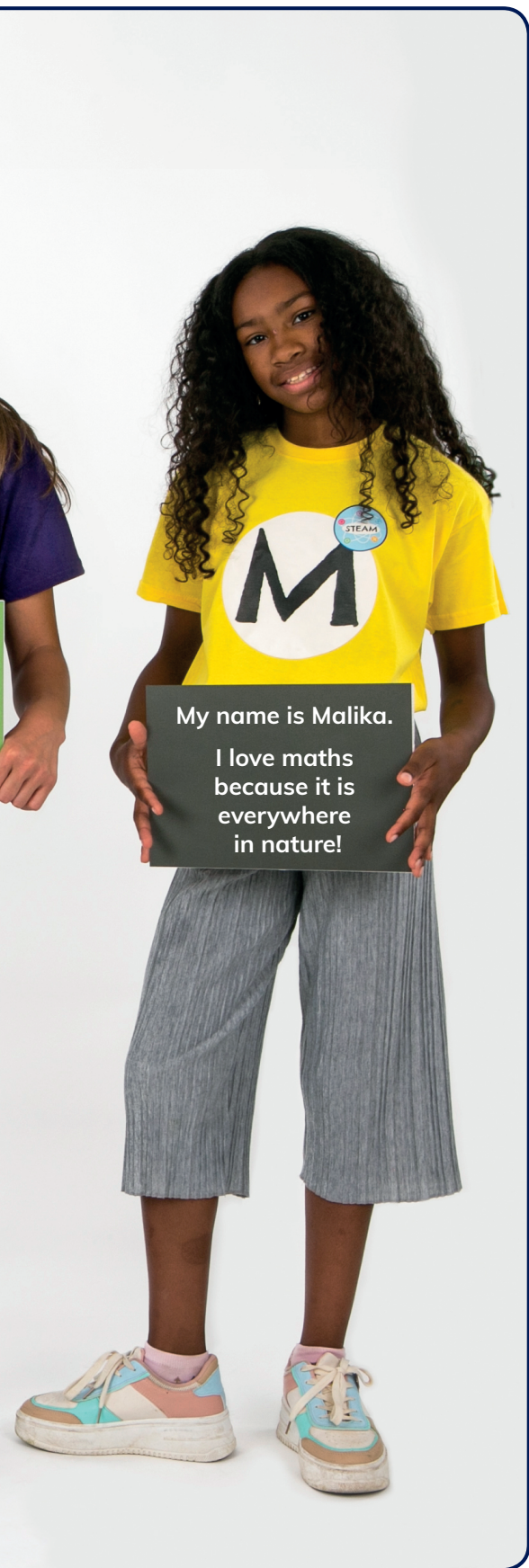
My name is Tahir.  
I use technology to learn about different things.

I'm Eric.  
I love building things. I want to be an engineer when I grow up.

I'm Ainhua.  
My passion is drawing and painting what I see in the world.

**STEAM Education** is an approach to learning that uses

- S**cience
- T**echnology
- E**ngineering
- A**rts and
- M**athematics



Do STEAM challenges.

### Challenge

#### My compass

Can you make a compass?

**Before you start**

The Earth is a giant magnet. The needle in a compass is made of magnetised metal and can spin freely. The needle of a compass can detect the magnetic field of the Earth and always points towards the north magnetic pole. You are going to make a simple compass.

- Answer the questions in small groups.
  - Why do we use compasses?
  - What type of material should the needle be made of?
  - Why should the needle be able to spin freely?

**You need ...**

- cork
- large sized bowl
- magnets
- sewing needle
- water

**Planning**

- Magnetise your needle by stroking a magnet down the length of one side of your needle. Do this about 50 times.
- Turn the magnet over. Magnetise the other end of the needle using the other end of the magnet.
- Cut a cork so that it's about 1 to 2 cm thick.
- Carefully push the needle through the cork. You may need an adult to help you. The needle should go through the middle of the cork.
- Fill the bowl with a few inches of water.
- Check that it works. Put your cork on the water and see how it moves. It should spin round to point North.
- Show your compass to a classmate and explain how it works. Give your classmate constructive feedback on their compass.

Ask important questions.

### Project Learning situation 3

#### The circular economy

The circular economy is based on the principle of the economy as a closed cycle that benefits us all, as well as the environment. In this system, we create or design products, we use them, we repair and reuse them and finally we recycle them. In a linear economy, we make things and use them, but recycle very little, which produces a lot of waste.

**What is the circular economy?**

**Upcycle**  
Upcycling is the process of making new and better objects out of old or used things. How could you upcycle a product? In Stockholm there is a second-hand shopping centre where all the shops there sell nothing but upcycled products.

**Design**  
Think about the design of your product. Can it be repaired easily? If it breaks, will it be simple to take it apart and reuse the materials or safely return them to nature?

**Materials**  
Bamboo is a sustainable alternative to wood and glass is a better alternative to plastic. Plastic is harming our seas and oceans. What materials from recycled waste can you use?

- Write the steps in the correct order in your notebook to describe the process of making and regulating a new law.
  - The Senate approves, amends or rejects the laws the Congress passes.
  - The judiciary interprets the laws, decides when a law has been broken and imposes a sentence.
  - The Congress proposes, debates and passes new laws.

The political party with the highest number of deputies in Congress usually forms the government. There are different types of governments:

- A government with an absolute majority. This is when more than half of the deputies belong to one political party.
- A coalition government. This is when two or more political parties form a government. More than half of the deputies belong to their political parties, combined.
- A minority government. This is when fewer than half of the deputies belong to the political party in government. They need the informal support of other parties to pass laws.

- Look and choose the type of government.
  - Government
  - Government
  - Government
- There are 350 deputies in Congress. How many seats does a party need to form an absolute majority?
- Imagine your class is the Congress. Work in groups of four and follow the steps.
  - Think of three new rules for the class.
  - Share your ideas with the rest of the class.
  - Hold a class vote on the rules that should be passed and establish what will happen if someone doesn't follow the rules.
  - Write the new class rules on a poster and put it up on the classroom wall.
- Listen and say True or False. Correct the false sentences in your notebook.
  - The prime minister's official residence is called the Zarzuela Palace.
  - Spain has had seven governments since 1976.
  - Spain's longest-serving prime minister was José María Aznar of the Popular Party.
  - There hasn't been a coalition government since Spain became a democracy.
  - The congress represent the provinces and autonomous communities on the mainland.

Propose a rule for everyone to help clean the kitchen.

Solve STEAM activities.

1474	Enrique, king of Castilla, died.
1492	Fernando became king of Aragón.
1504	They conquered the Canary Islands.
1516	They conquered the Kingdom of Navarra.

- For how many years was Isabel queen?
- For how many years was Fernando king?
- Which year appears twice in the table?
- Did they conquer the Canary Islands or annex the Kingdom of Navarra first?
- Which year marked the end of the Reconquista?
- Who became a monarch first?

**The Spanish Inquisition**

Fernando and Isabel established the Inquisition in 1478. The Inquisition interrogated and punished people who were not Christians. Sometimes, they tortured and killed them. Fernando and Isabel also expelled the Jews from Spain. The Spanish Jews who adopted the Christian religion were called conversos.

- Work in pairs. Discuss why you think some Spanish Jews became conversos.

I think they became conversos because ... I agree with you because ...

**At home** If you were a powerful monarch, what new rule would you introduce? Design a poster for the new rule.

Learn together!

**Unit 5 Spain in the Middle Ages**

**1 Watch** Name one monument from al-Andalus that still exists in Spain today.

711 AD- The Battle of Guadalete

1492 AD- The Catholic Monarchs conquered Granada

1212 AD- The Battle of Navas de Tolosa

1085 AD- Alfonso VI conquered Toledo from the Muslims

928 AD- Abderramán declared the Córdoba Caliphate

722 AD- The Battle of Covadonga

476 AD- The fall of the Roman Empire

**2** What happened on these dates?

a. 476 AD d. 1085 AD  
b. 711 AD e. 1212 AD  
c. 928 AD f. 1492 AD

**3** Copy and complete the sentences.

conquered won defeated

a. The Muslims \_\_\_\_\_ the Visigoths at the Battle of Guadalete in 711 AD.  
b. Alfonso VI \_\_\_\_\_ Toledo in 1085 AD.  
c. The Christians \_\_\_\_\_ the Battle of Navas de Tolosa in Jaén.

**Be mindful!**  
Close your eyes and listen. Imagine you are there, at the market. Think about what you can hear, smell, see, touch and taste. 017

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Wellbeing activities provide opportunities to refocus and centre students' attention with both mental and physical tasks.

Fun facts about the world

Targeted language support to facilitate comprehension.

Learn about important people and discoveries.

**1** Look at the map and answer the questions in your notebook.

a. Which autonomous community has the most provinces?  
b. Which autonomous cities are in North Africa?  
c. What is the capital of Galicia?  
d. Which autonomous communities don't have a coastline?

**2** Copy and complete the bar graph showing how many provinces each autonomous community has.

**Number of provinces in each autonomous community**

**3** Use the information from your graph to complete the sentences in your notebook.

a. There are \_\_\_\_\_ autonomous communities with more than one province.  
b. \_\_\_\_\_ autonomous communities have five or more provinces.  
c. \_\_\_\_\_ autonomous communities have only one province.

**4** Write the province where each of these places is located in your notebook.

a. Seville  
b. The Dutch Caves  
c. Casas de Reyes  
d. San Lorenzo de El Escorial  
e. Alhambra  
f. La Sagrada Família

**5** Work in pairs. Which province would you like to visit? Explain your answer.

**At home** Make a list of the provinces you have visited.

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**Language learning lab**

**Tip 1**  
Play a game using new vocabulary.  
Playing games will make you more motivated to learn and help you remember new vocabulary.

**1** Choose one of the words below. Describe it to your classmate without telling them the word. Ask them to guess which word you are describing.

**Choice of words:**  
Islam caliphate  
caliph emirate emir  
mosque souk alcazaba  
Arabic Christianity

This was a market in a Muslim town or city.  
a souk.

**Tip 2**  
Practise using could and couldn't.  
Think about the form of the verb when it comes after the word could.

**2** Copy and complete the sentences in your notebook.

a. Non-Muslims could \_\_\_\_\_.  
b. Non-Muslims couldn't \_\_\_\_\_.  
c. Muslims could \_\_\_\_\_.

**Tip 3**  
Create a presentation.  
Using presentations helps us to remember information.

**3** a. Choose one of the topics below and create a presentation.  
• the Visigoths  
• al-Andalus  
• the Reconquista  
b. Show your presentation to the class and ask them if they have any questions.

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**CULTURE**

**Clara Campoamor (1888-1972)**

Clara Campoamor was born in Madrid in 1888. She was a politician, lawyer and writer. Many people in Spain consider her the mother of the feminist movement. Her father was an accountant and her mother made dresses. Clara was a central figure in the fight for Spanish women's rights and in particular, the right to vote. She gained approval for universal suffrage when it was finally passed into law in 1931.

After working in Zaragoza and San Sebastian, Clara went to Madrid to study Law. After founding her own law firm, she became the first woman to appear in front of the Supreme Court. She won election to Congress in Madrid in 1931, becoming a deputy. She was one of the main architects of the new constitution, which gave legal form to women's right to vote.

During the Spanish Civil War she had to run away from the country. She lived in Argentina and then in Switzerland, where she died in 1972. Many schools, associations and cultural centres all over Spain are named after her in a recognition of her fight for women's rights.

**1** Read and say True or False. Correct the false sentences in your notebook.

a. Clara Campoamor was born in Madrid. b. Her father was an accountant. c. She studied Physics in London. d. Women could vote in Spain when she was a girl. e. Clara ran away to another country during the war. f. She died in Switzerland in 1972.

**WebQuest**

**2** Do you know this place? It's the Senate in Madrid. When you finish your Web-Quest, answer the questions.

a. What is the Senate?  
b. In which century was the Senate built?  
c. What was the building used for before it became the Senate?  
d. Where in Madrid is the Senate?

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Key competence activities: a combination of knowledge, skills and attitudes.

**Social lab**

### Can you put events in chronological order?

This is Jorge Juan, a famous Spanish scientist and explorer.

- Put the sentences in chronological order in your notebook.
  - He died in 1733.
  - He joined the French Geodesic Mission in 1734.
  - He was born in Novelda, near Alicante, in 1713.
  - He went to Malta to receive the Order of Malta at the age of 12.
  - He studied mathematics, astronomy and navigation in the Academia in 1730.
  - He founded the Royal Observatory in Madrid in 1757.
- Choose six important events in your life.
 

For example:

  - when you were born
  - a special holiday
  - your first day at school
  - an accident or injury
  - when you learned to ride a bike or swim
  - moving house
  - getting a new pet
- Find out the year each event happened. Ask someone at home if you are not sure.
- Find photos of the events if you can.
- Order the events chronologically and include photos if you have them.

YEAR	EVENT
2010	I was born in Valencia.
2012	We got a new pet cat.
2014	I started school.
2016	I had my first bike and broke my arm.
2017	We went to Malaga.
2020	We went to Disneyland in Paris.

Social science projects

**Challenge**

### My flagpole

Each autonomous community has its own flag. You are going to build a free-standing flagpole with a flag for your autonomous community. Your flagpole must be able to stand upright and hold up your flag. Your flag must also fly when a fan is switched on in front of it.

Can you build a flagpole?

- Answer the questions in small groups.
  - How can you build a structure that will support a flag?
  - What materials should you use to build the structure?
  - How can you make your structure stand up without falling over?
- Draw some ideas in your notebook. Choose the best design.

**You need ...**

- a fan
- coloured pens
- glue
- pencils
- plasticine
- recycled materials
- ruler
- sticky tape

**Planning**

- Collect the materials that you need.
- Start building your flagpole.
- Create the flag of your autonomous community and attach it to the flagpole.
- Test your structure in front of a fan. Does it stay standing? Does the flag fly?
- Show your project to your classmates.
- Give your classmates constructive feedback.

STEAM challenges

Learning situations to solve real life challenges.

**Project** Learning situation 3

### The circular economy

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What is the circular economy?

**Design**  
Think about the design of your product. Can it be repaired easily? If it breaks, will it be simple to take it apart and reuse the materials or safely return them to nature?

**Upcycle**  
Upcycling is the process of making new and better objects out of old or used things. How could you upcycle a product? In Stockholm there is a second-hand shopping centre where all the shops there sell nothing but upcycled products.

**Materials**  
Bamboo is a sustainable alternative to wood and glass is a better alternative to plastic. Plastic is harming our seas and oceans. What materials from recycled waste can you use?

Imagine you are upcycling a tin can. What new product could you make?

- Collaborate and research** Investigate ways to upcycle a tin can.
- Plan your design.** Answer the questions in your notebook.
  - Will your product break easily?
  - Will it be easy to repair your product?
  - What other materials do you need to make your product?
  - Can the other materials come from recycled waste?
  - How will you make your product?
- Choose an activity to show your product or design.** Include the information from your answers.
  - Draw a plan
  - Make a model
  - Write a description
- Share** Show your project to your classmates.
- Evaluate** Give your classmates constructive feedback. Answer the questions.
  - Have the products been upcycled from a tin can?
  - Have the materials come from recycled waste?
  - What do you like about your classmates' designs?
  - How can your classmates improve their designs?

Learn about the 17 sustainable development goals.

**Digital resources to advance learning**

**WebQuest**

**Watch.**

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Further digital practice through the ...

