



# Think Do Learn Social Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry applied to the Social Sciences)

## Think Do Learn Social Sciences 1 content

MODULE 1: Living in society	L.O.M.C.E. content
<b>UNIT 1: SCHOOL</b>	
Introduction	<p><b>The rights and duties of citizens</b> - Understand the importance of rules of behaviour and respect these rules. Know the rules of the school. - Identify rights and duties that must be respected in the family, at school, in the neighbourhood, and in the town or country we live in.</p>
People in my school	
School subjects	
School objects	
My pencil case	
School actions	
Good behaviour at school	
Let's work together!	*Implementing strategies to increase group cohesion and collaborative learning
	*Developing strategies for resolving conflicts, respecting the rules of social conduct and valuing peaceful coexistence and tolerance
Project time!	*The appropriate use of a wide range of work materials
	*Study techniques
Let's revise!	*Study techniques
	*Strategies for developing responsibility, capacity for effort and perseverance when studying
<b>UNIT 2: MY FAMILY</b>	
My family	<p>Relating to the immediate environment: family, school, class and friends <b>The rights and duties of citizens</b> - Identify rights and duties that must be respected in the family, at school, in the neighbourhood, and in the town or country we live in.</p>
Families are different	
Things I do with my family	
Things I do to help	
Helping at home	
Homes	
Communities	
Let's work together!	*Implementing strategies to increase group cohesion and collaborative learning
	*Using and interpreting different texts and visual representations of information
	*Finding information about a given topic from different sources (by observation or research)
	*Planning and managing projects with the aim of achieving objectives; entrepreneurial initiative
	*Study techniques
	*Strategies for developing responsibility, capacity for effort and perseverance when studying
Project time!	*Finding information about a given topic from different sources (by observation or research)
	*Planning and managing projects with the aim of achieving objectives; entrepreneurial initiative
Let's revise!	*Study techniques
	*Strategies for developing responsibility, capacity for effort and perseverance when studying



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MODULE 1: Living in society	L.O.M.C.E. content
<b>UNIT 3: MY CITY</b>	
My city	<p><b>The rights and duties of citizens</b></p> <ul style="list-style-type: none"> <li>- Understand the importance of rules of behaviour and respect these rules. Know the rules of the school.</li> <li>- Identify rights and duties that must be respected in the family, at school, in the neighbourhood, and in the town or country we live in.</li> </ul>
Cities and villages	
In the street	
Jobs	
Transport	
Types of transport	
Road safety!	
Let's work together!	* Implementing strategies to increase group cohesion and collaborative learning
	* Using and interpreting different texts and visual representations of information
	* Planning and managing projects with the aim of achieving objectives; entrepreneurial initiative
	* Strategies for developing responsibility, capacity for effort and perseverance when studying
Project time!	* Finding information about a given topic from different sources (by observation or research)
	* Planning and managing projects with the aim of achieving objectives; entrepreneurial initiative
Let's revise!	* Study techniques
	* Strategies for developing responsibility, capacity for effort and perseverance when studying
<b>APPENDIX (Amber edition only)</b>	
Jobs	<p>* Productive activities (natural resources, raw materials, man-made products, forms of production). * Economic activities and the economic sectors.</p>
Products	
Raw materials	
Food	
The economy	



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## Think Do Learn Social Sciences 1 content

Module 2: The world around us	L.O.M.C.E. content
<b>UNIT 4: OUR SOLAR SYSTEM</b>	
Our Solar System	<p><i>The Universe the Solar System, the Earth and the Moon</i></p> <ul style="list-style-type: none"> <li>- Identify the Sun as the centre of the Solar System.</li> <li>- Describe the movement of the Earth.</li> <li>- Identify the seasons.</li> <li>- Know different units used to measure time (year, month, week, day, hour) and their equivalent values.</li> <li>- Describe the movement of the Moon around the Earth.</li> </ul>
The Earth and the Moon	
The seasons	
Time	
The week	
The months	
The seasons	
Let's work together!	*Implementing strategies to increase group cohesion and collaborative learning
	*Developing strategies for resolving conflicts, respecting the rules of social conduct and valuing peaceful coexistence and tolerance
Project time!	*Using information technology to find and select information and to present conclusions
Let's revise!	*Study techniques
	*Developing strategies for organising, memorising and recovering information obtained in different ways and from different sources
	*Show autonomy in the planning and realisation of actions and tasks and show initiative in decision making.



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Module 2: The world around us	L.O.M.C.E. content
<b>UNIT 5: AIR AND WATER</b>	
Air and water	<p><b>The atmosphere</b> Identify different atmospheric phenomena. Explain the importance of taking care of the atmosphere and the consequences of not doing so.</p> <p><b>The hydrosphere</b> Know about the distribution of water on Earth: oceans, seas, rivers, lakes. Explain the problem of water pollution, the characteristics of drinking water and the need for responsible consumption.</p> <p><b>The lithosphere</b> Identify some rocks and materials in the nearby environment and in photos or videos.</p>
Properties of water	
States of water	
Taking care of water	
The atmosphere	
The weather	
Taking care of air	
Let's work together!	<p>*Implementing strategies to increase group cohesion and collaborative learning</p> <p>*Using and interpreting different texts and visual representations of information</p>
Project time!	<p>*Finding information about a given topic from different sources (by observation or research)</p> <p>*Using information technology to find and select information and to present conclusions</p>
Let's revise!	<p>*Study techniques</p> <p>*Strategies for developing responsibility, capacity for effort and perseverance when studying</p>
<b>UNIT 6: OUR WORLD</b>	
Our world	<p><b>Planet Earth</b> - Identify the Earth as round. - Locate the continents and oceans on a The atmosphere world map. - Know the cardinal points.</p> <p><b>The landscape and its diversity</b> - Observe different types of landscape in photos or videos. - Identify different landforms: mountain, mountain range, plain, plateau, valley.</p>
Continents and oceans	
Cardinal points	
Landscapes	
Landforms	
Natural and man-made	
Minerals and rocks	
Let's work together!	*Implementing strategies to increase group cohesion and collaborative learning
Project time!	*Planning and managing projects with the aim of achieving objectives; entrepreneurial initiative
Let's revise!	*Study techniques
<b>MY DICTIONARY</b>	
<b>MY BIG PROJECT: Me and my planet</b>	



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## Think Do Learn Social Sciences 1 content

Module 3 Amber edition: Time and change	L.O.M.C.E. content
<b>UNIT 7: TIME</b>	
Time	
Before and after	<ul style="list-style-type: none"> <li>- Use and measurement of time. Basic concepts: before, after, past, present, future, duration.</li> <li>- Units of measurement: day, week, month, year.</li> <li>- Past and present events.</li> <li>- Means of restoring the past.</li> <li>- Our historical and cultural heritage.</li> </ul>
The calendar	
My timeline	
Museums	
Let's work together!	
	*Implementing strategies to increase group cohesion and collaborative learning.
	*Developing strategies for resolving conflicts, respecting the rules of social conduct and valuing peaceful coexistence and tolerance.
Project time!	*The appropriate use of a wide range of work materials.
	*Study techniques
Let's revise!	*Study techniques
	*Strategies for developing responsibility, capacity for effort and perseverance when study
<b>UNIT 8: THEN AND NOW</b>	
Then and now	
Time and the calendar	<ul style="list-style-type: none"> <li>- Basic time concepts: the calendar.</li> <li>- Concepts of duration.</li> <li>- Past and present events.</li> <li>- Remnants of the past: care and maintenance.</li> <li>- Historical figures.</li> </ul>
Past and present	
People from the past	
Things from the past	
Let's work together!	
	*Implementing strategies to increase group cohesion and collaborative learning.
Project time!	*Finding information about a given topic from different sources (by observation or research)
	*The appropriate use of a wide range of work materials.
Let's revise!	*Study techniques
<b>MY DICTIONARY</b>	



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## Think Do Learn Social Sciences 2 content

Module 1: The world around us	L.O.M.C.E. content
<b>UNIT 1: OUR PLANET</b>	
Our planet	<ul style="list-style-type: none"> <li>- The Universe and the Solar System: the Sun. The planets.</li> <li>- The Earth's movements and their consequences: day and night. The seasons.</li> </ul>
The Solar System	
The Earth's movements	
The Earth's layers	
The Moon	
Let's work together!	<ul style="list-style-type: none"> <li>* Implementing strategies to increase group cohesion and collaborative learning</li> <li>* The appropriate use of a wide range of work materials</li> </ul>
Project time!	<ul style="list-style-type: none"> <li>* Finding information about a given topic from different sources (by observation or research)</li> <li>* Using and interpreting different texts and visual representations of information</li> </ul>
Let's revise!	* Study techniques
<b>UNIT 2: OUR WORLD</b>	
Our world	<ul style="list-style-type: none"> <li>- The representation of the Earth. Orientation in space.</li> <li>- Globes</li> <li>- Identify the poles, the axis and the hemispheres.</li> <li>- Locate some countries –the most important– in a world map.</li> <li>- Identify maps of different countries with different scales.</li> <li>- Locate and identify Spain in the Iberian Peninsula and in Europe.</li> <li>- Know and locate the seas and oceans that surround the Iberian Peninsula.</li> <li>- Know and locate the Spanish islands and archipelagos</li> <li>- Identify Spain's boundaries.</li> </ul>
Maps and globes	
The poles and hemispheres	
The cardinal points	
Plans	
Spain	
World map	
Let's work together!	<ul style="list-style-type: none"> <li>* Implementing strategies to increase group cohesion and collaborative learning</li> <li>* The appropriate use of a wide range of work materials</li> </ul>
Project time!	<ul style="list-style-type: none"> <li>* Finding information about a given topic from different sources (by observation or research)</li> <li>* Using and interpreting different texts and visual representations of information</li> </ul>
Let's revise!	* Study techniques



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## Think Do Learn Social Sciences 2 content

Module 1: The world around us	L.O.M.C.E. content
<b>UNIT 3: WEATHER</b>	
Weather	<ul style="list-style-type: none"> <li>- Identify the main causes of some atmospheric phenomena.</li> <li>- Know the use of different measuring equipment for collecting weather data.</li> <li>- Interpret simple weather maps.</li> </ul>
The atmosphere	
Weather	
Measuring the weather	
Climate	
Looking after the atmosphere	
Let's work together!	<ul style="list-style-type: none"> <li>*Implementing strategies to increase group cohesion and collaborative learning.</li> <li>*The appropriate use of a wide range of work materials.</li> </ul>
Project time!	<ul style="list-style-type: none"> <li>*Finding information about a given topic from different sources (by observation or research)</li> <li>*Using and interpreting different texts and visual representations of information.</li> </ul>
Let's revise!	*Study techniques
<b>UNIT 4: LANDSCAPES AND ROCKS</b>	
Landscapes and rocks	<ul style="list-style-type: none"> <li>- Identify the main landforms: island, archipelago, peninsula, mountain, mountain range, plain, valley, river, lake, coast, beach, gulf, cape and port.</li> <li>- Understands the necessity of adopting a responsible attitude towards the use of water, the care of the environment and the use of natural resources, and propose some measures to improve the environment.</li> <li>- The lithosphere: characteristics and types of rocks. Rocks and minerals: properties, uses and utilities.</li> </ul>
Landforms	
Natural and man-made elements	
Rocks and minerals	
Looking after landscapes	
Let's work together!	<ul style="list-style-type: none"> <li>*Implementing strategies to increase group cohesion and collaborative learning.</li> <li>*The appropriate use of a wide range of work materials.</li> </ul>
Project time!	<ul style="list-style-type: none"> <li>*Finding information about a given topic from different sources (by observation or research)</li> <li>*Using and interpreting different texts and visual representations of information.</li> </ul>
Let's revise!	*Study techniques
<b>MY DICTIONARY</b>	
<b>APPENDIX: AIR (Amber edition only)</b>	
Air	- The atmosphere
<b>APPENDIX: WATER (Amber edition only)</b>	
The hydrosphere	- The hydrosphere. Distribution of water around the planet. The water cycle.
The water cycle	
Drinking water	
<b>APPENDIX: ECOSYSTEMS (Amber edition only)</b>	
Ecosystems	- Ecosystems and humans
Looking after ecosystems	



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MODULE 2: Living in society	L.O.M.C.E. content
<b>UNIT 5: OUR COUNTRY</b>	
Our country	<ul style="list-style-type: none"> <li>- The Spanish state's social, political and territorial organisation.</li> <li>- Rights and responsibilities of citizens.</li> <li>- The 1978 Constitution.</li> <li>- Form of government. Parliamentary monarchy.</li> <li>- Autonomous communities.</li> <li>- Cultural and linguistic diversity.</li> </ul>
The constitution	
Rights and responsibilities	
Autonomous communities	
Our culture	
Let's work together!	*Implementing strategies to increase group cohesion and collaborative learning.
	*The appropriate use of a wide range of work materials.
Project time!	*Finding information about a given topic from different sources (by observation or research)
	*Using and interpreting different texts and visual representations of information.
Let's revise!	* Study techniques
<b>UNIT 6: BE SAFE!</b>	
Be safe!	<ul style="list-style-type: none"> <li>-Road safety.</li> <li>-Seatbelts and traffic signs.</li> <li>-Movement and means of transport.</li> </ul>
Road safety	
Traffic signs	
Transport	
Safety on the move	
Let's work together!	*Implementing strategies to increase group cohesion and collaborative learning.
	*The appropriate use of a wide range of work materials.
Project time!	*Finding information about a given topic from different sources (by observation or research)
	*Using and interpreting different texts and visual representations of information
Let's revise!	*Study techniques
<b>MY DICTIONARY</b>	



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MODULE 2 Amber edition: Living in society	L.O.M.C.E. content
<b>UNIT 5: MY TOWN</b>	
My town	
Cities, towns and villages	- The town: the town hall and public services. - Sports, recreational and cultural groups.
The town hall	- The municipality
Around my town	- Popular cultural expressions (local festivities, regional dancing...) - Artistic, cultural and historical heritage (civic and religious buildings, painters...)
Local culture	- Urban and rural environments.
Let's work together!	*Implementing strategies to increase group cohesion and collaborative learning. *The appropriate use of a wide range of work materials.
Project time!	*Finding information about a given topic from different sources (by observation or research) *Using and interpreting different texts and visual representations of information.
Let's revise!	* Study techniques
<b>UNIT 6: WORK</b>	
Work	
Jobs	- Professions. Tools and utensils. Mass media. Advertising. Basic economic concepts: production, consumption and market.
The primary sector	- The sectors of the economy.
The secondary sector	- Mains tasks and responsibilities of school staff.
The tertiary sector	
Let's work together!	*Implementing strategies to increase group cohesion and collaborative learning. *The appropriate use of a wide range of work materials.
Project time!	*Finding information about a given topic from different sources (by observation or research) *Using and interpreting different texts and visual representations of information.
Let's revise!	* Study techniques



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MODULE 2 Amber edition: Living in society	L.O.M.C.E. content
<b>UNIT 7: BE SAFE!</b>	
Be safe!	<ul style="list-style-type: none"> <li>- Road safety.</li> <li>- Seatbelts and traffic signs.</li> <li>- Movement and means of transport.</li> </ul>
Road safety	
Traffic signs	
Transport	
Let's work together!	<ul style="list-style-type: none"> <li>*Implementing strategies to increase group cohesion and collaborative learning.</li> <li>*The appropriate use of a wide range of work materials.</li> </ul>
Project time!	*Finding information about a given topic from different sources (by observation or research)
	*Using and interpreting different texts and visual representations of information.
Let's revise!	* Study techniques
<b>MY DICTIONARY</b>	
<b>APPENDIX: Our country (Amber edition only)</b>	
Our country	<ul style="list-style-type: none"> <li>*Institutional symbols of Spain.</li> <li>*Traditional costumes and dishes.</li> <li>*Investigation about different cultural expressions in the student's immediate surroundings.</li> </ul>
Spain's autonomous communities	
Our culture	



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MODULE 3: Time and change	L.O.M.C.E. content
<b>UNIT 7: TIME</b>	
Time	<ul style="list-style-type: none"> <li>- Use and measurement of time. Basic concepts: before, after, past, present, future, duration.</li> <li>- Units of measurement: day, week, month, year.</li> <li>- Past and present events.</li> <li>- Means of restoring the past.</li> <li>- Our historical and cultural heritage.</li> </ul>
Before and after	
The calendar	
My timeline	
Museums	
Let's work together!	<ul style="list-style-type: none"> <li>*Implementing strategies to increase group cohesion and collaborative learning.</li> <li>*Developing strategies for resolving conflicts, respecting the rules of social conduct and valuing peaceful coexistence and tolerance.</li> </ul>
Project time!	<ul style="list-style-type: none"> <li>*The appropriate use of a wide range of work materials.</li> <li>* Study techniques</li> </ul>
Let's revise!	<ul style="list-style-type: none"> <li>* Study techniques</li> <li>*Strategies for developing responsibility, capacity for effort and perseverance when study</li> </ul>
<b>UNIT 8: THEN AND NOW</b>	
Then and now	<ul style="list-style-type: none"> <li>- Basic time concepts: the calendar.</li> <li>- Concepts of duration.</li> <li>- Past and present events.</li> <li>- Remnants of the past: care and maintenance.</li> <li>- Historical figures.</li> </ul>
Time and the calendar	
Past and present	
People from the past	
Things from the past	
Let's work together!	<ul style="list-style-type: none"> <li>*Implementing strategies to increase group cohesion and collaborative learning.</li> <li>*The appropriate use of a wide range of work materials.</li> </ul>
Project time!	<ul style="list-style-type: none"> <li>*Finding information about a given topic from different sources (by observation or research)</li> <li>*The appropriate use of a wide range of work materials.</li> </ul>
Let's revise!	<ul style="list-style-type: none"> <li>* Study techniques</li> </ul>
<b>MY DICTIONARY</b>	



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## Think Do Learn Social Sciences 3 content

MODULE 1: The world around us	L.O.M.C.E. content
<b>UNIT 1: OUR WORLD</b>	
Our world	<p><b>Plans and maps: scales</b></p> <ul style="list-style-type: none"> <li>- Identify and use maps with different scales.</li> <li>- Interpret the conventional signs that appear on maps.</li> <li>- Draw simple plans with different scales.</li> </ul>
Globes	
The cardinal points	
Types of maps	
Street maps and plans	
Let's work together!	* Implementing strategies to increase group cohesion and collaborative learning
	* Developing strategies for resolving conflicts, respecting the rules of social conduct and valuing peaceful coexistence and tolerance
Project time!	* Encouraging the reading of factual texts related to Social Sciences (related to social, geographical and historical topics)
	* Finding information about a given topic from different sources (by observation or research)
Let's revise!	* Study techniques
	* Developing strategies for organising, memorising and recovering information obtained in different ways and from different sources
<b>UNIT 2: THE CONTINENTS</b>	
The continents	<p><b>Other continents</b></p> <ul style="list-style-type: none"> <li>- Locate some of the main countries, cities, rivers, mountain ranges, islands and archipelagos of other continents</li> </ul>
Continents and oceans	
Rivers and mountain ranges	
Islands and archipelagos	
Around the world	
Countries and cities	
Let's work together!	* Implementing strategies to increase group cohesion and collaborative learning
	* The appropriate use of a wide range of work materials
Project time!	* Using information technology to find and select information and to present conclusions
Let's revise!	* Study techniques
	* Strategies for developing responsibility, capacity for effort and perseverance when studying
	* Show autonomy in the planning and realisation of actions and tasks and show initiative in decision making.



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## Think Do Learn Social Sciences 3 content

MODULE 1: The world around us	L.O.M.C.E. content
<b>UNIT 3: EUROPE</b>	
Europe	<p><b>The map of Europe</b></p> <ul style="list-style-type: none"> <li>- Locate different European countries on a political map of Europe and know their capitals</li> <li>- Locate the most important seas, rivers and mountain ranges on a physical map of Europe</li> </ul>
Our continent	
Europe's relief	
Europe's rivers	
Around Europe	
Countries and capitals	
Let's work together!	* Implementing strategies to increase group cohesion and collaborative learning
Project time!	* Using and interpreting different texts and visual representations of information
Let's revise!	* Study techniques
	* Developing strategies for organising, memorising and recovering information obtained in different ways and from different sources
<b>UNIT 4: SPAIN</b>	
Spain	<p><b>The physical map of Spain: relief and main rivers</b></p> <ul style="list-style-type: none"> <li>- Locate the main mountain ranges and mountains (Cordillera Cantábrica, Pirineos, Sistema Central, Sistema Ibérico, Montes de Toledo, Sierra Morena and Sistema Penibético) on a map of Spain</li> <li>- Locate the most important rivers (Miño, Duero, Tago, Guadiana, Guadalquivir and Ebro) on a map of Spain.</li> <li>- Identify their source and mouth, as well as their main tributaries.</li> </ul>
Around Spain	
Spain's relief	
Spain's rivers	
Let's work together!	* Implementing strategies to increase group cohesion and collaborative learning
	* The appropriate use of a wide range of work materials
Project time!	* Using information technology to find and select information and to present conclusions
Let's revise!	* Study techniques
	* Strategies for developing responsibility, capacity for effort and perseverance when studying
	* Show autonomy in the planning and realisation of actions and tasks and show initiative in decision making.
<b>PICTURE DICTIONARY</b>	



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## Think Do Learn Social Sciences 3 content

MODULE 1 Amber edition: The world around us	L.O.M.C.E. content
<b>UNIT 1: OUR WORLD</b>	
Our world	
Maps and scale	- Plans and maps. Scales.
Map keys and common symbols	- Understand what the scale of a map is and identify and use different maps with different scales.
Cardinal points and the compass	- Use and interpret the conventional signs that usually appear in a map.
Plans	- Draw simple plans with different scales.
Let's work together!	* Implementing strategies to increase group cohesion and collaborative learning.
Project time!	* Strategies for developing responsibility, capacity for effort and perseverance when studying.
Let's revise!	* Encouraging the Reading of factual texts related to Social Sciences (related to social, geographical and historical topics)
Project time!	* Finding information about a given topic from different sources (by observation or research)
Let's revise!	* Study techniques
Let's revise!	* Developing strategies for organising, memorising and recovering information obtained in different ways and from different sources.
<b>UNIT 2: LANDSCAPES AND ROCKS</b>	
Landscapes and rocks	
Different landscapes	- Elements of landscapes.
Inland landscapes	- Types of landscapes. Their differences.
Coastal landscapes	Landforms: inland landscapes. Coastal landscapes.
Damaging and protecting landscapes	- Human intervention.
Rocks	- Protecting landscapes. Respecting and protecting landscapes.
Let's work together!	* Implementing strategies to increase group cohesion and collaborative learning.
Project time!	* The appropriate use of a wide range of work materials.
Let's revise!	* Using information technology to find and select information and to present conclusions.
Project time!	* Study techniques
Let's revise!	* Strategies for developing responsibility, capacity for effort and perseverance when studying.
Let's revise!	* Show autonomy in the planning and realization of actions and tasks and show initiative in decision making.



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## Think Do Learn Social Sciences 3 content

MODULE 1 Amber edition: The world around us	L.O.M.C.E. content
<b>UNIT 3: AIR AND WATER</b>	
Air and water	<ul style="list-style-type: none"> <li>- Air and its composition.</li> <li>- The atmosphere.</li> <li>- Water and its states.</li> <li>- The hydrosphere.</li> <li>- Water distribution around the planet.</li> <li>- Underground water. Its formation.</li> <li>- The water cycle. Purification and pollution of water.</li> <li>- Responsible consumption.</li> <li>- Air pollution</li> </ul>
The atmosphere	
Air	
The water cycle	
The hydrosphere	
Cleaning and saving water	
Air and water pollution	
Let's work together!	<ul style="list-style-type: none"> <li>*Implementing strategies to increase group cohesion and collaborative learning.</li> <li>*Using and interpreting different text and visual representations of information.</li> <li>*Study techniques</li> <li>*Developing strategies for organizing, memorizing and recovering information obtained in different ways and from different sources.</li> <li>*Show autonomy in the planning and realization of actions and tasks and show initiative in decision making.</li> </ul>
Project time!	
Let's revise!	
<b>UNIT 4: PLANET EARTH</b>	
Planet Earth	<ul style="list-style-type: none"> <li>- The Earth in the Solar System.</li> <li>- The Earth: pattern, appearance and composition.</li> <li>- The Earth's layers: basic features.</li> <li>- The Earth's rotation and its consequences: day and night.</li> <li>- The movement of the Earth around the Sun.</li> <li>- The seasons.</li> <li>- The Moon. Movements around the Earth. Lunar phases.</li> </ul>
The solar system	
The Earth's layers	
The Moon	
The Earth's movements	
Discoveries	
Let's work together!	<ul style="list-style-type: none"> <li>*Implementing strategies to increase group cohesion and collaborative learning.</li> <li>*The appropriate use of a wide range of work materials.</li> <li>*Study techniques</li> <li>*Strategies for developing responsibility, capacity for effort and perseverance when studying.</li> <li>*Show autonomy in the planning and realization of actions and tasks and show initiative in decision making.</li> </ul>
Project time!	
Let's revise!	
<b>PICTURE DICTIONARY</b>	
<b>APPENDIX: Weather and climate (Amber edition only)</b>	
Weather	<ul style="list-style-type: none"> <li>- Atmospheric phenomena. Precipitations and types.</li> <li>- The difference between weather and climate; world climate zones; climate change.</li> </ul>
Climate	



# Think Do Learn Social Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry applied to the Social Sciences)

## Think Do Learn Social Sciences 3 content

MODULE 2: Time and change	L.O.M.C.E. content
<b>UNIT 5: HISTORY</b>	
History	<p><b>Past time and its measurement</b></p> <ul style="list-style-type: none"> <li>- Know the century as a unit for measuring historical time.</li> <li>- From specific examples, establish the relationship between years and centuries.</li> <li>- Know the conventions of historical dating (B.C., A.D., age/period).</li> </ul> <p><b>Periods of history: duration and dating of significant historical events</b></p> <ul style="list-style-type: none"> <li>- Identify the different periods of Spanish history and major historical events</li> <li>- Prehistory – from the appearance of man on Earth to the development of written texts.</li> <li>- Ancient History: from the appearance of writing to the fall of the Roman Empire (476). The Middle Ages: from the end of the Roman Empire to the fall of Constantinople (1453 )</li> <li>- The Early Modern Age: from the fall of Constantinople until the French Revolution (1789)</li> <li>- The Modern Age: from the French Revolution to the present day</li> </ul>
Counting the time	
Prehistory	
Ancient History	
The Middle Ages	
The Early Modern Age	
The Modern Age	
Let's work together!	<ul style="list-style-type: none"> <li>* Implementing strategies to increase group cohesion and collaborative learning</li> <li>* Developing strategies for resolving conflicts, respecting the rules of social conduct and valuing peaceful coexistence and tolerance</li> </ul>
Project time!	<ul style="list-style-type: none"> <li>* Planning and managing projects with the aim of achieving objectives; entrepreneurial initiative</li> </ul>
Let's revise!	<ul style="list-style-type: none"> <li>* Developing strategies for organising, memorising and recovering information obtained in different ways and from different sources</li> </ul>



# Think Do Learn Social Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry applied to the Social Sciences)

## Think Do Learn Social Sciences 3 content

MODULE 2: Time and change	L.O.M.C.E. content
<b>UNIT 6: OUR HERITAGE</b>	
Introduction	<p><b>Historical sources and their classification; archaeology; cultural and artistic heritage</b></p> <ul style="list-style-type: none"> <li>- Recognise different techniques for locating past events in time and space.</li> <li>- Recognise the techniques of the archaeologist.</li> <li>- Recognise cultural heritage as something we should be familiar with and preserve.</li> </ul>
Books and documents	
Objects and buildings	
Art, music and songs	
Other sources	
Let's work together!	<ul style="list-style-type: none"> <li>* Implementing strategies to increase group cohesion and collaborative learning</li> <li>* The appropriate use of a wide range of work materials</li> </ul>
Project time!	<ul style="list-style-type: none"> <li>* Encouraging the reading of factual texts related to Social Sciences (related to social, geographical and historical topics)</li> <li>* Finding information about a given topic from different sources (by observation or research)</li> </ul>
Let's revise!	<ul style="list-style-type: none"> <li>* Study techniques</li> <li>* Developing strategies for organising, memorising and recovering information obtained in different ways and from different sources</li> </ul>
<b>PICTURE DICTIONARY</b>	
MODULE 3 Amber edition: Living in society	L.O.M.C.E. content
<b>UNIT 7: ME AND MY TOWN</b>	
Me and my town	<ul style="list-style-type: none"> <li>- Family. Family structures.</li> <li>- Associations. Participating in different social and cultural groups.</li> <li>- The educational community. Rules of coexistence -The village and its types: towns and cities. Neighborhoods and types.</li> <li>- The municipality.</li> <li>- Local organisation: town council and municipal services.</li> <li>- Cultural and popular expressions.</li> <li>- Road safety education. Traffic signals and their types.</li> </ul>
My town	
Neighbourhoods	
Laws and rules	
The town council	
Being a good citizen	
Road safety	
Let's revise!	<ul style="list-style-type: none"> <li>* Study techniques</li> <li>* Developing strategies for organising, memorising and recovering information obtained in different ways and from different sources.</li> </ul>



# Think Do Learn Social Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry applied to the Social Sciences)

## Think Do Learn Social Sciences 3 content

MODULE 3 Amber edition: Living in society	L.O.M.C.E. content
<b>UNIT 8: WORK</b>	
Work	<ul style="list-style-type: none"> <li>- Natural products and their origin.</li> <li>- Processed products. Crafts and industries: their products and their professions.</li> <li>- Services and their professions</li> </ul>
People and work	
The primary sector	
The secondary sector	
The tertiary sector	
Let's revise!	<ul style="list-style-type: none"> <li>* Study techniques</li> <li>* Developing strategies for organising, memorising and recovering information obtained in different ways and from different sources.</li> </ul>
<b>UNIT 9: POPULATION</b>	
Population	<ul style="list-style-type: none"> <li>- The population of a territory. Age groups.</li> <li>- Factors that modify population: birth rates, mortality rates, migration and immigration.</li> <li>- Population according to work: active and inactive population.</li> </ul>
Population groups	
Counting the population	
Urban and rural population	
Population changes	
Spain's population	
Let's revise!	<ul style="list-style-type: none"> <li>* Study techniques</li> <li>* Developing strategies for organising, memorising and recovering information obtained in different ways and from different sources.</li> </ul>
<b>UNIT 10: OUR COUNTRY</b>	
Our country	<ul style="list-style-type: none"> <li>- Autonomous communities, autonomous cities and provinces. Territories and governing bodies.</li> <li>- Spain in the European Union. Composition, purposes and advantages of being part of it.</li> <li>- Cultural and linguistic expressions.</li> <li>- Official languages of Spain.</li> </ul>
Spain's constitution	
Spain's autonomous communities	
Spain's provinces	
Spain's cultures and traditions	
The European Union	
Let's revise!	<ul style="list-style-type: none"> <li>* Study techniques</li> <li>* Developing strategies for organising, memorising and recovering information obtained in different ways and from different sources.</li> </ul>
<b>PICTURE DICTIONARY</b>	



# Think Do Learn Social Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry applied to the Social Sciences)

## Think Do Learn Social Sciences 4 content

MODULE 1: The world around us	L.O.M.C.E. content
<b>UNIT 1: PLANET EARTH</b>	
Planet Earth	- Planet Earth. Features. Its movements and its consequences.
The Earth's movements	
The Earth's layers	
Representing the Earth	
Space discoveries	
Let's work together!	* Implementing strategies to increase group cohesion and collaborative learning * Developing strategies for resolving conflicts, respecting the rules of social conduct and valuing peaceful coexistence and tolerance
Project time!	* Finding information about a given topic from different sources (by observation or research) * Using information technology to find and select information and to present conclusions
Let's revise!	* Study techniques * Strategies for developing responsibility, capacity for effort and perseverance when studying
<b>UNIT 2: THE ATMOSPHERE, WEATHER AND CLIMATE</b>	
Atmosphere, weather and climate	- The atmosphere. Atmospheric phenomena - The weather. Measurement and prediction - Weather maps. Conventional symbols - Weather and climate - World climate zones - Spain's climates
The atmosphere	
Weather	
Measuring the weather	
Representing the weather	
Climate	
Protecting ourselves from the weather	
Let's work together!	* Developing strategies for resolving conflicts, respecting the rules of social conduct and valuing peaceful coexistence and tolerance.
Project time!	* Finding information about a given topic from different sources (by observation or research). * Using information technology to find and select information and to present conclusions.
Let's revise!	* Study techniques * Strategies for developing responsibility, capacity for effort and perseverance when studying.



# Think Do Learn Social Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry applied to the Social Sciences)

## Think Do Learn Social Sciences 4 content

MODULE 1: The world around us	L.O.M.C.E. content
<b>UNIT 3: WATER</b>	
Water	<ul style="list-style-type: none"> <li>- The hydrosphere</li> <li>- The water distribution around the planet</li> <li>- The water cycle</li> </ul>
The hydrosphere	
Groundwater	
Rivers	
Catchments	
The water cycle	
Let's work together!	*Implementing strategies to increase group cohesion and collaborative learning.
	*Developing strategies for resolving conflicts, respecting the rules of social conduct and valuing peaceful coexistence and tolerance.
Project time!	*Finding information about a given topic from different sources (by observation or research).
	*Using information technology to find and select information and to present conclusions.
Let's revise!	*Study techniques
	*Strategies for developing responsibility, capacity for effort and perseverance when studying.
	*Show autonomy in the planning and realisation of actions and tasks and show initiative in decision making



# Think Do Learn Social Sciences: Scope and Sequence and L.O.M.C.E. Compliance

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## Think Do Learn Social Sciences 4 content

MODULE 1: The world around us	L.O.M.C.E. content
<b>UNIT 4: ROCKS AND MINERALS</b>	
Rocks and minerals	<ul style="list-style-type: none"> <li>- The lithosphere: features and types of rocks.</li> <li>- Rocks and minerals: properties and uses.</li> <li>- The lithosphere: tectonic plates. Volcanoes, earthquakes and their consequences.</li> </ul>
Minerals	
Rocks	
Uses of rocks and minerals	
Plates	
Earthquakes and volcanoes	
Let's work together!	<ul style="list-style-type: none"> <li>*Implementing strategies to increase group cohesion and collaborative learning.</li> <li>*Developing strategies for resolving conflicts, respecting the rules of social conduct and valuing peaceful coexistence and tolerance.</li> </ul>
Project time!	<ul style="list-style-type: none"> <li>*Finding information about a given topic from different sources (by observation or research).</li> <li>*Using information technology to find and select information and to present conclusions.</li> </ul>
<b>PICTURE DICTIONARY</b>	
<b>APPENDIX: The Solar System (Amber edition only)</b>	
The Solar System	<ul style="list-style-type: none"> <li>- The Universe and the Solar System: the Sun. The planets.</li> </ul>
The movements of the Moon	
<b>APPENDIX: Landscapes (Amber edition only)</b>	
Landscapes and relief	<ul style="list-style-type: none"> <li>-The geographical diversity of Spain's landscapes: relief, hydrography and climate.</li> </ul>
Spain's relief	
Europe's relief	
<b>APPENDIX: Maps and plans (Amber edition only)</b>	
Globes and maps	<ul style="list-style-type: none"> <li>- The Earth's representation. Orientation in space.</li> <li>- Globes. Cartography. Plans and maps. Map scales.</li> </ul>
Types of maps	
Plans	
<b>APPENDIX: The Cardinal points (Amber edition only)</b>	
The cardinal points	<ul style="list-style-type: none"> <li>*Orientation in space: the cardinal points.</li> </ul>
<b>APPENDIX: The environment (Amber edition only)</b>	
	<ul style="list-style-type: none"> <li>- Human intervention in the environment.</li> <li>- Sustainable development</li> <li>- Pollution</li> <li>- Responsible consumption</li> <li>- Climate change</li> </ul>



# Think Do Learn Social Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry applied to the Social Sciences)

## Think Do Learn Social Sciences 4 content

MODULE 2: Time and change	L.O.M.C.E. content
<b>UNIT 5: PREHISTORIC SPAIN</b>	
Prehistoric Spain	
The periods of history	
The Paleolithic Period	<i>-The periods of history: identify the fall of the Roman Empire (476) with the beginning of the Middle Ages. Identify the discovery of America (1492) with the beginning of the Early Modern Age. -The Iberian Peninsula in Prehistory</i>
The Neolithic Period	
The Bronze and Iron Ages	
Let's work together!	<i>*Implementing strategies to increase group cohesion and collaborative learning. *Developing strategies for resolving conflicts, respecting the rules of social conduct and valuing peaceful coexistence and tolerance.</i>
Project time!	<i>*Finding information about a given topic from different sources (by observation or research). *Using information technology to find and select information and to present conclusions.</i>
Let's revise!	<i>*Study techniques *Strategies for developing responsibility, capacity for effort and perseverance when studying. *Show autonomy in the planning and realisation of actions and tasks and show initiative in decision making.</i>



# Think Do Learn Social Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry applied to the Social Sciences)

## Think Do Learn Social Sciences 4 content

MODULE 2: Time and change	L.O.M.C.E. content
<b>UNIT 6: ANCIENT SPAIN</b>	
Ancient Spain	
The Phoenicians, Greeks and Carthaginians in the Iberian Peninsula	- The beginning of Ancient History in the Iberian Peninsula. The Mediterranean colonisers. - Identify and know the basic aspects of the colonisations in the Iberian Peninsula: The Phoenicians. The foundation of Gadir (Cádiz).
The Roman conquest	The Greeks. Foundation of Rosas and Ampurias. The Carthaginians. Hannibal. The Siege of Saguntum.
Life in Roman Hispania	- The Roman conquest of the Iberian Peninsula. - Identify the date of the arrival of the Romans (218 B.C.).
Famous Romans	- Identify Hispania as the name the Romans gave to the Iberian Peninsula. - Know some of the battles and the characters of the conquest: Scipio Aemilianus, Viriatus, the Siege of Numantia and Julius Caesar.
The end of the empire	- The fall of the Roman Empire. The end of Ancient History. - Identify the Barbarian invasions as one of the factors that brought about the fall of the Roman Empire.
Rome's legacy	- Identify the date of the fall of the last emperor Romulus Augustus (476 B.C.) as the end of Ancient History.
Let's work together!	*Implementing strategies to increase group cohesion and collaborative learning.
	*Developing strategies for resolving conflicts, respecting the rules of social conduct and valuing peaceful coexistence and tolerance.
Project time!	*Finding information about a given topic from different sources (by observation or research).
	*Using information technology to find and select information and to present conclusions.
Let's revise!	*Study techniques
	*Strategies for developing responsibility, capacity for effort and perseverance when studying.
	*Show autonomy in the planning and realisation of actions and tasks and show initiative in decision making.
<b>PICTURE DICTIONARY</b>	
MODULE 3 Amber edition: Living in society	L.O.M.C.E. content
<b>UNIT 7: ME AND MY TOWN</b>	
Me and my town	
My town	- Family. Family structures.
Neighbourhoods	- Associations. Participating in different social and cultural groups. - The educational community. Rules of coexistence -The village and its types: towns and cities.
Laws and rules	Neighborhoods and types. - The municipality.
The town council	- Local organisation: town council and municipal services.
Being a good citizen	- Cultural and popular expressions.
Road safety	- Road safety education. Traffic signals and their types.
Let's revise!	*Study techniques * Developing strategies for organising, memorising and recovering information obtained in different ways and from different sources.



# Think Do Learn Social Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry applied to the Social Sciences)

## Think Do Learn Social Sciences 5 content

MODULE 1: Living in society	L.O.M.C.E. content
<b>UNIT 1: POPULATION</b>	
Population	<p><b>Population</b></p> <ul style="list-style-type: none"> <li>- Know the terms demography, total population, population density.</li> <li>- Interpret a population pyramid and other graphs used to study population.</li> </ul> <p><b>The population of Spain and Europe: distribution and evolution; migratory movements</b></p> <ul style="list-style-type: none"> <li>- Locate the major settlements and the most densely populated areas on a map of Spain.</li> </ul>
Why does population change?	
How do we represent population?	
What's the population of Spain like?	
What's the population of Europe like?	
Let's work together!	* Implementing strategies to increase group cohesion and collaborative learning
	* Developing strategies for resolving conflicts, respecting the rules of social conduct and valuing peaceful coexistence and tolerance
Project time!	* Finding information about a given topic from different sources (by observation or research)
	* Using information technology to find and select information and to present conclusions
Let's revise!	* Study techniques
	* Developing strategies for organising, memorising and recovering information obtained in different ways and from different sources
<b>UNIT 2: THE ECONOMY</b>	
The economy	<p><b>Productive activities: production sectors</b></p> <ul style="list-style-type: none"> <li>- Identify and define raw materials and manufactured products, relating them to the activities through which they are produced.</li> <li>- Identify the three sectors of the economy and classify different activities according to their sector.</li> <li>- Describe the process of obtaining of a product in order up to the moment it is sold, and identify the sectors involved.</li> </ul>
What are the sectors of the economy?	
What's agriculture?	
What other primary sector activities are there?	
What secondary sector activities are there?	
Let's work together!	* Implementing strategies to increase group cohesion and collaborative learning
	* The appropriate use of a wide range of work materials
Project time!	* Using and interpreting different texts and visual representations of information
Let's revise!	* Study techniques
	* Developing strategies for organising, memorising and recovering information obtained in different ways and from different sources
	* Show autonomy in the planning and realisation of actions and tasks and show initiative in decision making.



# Think Do Learn Social Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry applied to the Social Sciences)

## Think Do Learn Social Sciences 5 content

MODULE 1: Living in society	s adv	L.O.M.C.E. content
<b>UNIT 3: THE TERTIARY SECTOR</b>		
The tertiary sector		
What's the tertiary sector?		- Identify the three sectors of the economy and classify different activities according to their sector. - Describe the process of obtaining of a product in order up to the moment it is sold, and identify the sectors involved.
What do the transport and tourism industries do?		<b>Economic activities and sectors in Spain and Europe</b> - Explain the activities of the primary, secondary and tertiary sectors in Spain and -Europe and their locations in the corresponding territories.
What's retail?		<b>Advertising and Consumption</b> - Evaluate critically the function of advertising and recognise and explain the most common advertising techniques, analysing individual examples.
How are products advertised?		
Why's the tertiary sector important in the EU?		
Let's work together!		* Implementing strategies to increase group cohesion and collaborative learning
		* Encouraging the reading of factual texts related to Social Sciences (related to social, geographical and historical topics)
Project time!		* Using information technology to find and select information and to present conclusions
Let's revise!		* Study techniques
		* Strategies for developing responsibility, capacity for effort and perseverance when studying
<b>UNIT 4: MONEY AND BUSINESS</b>		
Money and business		<b>Financial Education: money, savings.</b>
How can we save and spend money?		- Differentiate different types of spending - Put together a personal budget.
How do we spend money?		- Investigate different shopping strategies, comparing prices and compiling information.
What's a budget?		<b>Employability and entrepreneurial spirit: companies -their activities and functions</b>
What types of companies are there?		- Identify the different types of company by size and economic sector. - Describe different forms of business organisation
Let's work together!		* Planning and managing projects with the aim of achieving objectives; entrepreneurial initiative
		* Implementing strategies to increase group cohesion and collaborative learning
Project time!		* Finding information about a given topic from different sources (by observation or research)
Let's revise!		* Study techniques
		* Developing strategies for organising, memorising and recovering information obtained in different ways and from different sources
		* Show autonomy in the planning and realisation of actions and tasks and show initiative in decision making.



# Think Do Learn Social Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry applied to the Social Sciences)

## Think Do Learn Social Sciences 5 content

MODULE 1: Living in society	L.O.M.C.E. content
<b>Glossary</b>	
<b>APPENDIX: Political System (Amber edition only)</b>	
The constitution	<ul style="list-style-type: none"> <li>- The Spanish state's political and territorial organisation.</li> <li>- Political organisation: the Constitution of 1978. Statutes of autonomy.</li> <li>- Form of Government. Parliamentary monarchy.</li> <li>Legislative authority. Cortes Generales.</li> <li>Executive authority. The government.</li> <li>Judicial authority: courts of justice: Constitutional Court. Supreme Court.</li> <li>- The Spanish state's symbols.</li> <li>- Territorial organisation: autonomous communities.</li> </ul>
Institutions	
The government and elections	
Autonomous communities	
Rights and responsibilities	
<b>APPENDIX: European Union (Amber edition only)</b>	
The European Union	<ul style="list-style-type: none"> <li>- The European Union: composition, purposes and advantages of being part of it.</li> <li>- Economic and political organisation.</li> <li>- The single market and the euro zone.</li> </ul>
Institutions	
The euro	
<b>APPENDIX: Road Safety (Amber edition only)</b>	
Road signs	<ul style="list-style-type: none"> <li>- Road safety</li> </ul>
Passenger safety	



# Think Do Learn Social Sciences: Scope and Sequence and L.O.M.C.E. Compliance

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## Think Do Learn Social Sciences 5 content

MODULE 2: Time and change	L.O.M.C.E. content
<b>UNIT 5: SPAIN IN THE MIDDLE AGES</b>	
Spain in the Middle Ages	<p><b>The Iberian Peninsula.</b></p> <ul style="list-style-type: none"> <li>- Know Spain's topography and locate the main rivers of the Iberian Peninsula on a map, as well as the seas and oceans that surround it and its islands and archipelagos.</li> </ul> <p><b>Spain in the Middle Ages.</b></p> <p><b>Visigothic Spain.</b></p> <ul style="list-style-type: none"> <li>- Identify the arrival of the Visigoths in the 5<sup>th</sup> Century as the beginning of the Middle Ages in Spain.</li> <li>- Recognise the Visigothic Kingdom of Toledo and the importance of the conversion of Recaredo to Catholicism in 589 during the Third Council of Toledo.</li> <li>- Situate the Visigothic Kingdom chronologically.</li> </ul> <p><b>The Muslims in the Iberian Peninsula.</b></p> <ul style="list-style-type: none"> <li>- Know when the Muslims arrived in the Iberian Peninsula (the Battle of Guadalete, 711).</li> <li>- Identify Al-Andalus as the name the Muslims gave to the Iberian Peninsula under their domain.</li> <li>- Know about life in Al-Ándalus.</li> <li>- Situate the Emirate, the Caliphate of Cordoba under Abderramán III and the Taifas chronologically.</li> </ul> <p><b>What was life like in al-Andalus?</b></p> <ul style="list-style-type: none"> <li>- Identify some figures in the history of Al-Andalus, such as Abderramán I, Abderramán II, Abderramán III and Averroes.</li> <li>- Recognise some Muslims remains in Spain, such as like the Alhambra or the Mezquita.</li> </ul> <p><b>The Reconquest</b></p> <ul style="list-style-type: none"> <li>- Know the origins of the Camino de Santiago.</li> <li>- Identify the kingdoms of Spain during the Reconquest.</li> <li>- Know some deeds and characters of the Reconquest: El Cid Campeador (11<sup>th</sup> Century) the Battle of Covadonga, Don Pelayo..</li> <li>- Be familiar with the most important kings of the Reconquest: <ul style="list-style-type: none"> <li>- Alfonso VI of Castile and Leon.</li> <li>- Fernando II the Saint of Castile and Leon.</li> <li>- Alfonso X the Wise of Castile and Leon.</li> <li>- Jaime I The Conqueror of Aragon.</li> </ul> </li> <li>- Identify the Battle of Navas de Tolosa in 1212.</li> </ul>
Who were the Visigoths?	
What was al-Andalus?	
What was life like in al-Andalus?	
What was life like in the Christian Kingdoms?	
What was the Reconquista?	
Let's work together!	* Implementing strategies to increase group cohesion and collaborative learning
	* Developing strategies for resolving conflicts, respecting the rules of social conduct and valuing peaceful coexistence and tolerance
Project time!	* Using information technology to find and select information and to present conclusions
	* Encouraging the reading of factual texts related to Social Sciences (related to social, geographical and historical topics)
Let's revise!	* Study techniques
	* Developing strategies for organising, memorising and recovering information obtained in different ways and from different sources



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\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry applied to the Social Sciences)

## Think Do Learn Social Sciences 5 content

MODULE 2: Time and change	L.O.M.C.E. content
<b>UNIT 6: EARLY-MODERN SPAIN</b>	
Early Modern Spain	<b>Spain in the Modern Age</b> - The Catholic Kings: the discovery of America; the conquest of Granada (1492). - Know about the discovery of the Americas (1492) and Christopher Columbus's journeys.
Who were the Catholic Monarchs?	- Know and identify some of the conquistadores and explorers (Hernan Cortez, Pizarro, Magellan, Elcano). - Identify the Catholic Monarchs and recognise their marriage as a dynastic union that established the Spanish Kingdom.
What happened in the Age of Discovery?	- The reign of the Hapsburgs - Identify and know some important facts about Carlos I, Felipe II and Felipe IV.
Who were the Hapsburgs?	- Know the names of some writers and philosophers from the Spanish Golden Age (Cervantes, Lope de Vega, Calderón, El Greco, Velázquez, Sta Teresa de Jesús, San Juan de la Cruz, Fray Luis de León, Tirso de Molina). - The Enlightenment: the Bourbons in Spain.
What was the Golden Age?	- Identify the reign of the first Bourbon, Felipe V (1700). - Know about the scientific expeditions of Jorge Juan.
Who were the Bourbons?	- Identify the reign of Carlos III with the modernisation of Madrid (the Puerta de Alcalá, the Botanic Gardens, the Prado Museum...). - Identify the basic aspects of the Bourbon kingdom.
Let's work together!	* Implementing strategies to increase group cohesion and collaborative learning
	* Using and interpreting different texts and visual representations of information
Project time!	* Finding information about a given topic from different sources (by observation or research)
Let's revise!	* Study techniques
	* Strategies for developing responsibility, capacity for effort and perseverance when studying
MODULE 2: Time and change	L.O.M.C.E. content
<b>APPENDIX: Prehistory and Ancient History (Amber edition only)</b>	
	- Societies in the past: Prehistory, Ancient History. - Ways of life, economic and social conditions. - Relevant events and characters from the from the Spanish. - Knowledge, appreciation and respect of historical heritage.



# Think Do Learn Social Sciences: Scope and Sequence and L.O.M.C.E. Compliance

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## Think Do Learn Social Sciences 5 content

MODULE 3 Amber edition: The world around us	L.O.M.C.E. content
<b>UNIT 7: EARTH AND THE UNIVERSE</b>	
Earth and the Universe	- The universe: concept, components and origin.
The universe	The Solar System: the Sun, planets, satellites, asteroids, meteorites, comets and shooting stars.
The Solar System	- The Earth: pattern, appearance and composition.
The Earth's movements	- Movements and its consequences: rotation.
The Earth's layers	- Axis and poles. Day and the night. Revolution. The seasons.
The Moon	- The Earth's layers.
	- The Moon's movements.
	- The Moon's phases. Its influences on the Earth: eclipses and tides.
Let's work together!	*Implementing strategies to increase group cohesion and collaborative learning. *Developing strategies for resolving conflicts, respecting the rules of social conduct and valuing peaceful coexistence and tolerance.
Project time!	*Using information technology to find and select information and to present conclusions. *Finding information about a given topic from different sources (by observation or research).
Let's revise!	*Study techniques *Developing strategies for organizing, memorizing and recovering information obtained in different ways and from different sources.
<b>UNIT 8: WEATHER AND CLIMATE</b>	
Weather and climate	- The weather. Climatic features: temperature, atmospheric pressure, humidity, wind and precipitation. - Weather and climate.
World climates	- Latitude, proximity to the equator and the climate areas in the Earth.
Spain's climates	- Altitude and its influence on temperatures. - The sea's influence on temperatures and relief as a barrier to that influence.
Climate change	- The climates of Spain. - The maritime, oceanic, Mediterranean, Continental-Mediterranean, mountain and subtropical climates. Main features.
Let's work together!	- Plant species of each climate area in Spain. - Climate change: causes and consequences.
Project time!	*Implementing strategies to increase group cohesion and collaborative learning. *The appropriate use of a wide range of work materials.
Let's revise!	*Study techniques *Developing strategies for organizing, memorizing and recovering information obtained in different ways and from different sources. *Show autonomy in the planning and realization of actions and tasks and show initiative in decision making.



# Think Do Learn Social Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry applied to the Social Sciences)

## Think Do Learn Social Sciences 5 content

MODULE 3: The world around us	L.O.M.C.E. content
<b>UNIT 9: LANDSCAPES AND ROCKS</b>	
Landscapes and rocks	<ul style="list-style-type: none"> <li>- The landscape and its components. Types of landscapes. Features of the main landscapes in Spain and Europe.</li> <li>- Spain's relief.</li> <li>- The location of Spain's main landforms and geographical features.</li> <li>- Natural disasters: volcanoes, earthquakes and floods.</li> <li>- The lithosphere: features and types of rocks. Rocks and minerals.</li> <li>- Human intervention in the environment. Sustainable development.</li> <li>- Pollution. Responsible consumption.</li> </ul>
Landscapes in Spain and Europe	
World biomes	
Natural disasters	
Rocks and minerals	
Looking after the environment	
Let's work together!	<ul style="list-style-type: none"> <li>*Implementing strategies to increase group cohesion and collaborative learning.</li> <li>*The appropriate use of a wide range of work materials.</li> <li>*Using and interpreting different text and visual representations of information.</li> <li>*Study techniques</li> <li>*Developing strategies for organizing, memorizing and recovering information obtained in different ways and from different sources.</li> <li>*Show autonomy in the planning and realization of actions and tasks and show initiative in decision making.</li> </ul>
Project time!	
Let's revise!	
<b>Glossary</b>	
<b>APPENDIX: Representing the Earth (Amber edition only)</b>	
Ways of representing the Earth	<ul style="list-style-type: none"> <li>- The representation of the Earth: the globe and world maps.</li> <li>- Types of maps: physical, political and thematic maps.</li> <li>- Maps and scales: graphic and numeric scales. Interpretation with the use of scales.</li> <li>- Use of the atlas. Points of the Earth, parallels and meridians. Geographic coordinates: latitude and longitude.</li> <li>- Time zones. Physical and political world maps.</li> </ul>
<b>APPENDIX: Water (Amber edition only)</b>	
The hydrosphere	<ul style="list-style-type: none"> <li>-The hydrosphere</li> <li>-Water distribution around the planet. Spain's rivers and their tributaries.</li> </ul>
The water cycle	
Parts of a river	
Spain's rivers	



# Think Do Learn Social Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry applied to the Social Sciences)

## Think Do Learn Social Sciences 6 content

MODULE 1: The world around us	L.O.M.C.E. content
<b>UNIT 1: SPAIN</b>	
Spain	<p><b>Spain's geography</b></p> <ul style="list-style-type: none"> <li>- Identify Spain's geographic boundaries.</li> <li>- Name and locate Spain's autonomous communities and cities, their provinces and capitals.</li> <li>- Name and locate Spain's main rivers, their source, their mouth and their main tributaries.</li> <li>- Name and locate Spain's main mountain ranges and mountains.</li> </ul>
Spain's autonomous communities	
Spain's provinces	
Spain's inland relief	
Spain's coastal relief	
Spain's rivers	
Let's work together!	<ul style="list-style-type: none"> <li>* Implementing strategies to increase group cohesion and collaborative learning</li> <li>* The appropriate use of a wide range of work materials</li> </ul>
Project time!	* Finding information about a given topic from different sources (by observation or research)
	* Using information technology to find and select information and to present conclusions
Let's revise!	* Study techniques
<b>UNIT 2: EUROPE</b>	
Europe	<p><b>Europe's geography</b></p> <ul style="list-style-type: none"> <li>- Locate European countries on a map and name their capitals.</li> <li>- Locate Europe's geographic boundaries.</li> <li>- Name and locate Europe's most important rivers and mountain ranges.</li> </ul>
Europe's political geography	
Europe's inland relief	
Europe's coastal relief	
Europe's rivers and lakes	
Let's work together!	<ul style="list-style-type: none"> <li>* Implementing strategies to increase group cohesion and collaborative learning</li> <li>* The appropriate use of a wide range of work materials</li> </ul>
Project time!	* Finding information about a given topic from different sources (by observation or research)
	* Using information technology to find and select information and to present conclusions
Let's revise!	<ul style="list-style-type: none"> <li>* Study techniques</li> <li>* Show autonomy in the planning and realisation of actions and tasks and show initiative in decision making.</li> </ul>



# Think Do Learn Social Sciences: Scope and Sequence and L.O.M.C.E. Compliance

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## Think Do Learn Social Sciences 6 content

MODULE 1: The world around us	L.O.M.C.E. content
<b>Glossary</b>	
<b>APPENDIX: The Solar System (Amber edition only)</b>	
The Universe	-The universe and the Solar System: the Sun. The planets. Planet Earth and the Moon. Features. Movements and their consequences.
The Solar System	
The Earth's movements	
The Earth's layers	
The Moon	
<b>APPENDIX: Representing the Earth (Amber edition only)</b>	
Ways of representing the Earth	- Representing the Earth. - Globes. Identifying the poles, the axis and the hemispheres. - Cartography. Plans and maps. Scale. - Points of the Earth: parallels and meridians. - Geographical coordinates: latitude and longitude. - Physical and political world maps.
Map scale and symbols	
Latitude and longitude	
Physical map of the world	
Political map of the world	
<b>APPENDIX: Water (Amber edition only)</b>	
The hydrosphere	- The hydrosphere. Water distribution around the planet. The water cycle.
The water cycle	
Rivers	
<b>APPENDIX: The environment (Amber edition only)</b>	
Environmental problems	- Human intervention in the environment. Sustainable development. Responsible consumption: reduction, reuse and recycling. Water use and saving water.
Looking after the environment	
<b>APPENDIX: Landscapes and Rocks (Amber edition only)</b>	
Landscapes and Rocks	-Landscape. Components. Types of landscapes. Features and differences. -The lithosphere: features and types of rocks. -Properties and uses.



# Think Do Learn Social Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry applied to the Social Sciences)

## Think Do Learn Social Sciences 6 content

MODULE 2: Time and change	L.O.M.C.E. content
<b>UNIT 3: MODERN SPAIN: THE 19<sup>th</sup> CENTURY</b>	
Modern Spain: The 19 <sup>th</sup> century	<ul style="list-style-type: none"> <li>- Modern Spain: the first half of the 19<sup>th</sup> century.</li> <li>- Modern Spain: the Restoration (1875-1923).</li> </ul>
The War of Independence	
Liberals and conservatives	
The Industrial Revolution	
The Restoration	
19 <sup>th</sup> century art	
Let's work together!	<ul style="list-style-type: none"> <li>*Implementing strategies to increase group cohesion and collaborative learning.</li> <li>*The appropriate use of a wide range of work materials.</li> </ul>
Project time!	<ul style="list-style-type: none"> <li>*Finding information about a given topic from different sources (by observation or research).</li> <li>*Using information technology to find and select information and to present conclusions.</li> </ul>
Let's revise!	* Study techniques
<b>UNIT 4: MODERN SPAIN: THE 20<sup>th</sup> CENTURY</b>	
Modern Spain: the 20 <sup>th</sup> Century	<ul style="list-style-type: none"> <li>- Modern Spain: 20<sup>th</sup> and 21<sup>st</sup> centuries.</li> <li>- Timeline</li> </ul>
The Second Republic	
The Civil War	
Spain under Franco	
Spain's democracy	
20 <sup>th</sup> century art	
Timeline	
Let's work together!	<ul style="list-style-type: none"> <li>*Implementing strategies to increase group cohesion and collaborative learning.</li> <li>*The appropriate use of a wide range of work materials.</li> </ul>
Project time!	<ul style="list-style-type: none"> <li>*Finding information about a given topic from different sources (by observation or research).</li> <li>*Using information technology to find and select information and to present conclusions.</li> </ul>
Let's revise!	* Study techniques
<b>APPENDIX: Periods of history (Amber edition only)</b>	
Time and history	<ul style="list-style-type: none"> <li>*Historical time and its measurement.</li> <li>*The periods of history.</li> </ul>
Prehistory	
Ancient History	
The Middle Ages	
The Early Modern Age	
Art through the ages	
<b>GLOSSARY</b>	



# Think Do Learn Social Sciences: Scope and Sequence and L.O.M.C.E. Compliance

\* Content that relates to block 1 of the curriculum (Introduction to scientific enquiry applied to the Social Sciences)

## Think Do Learn Social Sciences 6 content

MODULE 3: Living in society	L.O.M.C.E. content
<b>UNIT 5: SPAIN'S POLITICAL SYSTEM</b>	
Spain's political system	<ul style="list-style-type: none"> <li>- The Constitution of 1978.</li> <li>- Form of government: constitutional monarchy.</li> </ul>
The constitution	
Spain's national government	
Spain's autonomous communities	
Public services	
Let's work together!	<ul style="list-style-type: none"> <li>*Implementing strategies to increase group cohesion and collaborative learning.</li> <li>*The appropriate use of a wide range of work materials.</li> </ul>
Project time!	<ul style="list-style-type: none"> <li>*Finding information about a given topic from different sources (by observation or research).</li> <li>*Using information technology to find and select information and to present conclusions.</li> </ul>
Let's revise!	* Study techniques
<b>UNIT 6: THE EUROPEAN UNION</b>	
The European Union	-The European Union
EU members	
The EU's organisation	
The euro	
Let's work together!	<ul style="list-style-type: none"> <li>*Implementing strategies to increase group cohesion and collaborative learning.</li> <li>*The appropriate use of a wide range of work materials.</li> </ul>
Project time!	<ul style="list-style-type: none"> <li>*Finding information about a given topic from different sources (by observation or research).</li> <li>*Using information technology to find and select information and to present conclusions.</li> </ul>
Let's revise!	* Study techniques
<b>GLOSSARY</b>	
<b>APPENDIX: Population (Amber edition only)</b>	
Population groups Representing population Spain's population Europe's population	<ul style="list-style-type: none"> <li>- Population. Factors that modify the population of a territory.</li> <li>- Total population. Population density.</li> <li>- Demographic variables.</li> <li>- Population distribution, natural growth and real growth. Graphical representation.</li> <li>- Spain's population: distribution and evolution. Migratory movements.</li> <li>- Europe's population: distribution and evolution.</li> </ul>
<b>APPENDIX: The economy (Amber edition only)</b>	
The primary sector	<ul style="list-style-type: none"> <li>- Productive activities: natural resources, raw materials.</li> <li>- Processed products. Crafts and industry. Forms of production.</li> <li>- The tertiary sector.</li> <li>- Economic activities and sectors in Spain and Europe.</li> <li>- Goods and services. Consumption and advertising.</li> </ul>
The secondary sector	
The tertiary sector	
Spain's economy	
Europe's economy	
Advertising	
<b>APPENDIX: Money and business (Amber edition only)</b>	
Money	<ul style="list-style-type: none"> <li>-Financial education. Money. Saving.</li> <li>-Employability and entrepreneurial spirit. Companies. Activities and functions.</li> </ul>
Budgets	
Types of companies	
<b>APPENDIX: Road safety (Amber edition only)</b>	
	- Road safety.