



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 Class Book

MODULE 1: Living in society	L.O.M.C.E. content
UNIT 1: SCHOOL	
Introduction	The rights and duties of citizens - 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.
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
UNIT 2: MY CITY	
My city	The rights and duties of citizens - 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.
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
MY DICTIONARY	
MY BIG PROJECT: Me and my community	



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Module 2: The world around us	L.O.M.C.E. content
UNIT 3: AIR AND WATER	
Air and water	<p>The atmosphere Identify different atmospheric phenomena. Explain the importance of taking care of the atmosphere and the consequences of not doing so.</p> <p>The hydrosphere 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>The lithosphere 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>
UNIT 4: OUR WORLD	
Our world	<p>Planet Earth - Identify the Earth as round. - Locate the continents and oceans on a The atmosphere world map. - Know the cardinal points.</p> <p>The landscape and its diversity - 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
MY DICTIONARY	
MY BIG PROJECT: Me and my planet	



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Think Do Learn Social Sciences 1 Class Book

Module 3: Time and change	L.O.M.C.E. content
UNIT 5: TIME	
Time	<ul style="list-style-type: none"> - Use and measurement of time. Basic concepts: before, after, past, present, future, duration. - Units of measurement: day, week, month, year. - Past and present events. - Means of restoring the past. - Our historical and cultural heritage.
Before and after	
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
MY DICTIONARY	



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Think Do Learn Social Sciences 2 Class Book

Module 1: The world around us	L.O.M.C.E. content
UNIT 1: OUR WORLD	
Our world	<ul style="list-style-type: none"> - The representation of the Earth. Orientation in space. - Globes - Identify the poles, the axis and the hemispheres. - Locate some countries –the most important– in a world map. - Identify maps of different countries with different scales. - Locate and identify Spain in the Iberian Peninsula and in Europe. - Know and locate the seas and oceans that surround the Iberian Peninsula. - Know and locate the Spanish islands and archipelagos - Identify Spain's boundaries.
Maps and globes	
The poles and hemispheres	
The cardinal points	
Plans	
Spain	
World map	
Let's work together!	<ul style="list-style-type: none"> * Implementing strategies to increase group cohesion and collaborative learning * The appropriate use of a wide range of work materials
Project time!	<ul style="list-style-type: none"> * 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
UNIT 2: LANDSCAPES AND ROCKS	
Landscapes and rocks	<ul style="list-style-type: none"> - Identify the main landforms: island, archipelago, peninsula, mountain, mountain range, plain, valley, river, lake, coast, beach, gulf, cape and port. - 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. - The lithosphere: characteristics and types of rocks. Rocks and minerals: properties, uses and utilities.
Landforms	
Natural and man-made elements	
Rocks and minerals	
Looking after landscapes	
Let's work together!	<ul style="list-style-type: none"> * Implementing strategies to increase group cohesion and collaborative learning. * The appropriate use of a wide range of work materials.
Project time!	<ul style="list-style-type: none"> * 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
MY DICTIONARY	
APPENDIX: ECOSYSTEMS	
Ecosystems	- Ecosystems and humans
Looking after ecosystems	



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Think Do Learn Social Sciences 2 Class Book

MODULE 2: Living in society	L.O.M.C.E. content
UNIT 3: MY TOWN	
My town	<ul style="list-style-type: none"> - The town: the town hall and public services. - Sports, recreational and cultural groups. - The municipality - Popular cultural expressions (local festivities, regional dancing...) - Artistic, cultural and historical heritage (civic and religious buildings, painters...) - Urban and rural environments.
Cities, towns and villages	
The town hall	
Around my town	
Local culture	
Let's work together!	<ul style="list-style-type: none"> *Implementing strategies to increase group cohesion and collaborative learning. *The appropriate use of a wide range of work materials.
Project time!	<ul style="list-style-type: none"> *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
UNIT 4: WORK	
Work	<ul style="list-style-type: none"> - Professions. Tools and utensils. Mass media. Advertising. Basic economic concepts: production, consumption and market. - The sectors of the economy. - Mains tasks and responsibilities of school staff.
Jobs	
The primary sector	
The secondary sector	
The tertiary sector	
Let's work together!	<ul style="list-style-type: none"> *Implementing strategies to increase group cohesion and collaborative learning. *The appropriate use of a wide range of work materials.
Project time!	<ul style="list-style-type: none"> *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
UNIT 5: KEEP SAFE!	
Be safe!	<ul style="list-style-type: none"> - Road safety. - Seatbelts and traffic signs. - Movement and means of transport.
Road safety	
Traffic signs	
Transport	
Let's work together!	<ul style="list-style-type: none"> *Implementing strategies to increase group cohesion and collaborative learning. *The appropriate use of a wide range of work materials.
Project time!	<ul style="list-style-type: none"> *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
MY DICTIONARY	



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Think Do Learn Social Sciences 2 Class Book

MODULE 3: Time and change	L.O.M.C.E. content
UNIT 6: THEN AND NOW	
Then and now	<ul style="list-style-type: none"> - Basic time concepts: the calendar. - Concepts of duration. - Past and present events. - Remnants of the past: care and maintenance. - Historical figures.
Time and the calendar	
Past and present	
People from the past	
Things from the past	
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)
	*The appropriate use of a wide range of work materials.
Let's revise!	* Study techniques
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Think Do Learn Social Sciences 3 Class Book

MODULE 1: The world around us		L.O.M.C.E. content	
UNIT 1: LANDSCAPES			
Landscapes and rocks		<div>- Elements of landscapes.</div> <div>- Types of landscapes. Their differences.</div> <div>Landforms: inland landscapes. Coastal landscapes.</div> <div>- Human intervention.</div> <div>- Protecting landscapes. Respecting and protecting landscapes.</div>	
Different landscapes			
Inland landscapes			
Coastal landscapes			
Damaging and protecting landscapes			
Rocks			
Let's work together!		<div>*Implementing strategies to increase group cohesion and collaborative learning.</div> <div>*The appropriate use of a wide range of work materials.</div> <div>*Using information technology to find and select information and to present conclusions.</div> <div>*Study techniques</div> <div>*Strategies for developing responsibility, capacity for effort and perseverance when studying.</div> <div>*Show autonomy in the planning and realization of actions and tasks and show initiative in decision making.</div>	
Project time!			
Let's revise!			
UNIT 2: AIR AND WATER			
Air and water		<div>- Air and its composition.</div> <div>- The atmosphere.</div> <div>- Water and its states.</div> <div>- The hydrosphere.</div> <div>- Water distribution around the planet.</div> <div>- Underground water. Its formation.</div> <div>- The water cycle. Purification and pollution of water.</div> <div>- Responsible consumption.</div> <div>- Air pollution</div>	
The atmosphere			
Air			
The water cycle			
The hydrosphere			
Cleaning and saving water			
Air and water pollution			
Let's work together!		<div>*Implementing strategies to increase group cohesion and collaborative learning.</div> <div>*Using and interpreting different text and visual representations of information.</div> <div>*Study techniques</div> <div>*Developing strategies for organizing, memorizing and recovering information obtained in different ways and from different sources.</div> <div>*Show autonomy in the planning and realization of actions and tasks and show initiative in decision making.</div>	
Project time!			
Let's revise!			
PICTURE DICTIONARY			



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Think Do Learn Social Sciences 3 Class Book

MODULE 2: Time and change	L.O.M.C.E. content
UNIT 3: HISTORY	
History	Past time and its measurement - Know the century as a unit for measuring historical time. - From specific examples, establish the relationship between years and centuries. - Know the conventions of historical dating (B.C., A.D., age/period). Periods of history: duration and dating of significant historical events - Identify the different periods of Spanish history and major historical events - Prehistory – from the appearance of man on Earth to the development of written texts. - 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) - The Early Modern Age: from the fall of Constantinople until the French Revolution (1789) - The Modern Age: from the French Revolution to the present day
Counting the time	
Prehistory	
Ancient History	
The Middle Ages	
The Early Modern Age	
The Modern Age	
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!	* Planning and managing projects with the aim of achieving objectives; entrepreneurial initiative
Let's revise!	* Developing strategies for organising, memorising and recovering information obtained in different ways and from different sources
UNIT 4: OUR HERITAGE	
Introduction	Historical sources and their classification; archaeology; cultural and artistic heritage - Recognise different techniques for locating past events in time and space. - Recognise the techniques of the archaeologist. - Recognise cultural heritage as something we should be familiar with and preserve.
Books and documents	
Objects and buildings	
Art, music and songs	
Other sources	
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!	* 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
PICTURE DICTIONARY	



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Think Do Learn Social Sciences 3 Class Book

MODULE 3: Living in society	L.O.M.C.E. content
UNIT 5: ME AND MY TOWN	
Me and my town	<ul style="list-style-type: none"> - Family. Family structures. - Associations. Participating in different social and cultural groups. - The educational community. Rules of coexistence -The village and its types: towns and cities. - Neighborhoods and types. - The municipality. - Local organisation: town council and municipal services. - Cultural and popular expressions. - Road safety education. Traffic signals and their types.
My town	
Neighbourhoods	
Laws and rules	
The town council	
Being a good citizen	
Road safety	
Let's revise!	<ul style="list-style-type: none"> * Study techniques * Developing strategies for organising, memorising and recovering information obtained in different ways and from different sources.
UNIT 6: WORK	
Work	<ul style="list-style-type: none"> - Natural products and their origin. - Processed products. Crafts and industries: their products and their professions. - Services and their professions
People and work	
The primary sector	
The secondary sector	
The tertiary sector	
Let's revise!	<ul style="list-style-type: none"> * Study techniques * Developing strategies for organising, memorising and recovering information obtained in different ways and from different sources.
PICTURE DICTIONARY	



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Think Do Learn Social Sciences 4 Class Book

MODULE 1: The world around us	L.O.M.C.E. content
UNIT 1: THE ATMOSPHERE, WEATHER AND CLIMATE	
Atmosphere, weather and climate	<ul style="list-style-type: none"> - 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.
UNIT 2: WATER	
Water	<ul style="list-style-type: none"> - The hydrosphere - The water distribution around the planet - The water cycle
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



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Think Do Learn Social Sciences 4 Class Book

MODULE 1: The world around us	L.O.M.C.E. content
UNIT 3: ROCKS AND MINERALS	
Rocks and minerals	<ul style="list-style-type: none"> - The lithosphere: features and types of rocks. - Rocks and minerals: properties and uses. - The lithosphere: tectonic plates. Volcanoes, earthquakes and their consequences.
Minerals	
Rocks	
Uses of rocks and minerals	
Plates	
Earthquakes and volcanoes	
Let's work together!	<ul style="list-style-type: none"> *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!	<ul style="list-style-type: none"> *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.
PICTURE DICTIONARY	
APPENDIX: The environment	
	<ul style="list-style-type: none"> - Human intervention in the environment. - Sustainable development - Pollution - Responsible consumption - Climate change

MODULE 2: Time and change	L.O.M.C.E. content
UNIT 4: PREHISTORY	
Prehistory	<ul style="list-style-type: none"> -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
The periods of history	
The Paleolithic Period	
The Neolithic Period	
The Bronze and Iron Ages	
Let's work together!	<ul style="list-style-type: none"> *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!	<ul style="list-style-type: none"> *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"> *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 4 Class Book

MODULE 2: Time and change	L.O.M.C.E. content
UNIT 5: ANCIENT HISTORY	
Ancient History	
The Phoenicians, Greeks and Carthaginians in the Iberian Peninsula	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - The Greeks. Foundation of Rosas and Ampurias. - The Carthaginians. Hannibal. The Siege of Saguntum.
Life in Roman Hispania	<ul style="list-style-type: none"> - The Roman conquest of the Iberian Peninsula. - Identify the date of the arrival of the Romans (218 B.C.).
Famous Romans	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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.
PICTURE DICTIONARY	



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Think Do Learn Social Sciences 4 Class Book

MODULE 3: Living in society	L.O.M.C.E. content
UNIT 6: POPULATION	
Population	<ul style="list-style-type: none"> - The population of a territory. Age groups. - Factors that modify population: birth rates, mortality rates, migration and immigration. - Population according to work: active and inactive population.
Population groups	
Counting the population	
Urban and rural population	
Population changes	
Spain's population	
Let's revise!	<ul style="list-style-type: none"> * Study techniques * Developing strategies for organising, memorising and recovering information obtained in different ways and from different sources.
UNIT 7: OUR COUNTRY	
Our country	<ul style="list-style-type: none"> - Autonomous communities, autonomous cities and provinces. Territories and governing bodies. - Spain in the European Union. Composition, purposes and advantages of being part of it. - Cultural and linguistic expressions. - Official languages of Spain.
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"> * Study techniques * Developing strategies for organising, memorising and recovering information obtained in different ways and from different sources.
PICTURE DICTIONARY	



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Think Do Learn Social Sciences 5 Class Book

MODULE 1: Living in society	L.O.M.C.E. content
UNIT 1: POPULATION	
Population	Population - Know the terms demography, total population, population density. - Interpret a population pyramid and other graphs used to study population. The population of Spain and Europe: distribution and evolution; migratory movements - Locate the major settlements and the most densely populated areas on a map of Spain.
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
UNIT 2: THE ECONOMY	
The economy	Productive activities: production sectors - Identify and define raw materials and manufactured products, relating them to the activities through which they are produced. - 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 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.



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Think Do Learn Social Sciences 5 Class Book

MODULE 1: Living in society	s adv	L.O.M.C.E. content
UNIT 3: THE TERTIARY SECTOR		
The tertiary sector	<ul style="list-style-type: none"> - 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. <p>Economic activities and sectors in Spain and Europe</p> <ul style="list-style-type: none"> - Explain the activities of the primary, secondary and tertiary sectors in Spain and -Europe and their locations in the corresponding territories. <p>Advertising and Consumption</p> <ul style="list-style-type: none"> - Evaluate critically the function of advertising and recognise and explain the most common advertising techniques, analysing individual examples. 	
What's the tertiary sector?		
What do the transport and tourism industries do?		
What's retail?		
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	
UNIT 4: MONEY AND BUSINESS		
Money and business	<p>Financial Education: money, savings.</p> <ul style="list-style-type: none"> - Differentiate different types of spending - Put together a personal budget. <p>Employability and entrepreneurial spirit: companies –their activities and functions</p> <ul style="list-style-type: none"> - Identify the different types of company by size and economic sector. - Describe different forms of business organisation 	
How can we save and spend money?		
How do we spend money?		
What's a budget?		
What types of companies are there?		
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.	
Glossary		
APPENDIX: Road safety		
Road signs	- Road safety	
Passenger safety		



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



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

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MODULE 2: Time and change	L.O.M.C.E. content
UNIT 6: EARLY-MODERN SPAIN	
Early Modern Spain	Spain in the Modern Age <ul style="list-style-type: none"> - 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. - 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.
Who were the Catholic Monarchs?	
What happened in the Age of Discovery?	<ul style="list-style-type: none"> - The reign of the Hapsburgs - Identify and know some important facts about Carlos I, Felipe II and Felipe IV. - 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).
Who were the Hapsburgs?	
What was the Golden Age?	<ul style="list-style-type: none"> - The Enlightenment: the Bourbons in Spain. - Identify the reign of the first Bourbon, Felipe V (1700). - Know about the scientific expeditions of Jorge Juan. - 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.
Who were the Bourbons?	
Let's work together!	<ul style="list-style-type: none"> * 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!	<ul style="list-style-type: none"> * Study techniques * Strategies for developing responsibility, capacity for effort and perseverance when studying
GLOSSARY	



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Think Do Learn Social Sciences 6 Class Book

MODULE 1: The world around us	L.O.M.C.E. content
UNIT 1: EARTH AND THE UNIVERSE	
Earth and the Universe	<ul style="list-style-type: none"> - The universe: concept, components and origin. The Solar System: the Sun, planets, satellites, asteroids, meteorites, comets and shooting stars. - The Earth: pattern, appearance and composition. - Movements and its consequences: rotation. - Axis and poles. Day and the night. Revolution. The seasons. - The Earth's layers. - The Moon's movements. - The Moon's phases. Its influences on the Earth: eclipses and tides.
The universe	
The Solar System	
The Earth's movements	
The Earth's layers	
The Moon	
Let's work together!	<ul style="list-style-type: none"> *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!	<ul style="list-style-type: none"> *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!	<ul style="list-style-type: none"> *Study techniques *Developing strategies for organizing, memorizing and recovering information obtained in different ways and from different sources.
UNIT 2: WEATHER AND CLIMATE	
Weather and climate	<ul style="list-style-type: none"> - The weather. Climatic features: temperature, atmospheric pressure, humidity, wind and precipitation. - Weather and climate. - Latitude, proximity to the equator and the climate areas in the Earth. - Altitude and its influence on temperatures. - The sea's influence on temperatures and relief as a barrier to that influence. - The climates of Spain. - The maritime, oceanic, Mediterranean, Continental-Mediterranean, mountain and subtropical climates. Main features. - Plant species of each climate area in Spain. - Climate change: causes and consequences.
World climates	
Spain's climates	
Climate change	
Let's work together!	
Project time!	<ul style="list-style-type: none"> *Implementing strategies to increase group cohesion and collaborative learning. *The appropriate use of a wide range of work materials. *Study techniques *Developing strategies for organizing, memorizing and recovering information obtained in different ways and from different sources.
Let's revise!	<ul style="list-style-type: none"> *Show autonomy in the planning and realization of actions and tasks and show initiative in decision making.



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MODULE 1: The world around us		L.O.M.C.E. content	
UNIT 3: LANDSCAPES AND ROCKS			
Landscapes and rocks		<ul style="list-style-type: none">- The landscape and its components. Types of landscapes. Features of the main landscapes in Spain and Europe.- Spain's relief.- The location of Spain's main landforms and geographical features.- Natural disasters: volcanoes, earthquakes and floods.- The lithosphere: features and types of rocks. Rocks and minerals.- Human intervention in the environment. Sustainable development.- Pollution. Responsible consumption.	
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">*Implementing strategies to increase group cohesion and collaborative learning.*The appropriate use of a wide range of work materials.*Using and interpreting different text and visual representations of information.*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.	
Project time!			
Let's revise!			
Glossary			
APPENDIX: Representing the Earth			
Ways of representing the Earth		<ul style="list-style-type: none">- The representation of the Earth: the globe and world maps.- Types of maps: physical, political and thematic maps.- Maps and scales: graphic and numeric scales. Interpretation with the use of scales.- Use of the atlas. Points of the Earth, parallels and meridians. Geographic coordinates: latitude and longitude.- Time zones. Physical and political world maps.	



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MODULE 2: Time and change	L.O.M.C.E. content
UNIT 4: MODERN SPAIN: THE 19th CENTURY	
Modern Spain: The 19 th century	<ul style="list-style-type: none"> - Modern Spain: the first half of the 19th century. - Modern Spain: the Restoration (1875-1923).
The War of Independence	
Liberals and conservatives	
The Industrial Revolution	
The Restoration	
19 th century art	
Let's work together!	<ul style="list-style-type: none"> *Implementing strategies to increase group cohesion and collaborative learning. *The appropriate use of a wide range of work materials.
Project time!	<ul style="list-style-type: none"> *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
UNIT 5: MODERN SPAIN: THE 20th CENTURY	
Modern Spain: the 20 th Century	<ul style="list-style-type: none"> - Modern Spain: 20th and 21st centuries. - Timeline
The Second Republic	
The Civil War	
Spain under Franco	
Spain's democracy	
20 th century art	
Timeline	
Let's work together!	<ul style="list-style-type: none"> *Implementing strategies to increase group cohesion and collaborative learning. *The appropriate use of a wide range of work materials.
Project time!	<ul style="list-style-type: none"> *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
GLOSSARY	



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MODULE 3: Living in society	L.O.M.C.E. content
UNIT 6: SPAIN'S POLITICAL SYSTEM	
Spain's political system	<ul style="list-style-type: none"> - The Constitution of 1978. - Form of government: constitutional monarchy.
The constitution	
Spain's national government	
Spain's autonomous communities	
Public services	
Let's work together!	<ul style="list-style-type: none"> *Implementing strategies to increase group cohesion and collaborative learning. *The appropriate use of a wide range of work materials.
Project time!	<ul style="list-style-type: none"> *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
UNIT 7: THE EUROPEAN UNION	
The European Union	<ul style="list-style-type: none"> -The European Union
EU members	
The EU's organisation	
The euro	
Let's work together!	<ul style="list-style-type: none"> *Implementing strategies to increase group cohesion and collaborative learning. *The appropriate use of a wide range of work materials.
Project time!	<ul style="list-style-type: none"> *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
GLOSSARY	