SOCIAL SCIENCE

LEARN TOGETHER

TEACHER'S BOOK

PRIMARY 5

BY ME

COMUNIDAD DE MADRID

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HOW TO USE THE TEACHER'S BOOK

The Teacher's Book is specially designed to help Science teachers and provide English language support. It includes easy-to-follow lesson plans and practical support through each activity, highlighting teaching suggestions and tips.

CONTENT MAPS

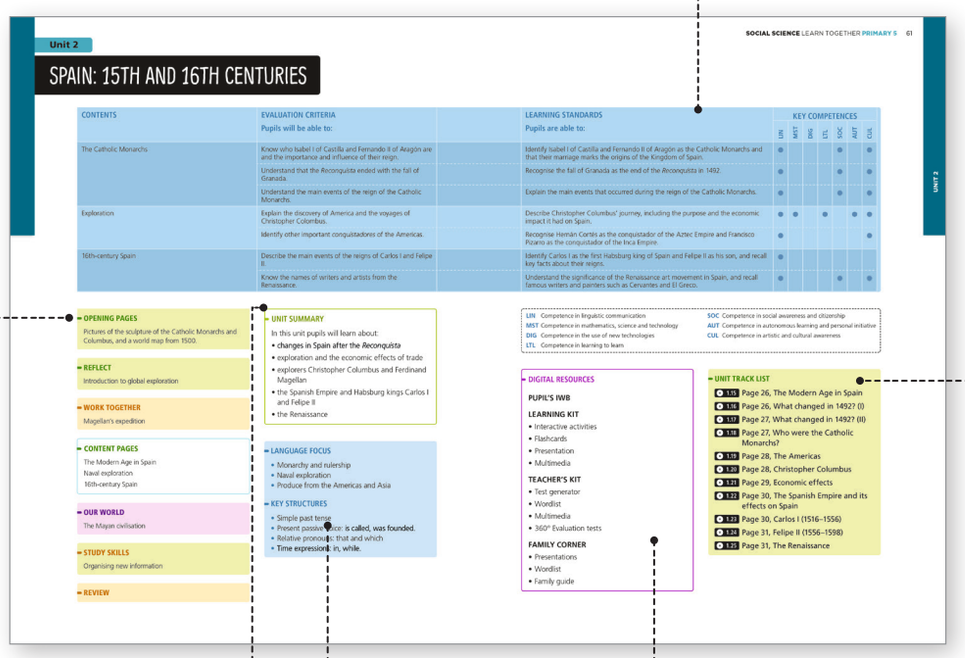
Each unit begins with a content map, fully compatible with the LOMCE curriculum, to help the teacher see at a glance the contents, evaluation criteria, learning standards and key competences ahead.

UNIT STRUCTURE

It provides a quick overview of the different sections within the unit.

CONTENTS, EVALUATION CRITERIA, LEARNING STANDARDS AND KEY COMPETENCES

All key elements of the LOMCE curriculum are clearly mapped out for each unit.



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Unit 2

SPAIN: 15TH AND 16TH CENTURIES

CONTENTS	EVALUATION CRITERIA Pupils will be able to:	LEARNING STANDARDS Pupils are able to:	KEY COMPETENCES LIN · MST · DIG · LTL · SOC · AUT · CUL
The Catholic Monarchs	Know who Isabel I of Castilla and Fernando II of Aragón are and the importance and influence of their reign.	Identify Isabel I of Castilla and Fernando II of Aragón as the Catholic Monarchs and that their marriage marks the origins of the Kingdom of Spain.	● ● ●
	Understand that the *Reconquista* ended with the fall of Granada.	Recognise the fall of Granada as the end of the *Reconquista* in 1492.	● ● ●
	Understand the main events of the reign of the Catholic Monarchs.	Explain the main events that occurred during the reign of the Catholic Monarchs.	● ● ●
Exploration	Explain the discovery of America and the voyages of Christopher Columbus.	Describe Christopher Columbus' journey, including the purpose and the economic impact it had on Spain.	● ● ● ● ●
	Identify other important conquistadores of the Americas.	Recognise Hernán Cortés as the conquistador of the Aztec Empire and Francisco Pizarro as the conquistador of the Inca Empire.	● ●
16th-century Spain	Describe the main events of the reigns of Carlos I and Felipe II.	Identify Carlos I as the first Habsburg king of Spain and Felipe II as his son, and recall key facts about their reigns.	● ●
	Know the names of writers and artists from the Renaissance.	Understand the significance of the Renaissance art movement in Spain, and recall famous writers and painters such as Cervantes and El Greco.	● ● ●

OPENING PAGES
Pictures of the sculpture of the Catholic Monarchs and Columbus, and a world map from 1500.

REFLECT
Introduction to global exploration

WORK TOGETHER
Magellan's expedition

CONTENT PAGES
The Modern Age in Spain
Naval exploration
16th-century Spain

OUR WORLD
The Mayan civilisation

STUDY SKILLS
Organising new information

REVIEW

UNIT SUMMARY
In this unit pupils will learn about:
- changes in Spain after the *Reconquista*
- exploration and the economic effects of trade
- explorers Christopher Columbus and Ferdinand Magellan
- the Spanish Empire and Habsburg kings Carlos I and Felipe II
- the Renaissance

LANGUAGE FOCUS
- Monarchy and rulership
- Naval exploration
- Produce from the Americas and Asia

KEY STRUCTURES
- Simple past tense
- Present passive voice: is called, was founded.
- Relative pronouns: that and which
- Time expressions: in, while.

LIN Competence in linguistic communication
MST Competence in mathematics, science and technology
DIG Competence in the use of new technologies
LTL Competence in learning to learn
SOC Competence in social awareness and citizenship
AUT Competence in autonomous learning and personal initiative
CUL Competence in artistic and cultural awareness

DIGITAL RESOURCES
PUPIL'S IWB
LEARNING KIT
- Interactive activities
- Flashcards
- Presentation
- Multimedia

TEACHER'S KIT
- Test generator
- Wordlist
- Multimedia
- 360° Evaluation tests

FAMILY CORNER
- Presentations
- Wordlist
- Family guide

UNIT TRACK LIST
1.16 Page 26, The Modern Age in Spain
1.17 Page 26, What changed in 1492? (I)
1.18 Page 27, What changed in 1492? (II)
1.19 Page 27, Who were the Catholic Monarchs?
1.20 Page 28, The Americas
1.21 Page 28, Christopher Columbus
1.22 Page 29, Economic effects
1.23 Page 30, The Spanish Empire and its effects on Spain
1.24 Page 30, Carlos I (1516–1556)
1.25 Page 31, Felipe II (1556–1598)
1.26 Page 31, The Renaissance

UNIT 2

UNIT SUMMARY

It provides an overview of what the pupils will learn in the unit.

LANGUAGE FOCUS & KEY STRUCTURES

It presents a summary of the key language and structures covered in the unit.

DIGITAL RESOURCES

An index of the materials and activities available for each unit through the Digital Resources.

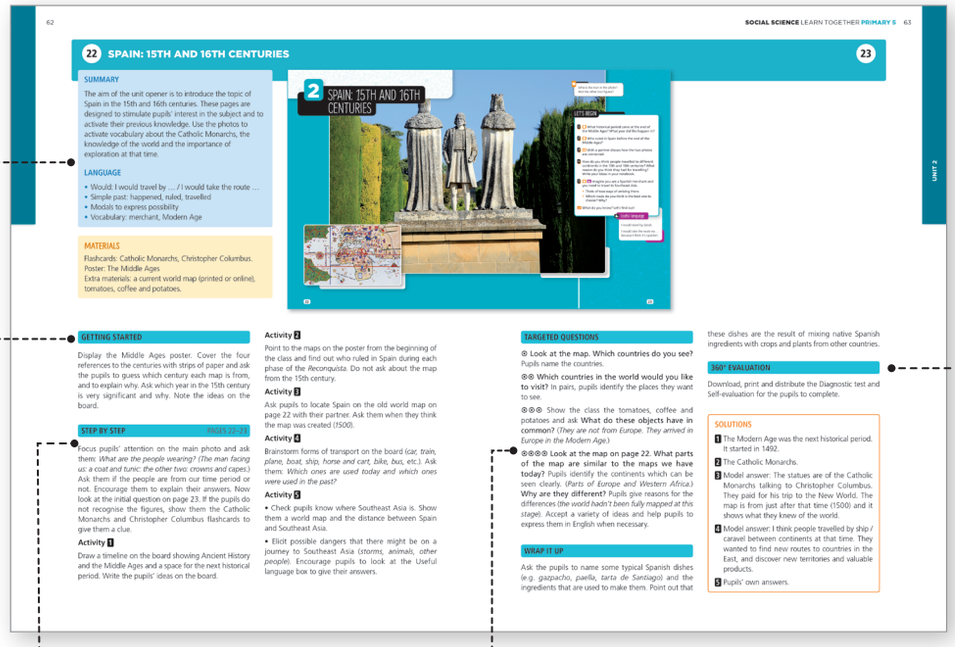
TRACK LIST

An index of the audio tracks on the Teacher's CD.

LESSON PLANS

LESSON INFORMATION AT A GLANCE

Lesson summary, language focus and materials to help prepare lessons ahead of time.



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22 SPAIN: 15TH AND 16TH CENTURIES 23

SUMMARY

The aim of the unit opener is to introduce the topic of Spain in the 15th and 16th centuries. These pages are designed to stimulate pupils' interest in the subject and to activate their previous knowledge. Use the photos to activate vocabulary about the Catholic Monarchs, the knowledge of the world and the importance of exploration at that time.

LANGUAGE

- Would: I would travel by … / I would take the route …
- Simple past: happened, ruled, travelled
- Modals to express possibility
- Vocabulary: merchant, Modern Age

MATERIALS

Flashcards: Catholic Monarchs, Christopher Columbus.
Poster: The Middle Ages
Extra materials: a current world map (printed or online), tomatoes, coffee and potatoes.

2 SPAIN: 15TH AND 16TH CENTURIES

LET'S BEGIN

UNIT 2

GETTING STARTED

Display the Middle Ages poster. Cover the four references to the centuries with strips of paper and ask the pupils to guess which century each map is from, and to explain why. Ask which year in the 15th century is very significant and why. Note the ideas on the board.

STEP BY STEP PAGES 22-23

Focus pupils' attention on the main photo and ask them: *What are the people wearing? (The man facing us: a coat and tunic; the other two: crowns and capes.)* Ask them if the people are from our time period or not. Encourage them to explain their answers. Now look at the initial question on page 23. If the pupils do not recognise the figures, show them the Catholic Monarchs and Christopher Columbus flashcards to give them a clue.

Activity 1

Draw a timeline on the board showing Ancient History and the Middle Ages and a space for the next historical period. Write the pupils' ideas on the board.

Activity 2

Point to the maps on the poster from the beginning of the class and find out who ruled in Spain during each phase of the *Reconquista*. Do not ask about the map from the 15th century.

Activity 3

Ask pupils to locate Spain on the old world map on page 22 with their partner. Ask them when they think the map was created (1500).

Activity 4

Brainstorm forms of transport on the board (*car, train, plane, boat, ship, horse and cart, bike, bus,* etc.). Ask them: *Which ones are used today and which ones were used in the past?*

Activity 5

- Check pupils know where Southeast Asia is. Show them a world map and the distance between Spain and Southeast Asia.
- Elicit possible dangers that there might be on a journey to Southeast Asia (*storms, animals, other people*). Encourage pupils to look at the Useful language box to give their answers.

TARGETED QUESTIONS

⊙ **Look at the map. Which countries do you see?** Pupils name the countries.

⊙⊙ **Which countries in the world would you like to visit?** In pairs, pupils identify the places they want to see.

⊙⊙⊙ Show the class the tomatoes, coffee and potatoes and ask **What do these objects have in common?** (*They are not from Europe. They arrived in Europe in the Modern Age.*)

⊙⊙⊙⊙ **Look at the map on page 22. What parts of the map are similar to the maps we have today?** Pupils identify the continents which can be seen clearly. (*Parts of Europe and Western Africa.*) **Why are they different?** Pupils give reasons for the differences (*the world hadn't been fully mapped at this stage*). Accept a variety of ideas and help pupils to express them in English when necessary.

WRAP IT UP

Ask the pupils to name some typical Spanish dishes (*e.g. gazpacho, paella, tarta de Santiago*) and the ingredients that are used to make them. Point out that these dishes are the result of mixing native Spanish ingredients with crops and plants from other countries.

360° EVALUATION

Download, print and distribute the Diagnostic test and Self-evaluation for the pupils to complete.

SOLUTIONS

1 The Modern Age was the next historical period. It started in 1492.
2 The Catholic Monarchs.
3 Model answer: The statues are of the Catholic Monarchs talking to Christopher Columbus. They paid for his trip to the New World. The map is from just after that time (1500) and it shows what they knew of the world.
4 Model answer: I think people travelled by ship / caravel between continents at that time. They wanted to find new routes to countries in the East, and discover new territories and valuable products.
5 Pupils' own answers.

GETTING STARTED AND WRAPPING UP ACTIVITIES

Each lesson begins and ends with activities that aim to preview and review important vocabulary and concepts.

STEP-BY-STEP LESSON PLANS

Teacher tips on presenting textual and graphic content, and instructions for guiding pupils through the activities.

TARGETED QUESTIONS

Questions which vary in level of difficulty to get pupils thinking more critically.

360º EVALUATION

Helps teachers personalise their teaching and target their pupils' needs through a series of evaluation tests: teacher, peer and self-evaluations.

360º EVALUATION

ByME Social Science 5 Learn Together helps teachers personalise their teaching and target their pupils' real needs.

The material is supported by a 360° evaluation carried out by the teacher, the pupil and his or her peers. All tests and evaluations are tagged with the icon ☑.

The 360° evaluation has three main stages within a unit:

1. Diagnostic stage: includes the teacher diagnostic test and the pupil's self-evaluation. Pupils are asked to take these tests at the unit opening page. These two tests help teachers plan the unit lessons according to their pupils' knowledge.
2. Work with peers stage: represented by the Cooperative Learning evaluation.
3. Assessment stage: comprising the end-of-unit evaluation and the evaluation grid.

TEACHER EVALUATION

The evaluation tests carried out by the teacher include:

- **Diagnostic test:** teachers determine what pupils already know about the unit.
- **End-of-unit test:** pupils carry out a final unit test to check what they have learnt.
- **Unit evaluation grid:** teachers evaluate if the pupils have accomplished the evaluation criteria of the unit.
- **End-of-term test:** pupils take an end-of-term test which serves as an additional evaluation tool for the teacher.

The 360° evaluation wraps up with two term evaluations: the end-of-term test (teacher) and the project evaluation (peer).

All the marks can then be recorded in the unit or term log book, made available to the teacher in the digital resources.

SELF

- **Pupil's self-evaluation:** pupils test their prior knowledge of the unit through a self-assessment grid.

PEER

- **Cooperative Learning evaluation:** pupils complete a self-evaluation grid of the cooperative tasks, evaluating its development, their own performance, as well as the performance of their teammates.
- **Project evaluation:** pupils evaluate the development of the project, their own performance, as well as the performance of their teammates, again from a Cooperative Learning perspective.

COOPERATIVE LEARNING

Cooperative Learning is an educational situation in which pupils are required to work together in small groups or teams to support each other in order to improve their own learning and that of others. Cooperative Learning goes beyond merely seating pupils together; simply telling them they are a group does not mean they will cooperate effectively.

Basic principles of Cooperative Learning

(Johnson, Johnson & Holubec)

1. Positive interdependence

Pupils recognise that with the help of their peers, they can better complete the group's task. Every group member must contribute, and members will depend on each other to complete the task. We can enhance positive interdependence by establishing mutual goals which 'will help each pupil to learn and make sure all other team members learn' (Johnson, Johnson & Holubec, 2008).

2. Individual accountability

Each member of the group is responsible for completing their part of the work and must develop a sense of personal responsibility towards him or herself and the rest of the group, because individual performance will not only affect their own result, but also the results of their team members.

3. Promotive interaction

Cooperative Learning implies face-to-face interaction. Pupils need not only to discuss and agree but also to produce a piece of work through combined effort, because Cooperative Learning is not about working individually to make a 'cut-and-paste' final product.

4. Social abilities

Pupils need interpersonal skills to be successful. Some of them are:

- effective leadership
- decision-making
- communication
- conflict resolution
- helping and asking for help
- organisation
- self-esteem
- self-confidence.

Pupils are not born knowing how to behave in a group. We have to teach them, giving them models, and opportunities to practise these skills.

5. Group processing

Developing Cooperative Learning methodology is not easy at first, nor are the effects immediate. Difficulties within the groups, with resources and with management may arise. That is why formative assessment is needed. This assessment involves both teachers and pupils. We need to know the strong and weak points in order to make the right decisions and develop the methodology in the right direction.

Cooperative Learning structures in *Social Science 5 Learn Together*

The *Work together* section of the *ByME Social Science 5 Learn Together* is designed to develop pupils' Cooperative Learning skills through the use of two different types of techniques, Think-Pair-Share and Teammates consult.

These techniques are presented to the pupils in the opening unit with a brief explanation. Here's all you need to know about them!

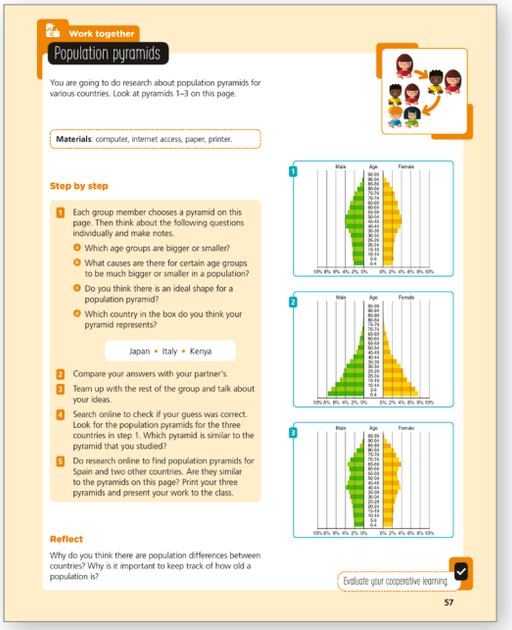
Think-Pair-Share

Pupils are presented with a problem.

First they work on their own and reflect on the problem that has been posed. Make sure that they all try to establish their own ideas on the matter.

Secondly, pupils get together with a partner and work in pairs. Pupils are required to reach agreements with their partners after discussing their opinions.

Finally, the two pairs get together and work as a group and discuss their ideas together and agree on an answer.



Work together

Population pyramids

You are going to do research about population pyramids for various countries. Look at pyramids 1–3 on this page.

Materials: computer, internet access, paper, printer.

Step by step

1. Each group member chooses a pyramid on this page. Then think about the following questions individually and make notes.
   - Which age groups are bigger or smaller?
   - What causes are there for certain age groups to be much bigger or smaller in a population?
   - Do you think there is an ideal shape for a population pyramid?
   - Which country in the box do you think your pyramid represents?

   Japan • Italy • Kenya
2. Compare your answers with your partner's.
3. Team up with the rest of the group and talk about your ideas.
4. Search online to check if your guess was correct. Look for the population pyramids for the three countries in step 1. Which pyramid is similar to the pyramid that you studied?
5. Do research online to find population pyramids for Spain and two other countries. Are they similar to the pyramids on this page? Print your three pyramids and present your work to the class.

Reflect

Why do you think there are population differences between countries? Why is it important to keep track of how old a population is?

Evaluate your cooperative learning.

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Teammates consult

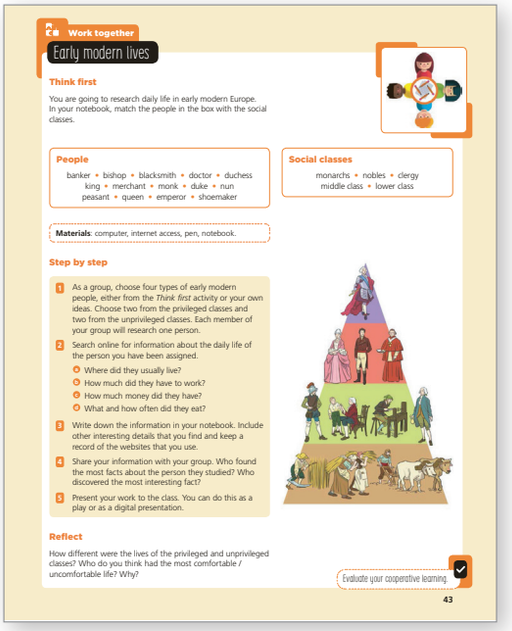
In groups of four, each member of the team will get a question to answer.

Pupils put their pencils in the middle of the desks and start discussing the questions.

They take turns reading the questions to the rest of the group, expressing their opinions or doubts and decide on an answer as a group.

Each pupil takes back their pencil and writes down the answer.

They repeat the process with the rest of the questions.



Work together

Early modern lives

Think first

You are going to research daily life in early modern Europe. In your notebook, match the people in the box with the social classes.

People

banker • bishop • blacksmith • doctor • duchess
king • merchant • monk • duke • nun
peasant • queen • emperor • shoemaker

Social classes

monarchs • nobles • clergy
middle class • lower class

Materials: computer, internet access, pen, notebook.

Step by step

1. As a group, choose four types of early modern people, either from the *Think first* activity or your own ideas. Choose two from the privileged classes and two from the unprivileged classes. Each member of your group will research one person.
2. Search online for information about the daily life of the person you have been assigned.
   - Where did they usually live?
   - How much did they have to work?
   - How much money did they have?
   - What and how often did they eat?
3. Write down the information in your notebook. Include other interesting details that you find and keep a record of the websites that you use.
4. Share your information with your group. Who found the most facts about the person they studied? Who discovered the most interesting fact?
5. Present your work to the class. You can do this as a play or as a digital presentation.

Reflect

How different were the lives of the privileged and unprivileged classes? Who do you think had the most comfortable / uncomfortable life? Why?

Evaluate your cooperative learning.

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PROJECT BASED LEARNING

The Buck Institute for Education (BIE) defines Project Based Learning (PBL) as 'an extended process of enquiry' where 'students work on a project over an extended period of time that engages them in solving a real-world problem or answering a complex question. As a result, students develop deep content knowledge as well as critical thinking, creativity and communication skills in the context of doing an authentic, meaningful project.'

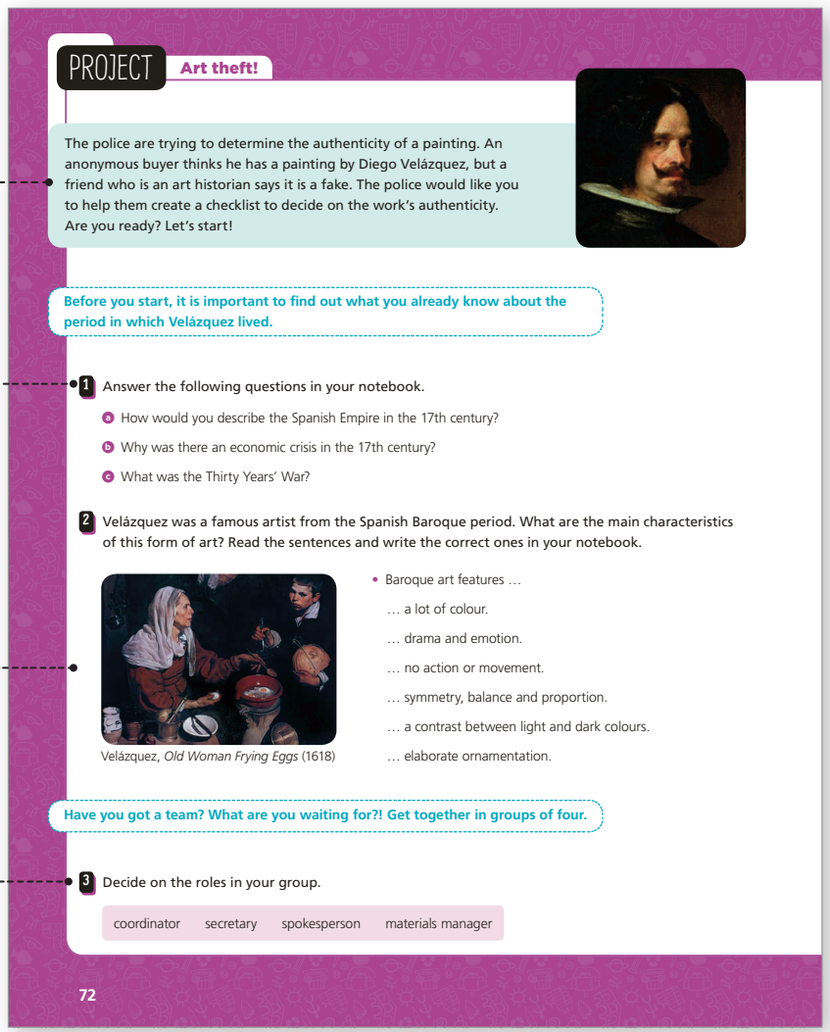
ByME Social Science Learn Together projects are clearly organised to help pupils make a successful start in Project Based Learning. Each project relates to what the pupils have learnt in the preceding units and the theme running through all the projects is to make the world a better place.

CHALLENGE

Every project begins with a challenging problem or driving question. The problem or question sparks the pupils' interest and motivates them to want to find the solution. In some cases pupils are asked to choose from a range of possible options for the project, such as choosing a song that will be used to create a dance routine or a dish to create a healthy menu.

WHAT DO YOU KNOW?

These activities are meant to revise and activate the contents pupils have studied in the preceding units and that are related to the project. It is therefore a first chance to begin the enquiry process that will lead them to a satisfactory solution of the problem.



PROJECT **Art theft!**

The police are trying to determine the authenticity of a painting. An anonymous buyer thinks he has a painting by Diego Velázquez, but a friend who is an art historian says it is a fake. The police would like you to help them create a checklist to decide on the work's authenticity. Are you ready? Let's start!

Before you start, it is important to find out what you already know about the period in which Velázquez lived.

1 Answer the following questions in your notebook.

a How would you describe the Spanish Empire in the 17th century?

b Why was there an economic crisis in the 17th century?

c What was the Thirty Years' War?

2 Velázquez was a famous artist from the Spanish Baroque period. What are the main characteristics of this form of art? Read the sentences and write the correct ones in your notebook.

Velázquez, *Old Woman Frying Eggs* (1618)

- Baroque art features …
- … a lot of colour.
- … drama and emotion.
- … no action or movement.
- … symmetry, balance and proportion.
- … a contrast between light and dark colours.
- … elaborate ornamentation.

Have you got a team? What are you waiting for?! Get together in groups of four.

3 Decide on the roles in your group.

coordinator secretary spokesperson materials manager

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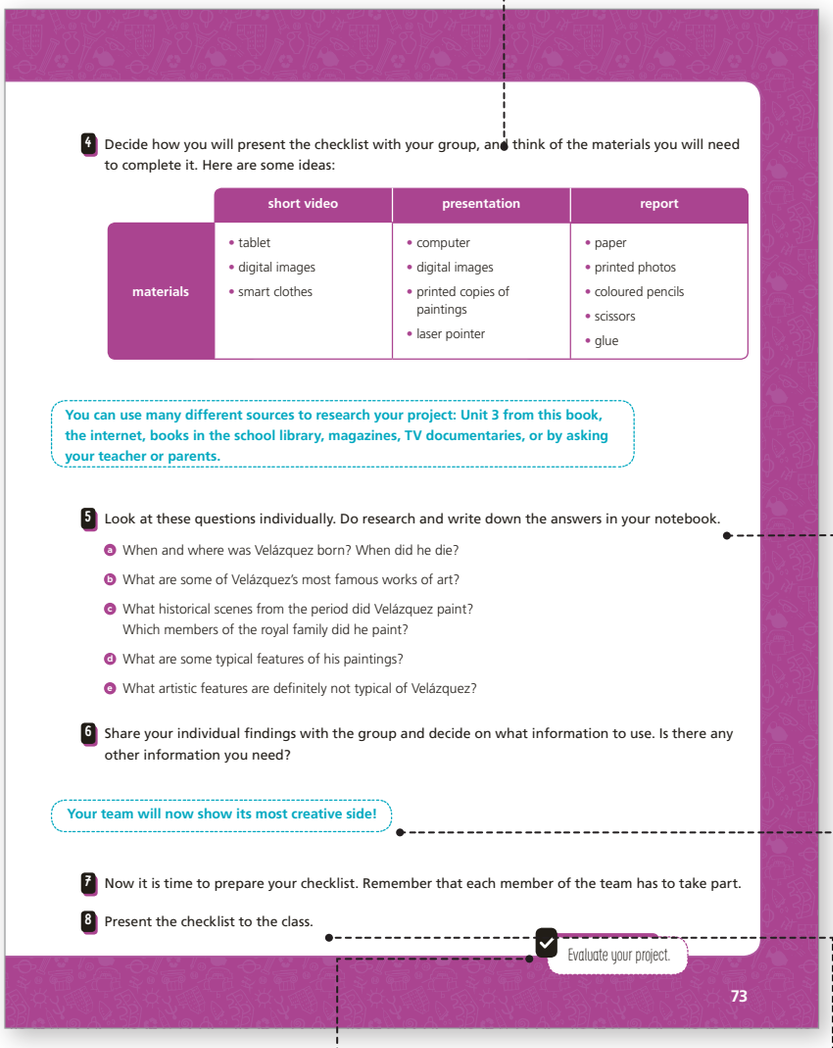
TEAM ORGANISATION

Cooperative work and each participant's role are key to their successfully completing the project. Before proceeding with the rest of the enquiry, pupils decide how they are going to organise themselves as a team. PBL applies Cooperative Learning techniques, therefore the team organisation is based on roles. The proposed roles are coordinator, secretary, materials manager and spokesperson, but you may decide to introduce other roles.

PROJECT ORGANISATION

At this stage, pupils decide on the format of their project. They are given different options to choose from along with the materials required, however they are also free to choose their own format if they wish.



4 Decide how you will present the checklist with your group, and think of the materials you will need to complete it. Here are some ideas:

	short video	presentation	report
materials	• tablet • digital images • smart clothes	• computer • digital images • printed copies of paintings • laser pointer	• paper • printed photos • coloured pencils • scissors • glue

You can use many different sources to research your project: Unit 3 from this book, the internet, books in the school library, magazines, TV documentaries, or by asking your teacher or parents.

5 Look at these questions individually. Do research and write down the answers in your notebook.

a When and where was Velázquez born? When did he die?
b What are some of Velázquez's most famous works of art?
c What historical scenes from the period did Velázquez paint? Which members of the royal family did he paint?
d What are some typical features of his paintings?
e What artistic features are definitely not typical of Velázquez?

6 Share your individual findings with the group and decide on what information to use. Is there any other information you need?

Your team will now show its most creative side!

7 Now it is time to prepare your checklist. Remember that each member of the team has to take part.

8 Present the checklist to the class.

Evaluate your project.

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RESEARCH

Once pupils have decided how they are going to present their project, they undertake research to answer to a set of questions that will help them complete their project. In doing so, they will need to use various sources such as the Pupil's Book itself, the internet, books in the school library, magazines, visiting museums, or by asking the teacher or their parents.

CREATE

At this stage the team members will create their project or product. They have all the necessary information, they have discussed all their findings and they have agreed what they want it to be like, so there is no time to waste!

PROJECT EVALUATION

The pupils evaluate the development of the project, their own performance, as well as the performance of their teammates from a Cooperative Learning perspective.

PRESENT YOUR PROJECT

Pupils share their findings by presenting their project to the rest of the class, or if you choose, to the rest of the school. Remind the pupils that they should be ready to answer any questions at the end of their presentations!

HELPFUL TIPS

The following tips are arranged as an activity bank and will help you to get the most out of the ByME educational materials, add diversity to your classes, and maintain your pupils engaged and motivated.

PRESENTING KEY CONTENT

The ByME Pupil's Books for Level 5 present large amounts of information in both textual and visual formats. At this level, pupils continue to develop their literacy skills. To encourage active participation and develop confidence at this level, teachers are recommended to use a variety of reading activities to help pupils develop fluency and confidence while reading. There are a variety of activities that can be done before, during and after reading to help pupils get the most out of the text.

Before reading

Skimming and scanning: The teacher asks pupils to look at the pictures on the page and scan the text for key words. Then the pupils make predictions about what they will be reading about.

Our world

The effects of a changing population

The 21st century has brought many changes to populations in Europe due to social, economic and political factors. The demographics of Spain have changed dramatically over the last few years, resulting in both positive and negative consequences.

1 Get into pairs. Person A reads text A below. Person B reads text B on page 109. Together, decide if the sentences below refer to text A, B or both.

Unit 4, text A

In the first six months of 2015, Spain experienced a natural decrease in population. This meant that there were more deaths than births in the country. According to Spain's National Statistics Institute (INE), the number of babies born in 2015 was 18 per cent lower than it was in 2008.

One of the reasons for the reduced number of births may have been due to the financial crisis that Spain experienced at the beginning of the 21st century. The reality is that if people do not have enough money, it can be difficult to raise a child. When there are fewer babies being born, this can eventually lead to an ageing population. One of the key ways to fix this problem is to offer parents financial help to balance their work life with caring for a child.

a A low birth rate can lead to an ageing population.
b Spain's emigration increased due to economic factors.
c The economic crisis had an effect on Spain's demography.
d People need money to be able to raise a child.
e Immigration helps us to learn more about other cultures.

2 Imagine you are the leader of a country with an ageing population. Answer the following questions:

a What does it mean to have an ageing population?
b What problems could your country face?
c What changes can you make to help stop this problem? Think about how you can assist families.

Useful language

I am going to offer parents (*more money*) so that …
I will … to help care for the elderly.

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Word meanings: Pupils look through the text to find unfamiliar words. These words can be defined by other pupils, the teacher or with the use of a dictionary.

During reading

Cause and effect: Pupils look for examples of cause and effect in the text. The cause explains why something happened. The effect is the description of what happened.

Cloze reading: The teacher reads the text and pauses at key words to have the pupils read the word that follows.

Jigsaw comprehensions: Prepare two versions of a text taken or adapted from the Pupil's Book. Pupil A has information about a topic but questions about a different topic. Pupil B has the complimentary text and questions for Pupil A's text. The pupils read their own text and then their questions about the other text. Their partners then correct their work together.

Small group reading: Pupils are divided into small groups. The groups can be heterogeneous to allow stronger readers to support other pupils. Or the groups can be homogeneous and the teacher can work with the group of readers that need more support.

Listening: The teacher reads the text with clear intonation and pronunciation while the pupils follow along in their books.

Main idea: Pupils look for the sentence that describes the main idea of the paragraph.

Order reading: The teacher instructs pupils of the order in which they will read the text. One pupil reads one sentence. The next pupil reads the following and so forth.

Pairwork gap fills: Prepare two versions of a text taken or adapted from the Pupil's Book. Remove key vocabulary from the text making sure the missing words are different in the two versions. Ask the pupils to work with a partner to find the missing words by asking each other questions.

Partner reading: Pupils read with a partner. Each pupil takes turn reading and listening.

Re-reading: Reading texts multiple times is an important activity that can promote better

understanding of the main concepts, increase fluency and ensure participation from all pupils.

Silent reading: Pupils are provided with time to read the text silently on their own.

Word meanings in context: The teacher encourages pupils to define new words and important vocabulary by using the text in the sentence around it.

After reading

Asking questions: Pupils use the information from the text to ask new questions that require further information.

Collaborative reading: The pupils work in groups each with a different text box. They read their text together, choosing the important information. The groups are remade with one pupil from each original group. Each one explains what they have learnt from their reading. They then return to their original group and share the new information. This is especially effective when reading text boxes.

Compare and contrast: Pupils take two main concepts and discuss how they are different and how they are similar.

Drawing conclusions: Pupils use the information they already know and the information from the text to draw conclusions.

Making connections: Pupils focus on new vocabulary or a new concept and make a connection to their own life and experiences.

Paraphrasing: Pupils use their own words to retell what they have just read.

Sequence: Pupils discuss or write the sequence of a process or event.

Summarising: Pupils use key words to describe the main idea of the text.

GETTING THE MOST OUT OF THE CLASSROOM MATERIALS

Posters and flashcards can be used in endless ways, from presenting or consolidating concepts or vocabulary to providing revision before the end-of-unit tests or at the beginning of a lesson. Here are a number of ideas to help get the most out of these useful resources:

Posters

Classroom resource: Use poster as a resource in the classroom, serving as a reminder of the topic, even once it has been completed.

Definitions: Choose an item on the posters and ask the pupils to give a definition of it.

Fast finishers: Pupils who have finished their activities can play with a poster in pairs or in a small group. One can name an item and the other has to find it on the poster. Pupils could also label the poster or choose an item from it while their partner has to discover which item they have chosen.

Focus pupils' attention: Leave a poster on display throughout the duration of the topic. Use it to focus the pupils' attention whenever necessary.

Guess what I am thinking of: Choose an item on a poster and encourage the pupils to guess what you are thinking about. Insist that they use full sentences: *Does this activity belong in the tertiary sector? No, it doesn't.*

Introducing a topic: The posters can be used to introduce a topic. They also serve as a starting point for discussion. They can be used for checking any concepts and vocabulary the pupils may already know. Display the poster and ask the pupils: *What can you see?*

I-spy: Use posters at the beginning of lessons to review vocabulary and warm up the whole class by choosing an item from the poster.

Labelling with word cards: Display posters and show the pupils the word cards. Have them match them to the items on the poster and then read them.

Memory: Give the pupils one minute to look at a poster and remember as many details as they can. Cover the poster with a piece of card. Ask the pupils to name things they recall from the poster.

Poster Pictionary: Invite a pupil to choose an item from a poster and begin to draw it. The rest of the pupils have to guess what they are drawing.

Visual aid: Use posters as visual support for games such as Odd one out played with word cards or orally.

Flashcards

Learning to learn game: On completion of a unit, or in order to review past concepts, write headings and boxes on the board and with the pupils, build up a concept map.

Memory game: *I went to the shop and I bought…*: This traditional memory game can be adapted to practise key vocabulary. The game involves the pupils remembering the words said before their turn and adding one more item to the list. *In my house we have a toaster. In my house we have a toaster and a TV.*

Quick flash: Quickly display then hide a group of flashcards. The pupils say the word they saw.

Spelling duel: Invite two pupils to come to the board. Explain that you want them to take part in a spelling dual. Ask the pupils to write the word you say on the board. Warn them to keep their word protected so that their opponent can't see it. Ask them to write the word clearly. (It's best to use capital letters to avoid arguments.) When both pupils have written the word the class says: Let's see the flashcard! The winner is the pupil who has written the word correctly.

MORE ACTIVITIES

Dictations 1 (Relay dictations): Prepare copies of the text from the unit so that each group has their own copy. Place the copies around the classroom so that the groups don't get in each other's way. Explain that they must take turns to go to their copy of the text in the classroom to memorise a sentence or part of a sentence in order to dictate it to their group. The pupil who writes the dictated sentence then goes to memorise the next part. When a group finishes, check the dictation. If there is a mistake in the writing they must continue until it is correct.

Dictations 2 (Pairwork dictations): Ask the pupils to choose three sentences from a text and to copy them on to a piece of paper. Ask pupil A to dictate their

sentences to pupil B who writes the sentences on a piece of paper. Pupil B then dictates their sentences to pupil A. The work is corrected by the pupils. It isn't important if the sentences are duplicated but you may like to assign different texts to pupils A and pupils B.

Odd one out: Choose three words from one group and one distracter: *producers, consumers, biosphere, decomposers.* Write them on the board in a random order and ask: *Which is the odd one out? The biosphere does not form part of a food chain*. Encourage pupils to name the card that is different and to tell you why.

Spelling practice: In Level 5, it is very important to encourage the pupils to be independent learners: ask them to choose words they have learnt in the unit and then put them in pairs. Tell them to take turns to dictate their words to their partner. They then correct their work together.

Vocabulary review: Get into the routine of revising key vocabulary the pupils have covered in the previous lesson at the start of the following class. Encourage the pupils to become independent learners: ask them to choose any word they have learnt, and then put them in pairs to ask and answer what the words mean. Pupil A: *What is a community?* Pupil B: *When populations interact with each other, they form a community.*

Noughts and crosses: Draw a noughts and crosses grid on the board and divide the class into two teams. Give a definition of a word and ask the pupils if it is true or false. If their answer is correct, invite them to choose a square on the grid to write their nought or cross. This game can also be played by giving a definition and the teams giving the word.

Quiz makers: At the end of a unit ask the pupils to work with a partner or divide the class into groups and invite them to make questions for a quiz about the topic. Tell them that they can use the Pupil's Book to help them. Remind them that they must also supply the answers to their questions. Take in their papers and use the questions to give the class a quiz. Read the questions to the class and ask them to write their answers on a paper. Paraphrase the questions so that the pupils can answer in a few words. They then exchange papers and the quiz is corrected collectively.

True or false: Prepare a series of statements about the content studied in the unit. These should be a variety of true and false statements. When the pupils hear the statement they indicate if they believe it to be true or false. There are many ways to do this. Pupils can raise their hands, stand up, clap or jump to left and right of an imaginary line in the classroom. If the sentence is false, ask volunteers to correct the statement.

Vocabulary storms: As an introductory activity to a new topic, divide the class into groups and ask them to write down as many words as they can that are related to the topic that is going to be studied. At the end of the group activity, invite pupils to share their work with the rest of the class. Encourage the pupils to come to the board and use mind maps to organise the words from their lists.

WELCOME LETTER HOME

Dear Parent / Carer,

This year, your child will be learning about Social Science in English, developing an understanding of many different aspects of the social world we live in, all while being introduced to new vocabulary and reinforcing grammatical structures. This is the fifth level in a six-level course designed for pupils at the primary level.

Learning about science is very beneficial for children because it complements a child's natural curiosity and answers a lot of their questions they have about the world we live in. The acquisition of science learning is practical and relevant, which children embrace without even thinking about it. This course aims to provide your child with the opportunities to learn and discuss the curiosities they may have about the world we live in today, as well as how it was in the past, while strengthening and building upon their English grammar and vocabulary.

In Level 5, the first three units of the course will cover the history of Spain from the beginning of the Middle Ages up until the end of the 18th century. The course looks at the growth of the Spanish Empire, early exploration of the Americas and the artistic and cultural movements in Spain during this period.

In the final three units of the course, your child will learn about the population in Spain and in Europe, as well as the factors that have led populations to evolve over the last century. Your child will become familiar with how to classify economic activities into the three economic sectors, and learn which sectors are more important in Spain and in Europe. Finally, they will learn about running a business, and they will also get an introduction to how to manage their money and maintain a personal budget.

The opportunities to use new language will be present throughout this course, which integrates new structures and vocabulary in every unit. Your child will also be able to put this new language into use during hands-on learning situations when they carry out group projects at the beginning of each unit. Learning science and doing these group activities involves a lot of talking and listening to each other, as well as developing patience and problem solving, too.

You and your child will both find value in the life skills learnt from this course, which your child will be able to apply to real life situations throughout their life. Perseverance, problem solving, independent thinking and researching along with the reinforcement of English communication skills are only to name a few.

Thank you in advance for your support and collaboration. Here's to a great year of growth and learning!

Best wishes,

Science teacher

Notes

TOGETHER AGAIN!

4 TOGETHER AGAIN!

SUMMARY

Use these opening pages to introduce the pupils to the field of Social Science, as well as all the major topics that pupils will learn about in the book. You will also have the opportunity to introduce pupils to the *Work together* section contained in each unit.

LANGUAGE

- Present simple for acts, habits and routines
- Past simple: New lands were discovered …
- Prepositions with years: In (1492) …
- Geographical / political / economic / historical
- Yes / no answers
- Am I a (person / thing)?

MATERIALS

Post-its with the names of animals, places and people that pupils will know.

TOGETHER AGAIN!

Read the text and answer the questions below in your notebook.

Social science helps us to understand the social aspects of the world we live in. It teaches us about the community, the social relationships between citizens and democratic values.

Social science involves doing a lot of research, such as making surveys, in order to determine how geographical, economic, political and historical factors influence our everyday lives.

The fall of the Kingdom of Granada in 1492 marked the end of Muslim rule in Spain. The year also marked the beginning of a new era. People's ideas about the world changed. New lands were discovered, and the sea trade flourished boosting the economy of Spain, which became a rich and powerful country.

1 What can social science teach us?

2 In what year did Muslim rule end in Spain?

3 How did Spain manage to boost its economy after 1492?

In this book, you will learn about:

- The Middle Ages
- Spain in the 15th century and the discovery of the Americas
- Spain in the 16th century
- Spain in the 17th and 18th centuries
- The Golden Age in Spain
- Population in Spain and Europe
- Economic sectors in Spain and in Europe
- Running a business
- Money management

4

GETTING STARTED

Write the anagram *ailsoc escenci* on the board. Ask pupils to work out what the phrase is (*Social Science*). Then ask them what they think Social Science is.

STEP BY STEP PAGE 4

- Direct pupils to the text. Tell them they are going to find out more about Social Science.
- Elicit key words from the first two paragraphs of the text (*social, community, citizens, values, geographic, economic, political*) and write them on the board. Ask the pupils to describe what they mean.
- Pupils read the main topics in the book and rank them in order of preference. Ask them to give reasons for their top three and their least favourite.

Activity 1

Invite pupils to read the question and find where the answer is in the text (*first paragraph*). Ask them what words helped them find the answer (*'teach' in the question and 'teaches' in the text*).

Activity 2

Ask the pupils what key words they need to find the answer (*year, Muslim rule end, Spain*) and where they can find this in the text (*third paragraph*).

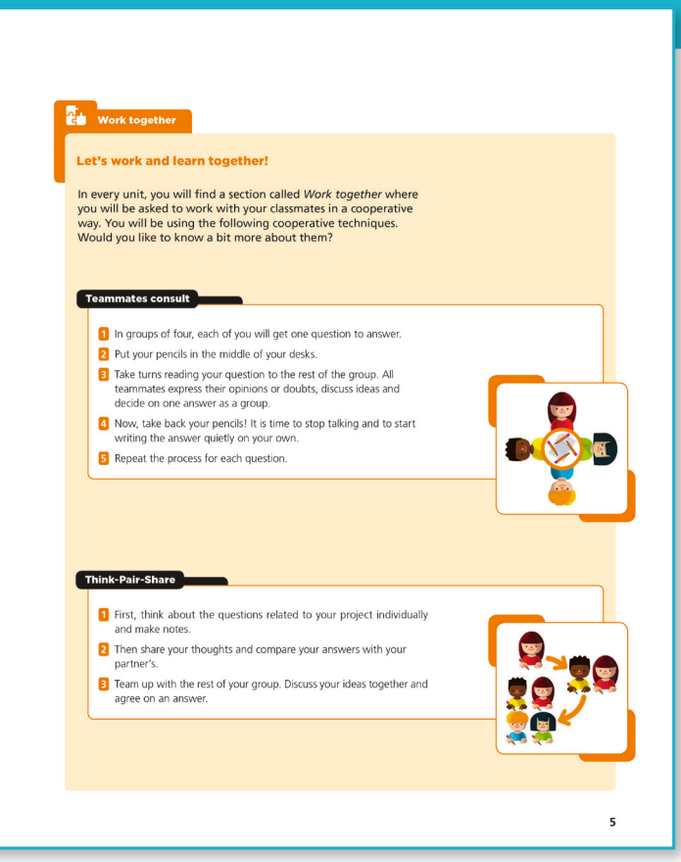
Activity 3

- Pupils follow the same steps and answer the third question.
- Ask them: *How could the discovery of new lands bring money to Spain?* (*Availability of new foods, gold and jewels from other countries.*)

Teammates consult

- Tell pupils they are going to play a game of 'Who am I?'. Show them how to play by going first. Ask a pupil to write a person or a thing on a post-it note. Without looking, stick it on your forehead. Ask questions to guess who / what you are: *Am I a person? Am I a thing?* Pupils answer: *Yes, you are are / No, you aren't.* Keep asking questions until you guess who you are.
- In groups of four, give one pupil a post-it and they play the game. Tell them they must not give clues.

5



Work together

Let's work and learn together!

In every unit, you will find a section called *Work together* where you will be asked to work with your classmates in a cooperative way. You will be using the following cooperative techniques. Would you like to know a bit more about them?

Teammates consult

1. In groups of four, each of you will get one question to answer.
2. Put your pencils in the middle of your desks.
3. Take turns reading your question to the rest of the group. All teammates express their opinions or doubts, discuss ideas and decide on one answer as a group.
4. Now, take back your pencils! It is time to stop talking and to start writing the answer quietly on your own.
5. Repeat the process for each question.

Think-Pair-Share

1. First, think about the questions related to your project individually and make notes.
2. Then share your thoughts and compare your answers with your partner's.
3. Team up with the rest of your group. Discuss your ideas together and agree on an answer.

5

- Explain that to do this activity, the pupils had to work together and help each other. Tell them they will also be working together and helping each other in Science class.
- Tell pupils that in the *Teammates consult* activities, they will need to sit in their groups with pencils in the middle of their desks. Remind them that this technique will require patience and that everybody's opinion should be heard before they take their pencils to write their answers.
- Elicit ideas from the class on ways they can decide whose turn it is to speak in their groups (*go around in a circle, pass around a 'speaking marker,' where only the person with the marker can speak, raise their hands*).

Think–Pair–Share

- Tell pupils that the *Think–Pair–Share* activities have three steps. First they work alone, so when you say *think* they must be quiet and consider the question. Next, they work in pairs, so when you say *pair* they must sit and work with their partner. Lastly, they work in groups, so when you say *share* they must form their groups of four pupils.
- Elicit the qualities and skills we need when working in pairs or groups (*listening skills, patience, organisation,* etc.).

WRAP IT UP

- Ask the pupils if they can think of any advantages to working like this (*they can help each other, hear new ideas, share the workload and learn new skills*).
- Play the countries game. Each pupil has to name a country in alphabetical order. Warn pupils that there is no country that begins with 'x'.

SOLUTIONS

1 It can teach us about the community, social relationships between citizens and democratic values.

2 It ended in 1492.

3 New lands were discovered and the flourishing sea trade meant goods were brought back to Spain.

Notes

MEDIEVAL SPAIN

Unit 1

MEDIEVAL SPAIN

CONTENTS	EVALUATION CRITERIA Pupils will be able to:	
The Visigoths	Explain the origin of the Visigoths and their arrival on the Iberian Peninsula.	
	Describe examples of Visigothic culture.	
Al-Ándalus	Name the important stages of Al-Ándalus.	
	Describe life in an Al-Ándalus city.	
	Understand the importance of the Moorish legacy in Spain.	
The Christian Kingdoms	Recognise the stages of the *Reconquista*.	
	Identify the basic structure of feudalism.	
	Know the parts of a Christian city.	

OPENING PAGES

Pictures of the Alhambra, a Visigothic jewel and a street in Toledo.

REFLECT

Introduction to the Middle Ages

WORK TOGETHER

The City of Three Cultures

CONTENT PAGES

The Middle Ages
Life in Al-Ándalus
The Christian Kingdoms
Life in the Christian Kingdoms

OUR WORLD

Multicultural society

STUDY SKILLS

Giving presentations

REVIEW

UNIT SUMMARY

In this unit pupils will learn about:

- the Visigoths and their culture
- the arrival of the Moors and the stages of Al-Ándalus
- The *Reconquista*
- feudal system
- Moorish and Christian cities
- architectural styles in the Middle Ages

LANGUAGE FOCUS

- Religions
- Describing parts of Moorish and Christian cities
- Describing architectural styles
- The feudal system

KEY STRUCTURES

- Narrative tenses
- Prepositions of place
- Connectors
- Comparisons: There are more / less … than …
- Used to / would
- There is / are
- There was / were

LEARNING STANDARDS Pupils are able to:	KEY COMPETENCES						
	LIN	MST	DIG	LTL	SOC	AUT	CUL
Outline the arrival of the Visigoths in the 5th century and place other important events in chronological order.	●	●					
Identify the Visigoths' religion and main cultural features.	●			●	●		●
Recognise Al-Ándalus as Muslim-governed Spain and identify key battles and stages.	●	●					
Recognise an Al-Ándalus city and its main features and functions.	●						●
Point out evidence of Moorish influence in modern Spain's architecture, food and art.							●
Identify key stages and the growth of the Christian territories during the *Reconquista*.	●						
Draw a feudal pyramid and identify the roles of each group.				●			●
Recognise a Christian city and its main features and functions.	●						●

LIN Competence in linguistic communication
MST Competence in mathematics, science and technology
DIG Competence in the use of new technologies
LTL Competence in learning to learn
SOC Competence in social awareness and citizenship
AUT Competence in autonomous learning and personal initiative
CUL Competence in artistic and cultural awareness

DIGITAL RESOURCES

PUPIL'S IWB

LEARNING KIT

- Interactive activities
- Flashcards
- Presentation
- Multimedia

TEACHER'S KIT

- Test generator
- Wordlist
- Multimedia
- 360º Evaluation tests

FAMILY CORNER

- Presentations
- Wordlist
- Family guide

UNIT TRACK LIST

1.02 Page 10, The Visigoths
1.03 Page 11, Al-Ándalus
1.04 Page 11, Different stages of Al-Ándalus
1.05 Page 11, Society
1.06 Page 12, Life in Al-Ándalus
1.07 Page 12, Al-Ándalus' legacy
1.08 Page 14, The Christian Kingdoms
1.09 Page 14, Different stages of the *Reconquista* (I)
1.10 Page 15, Different stages of the *Reconquista* (II)
1.11 Page 15, Repopulation
1.12 Page 16, Society and the economy
1.13 Page 16, Architectural styles
1.14 Page 17, City life

6 MEDIEVAL SPAIN

SUMMARY

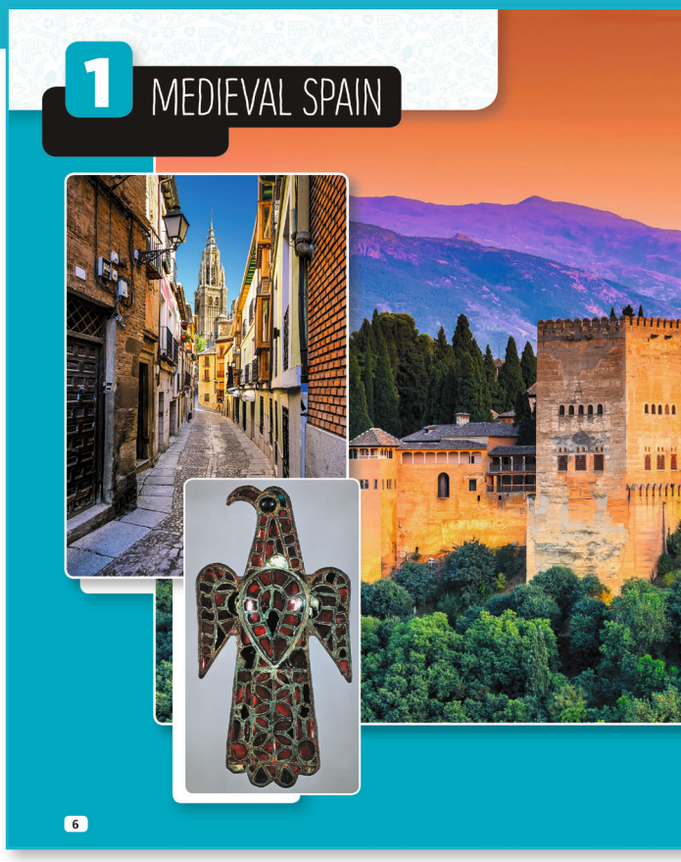
The aim of the unit opener is to introduce the topic of Medieval Spain and the main civilisations that lived on the Iberian Peninsula at that time. These pages are designed to stimulate pupils' interest in the subject and to activate their previous knowledge of Spanish history. Use the photos to activate vocabulary about religions, monuments and civilisations at that time.

LANGUAGE

- Simple past: The Early Modern Age came after the Middle Ages.
- Past continuous: The Moors were living on the Iberian Peninsula …
- Describing images: In this photo, I can see a narrow old street …

MATERIALS

Flashcards: castle, Gothic style, Romanesque style.



GETTING STARTED

Write the words *Medieval Spain* on the board and draw a table underneath with three columns: *Dates*, *Buildings* and *Civilsations*. Use the flashcards to elicit some examples from the class. Then tell pupils to work in pairs to brainstorm as many words as they can for each column of the table. Set a short time limit (for example, one minute). At the end of the time, find out how many pairs have managed to complete the mind map. Add relevant ideas to the board and leave gaps or incorrect ideas for later clarification.

STEP BY STEP PAGES 6–7

Put pupils into groups of three and assign each pupil one of the photos on pages 6–7. Ask them to write a short description of their photo. Some possible ideas to include: name and age of object/s in the photos, description using colours and any extra information. When pupils have finished, they tell the other group members about their photo. Finally, refer pupils to the question at the top of page 7.

Activity 1

Point to the Cathedral of Toledo or the Alhambra and ask pupils what the buildings are (*cathedral / church and palace / fort*). Tell them that these buildings are very old. Ask them if they know what word we use to talk about historical buildings.

Activity 2

Draw a timeline on the board. Write *The Middle Ages* in the middle. Ask pupils to say when the Middle Ages started and ended and fill these dates in on the board. Ask pupils to name the historical periods before and after this. Encourage them to look at the Useful language box to give their answers.

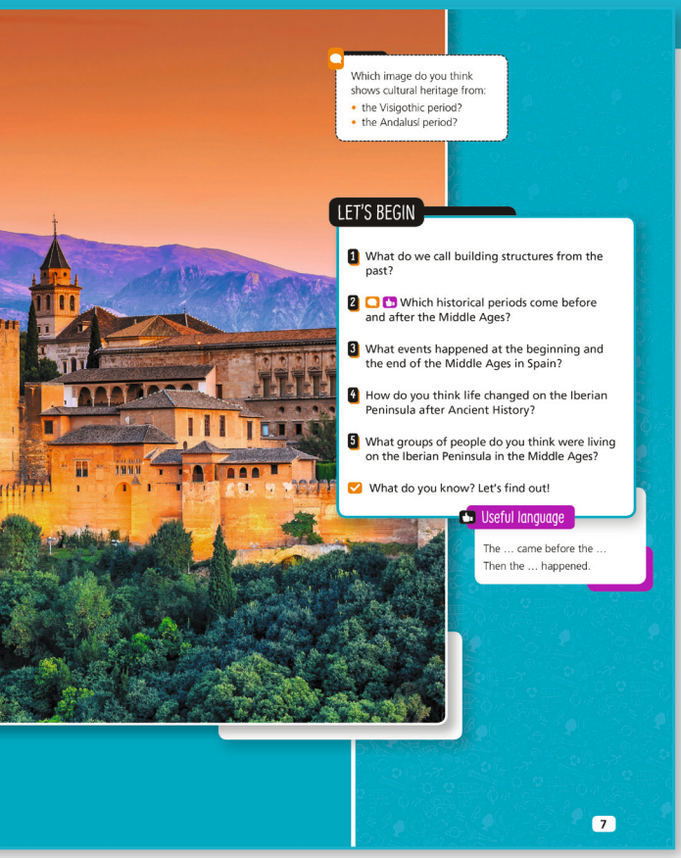
Activity 3

Refer pupils back to the timeline from activity 2. Point to the beginning of the Middle Ages and ask them *Which empire ruled in Hispania until* AD *476?* And *What happened to that empire?* Then point to the end of the Middle Ages and ask: *What happened in 1492?* Accept all answers at this stage.

Activity 4

Ask pupils what they can remember about life in Ancient History. Write their ideas on the board and ask them to use these ideas to answer activity 4 in pairs.

7



Activity 5

Ask pupils *Who lives in Spain today?* It may be necessary to suggest that they think about social groups as well as people from other countries and religions. Then tell them to answer activity 5 independently in their notebooks.

TARGETED QUESTIONS

⊙ **Do you prefer learning about Ancient History or Medieval History?** Pupils say which they prefer.

⊙⊙ **What is the most important building or place in your town?** Pupils decide on the most important building and say why.

⊙⊙⊙ **Can you name three buildings in Spain from the Middle Ages?** Ask pupils to identify the physical features of some of these buildings.

⊙⊙⊙⊙ **Which of the things in the photos would you like to see or visit? Why?** Pupils choose one of the places or the piece of jewellery and explain why. Accept a variety of ideas and help pupils to express them in English when necessary.

WRAP IT UP

Divide the class into four teams. With books closed, the teams make a list of the things they can remember from the images on pages 6 and 7 (what it looks like, what it is, etc.).

360º EVALUATION

Download, print and distribute the Diagnostic test and Self-evaluation for the pupils to complete.

SOLUTIONS

1 Monuments

2 Ancient History and the Modern Age

3 The Western Roman Empire collapsed and the Visigoths came to power at the beginning of the Middle Ages in Spain. At the end of the Middle Ages, the Christian Kingdoms conquered the last of the territories that had been under Moorish control.

4 Pupils' own answers.

5 Moors, Christians and Jews

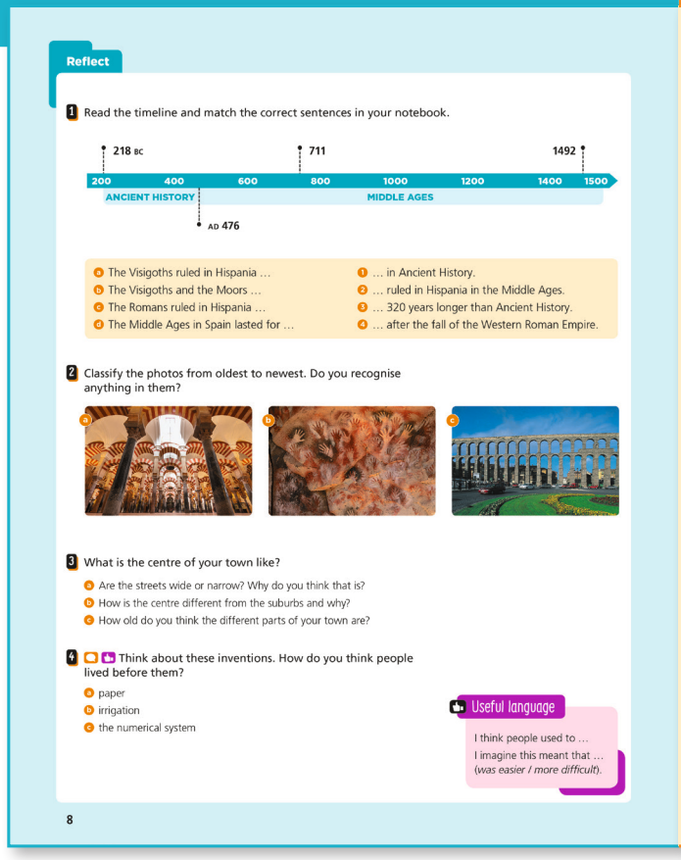
8 REFLECT

SUMMARY

This page introduces historical periods and allows pupils to comprehend when the Middle Ages occurred. Pupils are prompted to think about the world throughout history by contemplating their own town's history and inventions over time.

LANGUAGE

- Narrative tenses: People used to …, Before the … was invented …
- Vocabulary: Hispania, Ancient History, Middle Ages


Reflect

1 Read the timeline and match the correct sentences in your notebook.

218 BC · 711 · 1492

200 400 600 800 1000 1200 1400 1500

ANCIENT HISTORY · MIDDLE AGES

AD 476

a The Visigoths ruled in Hispania …
b The Visigoths and the Moors …
c The Romans ruled in Hispania …
d The Middle Ages in Spain lasted for …

1 … in Ancient History.
2 … ruled in Hispania in the Middle Ages.
3 … 320 years longer than Ancient History.
4 … after the fall of the Western Roman Empire.

2 Classify the photos from oldest to newest. Do you recognise anything in them?

3 What is the centre of your town like?

a Are the streets wide or narrow? Why do you think that is?
b How is the centre different from the suburbs and why?
c How old do you think the different parts of your town are?

4 Think about these inventions. How do you think people lived before them?

a paper
b irrigation
c the numerical system

Useful language

I think people used to …
I imagine this meant that …
(*was easier / more difficult*).

8

GETTING STARTED

Write on the board: *Ancient History* and *Middle Ages*. Ask the pupils what they know about these historical time periods, and when they began and ended.

STEP BY STEP PAGE 8

Activity 1

- Ask pupils what each year on the timeline refers to: 218 BC (*the Romans first arrived in Hispania*), AD 476 (*the end of the Roman Empire in Hispania and the arrival of the Visigoths*), AD 711 and 1492 (*the start and end of Moorish rule on the Peninsula*).
- Ask the pupils to copy the timeline and name the events before they match the sentence halves.

Activity 2

Ask the pupils if they recognise any of the places in the photos and discuss historical art, architecture and inventions.

Activity 3

Ask the pupils if they can guess when their town was established. Invite them to check online for the answers and share their information if they live in different places.

Activity 4

Invite pupils to say what their favourite invention is and why. Ask pupils individually if they think their favourite invention was more or less important than one of the inventions listed.

WRAP IT UP

Invite pupils to think about their local area. Ask: *What was built a long time ago?*

SOLUTIONS

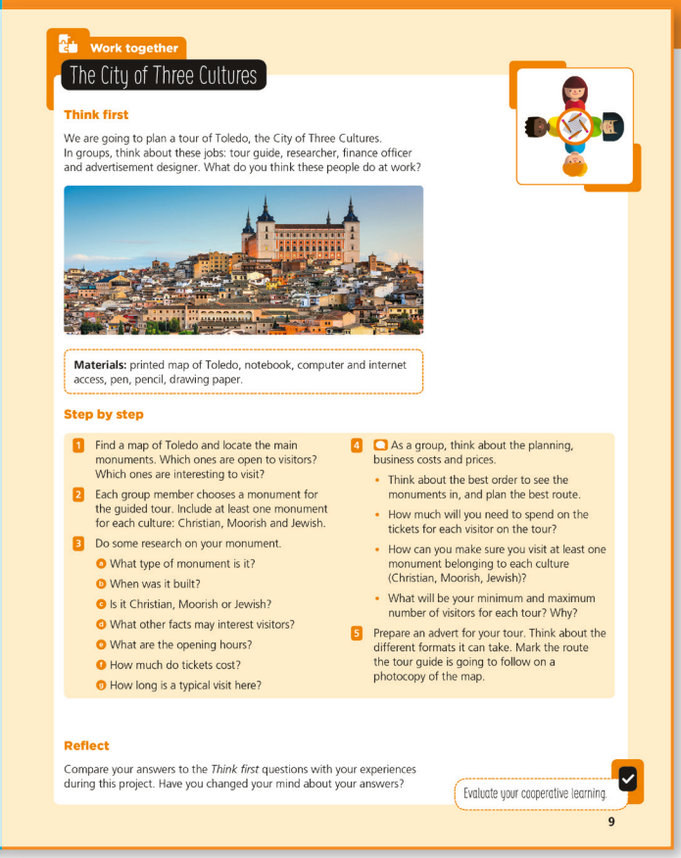
1 **a.** 4; **b.** 2; **c.** 1; **d.** 3

2 b (Cave of Hands, Argentina); c (Aqueduct, Segovia); a (Mosque, Córdoba)

3 Pupils' own answers.

4 Pupils' own answers.

WORK TOGETHER 9



Work together

The City of Three Cultures

Think first

We are going to plan a tour of Toledo, the City of Three Cultures. In groups, think about these jobs: tour guide, researcher, finance officer and advertisement designer. What do you think these people do at work?

Materials: printed map of Toledo, notebook, computer and internet access, pen, pencil, drawing paper.

Step by step

1. Find a map of Toledo and locate the main monuments. Which ones are open to visitors? Which ones are interesting to visit?
2. Each group member chooses a monument for the guided tour. Include at least one monument for each culture: Christian, Moorish and Jewish.
3. Do some research on your monument.
   - a. What type of monument is it?
   - b. When was it built?
   - c. Is it Christian, Moorish or Jewish?
   - d. What other facts may interest visitors?
   - e. What are the opening hours?
   - f. How much do tickets cost?
   - g. How long is a typical visit here?
4. As a group, think about the planning, business costs and prices.
   - Think about the best order to see the monuments in, and plan the best route.
   - How much will you need to spend on the tickets for each visitor on the tour?
   - How can you make sure you visit at least one monument belonging to each culture (Christian, Moorish, Jewish)?
   - What will be your minimum and maximum number of visitors for each tour? Why?
5. Prepare an advert for your tour. Think about the different formats it can take. Mark the route the tour guide is going to follow on a photocopy of the map.

Reflect

Compare your answers to the *Think first* questions with your experiences during this project. Have you changed your mind about your answers?

Evaluate your cooperative learning.

9

SUMMARY

Pupils will use the *Teammates consult* technique to help them develop their thinking and reasoning skills. As a group, pupils will discuss their ideas, each forming and explaining their own conclusions, while keeping their pencils in the middle of their desks. Once they have finished the discussion, they take their pencils and start working on the question or task. Finally, they share their work.

LANGUAGE

- Questions : What ...? Which ...? When ...? How ...? How much ...? How long ...?
- Connectors: first, after, then, next, finally
- Imperatives: search, type, answer, mark
- Jobs vocabulary: tour guide, researcher, finance officer and advertisement designer

MATERIALS

Printed map of Toledo, notebook, computer and internet access, pen, pencil, drawing paper.

GETTING STARTED

Ask the pupils if they have ever been on a city tour. Elicit ideas of historic monuments or buildings that you can visit on a tour (*church*, *mosque*, *synagogue*, *museum*, *statue*, *fort*, *neighbourhoods / quarters*).

STEP BY STEP PAGE 9

Check each group has the required materials. Give them time to discuss the different jobs, but do not provide answers yet.

- **Step 1.** Tell pupils to type *Toledo maps* into the search engine. They find out which monuments they can visit and choose the most interesting ones.
- **Step 2.** Each pupil should choose a different monument, making sure the three different religions are covered.
- **Step 3.** Tell the class they should use reliable sources, such as official websites, tourist offices or town websites when searching online. Failing that, they should contrast two or more web pages.
- **Step 4.** Pupils use all their information to make decisions about the tour. Ask them to think about the costs (*tickets, wages, advertising,* etc.) and what the price of their tour will be.
- **Step 5.** First, pupils prepare the information for the advert: photos, map, price, how long the tour takes, days and time of tours. Ask them to consider the target age group (children, adolescents or adults) and to think about the layout of the page.

Groups present their tours to the class, trying to 'sell' them to their classmates.

WRAP IT UP

Ask the pupils if they now have a better understanding of the jobs (*tour guide: to know the history and monuments and to give tours; researcher: to find information; finance officer: to work out the costs of tours and products, wages,* etc.; *advertisement designer: to design attractive adverts*).

360° EVALUATION

Download, print and distribute the Cooperative learning evaluation for the pupils to complete.

10 THE MIDDLE AGES

SUMMARY

This double-page spread introduces Visigothic society in Hispania and the later arrival of the Moors to the region. Pupils will learn about the coexistence of the religious groups in Al-Ándalus society.

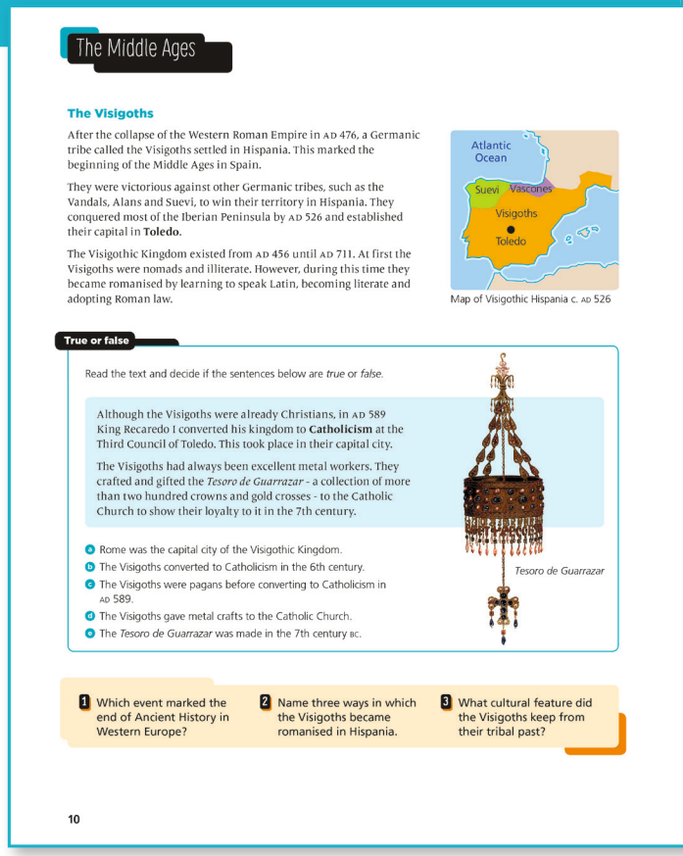
LANGUAGE

- Time expressions: now, back then, in (AD 526)
- There was / were
- *-ise* suffix
- Vocabulary: emirate, caliphate, taifa

MATERIALS

Flashcards: mosque.

- 1.02 The Visigoths
- 1.03 Al-Ándalus
- 1.04 Different stages of Al-Ándalus
- 1.05 Society



The Middle Ages

The Visigoths

After the collapse of the Western Roman Empire in AD 476, a Germanic tribe called the Visigoths settled in Hispania. This marked the beginning of the Middle Ages in Spain.

They were victorious against other Germanic tribes, such as the Vandals, Alans and Suevi, to win their territory in Hispania. They conquered most of the Iberian Peninsula by AD 526 and established their capital in **Toledo**.

The Visigothic Kingdom existed from AD 456 until AD 711. At first the Visigoths were nomads and illiterate. However, during this time they became romanised by learning to speak Latin, becoming literate and adopting Roman law.

Map of Visigothic Hispania c. AD 526

True or false

Read the text and decide if the sentences below are *true* or *false*.

Although the Visigoths were already Christians, in AD 589 King Recaredo I converted his kingdom to **Catholicism** at the Third Council of Toledo. This took place in their capital city.

The Visigoths had always been excellent metal workers. They crafted and gifted the *Tesoro de Guarrazar* - a collection of more than two hundred crowns and gold crosses - to the Catholic Church to show their loyalty to it in the 7th century.

a. Rome was the capital city of the Visigothic Kingdom.
b. The Visigoths converted to Catholicism in the 6th century.
c. The Visigoths were pagans before converting to Catholicism in AD 589.
d. The Visigoths gave metal crafts to the Catholic Church.
e. The *Tesoro de Guarrazar* was made in the 7th century BC.

Tesoro de Guarrazar

1. Which event marked the end of Ancient History in Western Europe?
2. Name three ways in which the Visigoths became romanised in Hispania.
3. What cultural feature did the Visigoths keep from their tribal past?

10

GETTING STARTED

- Write the word *Visigoths* on the board. Ask: *Do you know who the Visigoths were?* Elicit ideas but do not give the correct answer as this is in the text on page 10.
- In teams, pupils should make as many words as they can from *Visigoth* (*is*, *it*, *go*, *so*, *TV*, *sit*, *his*, *hot*, *gosh*, *goth*, *this*, *visit*, *gist*, *sigh*, *sight*, *ghost,* etc.).

STEP BY STEP PAGES 10–11

- Tell pupils to work in small groups to identify similarities and differences between the map on the page and a modern map of the Iberian Peninsula. (*Similarities: Toledo and País Vasco are still there. Differences: Portugal didn't exist, Hispania extended into what is France today, País Vasco was bigger and the Suevi region occupied what is now Galicia and part of Asturias.*)
- Ask pupils to look at the photo in the True or false box. Tell them this treasure was hidden in the 8th century. Ask pupils: *Why do you think the Visigoths hid this treasure?* (*To protect it from the Moors who were invading the Peninsula.*)

a. False (Toledo was the capital city)
b. True
c. False (They were Christians)
d. True
e. False (It was made in the 7th century)

Activity 1

Elicit the names of ancient European civilisations (*Roman and Greek)* and ask how they are relevant to the Visigothic kingdom.

Activity 2

Explain that the suffix *-ise* can mean *become like.*

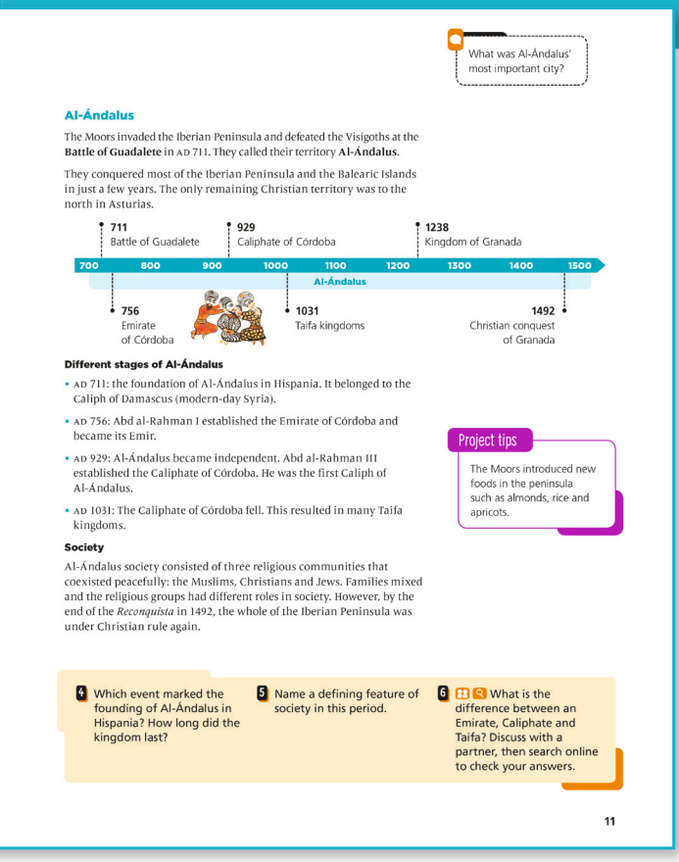
Activity 3

Elicit possible cultural features of modern Spanish society (*good at football*, *world-famous artists*, *many belonging to the Catholic religion*, etc.). Ask if they can think of any features of Visigothic society.

Activity 4

- Write the dates AD *711* and *1492* on the board and ask: *How are these dates connected?* Do not reveal the answer.
- Ask pupils to look at the timeline to check. (*The beginning and end of Moorish rule in Hispania.*)

11



What was Al-Ándalus' most important city?

Al-Ándalus

The Moors invaded the Iberian Peninsula and defeated the Visigoths at the **Battle of Guadalete** in AD 711. They called their territory **Al-Ándalus**.

They conquered most of the Iberian Peninsula and the Balearic Islands in just a few years. The only remaining Christian territory was to the north in Asturias.

711 Battle of Guadalete
929 Caliphate of Córdoba
1238 Kingdom of Granada
700 800 900 1000 1100 1200 1300 1400 1500
Al-Ándalus
756 Emirate of Córdoba
1031 Taifa kingdoms
1492 Christian conquest of Granada

Different stages of Al-Ándalus

- AD 711: the foundation of Al-Ándalus in Hispania. It belonged to the Caliph of Damascus (modern-day Syria).
- AD 756: Abd al-Rahman I established the Emirate of Córdoba and became its Emir.
- AD 929: Al-Ándalus became independent. Abd al-Rahman III established the Caliphate of Córdoba. He was the first Caliph of Al-Ándalus.
- AD 1031: The Caliphate of Córdoba fell. This resulted in many Taifa kingdoms.

Society

Al-Ándalus society consisted of three religious communities that coexisted peacefully: the Muslims, Christians and Jews. Families mixed and the religious groups had different roles in society. However, by the end of the *Reconquista* in 1492, the whole of the Iberian Peninsula was under Christian rule again.

Project tips

The Moors introduced new foods in the peninsula such as almonds, rice and apricots.

4 Which event marked the founding of Al-Ándalus in Hispania? How long did the kingdom last?

5 Name a defining feature of society in this period.

6 What is the difference between an Emirate, Caliphate and Taifa? Discuss with a partner, then search online to check your answers.

11

- Refer pupils to the question at the top of the page. Explain the Caliphate of Córdoba was the most popular city and formed the society's cultural and economic centre. Show the mosque flashcard and discuss.
- Ask pupils if they can define what Hispania and *Al-Ándalus* are (*Al-Ándalus was the Moorish settlement on the Iberian Peninsula and Hispania was the name the Romans gave to the region.*)

Activity 5

Encourage pupils to write why this feature was positive or negative.

Activity 6

- Write *emir, emirate, caliph* and *caliphate* on the board. Ask: *What part of speech are these words?* (*nouns*) and *Which nouns are for a person and which ones are for a place?* (*Person: emir and caliph; place: emirate and caliphate.*)
- Remind the pupils that the Project tips box contains important information for the Term 1 project.

WRAP IT UP

Ask pupils to write down three questions and quiz their partner on the lesson topic.

SOLUTIONS

1 The collapse of the Western Roman Empire.

2 They learnt to speak Latin, became literate and adopted Roman law.

3 They were excellent metal workers.

4 The Battle of Guadalete marked the founding of Al-Ándalus. It lasted 781 years.

5 The three religious communities co-existed peacefully together.

6 Emirate: land ruled by an emir based on their own rule. They were usually loyal to the caliph; Caliphate: entire Muslim community based on Islamic law; Taifa: small independent state in Al-Ándalus.

12 LIFE IN AL-ÁNDALUS

SUMMARY

This page focuses on life in Al-Ándalus. It explains what life was like in its cities and describes the legacy that Moorish culture left on the Iberian Peninsula.

LANGUAGE

- Narrative tenses: used to / would
- Prepositions of place: inside, in, around
- Vocabulary: *alcazaba*, *alcázar*, domes, *medina*, mosaics, mosque, *zoco*

MATERIALS

Flashcards: Islamic style, mosque.
Extra materials: printed photos from the internet showing famous Spanish examples of an *alcazaba*, *alcázar*, city walls, *medina*, mosque, *zoco*.

1.06 Life in Al-Ándalus
1.07 Al-Ándalus' legacy

Life in Al-Ándalus

Most people in Al-Ándalus lived in walled towns. The Andalusíes were known for their crafts and trade, so there were a lot of merchants in their towns.

Their towns reflected their way of life:

- The city centre contained the *medina*, where the craftspeople lived, and the market place, the *zoco*.
- People prayed in a mosque.
- Also inside the city walls, there was usually a fort called an *alcazaba*, a fortified palace called an *alcázar* and the local baths.
- Jewish people often lived in separate neighbourhoods called *juderías*.
- Fields surrounded the cities. Farmers grew new crops such as cereals, olives and grapes.

Al-Ándalus arquitecture | Olive oil | Córdoba *juderia*

Al-Ándalus' legacy

- **Architecture:** Many buildings that were constructed in Al-Ándalus still exist today. We can still see Islamic-style architecture in many places in Spain, such as horseshoe arches, mosaics, domes and open courtyards.
- **Maths and geometric patterns:** The Andalusíes were great mathematicians. They introduced Arabic numerals as well as the number zero. They used maths in their art. They decorated their buildings with mosaics that contained geometric patterns, like stars or floral motifs.
- **Scholars:** Averroes was one of the most important Islamic scholars of the Middle Ages. He was born in Córdoba in AD 1126 into a family of judges and public servants. He wrote about many things, including medicine, philosophy, astronomy and physics.
- **Agriculture:** The Andalusíes also developed new methods of irrigation and introduced new crops, such as rice, oranges and aubergines.

Useful language

This is where people would (*plant their crops*). / It's (*outside the walls*).
People used to (*buy fruit at the zoco*).
Some people would (*pray in the mosque*).

12

GETTING STARTED

- Choose photos of famous Spanish monuments or parts of cities of Moorish influence, for example, the Medina Azahara de Córdoba, the Real Alcázar de Sevilla or the city walls in Granada. Place the photos on the board, and write the names of the cities in random order. Ask pupils to match the photos to the cities and to explain what the buildings or features are.
- Ask pupils to look at the three illustrations on page 12 showing life in Al-Ándalus. Ask them what they think the three scenes show (*the walled fort – alcazaba, the market – zoco and the mosque*).

STEP BY STEP PAGES 12–13

- Ask the pupils to look at the illustration on page 13 and tell them you are going to take them on a tour through the city to introduce the vocabulary. Have them follow along with their fingers. Instead of saying the six words, say the associated number (*one*), and the pupils say the word (*alcazaba*). Correct pronunciation.
- Before reading the second text, tell the pupils to look at the three photos and say how they relate to the Moors (*Islamic-style architecture, they brought olive trees to Hispania and Jewish people lived in their own parts of the city in Al-Ándalus.*)
- Carry out a quick survey to find out which legacy the pupils think has had the biggest influence on Spain today.

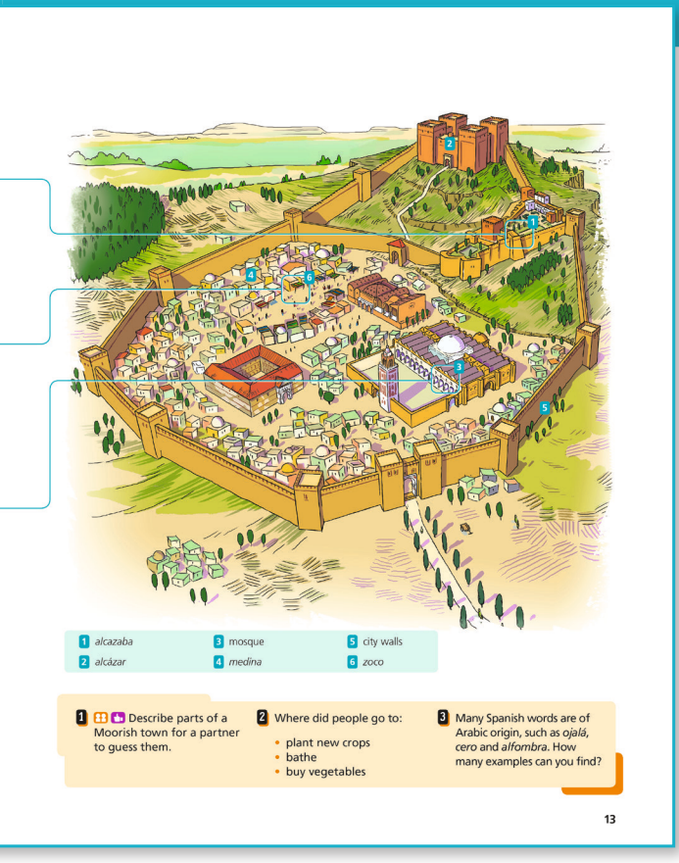
Activity 1

- Ask pupils to look at the picture on page 13 again. Ask them: *What were the advantages of building the alcázar on top of a hill and surrounded by walls?* (*To provide better defence, enemies could be seen, and it provided the city more protection if attacked.*)
- Pupils do the task in pairs. Encourage them to look at the Useful language box to give their answers.

Activity 2

Pupils look at the illustration and the parts of the city. Ask them to identify which parts (1–6) are still a part of modern Spanish cities today. (*Market, religious buildings and homes.*)

13



Activity 3

- Tell the pupils that the Spanish language was greatly influenced by the presence of the Moors in Hispania. Many Spanish words have an Arabic origin, for example, many words beginning with *al* (*the* in Arabic) or *Guada* (*river* or *valley*) and words ending in the suffix í (*come from*).
- Divide the class into two groups. Ask them to list as many cities, towns, rivers, etc. in Spain with a name of Arabic origin as they can (Examples include: *Alcalá de Henares, Andalucía, Benicassim*, *Guadalajara*, *Guadalquivir*, *Madrid*, *Medina Sidonia*, *San Fernando de Henares*.) The winner is the group with the most correct place names.
- Pupils do the task in pairs. Write their ideas on the board. Encourage pupils not to use place names at this stage. Invite them to check their answers in the RAE online dictionary.

WRAP IT UP

Play a game of 'Bee' with the vocabulary from this lesson. Draw one line per letter on the board, e.g. _ _ _ _ . Pupils guess the letters. If the letter is correct fill it in. If it is incorrect draw one part of the body of a bee (*head, body, two wings, two antennae*). The person who guesses the word correctly, writes the next word on the board.

SOLUTIONS

1 Pupils' own answers.

2 Fields outside the city, local baths, *zoco*

3 *Aceite*, *ajedrez*, *alcalde*, *algodón*, *almohada*, *azafrán*, *calabaza*, *dado*, *hasta*, *jabalí*, *limón*, *naranja*, *taza*, *zanahoria*, etc.

14 THE CHRISTIAN KINGDOMS

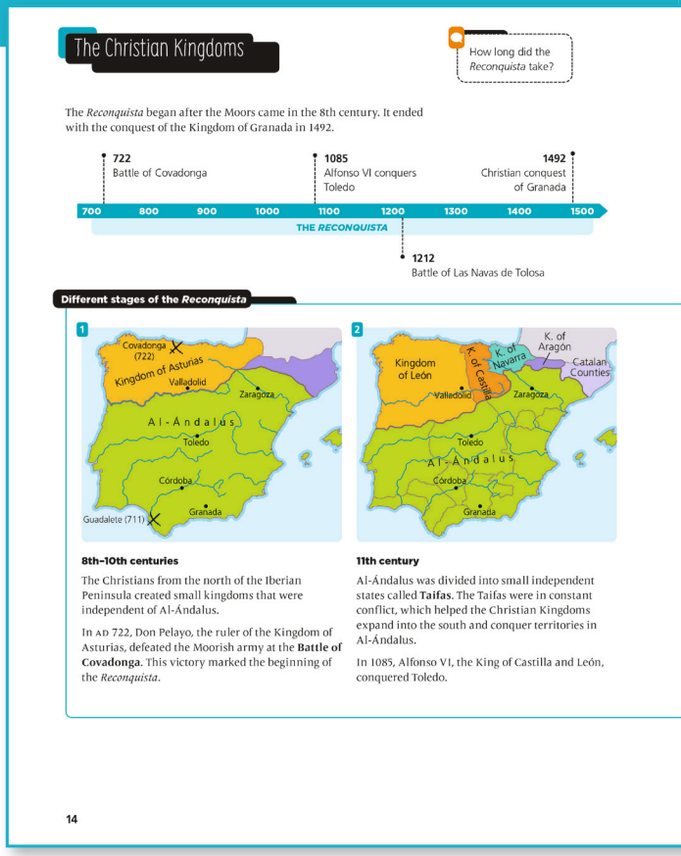
SUMMARY

Pupils learn about the *Reconquista* of the Iberian Peninsula: the important battles, key figures and growth of the Christian territories between the 8th and 11th centuries.

LANGUAGE

- Simple past tense
- Superlatives: smallest, biggest
- Vocabulary: battle, repopulation, unify

1.08 The Christian Kingdoms
1.09 The different stages of the *Reconquista* (I)
1.10 The different stages of the *Reconquista* (II)
1.11 Repopulation



The Christian Kingdoms

How long did the *Reconquista* take?

The *Reconquista* began after the Moors came in the 8th century. It ended with the conquest of the Kingdom of Granada in 1492.

722 Battle of Covadonga
1085 Alfonso VI conquers Toledo
1492 Christian conquest of Granada
700 800 900 1000 1100 1200 1300 1400 1500
THE RECONQUISTA
1212 Battle of Las Navas de Tolosa

Different stages of the *Reconquista*

1 Covadonga (722) Kingdom of Asturias Valladolid Zaragoza Al-Andalus Toledo Córdoba Granada Guadalete (711)

2 Kingdom of León K. of Castile K. of Navarra K. of Aragón Catalan Counties Valladolid Zaragoza Toledo Al-Andalus Córdoba Granada

8th–10th centuries

The Christians from the north of the Iberian Peninsula created small kingdoms that were independent of Al-Ándalus.

In AD 722, Don Pelayo, the ruler of the Kingdom of Asturias, defeated the Moorish army at the **Battle of Covadonga**. This victory marked the beginning of the *Reconquista*.

11th century

Al-Ándalus was divided into small independent states called **Taifas**. The Taifas were in constant conflict, which helped the Christian Kingdoms expand into the south and conquer territories in Al-Ándalus.

In 1085, Alfonso VI, the King of Castilla and León, conquered Toledo.

14

GETTING STARTED

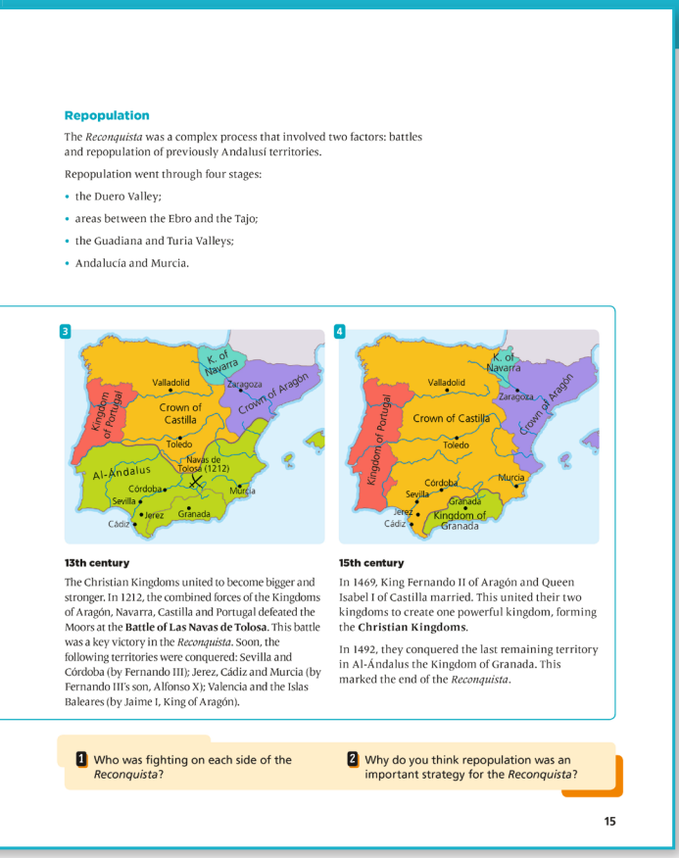
- Ask pupils what they think the *Reconquista* was. (*The time when Christian Kingdoms fought to regain control of the peninsula.*)
- Ask pupils to look at the four maps of the Iberian Peninsula. Explain that the different colours represent the different kingdoms, and that the colour green represents Al-Ándalus.
- Invite pupils to stand up when you say a true sentence about the maps and to sit down when you say a false sentence.

1 The Moors couldn't conquer all of the Iberian Peninsula. (*true*)
2 Al-Ándalus was at its biggest in the 11th century. (*false*)
3 The Reconquista of the Muslim territories began in the Kingdom of Córdoba. (*false*)
4 The Christian territory is smallest in the first map. (*true*)
5 The Kingdoms of León, Navarra and Aragón can be seen in the first map. (*false*)

STEP BY STEP PAGES 14–15

- Tell pupils that the continent of Europe was made up of lots of small states in the Middle Ages. Ask them what the main ways of unifying territories in the Middle Ages were (*marriage, alliances and battles*) and, in their opinions which was the best option and why.
- Focus the pupils' attention on the dates in the timeline. Tell them the time period represented is the same as the timeline on page 11, but that the key dates are different. Ask them to name important events on this timeline.
- In pairs, the pupils play 'Date tennis'. Pupil 1 says a date from the timeline on page 11 and pupil 2 names the event. If pupil 2 answers correctly, they get one point and they say a date from the timeline on page 14. If the answer is incorrect, pupil 1 gets one point and names another date. When all of the dates have been used, the person with the most points wins.

15



Repopulation

The *Reconquista* was a complex process that involved two factors: battles and repopulation of previously Andalusí territories.

Repopulation went through four stages:

- the Duero Valley;
- areas between the Ebro and the Tajo;
- the Guadiana and Turia Valleys;
- Andalucía and Murcia.

3

13th century

The Christian Kingdoms united to become bigger and stronger. In 1212, the combined forces of the Kingdoms of Aragón, Navarra, Castilla and Portugal defeated the Moors at the **Battle of Las Navas de Tolosa**. This battle was a key victory in the *Reconquista*. Soon, the following territories were conquered: Sevilla and Córdoba (by Fernando III); Jerez, Cádiz and Murcia (by Fernando III's son, Alfonso X); Valencia and the Islas Baleares (by Jaime I, King of Aragón).

4

15th century

In 1469, King Fernando II of Aragón and Queen Isabel I of Castilla married. This united their two kingdoms to create one powerful kingdom, forming the **Christian Kingdoms**.

In 1492, they conquered the last remaining territory in Al-Ándalus the Kingdom of Granada. This marked the end of the *Reconquista*.

1 Who was fighting on each side of the *Reconquista*?

2 Why do you think repopulation was an important strategy for the *Reconquista*?

15

Activity 1

Write the names of the rulers mentioned in the four texts on the board in random order. Ask the pupils to match them to their relevant century and explain what their main achievement was in terms of the *Reconquista*. Elicit ideas from the pupils orally (*Don Pelayo: 8th century, king of Asturias, Battle of Covadonga* AD *722, start of Reconquista; Alfonso VI: 11th century, king of León and Castilla, conquered Toledo; Fernando III: 13th century, king of Castilla, conquered Sevilla and Córdoba; Alfonso X: king of Castilla, son of Fernando III, conquered the rest of Andalucía; Jaime I: 13th century, king of Aragón, conquered Valencia and the Balearic Islands; Fernando II and Isabel I: king of Aragón and queen of Castilla, married in 1469, united kingdoms creating one powerful Christian Kingdom, conquered Kingdom of Granada 1492*).

Activity 2

Elicit as many answers as possible from the class, writing all the pupils' ideas on the board. Ask the pupils to vote on the answer that they think is most likely.

WRAP IT UP

Play 'Guess what I'm thinking of'. Choose a place, region or event from page 14 or 15. Encourage pupils to guess what you are thinking about. Pupils ask you questions, for example: *Is it a place?* (*Yes, it is.*) *Is it a city?* (*No, it isn't.*) *Is it a kingdom?* (*Yes, it is.*) *Is it the Kingdom of Navarra?* (*Yes, it is.*)

SOLUTIONS

1 The Christians fought on one side, defending the Christian Kingdoms, and The Moors fought on the other side defending Al-Ándalus.

2 Model answer: Repopulation was important for the *Reconquista* because it meant that the Christians had supporters who were loyal to them and clearly identified as being Christian. They also did not want to let the land fall back into the enemy's hands.

16 LIFE IN THE CHRISTIAN KINGDOMS

SUMMARY

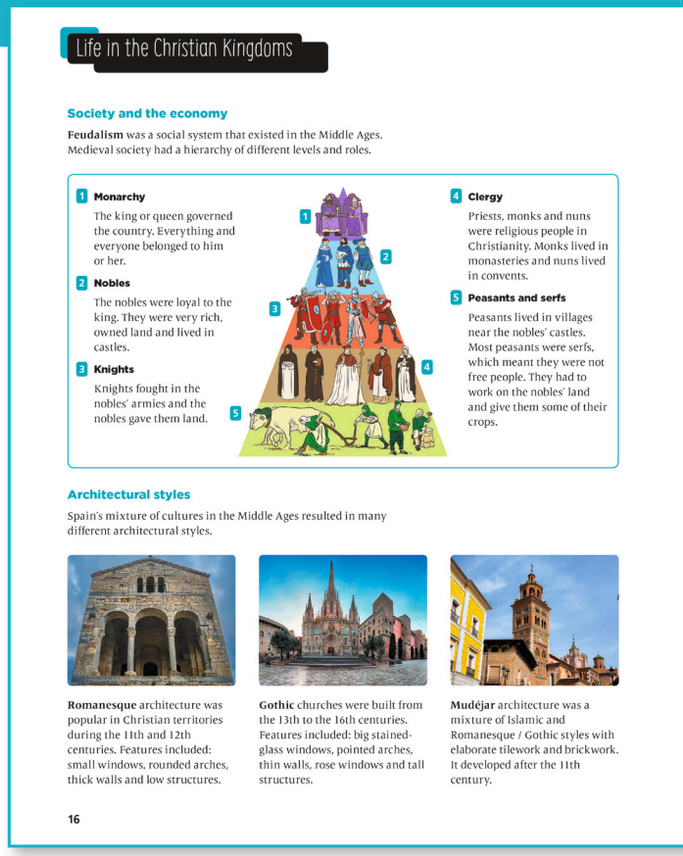
Pupils will learn about life in the Christian Kingdoms in political, economic and social terms by understanding how the feudal structure functioned and what city life was like. The double-page spread also includes the popular architectural styles in Spain in the Middle Ages.

LANGUAGE

- Vocabulary: castle, fortified gateway, feudal society, monarchy, nobles, knights, clergy, peasants, serfs, Romanesque, Gothic, Mudéjar
- Prepositions of place: next to, behind, within
- Questions with whose
- Plural possessive nouns

MATERIALS

Flashcards: castle, Gothic style, Mudéjar style, Romanesque style.



Life in the Christian Kingdoms

Society and the economy

Feudalism was a social system that existed in the Middle Ages. Medieval society had a hierarchy of different levels and roles.

1 **Monarchy**
The king or queen governed the country. Everything and everyone belonged to him or her.

2 **Nobles**
The nobles were loyal to the king. They were very rich, owned land and lived in castles.

3 **Knights**
Knights fought in the nobles' armies and the nobles gave them land.

4 **Clergy**
Priests, monks and nuns were religious people in Christianity. Monks lived in monasteries and nuns lived in convents.

5 **Peasants and serfs**
Peasants lived in villages near the nobles' castles. Most peasants were serfs, which meant they were not free people. They had to work on the nobles' land and give them some of their crops.

Architectural styles

Spain's mixture of cultures in the Middle Ages resulted in many different architectural styles.

Romanesque architecture was popular in Christian territories during the 11th and 12th centuries. Features included: small windows, rounded arches, thick walls and low structures.

Gothic churches were built from the 13th to the 16th centuries. Features included: big stained-glass windows, pointed arches, thin walls, rose windows and tall structures.

Mudéjar architecture was a mixture of Islamic and Romanesque / Gothic styles with elaborate tilework and brickwork. It developed after the 11th century.

16

GETTING STARTED

Draw a crown, a sword, a castle, a cross or a garden fork on the board. Instruct the pupils to look at the pyramid of the five different levels of feudal society in the Middle Ages. Ask: *Which group do you think owns the (garden fork)?* (*It's the peasants and serfs' garden fork.*) Invite volunteers to the board to draw an object (you can provide suggestions if they can't think of anything to draw). They ask: *Who does it belong to?* and the class guesses.

STEP BY STEP PAGES 16–17

- Ask: *Who is at the (top) of the pyramid?* (*The king and queen are at the top.*) Ask pupils which level had the hardest life in medieval society and elicit answers why (*they had to work very hard, they didn't have much money, they were not free people*).
- Once the pupils have read the text that accompanies the pyramid, ask them simple comprehension questions to check their understanding: *Who was the most important person?* (*The king.*); *Were knights more important than nobles?* (*No.*); *Who were monks?* (*Religious men.*)
- Organise the class into groups of three. Assign a number 1, 2 or 3 to each pupil. 1s read about Romanesque style, 2s read about Gothic style and 3s read about Mudéjar style. Ask the pupils to find the most important facts in their text and share their information with the rest of the group.
- Tell the pupils to look at the illustration of the city on page 17. Ask the pupils to find similarities between this city and a typical city in Al-Ándalus (they can turn back to page 43 for ideas). (*Both had a place for nobles / leaders to live, they had a place for markets, a religious building and city walls.*)
- After reading the text on City life, elicit the meaning of *trade* (*to buy and sell goods*). Ask the pupils why it was important to build cities near trade routes (*to make it quicker, safer and cheaper to send and receive goods*).

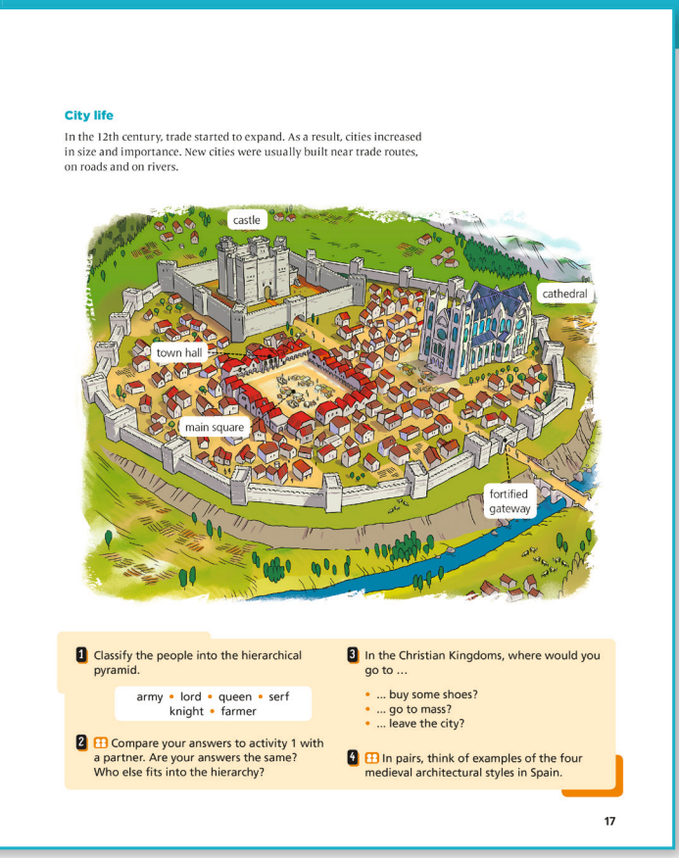
Activity 1

Ask the pupils to draw their own 5-tier pyramid and draw in the characters listed.

Activity 2

- The pupils should swap notebooks and see if they can guess which characters are which: *Is this a knight?* (*Yes, it is.*)

17



City life

In the 12th century, trade started to expand. As a result, cities increased in size and importance. New cities were usually built near trade routes, on roads and on rivers.

castle
cathedral
town hall
main square
fortified gateway

1 Classify the people into the hierarchical pyramid.

army • lord • queen • serf
knight • farmer

2 Compare your answers to activity 1 with a partner. Are your answers the same? Who else fits into the hierarchy?

3 In the Christian Kingdoms, where would you go to ...

- ... buy some shoes?
- ... go to mass?
- ... leave the city?

4 In pairs, think of examples of the four medieval architectural styles in Spain.

17

1.12 Society and the economy
1.13 Architectural styles
1.14 City life

- After correcting the answers, ask pupils which group is missing (*clergy*) and ask them to complete the pyramid with somebody from this group.

Activity 3

Ask the pupils to identify the function of the cathedral (*religious*), main square (*commercial*), town walls (*protection*) and castle (*protection and residence*).

Activity 4

Write the following on the board:

Romanesque: small windows / thick walls / tall structures

Gothic: rose windows / rounded arches / stained-glass windows

Mudéjar: tilework, / after 16th century / plasterwork

Ask the pupils to find the odd word out.

WRAP IT UP

Use the flashcards to elicit different architectural features and identify styles.

SOLUTIONS

1 (From top to bottom) queen, lord, knight, army, farmer, serf

2 Pupils' own answers; king (hierarchy 1), noble (hierarchy 2), peasant (hierarchy 5)

3 The main square, the cathedral, fortified gateway

4 Model answers:

Moorish: The Mosque in Córdoba, Alhambra in Granada, Alcázar in Seville, Arab baths in Ronda

Romanesque: Zamora Cathedral, Santa María Church in Cantabria, Basilica of St Vincent in Avila

Gothic: Cathedral of León, Burgos Cathedral, Santa María Cathedral in Mallorca

Mudéjar: The Monestary of Guadalupe, St Martin's Tower in Teruel, Tránsito synagogue in Toledo

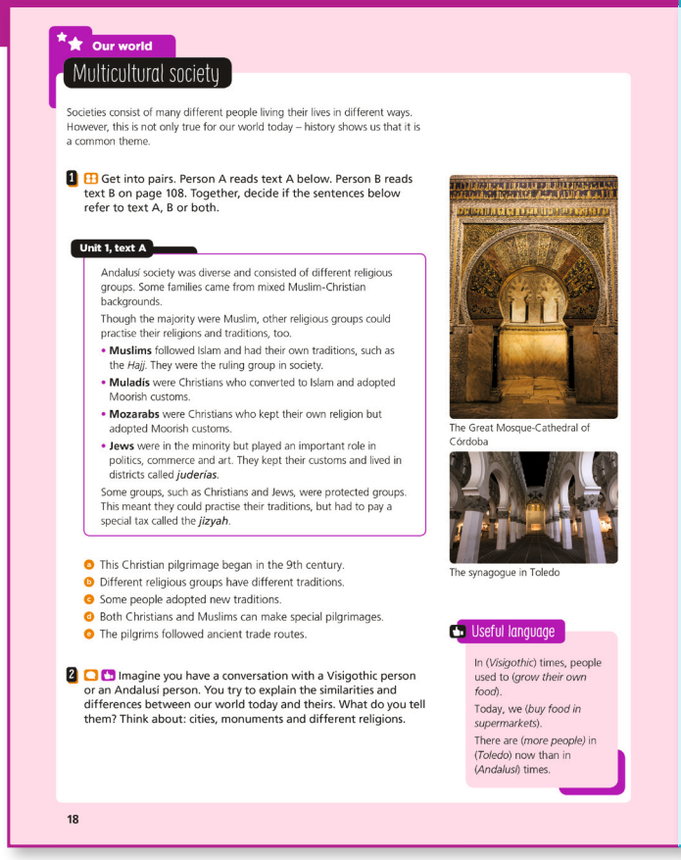
18 OUR WORLD

SUMMARY

On this page pupils will learn about the coexistence of different cultures in Al-Ándalus. They will also learn about two important pilgrimages which were taken at the time. They will compare and contrast society today with Visigothic and Andalusí societies.

LANGUAGE

- Comparisons: There are more / less … than …
- Vocabulary: multicultural, pilgrimage, *Muladí*, *Mozarab*, *Hajj*, *jizyah*



Our world

Multicultural society

Societies consist of many different people living their lives in different ways. However, this is not only true for our world today – history shows us that it is a common theme.

1 Get into pairs. Person A reads text A below. Person B reads text B on page 108. Together, decide if the sentences below refer to text A, B or both.

Unit 1, text A

Andalusí society was diverse and consisted of different religious groups. Some families came from mixed Muslim-Christian backgrounds.

Though the majority were Muslim, other religious groups could practise their religions and traditions, too.

- **Muslims** followed Islam and had their own traditions, such as the *Hajj*. They were the ruling group in society.
- **Muladís** were Christians who converted to Islam and adopted Moorish customs.
- **Mozarabs** were Christians who kept their own religion but adopted Moorish customs.
- **Jews** were in the minority but played an important role in politics, commerce and art. They kept their customs and lived in districts called *juderías*.

Some groups, such as Christians and Jews, were protected groups. This meant they could practise their traditions, but had to pay a special tax called the *jizyah*.

a This Christian pilgrimage began in the 9th century.
b Different religious groups have different traditions.
c Some people adopted new traditions.
d Both Christians and Muslims can make special pilgrimages.
e The pilgrims followed ancient trade routes.

2 Imagine you have a conversation with a Visigothic person or an Andalusí person. You try to explain the similarities and differences between our world today and theirs. What do you tell them? Think about: cities, monuments and different religions.

The Great Mosque-Cathedral of Córdoba

The synagogue in Toledo

Useful language

In (*Visigothic*) times, people used to (*grow their own food*).

Today, we (*buy food in supermarkets*).

There are (*more people*) in (*Toledo*) now than in (*Andalusí*) times.

18

GETTING STARTED

- Write the word *multicultural* on the board. Ask the pupils if they know what it means (*many cultures*). Elicit which religious groups lived on the Iberian Peninsula in the Middle Ages.
- Ask the pupils which of those religions are present in Spanish society today (*all of them*).

STEP BY STEP PAGES 18 AND 108

Ask: *What architectural features do you see in the pictures?* (*Arches and geometric patterns*). What religions do the buildings belong to? (*Islamic and Jewish.*)

Activity 1

- First ask the pupils to read sentences a–e. Tell them to find any key words which are repeated in the sentences (*pilgrim / pilgrimage*, *tradition*).
- Pupils work in pairs and read one text each. They work together to match the sentences to the texts.

Activity 2

Direct pupils to the Useful language box for guidance. Brainstorm what life might be like in their world. Invite pupils to the board to create a mind map with different categories: *religion*, *city* and *culture*.

WRAP IT UP

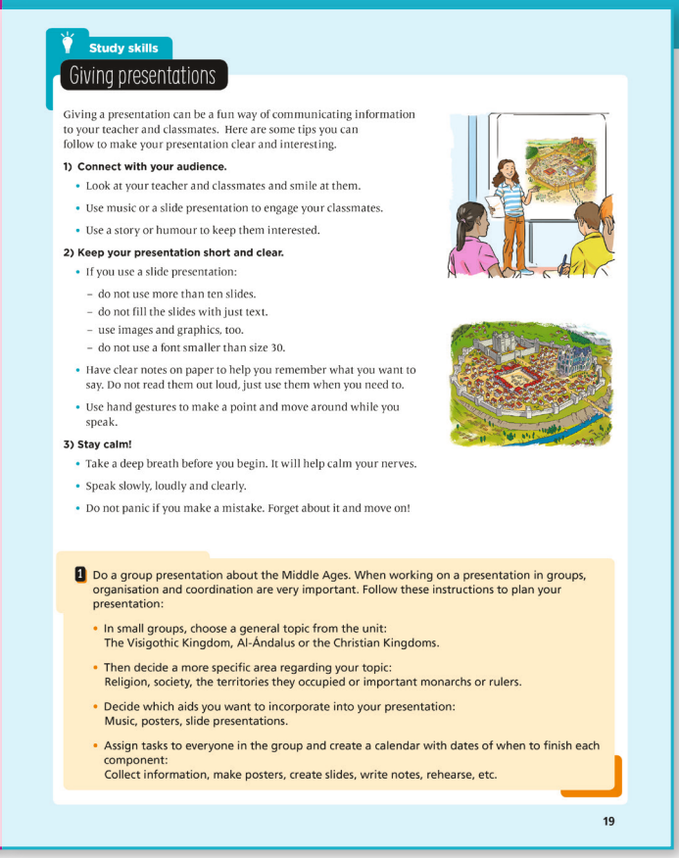
Ask pupils how Muslims in Al-Ándalus showed their respect for people with different beliefs. Encourage the class to speculate on why the Moors were so tolerant.

SOLUTIONS

1 **a.** text B; **b.** text A and B; **c.** text A; **d.** text B; **e.** text B

2 Model answers: cities today are much bigger, they have a mixture of religious buildings, many have town squares, it isn't usual for cities to have walls or castles or forts, public baths aren't common in modern cities, there are markets, shops and shopping centres, buildings are taller and can be made of glass and steel, there is a network of roads, people of all religions often live together

STUDY SKILLS 19



Study skills

Giving presentations

Giving a presentation can be a fun way of communicating information to your teacher and classmates. Here are some tips you can follow to make your presentation clear and interesting.

1) Connect with your audience.

- Look at your teacher and classmates and smile at them.
- Use music or a slide presentation to engage your classmates.
- Use a story or humour to keep them interested.

2) Keep your presentation short and clear.

- If you use a slide presentation:
  - do not use more than ten slides.
  - do not fill the slides with just text.
  - use images and graphics, too.
  - do not use a font smaller than size 30.
- Have clear notes on paper to help you remember what you want to say. Do not read them out loud, just use them when you need to.
- Use hand gestures to make a point and move around while you speak.

3) Stay calm!

- Take a deep breath before you begin. It will help calm your nerves.
- Speak slowly, loudly and clearly.
- Do not panic if you make a mistake. Forget about it and move on!

1 Do a group presentation about the Middle Ages. When working on a presentation in groups, organisation and coordination are very important. Follow these instructions to plan your presentation:

- In small groups, choose a general topic from the unit:
  The Visigothic Kingdom, Al-Ándalus or the Christian Kingdoms.
- Then decide a more specific area regarding your topic:
  Religion, society, the territories they occupied or important monarchs or rulers.
- Decide which aids you want to incorporate into your presentation:
  Music, posters, slide presentations.
- Assign tasks to everyone in the group and create a calendar with dates of when to finish each component:
  Collect information, make posters, create slides, write notes, rehearse, etc.

19

SUMMARY

This page provides pupils with guidelines on preparing for and giving presentations. They will prepare their own group presentations focusing on one of the topics covered in the unit.

LANGUAGE

- Connectors: first, next, lastly, to sum up
- Vocabulary: slide, graphics, font, hand gestures

MATERIALS

Whiteboard, computer.

GETTING STARTED

Pre-teach vocabulary that pupils will need for this lesson: *slide*, *graphics*, *font*, *hand gestures*.

STEP BY STEP PAGE 19

- Ask pupils what they think is important when preparing for and giving presentations. Then read the text and check if their ideas are mentioned.
- Tell the pupils they are going to give a presentation. Explain that to give a good presentation they will need to prepare and practise it.

Activity 1

- With pupils in their groups, tell them it is a good idea to name a secretary to write down decisions.
- Tell the pupils when the presentation will be held and when they can work on their presentations in class. At the end of the planning stage, everyone should know their roles and the schedule.
- Explain to pupils that a good presentation will contain the following: a greeting, an introduction, the main ideas and a closing line and invitation for questions.
- Brainstorm useful language for the presentations, such as:

Hello, we're … and today we'll be talking about …
Our presentation is about …
First, let's talk about …
Next, …
Let's move on to …
My / Our next point today is …
Finally, …
To sum up / In conclusion, …
Now, it's time for questions and answers.

WRAP IT UP

After the groups have given their presentations, each pupil should write down one fact that they learnt from each one.

SOLUTIONS

1 Pupils' own answers.

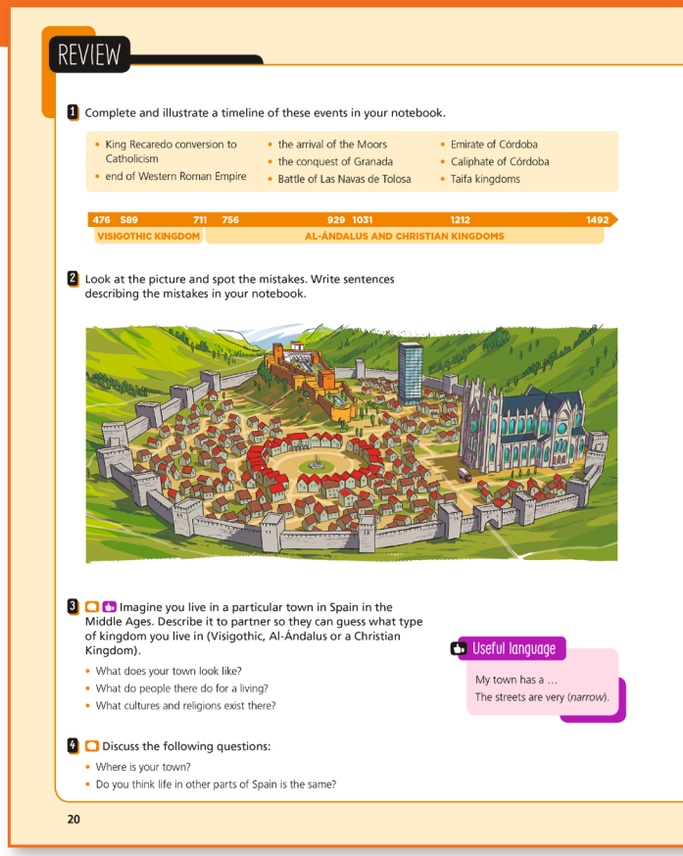
20 REVIEW

SUMMARY

Pupils complete a timeline to recall the chronological events of the Middle Ages. They review the unit content by completing a variety of further activities and taking an end-of-unit test.

LANGUAGE

- Past simple: The conquest of Granada occurred in 1492
- Describing a medieval town: There is a / There are …
- Comparisons: Life in other parts of Spain is … compare with …


REVIEW

1 Complete and illustrate a timeline of these events in your notebook.

- King Recaredo conversion to Catholicism
- end of Western Roman Empire
- the arrival of the Moors
- the conquest of Granada
- Battle of Las Navas de Tolosa
- Emirate of Córdoba
- Caliphate of Córdoba
- Taifa kingdoms

476 589 711 756 929 1031 1212 1492

VISIGOTHIC KINGDOM | AL-ÁNDALUS AND CHRISTIAN KINGDOMS

2 Look at the picture and spot the mistakes. Write sentences describing the mistakes in your notebook.

3 Imagine you live in a particular town in Spain in the Middle Ages. Describe it to partner so they can guess what type of kingdom you live in (Visigothic, Al-Ándalus or a Christian Kingdom).

- What does your town look like?
- What do people there do for a living?
- What cultures and religions exist there?

Useful language

My town has a …
The streets are very (*narrow*).

4 Discuss the following questions:

- Where is your town?
- Do you think life in other parts of Spain is the same?

20

GETTING STARTED

Tell the pupils to choose five words they have learnt in this unit. In pairs, ask them to dictate their words to their partner. Finally, they correct their work together.

STEP BY STEP PAGES 20–21

Activity 1

Ask pupils to look at the events in the word pool. Have them identify the first and last events. Then they should copy and complete the timeline in their notebooks.

AD 476 end of Western Roman Empire
AD 589 King Recaredo's conversion to Catholicism
AD 711 the arrival of the Moors
AD 756 Emirate of Córdoba
AD 929 Caliphate of Córdoba
1031 taifa kingdoms
1212 Battle of Las Navas de Tolosa
1492 the conquest of Granada

Activity 2

Ask the pupils what the picture represents (*a medieval town*).

1 There is no wall surrounding the castle.
2 The castle is Moorish – it should be Christian.
3 The main square is a circle – not a square.
4 There is no market in the square – there is a fountain.
5 There is a bus in front of the cathedral. This did not exist in Medieval times.
6 The skyscraper doesn't belong to that time period.
7 The town hall is missing from the square.

Activity 3

Put the pupils in pairs and introduce the guessing game. Remind pupils to look at the picture in activity 2 for ideas. Draw their attention to the Useful language box.

Pupils' own answers.

Activity 4

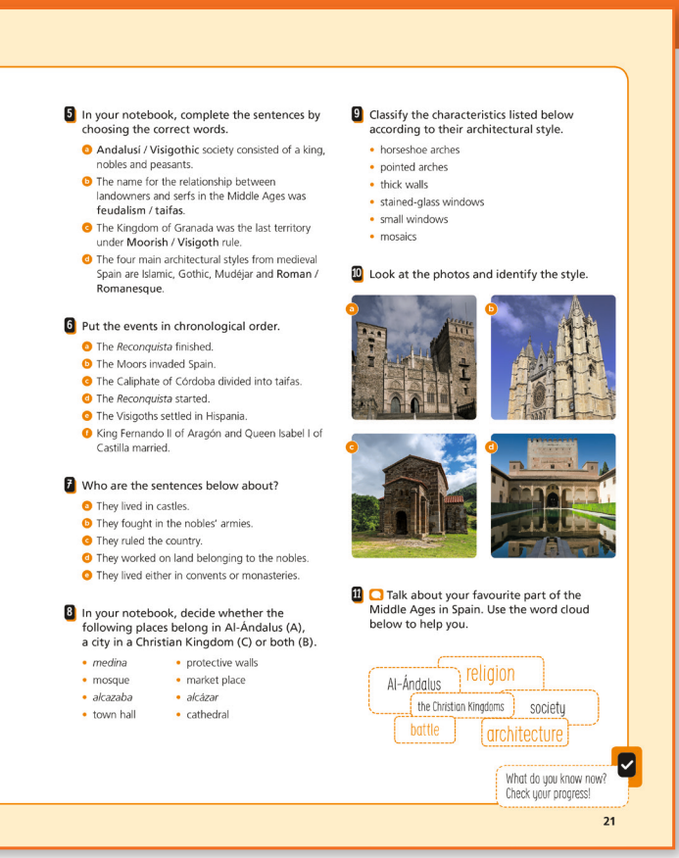
Pupils answer the questions about the kingdom they chose in activity 3.

Model answer: My town is in Madrid. Life in other parts of Spain is different because there aren't so many people and cars.

Activity 5

a. Visigothic
b. feudalism
c. Moorish
d. Romanesque

21



5 In your notebook, complete the sentences by choosing the correct words.

a. **Andalusí / Visigothic** society consisted of a king, nobles and peasants.
b. The name for the relationship between landowners and serfs in the Middle Ages was **feudalism / taifas**.
c. The Kingdom of Granada was the last territory under **Moorish / Visigoth** rule.
d. The four main architectural styles from medieval Spain are Islamic, Gothic, Mudéjar and **Roman / Romanesque**.

6 Put the events in chronological order.

a. The *Reconquista* finished.
b. The Moors invaded Spain.
c. The Caliphate of Córdoba divided into taifas.
d. The *Reconquista* started.
e. The Visigoths settled in Hispania.
f. King Fernando II of Aragón and Queen Isabel I of Castilla married.

7 Who are the sentences below about?

a. They lived in castles.
b. They fought in the nobles' armies.
c. They ruled the country.
d. They worked on land belonging to the nobles.
e. They lived either in convents or monasteries.

8 In your notebook, decide whether the following places belong in Al-Ándalus (A), a city in a Christian Kingdom (C) or both (B).

- *medina*
- mosque
- *alcazaba*
- town hall
- protective walls
- market place
- *alcázar*
- cathedral

9 Classify the characteristics listed below according to their architectural style.

- horseshoe arches
- pointed arches
- thick walls
- stained-glass windows
- small windows
- mosaics

10 Look at the photos and identify the style.

11 Talk about your favourite part of the Middle Ages in Spain. Use the word cloud below to help you.

Al-Ándalus, religion, the Christian Kingdoms, society, battle, architecture

What do you know now? Check your progress!

21

Activity 6

e, b, d, c, f, a

Activity 7

a. monarchy / nobles
b. knights
c. monarchy
d. peasants / serfs
e. clergy

Activity 8

- *medina* (A)
- mosque (A)
- *alcazaba* (A)
- town hall (C)
- protective walls (B)
- market place (C)
- *alcázar* (A)
- cathedral (C)

Activity 9

- horsehoe arches – Moorish
- pointed arches – Gothic
- thick walls – Romanesque
- stained-glass windows – Gothic
- small windows – Romanesque
- mosaics – Moorish

Activity 10

Ask the pupils to draw a table with four columns labelled a–d in their notebooks. They then look at each photo and list the architectural features in the corresponding column. Finally, using this information they write the style at the top of the column.

a. Mudéjar – Gothic: pointed arches, tall structures; Romanesque: small windows; Islamic: horseshoe arches, harmonious proportions, patterns using repetition of geometric and natural motifs.
b. Gothic – rose window, stained-glass windows, pointed arches and tall structures
c. Romanesque – rounded arches, thick walls and low structures
d. Moorish – horseshoe arches, open courtyard

Activity 11

Brainstorm positive things about the Middle Ages on the board. Tell pupils to choose their favourite part, write down three reasons, and share in groups.

360º EVALUATION

Download, print and distribute the end-of-unit test. Compare the test at the end of the unit with the one the pupils did at the beginning. Ask: *What did you learn?* Elicit vocabulary and concepts for the unit for the pupils to complete.

UNIT 1 DIAGNOSTIC TEST

Name: _____

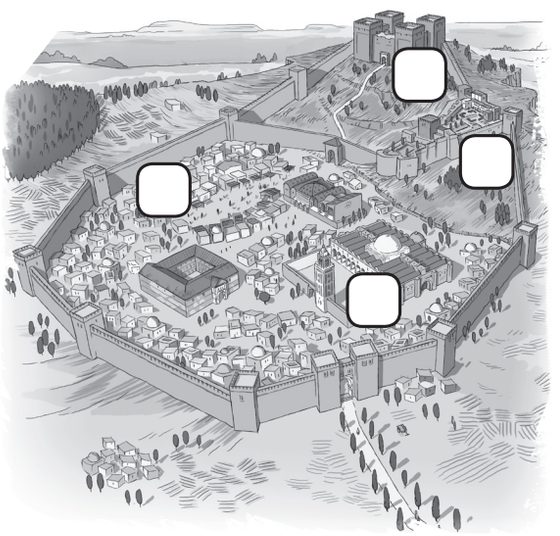
Class: _____

1 Classify the words according to the period.

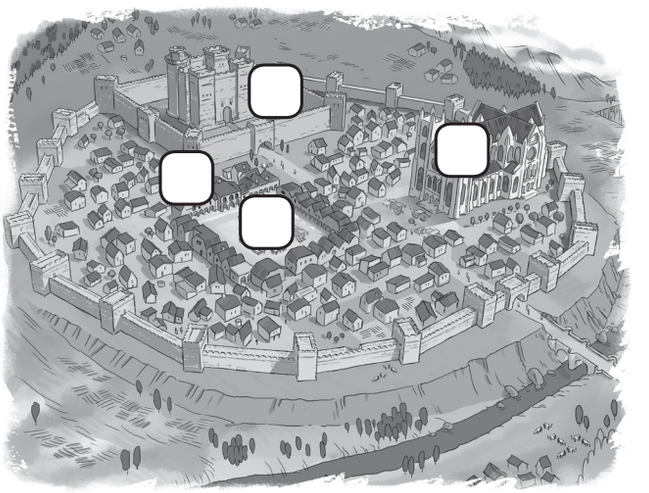
Romanisation clergy cathedral compass first settlements
the Celts aqueducts stone roads Latin calendar stone tools
cave paintings mosque nomads *Reconquista* megaliths irrigation system

Prehistory	Ancient history	Middle Ages

2 Number the pictures.



1. *alcázar*
2. cathedral
3. *zoco*
4. *alcazaba*
5. town hall
6. main square
7. mosque
8. castle



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UNIT 1 PUPIL'S SELF-EVALUATION

Name: _____

Class: _____

What do you know about Medieval Spain? Tick.

	I'm an expert!	**I know some things, but I have some questions!**	**I have lots of questions!**
The Visigoths in Hispania and their culture			
Al-Ándalus on the Iberian Peninsula and Moorish culture			
The *Reconquista* and the Christian Kingdoms			
Social organisation in Medieval society			
The four architectural styles of the Middle Ages			

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UNIT 1 COOPERATIVE LEARNING EVALUATION

Name: _____

Class: _____

Evaluate your cooperative learning. Tick.

Self-evaluation

	Great work!	Good job!	I can do better next time!
I worked well with my group.			
I waited my turn to speak.			
I listened to the rest of the group members.			
I asked for help when I needed it.			

Group evaluation

	Great work!	Good job!	We can do better next time!
We all contributed to the project.			
We shared our ideas and listened to each other.			
We respected each other's opinions.			
We finished our task on time.			
We all helped to prepare the presentation.			
We solved any problems we had effectively.			
We all enjoyed working together.			

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UNIT 1 END-OF-UNIT TEST

Name: _____

Class: _____

1 Circle the words to complete the sentences.

a In the 6th century, the **Moors** / **Suevi** / **Visigoths** controlled the Iberian Peninsula.

b The Visigoths established the capital of their kingdom in **Toledo** / **Granada** / **Madrid**.

c In AD 589 **Abd al-Rahman I** / **King Recaredo I** / **King Fernando I** converted his kingdom to Catholicism.

d The nobles were part of the privileged class and were loyal to the **knights** / **king**.

e The Visigoths were conquered by **Christians** / **Muslims** / **Romans** in AD 711.

f The conquering of **Granada** / **Córdoba** marked the end of the *Reconquista*.

2 Complete the text about Muslim cities in Al-Ándalus.

In a Muslim city, a fort was called an (1) _____, a palace was called an (2) _____ and a place to pray called a (3) _____. The *zoco*, or (4) _____ was in the centre of the city and the craftspeople lived there too in the (5) _____. There were also Jewish quarters called (6) _____.

3 Tick the things the Muslims introduced to Spain.

a metal ☐

b calendar ☐

c Arabic numerals ☐

d aqueducts ☐

e irrigation system ☐

f sewage system ☐

g rice ☐

h oranges ☐

4 Circle the odd one out.

a Christians	Visigoths	taifa	Muslims
b AD 711	domes	Al-Ándalus	AD 589
c caliph	king	emir	Abd al-Rahman
d monks	priests	serfs	nuns
e astronomy	Germanic	Roman law	Christians

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5 Write the dates for the following events.

a Fernando II of Aragón and Isabel I of Castilla married. _____

b The Christians conquered the Kingdom of Granada. _____

c The Christians defeated the Muslims at the Battle of Las Navas de Tolosa. _____

d The Muslims were defeated at the Battle of Covadonga. _____

e Alfonso VI conquered Toledo. _____

f The Muslims invaded the Iberian Peninsula. _____

6 Correct these false sentences about feudalism.

a Most peasants were knights, which means they weren't free people.

_____

b The clergy fought in armies in return for land.

_____

c Knights ruled the country and everything and everyone belonged to them.

_____

d Monks lived in convents and nuns lived in monasteries.

_____

7 Tick the characteristics of medieval cities.

a castle ☐
b mosque ☐
c town hall ☐
d *medina* ☐
e fortified gateway ☐
f local baths ☐
g *zoco* ☐
h cathedral ☐

8 Classify the characteristics according to the style. Write **I** for Islamic, **R** for Romanesque or **G** for Gothic.

a horseshoe arches ☐
b thin walls ☐
c small windows ☐
d pointed arches ☐
e thick walls ☐
f tall structures ☐
g open courtyards ☐
h rose windows ☐
i rounded arches ☐
j domes ☐

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UNIT 1 EVALUATION GRID

Name: _____

Class: _____

Pupils	Explain the origin of the Visigoths and their arrival on the Iberian Peninsula.	Describe examples of Visigothic culture.	Name the important stages of Al-Ándalus.	Describe life in an Al-Ándalus city.	Understand the importance of the Moorish legacy in Spain.	Recognise the stages of the *Reconquista*.	Identify the basic structure of feudalism.	Know the parts of a Christian city.

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UNIT 1 LETTER HOME

Dear Parent / Carer,

In this unit, your child will begin by looking at the photos related to Medieval Spain, the unit topic, on the first two pages. These photos will act as a tool to help the pupils brainstorm ideas and opinions on the subject matter and to assess their previous knowledge. Your child will then revise and reinforce previous knowledge in the *Reflect* section. This section is designed to build pupils' confidence about what they already know and prepare them for the unit subject matter.

After the *Reflect* activities, your child will move on to the *Work together* section in which they will use a cooperative learning technique to complete a group project. Pupils will do research on the city of Toledo in order to learn about Spain's multicultural past, while also developing important team-working and communication skills.

This unit on Medieval Spain will expand on your child's knowledge of Spanish history. This will include the arrival of the Visigoths and the Moors to the Iberian Peninsula and Al-Ándalus' legacy in Spain today. Your child will learn about the different stages of the *Reconquista*, and better understand what life was like in the Christian Kingdoms. Finally, the *Our world* section will encourage your child to reflect on the different religious groups on the Iberian Peninsula during the Middle Ages, and how life in the Middle Ages was different from life today.

Useful language tips throughout the unit will provide language support to your child as they talk about the unit content.

KEY VOCABULARY

- Religions and civilisations on the Iberian Peninsula in Medieval Spain
- Describing parts of Moorish and Christian cities
- Describing architectural styles and their respective features
- The feudal system: monarchy, nobles, knights, clergy, peasants, serfs

Have fun!

Best wishes,

Science teacher

Notes