



SOCIAL SCIENCES

Class Book



3

Oxford
EDUCACIÓN



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Project time!	Let's revise!	Study skills!
Landscapes inspired by Paul Klee	Revision of unit 1	<ul style="list-style-type: none"> • Concept map of unit 1 • Picture dictionary of unit 1
Filtering water	Revision of unit 2	<ul style="list-style-type: none"> • Concept map of unit 2 • Picture dictionary of unit 2
Find out about Christopher Columbus	Revision of unit 3	<ul style="list-style-type: none"> • Concept map of unit 3 • Picture dictionary of unit 3
Class museum	Revision of unit 4	<ul style="list-style-type: none"> • Concept map of unit 4 • Picture dictionary of unit 4
Elect a class council!	Revision of unit 5	<ul style="list-style-type: none"> • Concept map of unit 5 • Picture dictionary of unit 5
How clothes are made	Revision of unit 6	<ul style="list-style-type: none"> • Concept map of unit 6 • Picture dictionary of unit 6

Landscapes

Objectives

In this unit you will learn about...

- natural and man-made landscapes.
- inland landscapes.
- Spain's relief.
- coastal landscapes.
- damaging and protecting landscapes.



Project time!

Let's make
landscape art!



1



4



1. Find the photos with:

- | | | |
|-------------|---------------|---------------|
| a) a river. | d) sea. | g) flowers. |
| b) trees. | e) mountains. | h) buildings. |
| c) houses. | f) a bridge. | i) rocks. |

2. Listen and say which photo.

3. **Think** In your notebook, classify as *water* or *land*.

lake mountain sea river rocks island ocean sand

Different landscapes



What can you see from the highest place in your town or city?

Read and think

1. Read and decide if your local landscape:
 - a) has natural and/or man-made elements.
 - b) is inland or coastal.
 - c) is flat or mountainous.
2. What changes landscapes?

Everything we see around us is a **landscape**. Mountains, roads, lakes, houses, trees, schools and beaches are all elements of a landscape.

- Some elements in landscapes are **natural**: for example, trees, beaches, mountains and lakes.
- Other elements are **man-made**: for example, roads, houses and factories.
- Some landscapes are **inland**. They're far from the sea.
- Other landscapes are **coastal**. They're next to the sea.
- Some landscapes are **flat**.
- Other landscapes are **mountain** landscapes.



This is a natural landscape. It has only natural elements: rocks, a river and trees.

It's an inland landscape and it's also a mountain landscape.



This landscape has natural elements, such as a beach. It has many man-made elements too: buildings, roads and swimming pools. It's a coastal landscape and it's also flat.



Landscapes change

Landscapes change because of **natural** causes. **People** also change landscapes.



Rain, wind and snow change landscapes. Volcanic eruptions, floods and earthquakes change landscapes too. These are natural changes. People make fields to grow food, build towns to live in and make roads to travel on. These are man-made changes.

Activities

3.  Listen and repeat.  Listen again and only repeat the words that cause natural changes in landscapes.

floods fields roads snow volcanic eruptions towns earthquakes wind

4. In your notebook, write *true* or *false*. Correct the false sentences.

- a) A bridge is a natural element in a landscape.
- b) Mountains are natural elements in a landscape.
- c) Making a field changes a landscape.
- d) Rain causes man-made changes in a landscape.

5.  **Create** Find a photo of a landscape and stick it in your notebook. Then write a description.

This is a ... landscape. It's...
This is a landscape with ... It has...

6.   **QUIZ** Check your learning.

Inland landscapes

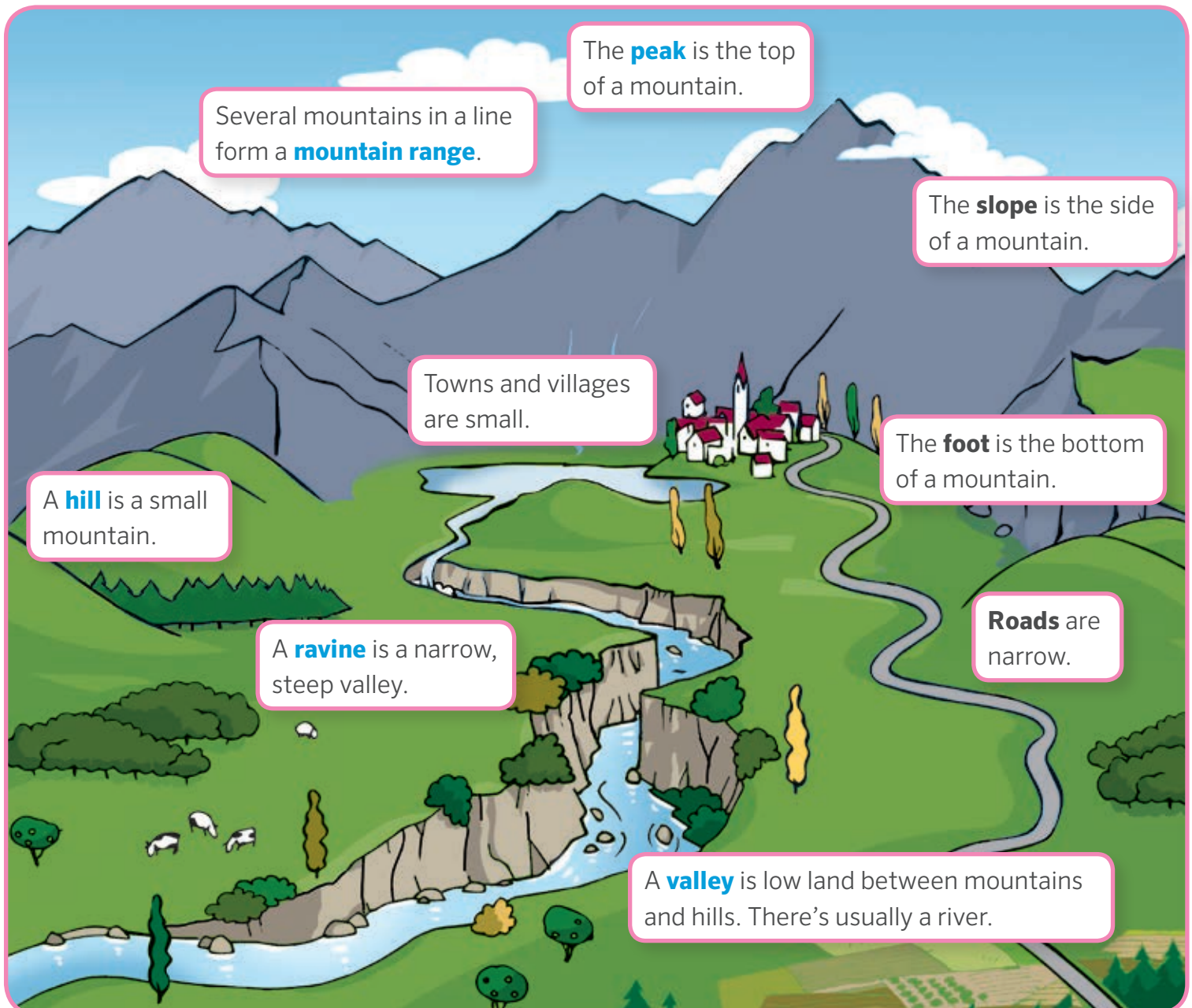


Do most people live in a mountain landscape or a flat landscape? Why?

Read and think

1. How many words to describe mountain landscapes can you find on this page? What do they mean?
2. How are a plain and a plateau different?

Mountain landscapes have one or more mountains. A mountain is a high landform with a peak.



Flat landscapes don't have mountains or hills. They have **plains** and **plateaus**.






A plain is a large area of low, flat land.



A plateau is a high plain.

Activities

3.  **Listen and blend the sounds. Then guess the word.**
4. **In your notebook, order the words to make sentences. Then draw pictures for the sentences.**
 - a) mountain A a small is hill
 - b) The of is the peak a mountain top
 - c) valley is A low land mountains between
 - d) plateau high a is A plain
5. **Copy the sentences, choosing the correct word.**
 - a) A ravine is a *narrow/wide*, steep valley.
 - b) A mountain is a high landform with a *hill/peak*.
 - c) *Flat/mountain* landscapes have plains and plateaus.
 - d) The slope is the *bottom/side* of a mountain.
6.   **Check your learning.**

Spain's relief



Which mountain range is the closest to your town or city?

Read and think

1. Read and find the name of:

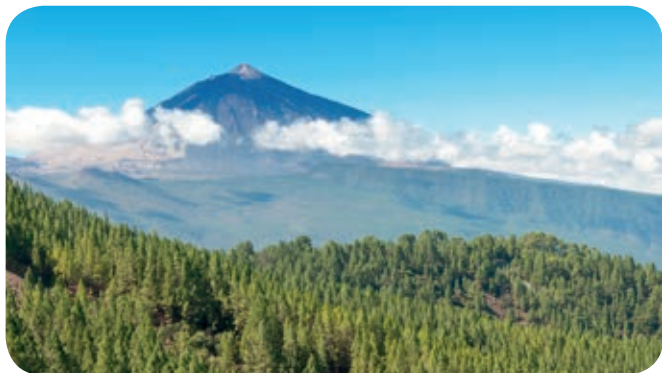
- a) the big plateau in the centre.
- b) the mountain range in the south.
- c) the two mountain ranges in the centre.

Spain has different **mountain ranges** and a big **plateau** in the centre called the **Meseta**.



In the centre of Spain there are two mountain ranges: the **Sistema Central** and the **Montes de Toledo**. Around the Meseta there are three mountain ranges: the **Sistema Ibérico**, the **Sierra Morena** and the **Cordillera Cantábrica**.

In the north the **Pyrenees** form a natural border with France. The **Sistemas Béticos** are in the south.



Mount Teide (3 718 m) is the highest mountain in Spain. It's in the Canary Islands. It's the third highest **volcano** in the world.



Mulhacén (3 478 m) is the highest mountain in the Iberian Peninsula. It's in the Sierra Nevada, which is part of the **Sistemas Béticos**.

Activities

2.   Say the *Spain* chant.

3. In your notebook, write *true* or *false*. Correct the false sentences.

- a) The **Sistemas Béticos** form a natural border with France.
- b) The big plateau in the centre of Spain is called the Meseta.
- c) The **Cordillera Cantábrica** is in the north of Spain.
- d) The **Sistema Central** is south of the **Montes de Toledo**.

4.  **Think . . .** Order these mountain ranges from north to south.

Sierra Morena Pyrenees **Sistemas Béticos**
Sistema Ibérico Montes de Toledo

5.   **Do!** Colour and label the mountain ranges on template 1.1.

6.   **QUIZ** Check your learning.

Coastal landscapes



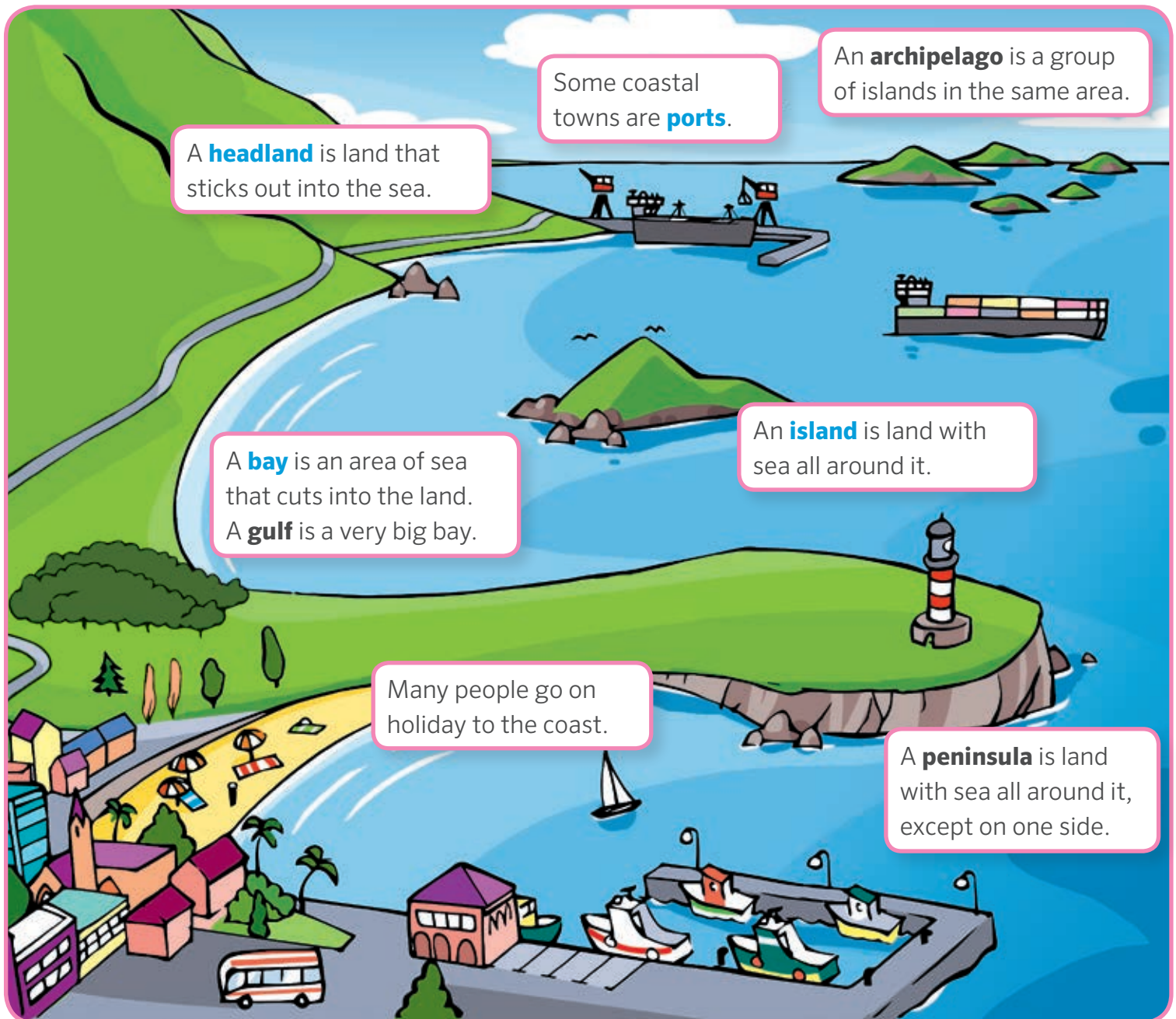
What can you see at the beach?

Read and think

1. Read and find the difference between:

- a) a bay and a headland. c) a peninsula and an island.
- b) a bay and a gulf. d) an island and an archipelago.

The **coast** is the part of the land that is next to the sea or an ocean. Some coasts are straight. Others are irregular and have different landforms.



Coastlines can have **cliffs** and **beaches**.



A cliff is high, rocky land next to the sea.



A beach is low, sandy land next to the sea.

Activities

2.   Say the *Landscapes* chant.

3. What am I? Read the clues and write the words in your notebook. There are three extra words!

beach island archipelago bay cliff peninsula gulf

- a) I have water all around me. I'm not part of a group.
- b) People like to come here in the summer. I have a lot of sand.
- c) I'm high and rocky. You can find me next to the sea.
- d) I have water all around me except for one side.

Now write a new clue and ask your partner.

4.   Look at the map of Spain on page 10 and answer the questions.

- a) How many archipelagos are there in Spain?
- b) What are their names?

  Now draw a picture of one of the archipelagos. Write the names of the islands.

5.   Check your learning.

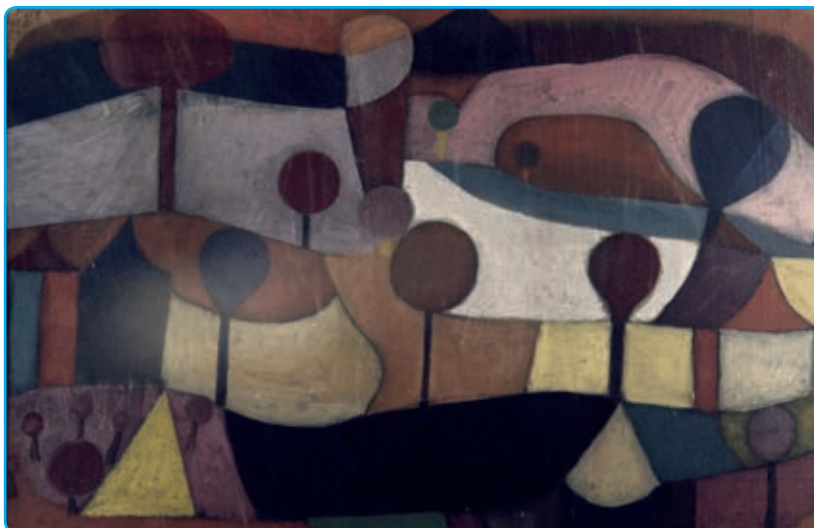
Project time!



Do all artists paint landscapes the same way?

RESEARCH

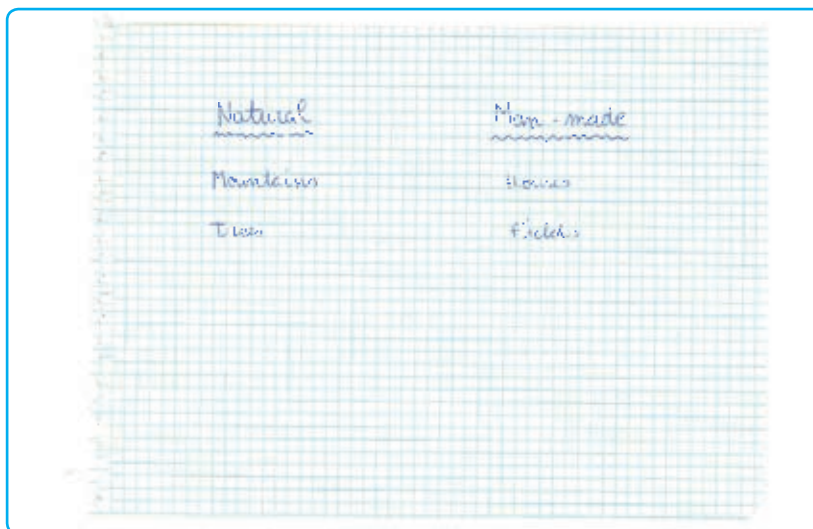
- **Think, pair, share!** With a classmate, look at this painting by Paul Klee.
- a) What shapes can you see?
- b) What do they represent?
- c) What colours are in the painting?
- Find more landscapes by Paul Klee on the Internet.
- Which is your favourite? Why?



DO

MATERIALS

- paper
- pencil
- dark coloured card
- oil pastels



1. Make a list of natural and man-made elements you want to include in your landscape drawing.



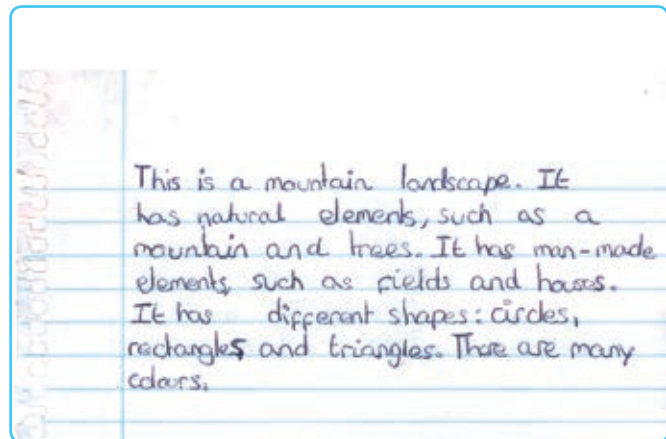
2. Draw your landscape in pencil. Use circles, squares, rectangles and triangles to represent the natural and man-made elements.



3. Copy your landscape on the card in the style of Paul Klee. Colour your shapes with oil pastels.



4. Display your landscape on the wall.



5. Write a description of your landscape.

SHARE

- **Collaborate**  Invite other classes and parents to an exhibition of landscape art.
- Choose a place in your school to display your landscapes.
- Put the description and artist's name next to each drawing.
- Make and deliver invitations.



Damaging and protecting landscapes



Have you ever visited a national park? What did you see?

Read and think

1. Read and find:

- a) three ways people damage landscapes.
- b) three ways you can protect landscapes.

People get many things they need from landscapes. For example, we get wood from trees and we get oil from under the ground. Some of these actions **damage** landscapes.



We **extract** coal and oil from under the ground. We do this, for example, to make electricity. If we use all the coal and oil, there won't be any more left.



We **cut down** trees and damage forests. We do this to grow food and to make homes. If we damage forests, many animals lose their habitats and die.



We have cars and factories. They **pollute** the air and water. If we pollute the air, it's bad for our health. If we pollute a river, many fish and plants die.

How to protect landscapes

- Put your rubbish in a bin.
- Don't start fires.
- Plant new trees after a fire.
- Don't stand on plants.
- Don't disturb animals.
- Walk on paths.



National parks are areas of **protected** landscapes. In a national park you can't build a house, hunt animals or cut down trees. You can visit and go for a walk, but you must respect the landscape.

- 1 Islas Atlánticas de Galicia
- 2 Picos de Europa
- 3 Ordesa y Monte Perdido
- 4 Aigüestortes i Estany de Sant Maurici
- 5 Sierra de Guadarrama
- 6 Monfragüe
- 7 Cabañeros
- 8 Tablas de Daimiel
- 9 Archipiélago de Cabrera
- 10 Doñana
- 11 Sierra Nevada
- 12 Caldera de Taburiente
- 13 Garajonay
- 14 Teide
- 15 Timanfaya



Activities

2. **Sing the *Landscapes are beautiful* song.**
3. **Complete the sentences in your notebook.**
 - a) When we damage forests...
 - b) When we pollute rivers...
 - c) When we use all the coal...
4. **Look at the map and answer the questions.**
 - a) How many national parks are there?
 - b) How many are on islands?
 - c) Name two parks in northern Spain.
 - d) Which park is nearest your home?
5. **Check your learning.**

Let's revise!

1.

QUIZ

In your notebook, write the correct answer.

a) Mountains, rivers and the sea are...

1. natural elements.
2. man-made elements.
3. natural and man-made elements.

b) Volcanic eruptions and building roads cause...

1. natural changes in a landscape.
2. man-made changes in a landscape.
3. natural and man-made changes in a landscape.

c) Several mountains in a line form...

1. a plain.
2. a mountain range.
3. a valley.

d) The Sistemas Béticos are...

1. in the south.
2. in the west.
3. in the centre.

e) Bays and cliffs are part of...

1. a mountain landscape.
2. an inland landscape.
3. a coastal landscape.

f) People damage landscapes by...

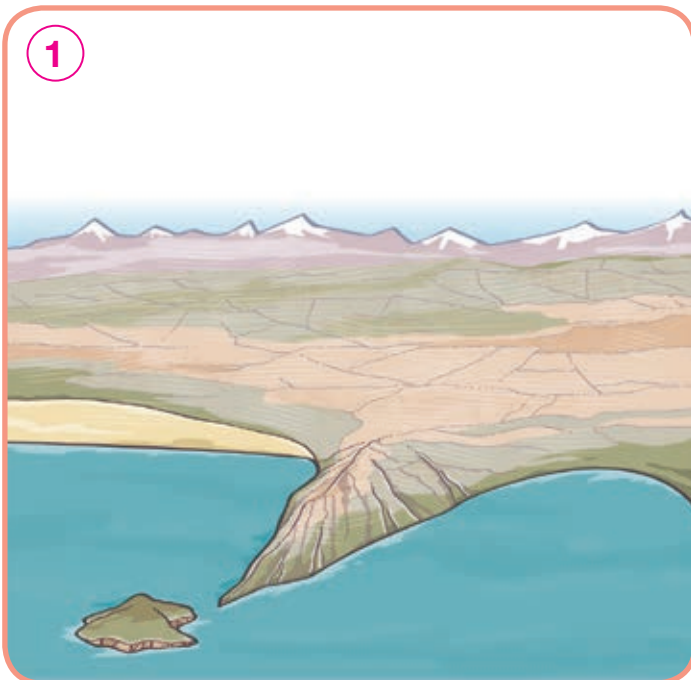
1. making national parks.
2. cutting down trees.
3. planting new trees after a fire.

2.

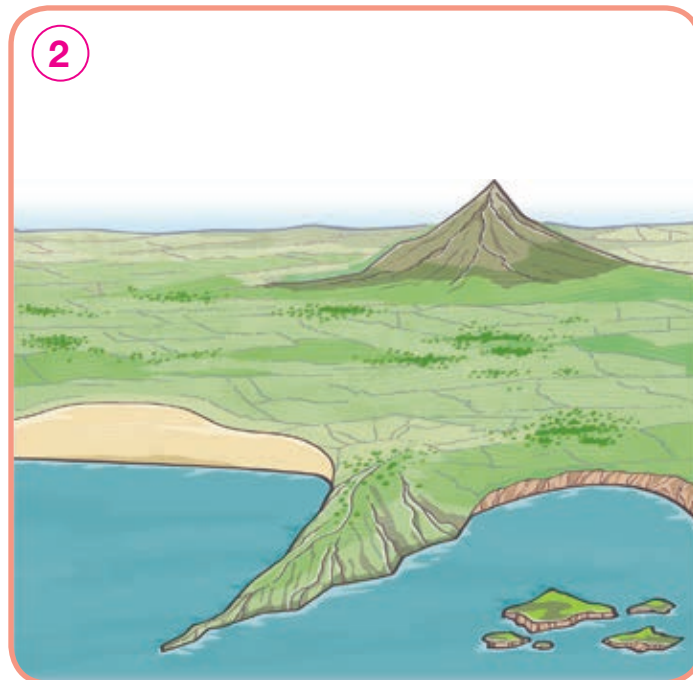


Listen and say which picture.

1



2



3. Copy the sentences, choosing the correct word.

- a) A plateau is a landform that is *lower/higher* than a plain.
- b) A peninsula is land with sea on all sides except *one/two*.
- c) A valley is *high/low* land between mountains.
- d) A road is a *natural/man-made* element in a landscape.
- e) The Meseta is in the *north/centre* of Spain.
- f) The *Cordillera Cantábrica/Sierra Morena* is in the north of Spain.
- g) The highest mountain in Spain is in the *Balearic/Canary Islands*.
- h) Extracting coal *damages/protects* the landscape.

4. Copy and complete the sentences.

- a) Tom can see the sea all around in every direction. He's on an i .
- b) Alice is looking down and can see the sea below. She's on a c .
- c) Paul is walking on sand. He's is on a b .
- d) Fiona can see mountains on the right and on the left. She's in a v .

5. Write *true* or *false* and correct the false sentences.

- a) The Sierra Nevada is part of the Sistema Central.
- b) The Pyrenees form a natural border with France.
- c) The Montes de Toledo are in the centre of Spain.
- d) There are 25 national parks in Spain.
- e) Spain has one archipelago: the Balearic Islands.
- f) Mulhacén is the highest mountain on the Iberian Peninsula.

My work in this unit is...



OK



good



excellent

Ask a classmate.

Study skills!

1.

Think

In your notebook, copy and complete the concept map using the words from the unit.

peninsula peak Sistema Ibérico cliff roads plateau valley
Sistemas Béticos houses bay



2.

Collaborate



Play / spy in groups of three or four.

- Take turns choosing a page from the unit.
- Choose something in a picture or photo.

I spy with my little eye something beginning with 'r'.

No.

Yes.

Is it a river?

Is it a road?

PICTURE DICTIONARY



bay



cliff



headland



hill



island



mountain range



peak



plain



plateau



port



ravine



valley

Think about ANDALUSIA Project

Andalusia nature edition!



Discover Andalucía

Andalucía is in the south of the Iberian Peninsula, between the Atlantic Ocean and the Mediterranean Sea. The Sierra Morena mountain range marks the northern border of Andalucía. There are many different landscapes in Andalucía.

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



- What do the brown areas represent? What do the green areas represent?
- What do the blue lines represent?
- Which mountain ranges can you see?
- Which flat areas can you identify?

2. Look at the map and match these rivers to the descriptions.

Guadalquivir Andarex Guadiana Guadiato Tinto Genil

- It's on the border between Andalucía and Portugal.
- It's a tributary of the Guadalquivir. Its source is in the Sierra Morena.
- It flows into the Atlantic Ocean. It's parallel to the Odiel.
- Its source is in the Cordillera Subbética. It crosses Andalucía and flows into the Atlantic Ocean.
- It's a tributary of the Guadalquivir. Its source is in the Sierra Nevada.
- Its source is in the Sierra Nevada and it's to the east of the Guadalfeo.

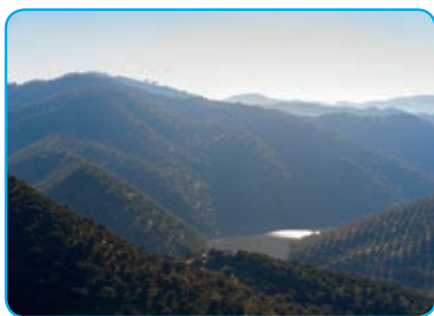
3. **Think, pair, share!** In your notebook write definitions for these landforms. Then share them with a classmate. Say examples from Andalucía or the rest of Spain.

plain mountain valley plateau marshland mountain range river

A ... is an area of low land between mountains.

Yes! The Guadalquivir flows through a...

4. Look at the photos. Copy and complete the sentences about the relief of Andalucía.



Sierra Morena



Mulhacén, in the Sistemas Béticos



The Guadalquivir Valley

- a) [] and [] are two main elements of Andalucía's relief.
 b) In the [] we find the highest peaks in the Iberian Peninsula: Mulhacén and Veleta.
 c) The Guadalquivir River is in the [].

5. **Think...** Look at the map on page 116. Copy and complete the table.

River	Source	Tributaries	Flows into
[]	Sierra de Cazorla	Guadiato; Genil; []	Atlantic Ocean
Guadiana	Lagunas de Ruidera	Záncara	[]
Guadalhorce	Puerto de los Alazores, Cordillera Penibética	Grande; Turón	[]
[]	Laguna de la Mosca, Sierra Nevada	Cubillas; Cacín; Cabra	Guadalquivir
[]	Cerro de la Caraveruela, Sierra Morena	Guadiatillo; Arroyo Albarado	Guadalquivir

Research

1. **Think, pair, share!** With a classmate, review what you've learned about the relief and rivers of Andalucía. Say if these sentences are true or false.

- a) The Sierra Morena and the Sistemas Béticos are the two main mountain ranges in Andalucía.
- b) The Genil and Guadiato are two tributaries of the Guadiana.
- c) The Cordillera Penibética and the Cordillera Subbética together form the Sistemas Béticos.
- d) The Guadalquivir Valley is high and mountainous.

2. **Read the text. Then copy and complete the sentences in your notebook.**



Hí! My name is Rocío and I live in Huéscar. I'm very excited because I'm going on a school trip around Andalucía!

On Monday we'll go to Cazorla, where we'll visit the natural park. The Sierra de Cazorla is part of the Sistemas Béticos and the park is full of beautiful plants and animals.

On Wednesday we'll go to another natural park in Despeñaperros. I really want to see the ravine, which is part of the Sierra Morena. It's 600 km long!

On Friday we'll go to Córdoba, a beautiful city with lots of things to see and do. It's in the Guadalquivir Valley, which is a large area of flat land between the Sierra Morena and the Cordillera Subbética. We'll be able to see the river from the famous Alcolea Bridge!



- a) Rocío will visit natural parks.
- b) She wants to see the in the Sierra Morena.

- c) Córdoba is in the valley.
- d) The Sierra de Cazorla is part of the .

3. **Do!** In small groups, find out where these rivers are and which sea or ocean they flow into. Then copy and complete the table in your notebook.

Iro Guadalete Almanzora Salado Vélez Barbate Adra Algarrobo

Then copy and complete the table in your notebook.

Flows into the Atlantic Ocean	Flows into the Mediterranean Sea

4. Read the interview and answer the questions.

Luis Jiménez is a biologist at Doñana National Park.

Luis: Hi Carlos! I work at an amazing national park between Huelva and Sevilla. There are lots of different landscapes and ecosystems in Doñana, such as forests, plains, marshlands and dunes.

Carlos: Are there any other national parks in Andalucía?

Luis: Yes, there's another one between Almería and Granada, called Sierra Nevada National Park. It's a mountain ecosystem where we find hundreds of different plants and animal species.

Carlos: What can we do to protect these parks and other ecosystems in Andalucía?

Luis: There are lots of things you can do. At home, don't waste water or energy and always recycle your rubbish. When you visit these places don't disturb animals and don't step on plants, and always try to walk on paths. Put your rubbish in a bin. And of course ... Never start a fire! It's very dangerous!



Marshland in Doñana National Park

- How many national parks are there in Andalucía?
- Name three things you can do at home to protect Andalucía's ecosystems.
- Name three things you shouldn't do in a national park.

Collaborate

Make a 3D map of Andalucía.

RESEARCH

1. In groups of four, look at the Andalucía map template. Use a physical map to remember what you've learned about relief and rivers in Andalucía.
2. In your notebook, copy and complete the table with the names of landforms and rivers you're going to include in your 3D map.


Landforms	Rivers

3. Share your information with your group. Decide together which rivers and landforms to include in your 3D map. Make a list.



RELIEF	RIVERS
Sierra Morena	Guadiana
Sierra Nevada	Orbigo
Sierra de Ronda	Tinto
Sistema Penibético	Guadiana
Sistema Subbético	Guadalquivir
Mulhacén	Carbonero
Despeñaperros	Guadalete
	Genil
	Guadalquivir
	Guadalejo
	Andarax

MATERIALS

- brown, green and blue plasticine
- small labels
- tape
- toothpicks
- template 7.1 
- a base for your map, such as piece of cardboard

Think about Andalusia

TEMPLATE 7.1



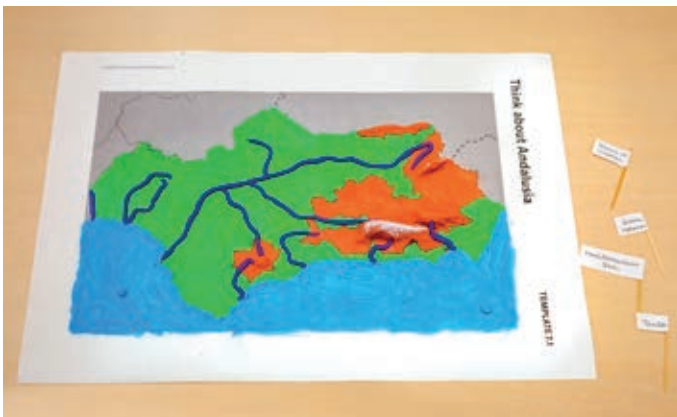
CREATE



1. Decide who's going to make each part of the display. Prepare small labels.



2. Add the mountains and the rivers. Use brown and blue plasticine.




3. With green plasticine, add the flat land. Use blue plasticine for the sea and ocean.



4. Label some of the mountains, valleys, rivers and the sea and ocean.

SHARE

- Collaborate**  In your group, present your 3D map. Use it to talk about the main rivers and landforms in Andalucía.
 - Which mountains and rivers are there?
 - How can we protect them?
- Take your 3D map to another class or display it in a corridor of your school.