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Master's Dissertation/
Trabajo Fin de Máster

FLIPPED CLASSROOM: A PRACTICAL PROPOSAL FOR 4TH GRADE OF PRIMARY EDUCATION

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ABSTRACT

This final Master's Dissertation consists of a practical approximation to the CLIL model, which is based on teaching non-linguistic subjects contents through a foreign language (L2). We will start from a theoretical framework which will place the main concepts belonging to this approach, and later, we will carry out a practical proposal to be implemented in the fourth grade of Primary Education through the Flipped Classroom model.

Moreover, this proposal of activities will be developed taking into account an eminently practical and interactive character. For this purpose, ICT and cooperative learning techniques will be used to create knowledge.

Keywords: *CLIL, non-linguistic areas, Flipped Classroom, ICT, cooperative learning.*

RESUMEN

El presente Trabajo Fin de Máster consiste en una aproximación práctica al modelo AICLE basado en la enseñanza de los contenidos de las áreas no lingüísticas a través de la lengua extranjera (L2). Partiremos desde un marco teórico que situará los principales conceptos pertenecientes a este enfoque y posteriormente, llevaremos a cabo una propuesta práctica para ser implementada en el cuarto curso de Educación Primaria a través del modelo Flipped Classroom o clase invertida.

Además, la propuesta de actividades que se desarrollará tendrá un carácter eminentemente práctico e interactivo utilizando las tecnologías de la información y la comunicación así como las técnicas de aprendizaje cooperativo para producir conocimiento.

Palabras clave: *AICLE, Áreas no lingüísticas, clase invertida, Tecnologías de la Información y la Comunicación (TIC), aprendizaje cooperativo.*

1. INTRODUCTION

1.1. Setting the Scene

Our modern society is connected with technology in a close relationship. Our permanent use of the internet and the necessity of having information at the moment for work, learning or leisure makes it essential to master different strategies to deal with data at a high level. Besides, nowadays, children are related to technology from an early age: They have contact with toys, smart TVs, smartphones, tablets, and videogames. That relationship with gadgets and the possibilities that offer the net was unthinkable some decades before. However, why do we teach through traditional models in 2023? Why are we so dependent on textbooks as the only resource in class?

Increasingly, this current lifestyle and the progressive digitalization are opposed to the reality of schools which are scarcely equipped. Computers, digital boards, or projectors are, in many cases, obsolete or malfunctioning. On the other hand, the low speed of the net or the incompatibility of new applications with the operative systems makes access to digital resources difficult. Thus, teachers tend to use paper books and teach like they learnt thirty years before.

Furthermore, we can find a type of teachers who show certain resistance to being trained in the new demands, challenges and trends, who need to be motivated and rewarded to participate in actions of training. Thus, whatever content they learn, no matter how little, it will benefit the class learning.

2020 marked a milestone in teaching due to the global pandemic caused by the COVID-19 virus. From one day to another, schools were empty to avoid the spread of the virus and the wave of infections. Thus, teachers were obliged to continue their work from their houses. Most of them did not carry out a video conference in their life, and they were not familiar with applications, programs or educative platforms to attend to the students and continue the educative labour of teaching them. On the other hand, students did not have a solid digital competence far away from the world of videogames, and their lack of knowledge became evident. Therefore, parents had to act as co-tutors to guide the teacher's instructions and help them with the virtual classes and the activities uploaded to the platforms.

The lockdown made bloom different materials and applications work online. Homes became a centre of learning at the same time that schools remained closed. It

demonstrated that another kind of education is possible. The class is not the only place to work on the content, but students can carry out several activities at home through the net. Teachers recorded videos, celebrated videoconferences and used platforms like Google Classroom or ‘Moodle centros’ to organise their work and sequence their learning.

Therefore, the traditional class where students are passive empty vessels to be filled with knowledge and contents has to make way for a more active, participatory and interactive model. Students will express their opinions, defend their ideas in debates and will be able to produce knowledge through elaborated presentations and final products which can be useful for their own society. Thus, some characteristics of both models are compared in Table 1:

Traditional Classroom	Flipped Classroom
Teacher-centred	Student-centred
Master class and activities in class	Online activities to be read in advance
Teacher as a lecturer	Teacher as facilitator
Teacher talks lots of time	Teacher talks minimal time

Table 1: Traditional Classroom vs. Flipped Classroom. Own elaboration.

1.2 Justification and Relevance

Through my short experience as a temporary Primary Education Teacher, I have worked in several bilingual schools where traditional teaching was dominant, the textbook was the principal resource to lead the unit, and the test was the only way to evaluate students. To my mind, this obsolete way of teaching is opposite to our society’s current tendencies and paradigms, where the relation with technology is a close pillar which surrounds us. Moreover, it is essential to get students motivated through a wide variety of activities where students can improve and develop their key competences.

In addition, we have to promote a practical way of learning where the contents studied through the unit could be used in the daily life of students. We cannot teach unit after unit without causing relevance in students. Getting students’ interest through the use of the language and the content will make easier future learning and predisposition to learn. Students will be motivated for the next stages of their educative lives depending on our teaching model and the footprint that we leave on them. Good

learning will cause more interest in learning. However, bad learning will produce bad results, rejection to study and school dropout.

Finally, in spite of being the last unit of all textbooks, I have chosen to develop my project around the topic of Prehistory and Ancient History. This topic is highly motivating for students because they can compare their own life with ancient civilisation's lives through their traditions, clothing, and feeding, among others. As mentioned above, this unit usually takes place at the end of every course when students are tired and they are thinking about their holidays. However, History deserves a better place in the school schedules and curriculum. Studying the origins of our own culture is as significant as knowing the water cycle or the population structure. Thus, despite having few hours in the current school timetable, Social Science should have enough recognition to train students as responsible citizens who show respect for other cultures, traditions and religions and be aware of the importance and respect of human rights. History helps us to avoid the mistakes that some past civilisations and characters made. Moreover, it makes us aware of democratic values and a common life where diversity is part of every society. Therefore, if we can carry out an attractive variety of activities, students will enjoy and live History by themselves.

1.3 Objectives

This Master's Dissertation tries to be close to a different methodology, far away from passive and traditional approaches. Therefore, our main aim will be to develop a student-centred methodology as Flipped Classroom through a specific lesson plan. This will provide meaningful learning in students as an element of the quality of our teaching. To reach this objective, the next specific targets will be established:

- To foster autonomy in language and content learning (Prehistory and Ancient History).
- To develop meaningful learning through a variety of activities and tasks using ICT and cooperative learning.
- To foster the use of cooperative learning techniques.
- To elaborate a proposal of activities where all the students could develop their abilities and capacities to the maximum, considering their personal characteristics and catering to diversity.
- To develop attitudes of curiosity and respect for aspects from different cultures.

2. THEORETICAL FRAMEWORK

2.1 What is CLIL?

Content and Language Learning (CLIL) is a methodology whose main aim is to learn a foreign language through other subjects. Specifically, we can consider its origins around the 1990s when some European institutions coined this term to tackle the foreign language deficit in the continent. According to Marsh and Langé (2000, p.2), CLIL is defined as “a dual-focused education approach in which an additional language is used for the learning and teaching of both content and language”. Therefore, contents related to Science, Arts or Maths are taught in a different language than the mother tongue. Thus, exposure to the language is more significant than studying a second language as a particular subject.

In fact, there is no a single way of implementing the model CLIL, but it presents several variants which allow adapting to the heterogeneity of contexts and students' necessities. (Dueñas, 2004, p. 75). Thus, we can identify a variety of factors that can affect the type of CLIL of a centre, such as operating factors, among which stand out language levels of students and teachers, opportunities to receive extracurricular classes and collaboration with other countries (Coyle et al., 2010). On the other hand, Wolff (2005) identifies environmental parameters such as time of exposure to the target language and subjects chosen to be taught in L2 or linguistic situations (monolingual or multilingual area).

Finally, Mehisto et al. (2008, p. 7) state some characteristics of CLIL:

- It implies modernisation and carries out a change in how to work. The traditional approach based on master classes changes to a model where teachers act as facilitators and provide guide to the students. The use of technology connects the class environment with the work of the students in their homes.
- It helps to meet the knowledge in a global set to be used in the future. The artificial division of the knowledge in subjects changes to a global use to be applied and solve problems daily life problems.
- It joins the content and language learning. The increase of exposition to the language through the non-linguistic areas makes the assimilation of the language easier and motivates the students to acquire the contents.

- It helps to individual and cooperative work. Tasks at home through the use of ICT help to motivate students rather than book and pencil activities. On the other hand, developing teamwork activities in class contributes to the socialisation of the students and the interchange of ideas and opinions to get a common final product.
- Support to innovate and the development of common objectives. Far away from using paper and cardboard to design a presentation, students can use ICT, such as video editors, chroma and new applications, among others.
- It leads to appreciating the learning of the language. It helps to change the vision of the language as a simple subject where they have to get a mark. They can find a real use of the language through contact with different topics, debates and more ambitious projects.

2.1.1 The 4Cs Framework

However, this approach has some particular differences regarding other types of bilingual educative methodologies. Coyle (2007) establishes the 4Cs framework as an answer to integrate the most relevant aspects of CLIL: Content, Communication, Cognition and Culture:

- **Content:** Knowledge, abilities and the body of the subject's curriculum. The language is taught through a series of topics where grammatical structures, vocabulary and pronunciation will be connected with the students, taking into account their level.
- **Communication:** We learn a language to communicate with others. The most significant aspect regarding the use of language is interaction instead of accuracy.
- **Cognition:** It implies cognitive processes. Thinking skills are developed, such as comprehension and language.
- **Culture:** Students learn about their own culture and the culture of the foreign country whose language they are learning. Knowing and respecting other cultures helps carry out democratic citizenship.

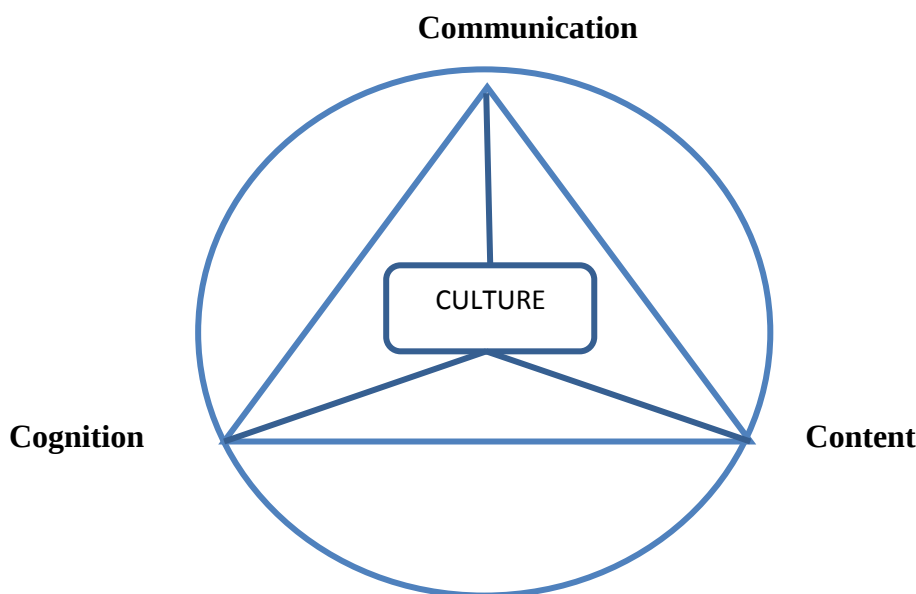


Fig 1 Coyle's 4Cs Framework. Based on (Coyle, 2006, as cited in Coyle 2007, p. 551)

2.1.2 The Language Triptych

Another significant aspect of CLIL is the use of the language, which is a medium of instruction rather than a target itself. Thus, we can differentiate two types of languages into a CLIL Lesson: BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) (Cummins, 1999, p.2). The former refers to the usual language in class: ask permission formulas, greetings, questions and requests to the partners, among others. It makes communicative interaction easier in a foreign language. As a result, students feel self-confident regarding using L2 in daily life. The latter uses the language with academic purposes to instruct the students in scientific concepts or events. The combination of both factors (BICS and CALP) contributes to what Coyle and Baetens Beardsmore (2007, p.551) designate as the **language triptych**. This means the development of:

- **Learning of learning:** This is the language necessary to access the knowledge of the subject.
- **Learning for learning:** This is the language which allows communication in the daily life of the environment of the class. Classroom language is included in this category.
- **Learning through learning:** It is the language that results from its use in the teaching-learning process. Students develop new language levels to progress and acquire and increase their competence level.

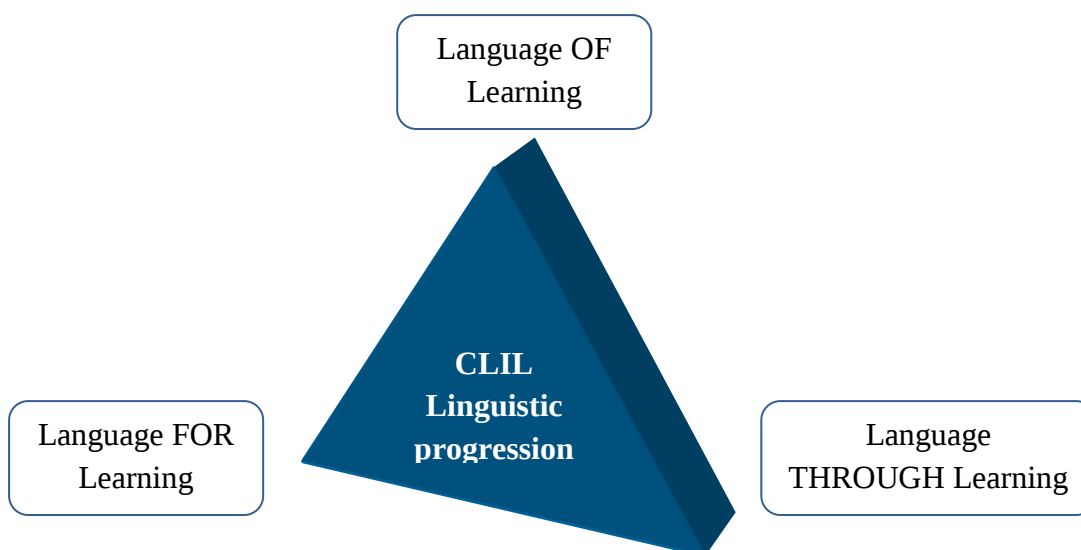


Fig 2. The language Triptych. (Based on Coyle, 2010, p.36).

However, the use of the language has to be implemented along the school day through routines, activities, tasks and projects which involve employing different levels of cognitive abilities, which will be analysed in the next section.

2.1.3 Bloom's Taxonomy

During a simple class day, students have to face several tasks through different subjects. However, there are differences between activities, exercises, tasks and projects which involve a series of cognitive processes. For example, it is not the same to answer literal questions from a reading text than analyse or synthesise the information from it.

To shed light on how students learn, Benjamin Bloom (1956) designed a hierarchy of objectives distributed into three areas: cognitive, affective and psychomotor. Regarding the first one, Bloom established six categories with different verbs, which involve a gradation from the lowest to the highest levels of thinking complexity. However, this taxonomy was adapted by Anderson and Krathwohl (2001, pp.66-68) to the current days:

- **Remembering:** This basic process can be identified with actions such as choose, repeat or relate.
- **Understanding:** Students are able to catch the sense of the information and express it with their own words. Compare, summarize, or do questions are some verbs which depict this ability.

- **Applying:** It consists of carrying out different experiences using the concepts and contents previously studied. This ability is essential to solve problems of daily life. Verbs such as calculate, connect or organize are part of this skill.
- **Analysing:** It means dividing a problem into parts to discover their relations and draw conclusions. We find verbs such as simplify, divide or reason.
- **Evaluating:** We use it to make value judgments regarding the information obtained. Measure, decide, and show are some examples.
- **Creating:** We use the information, concepts and skills learnt to develop new ideas, build something or solve problems. Verbs such as plan, adapt or improve are part of this ability.

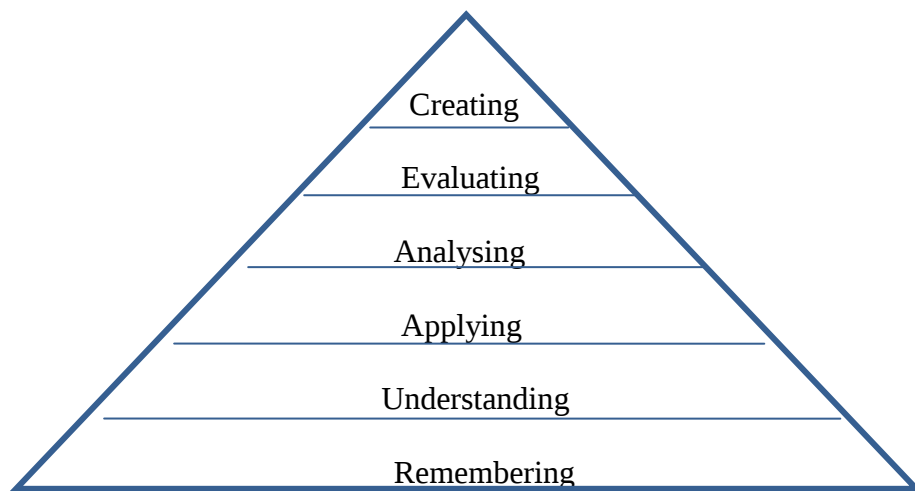


Fig 3: Bloom's Taxonomy adapted by Anderson and Krathwohl (2001, pp 66-88)

Cognitive skills can be grouped into two categories: Lower-order Thinking Skills (LOTS) and Higher-order Thinking Skills (HOTS). The former (remembering, understanding and applying) are considered as LOTS. The latter (analysing, evaluating and creating) are HOTS.

Traditional master classes develop LOTS due to the passive role of the students who only have to remember and understand the contents. Nevertheless, Flipped Classroom techniques (the main characters of this Master's dissertation) try to change the roles, giving students active labour regarding building their own knowledge.

Flipped Classroom techniques try to use the LOTS in home activities. However, the kind of tasks and projects with a major level of demand would be carried out in class through Cooperative learning techniques, which will be presented in the next part.

2.2 Flipped Classroom

2.2.1 What is Flipped Classroom?

Flipped Classroom is a specific branch of blended learning which combines face-to-face learning with the use of online resources. According to the Innosight Institute (2011), blended learning is a formal educative program in which students assimilate part of the contents and instruction through distance learning using technological resources with an element of assessment and another part of the formation into the educative centre. Likewise, Lopes and Soares (2018, p.3844) state that blended models try to reduce the number of live sessions, moving some to a networked environment. Thus, according to Staker and Horn (2012, p.8), different types of blended learning can be differentiated:

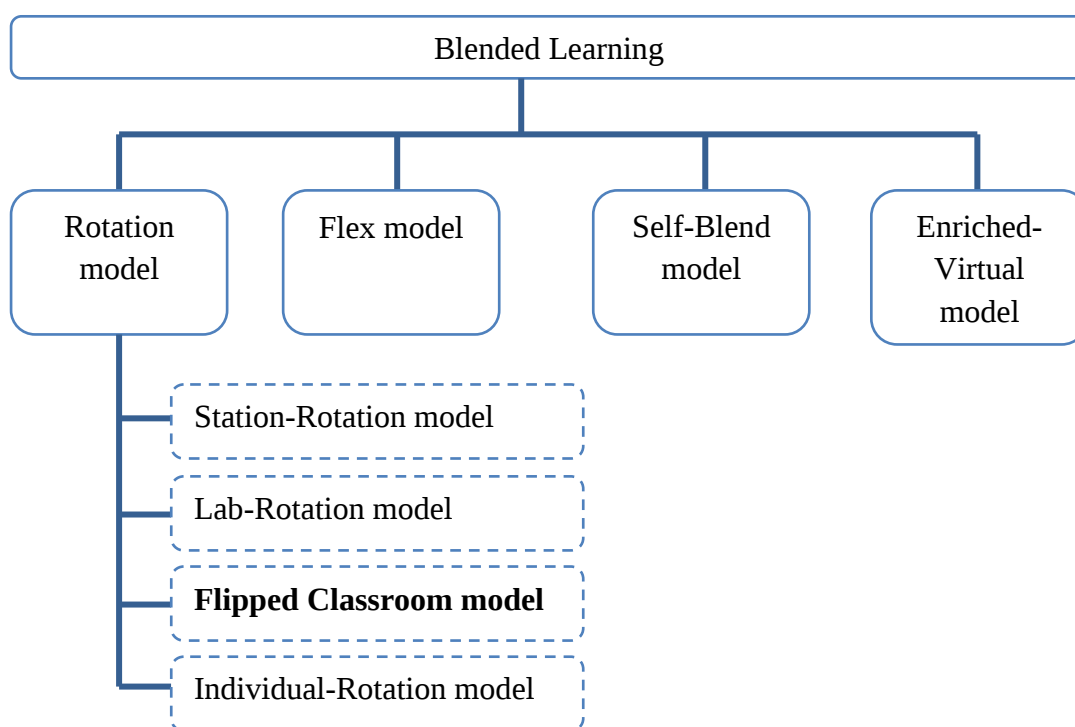


Fig 4. Blended Learning and Flipped Classroom. (Taken from Staker & Horn, 2012. p. 8)

Regarding the Rotation model, where the Flipped Classroom model is included, it consists of the rotation of students through different learning modalities within a course or subject with the particularity that one of them must be e-learning. Therefore, according to King (2016, p.3), Flipped Classroom is a type of blended learning which allows combined instruction: distance learning and face-to-face learning.

Moreover, in consonance with Santiago and Bergmann (2018, p.21), Flipped Classroom is defined as a pedagogical model that transfers specific learning processes'

work in an individual space. However, superior order thinking activities, which imply creating, evaluating or analysing, would be developed in class with the teacher's help.

As an attempt to unify criteria and define what Flipped Learning involves, the Flipped Learning Network (2013) defined it around four main pillars: *Flexible Environment*, *Learning Culture*, *Intentional Content* and *Professional Educator*.

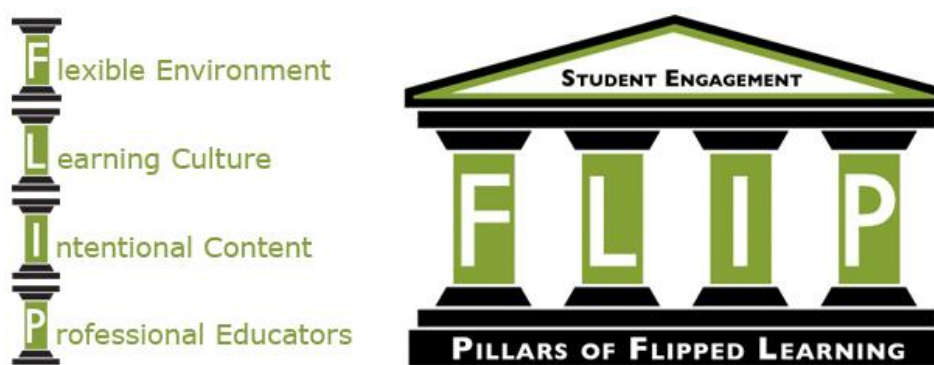


Fig 5. Pillars of Flipped Learning. (Taken from <https://flippedlearning.org/syndicated/11-indicators-of-excellence-in-instruction-flipped-or-otherwise/>)

- **Flexible environment:** It requires changing the strict schedules and the fixed subject division along the school time for a flexible timetable with different activities and group organisation. This will allow carrying out tasks and projects with high-order thinking skills. Students will have a high level of decision about how they learn.
- **Learning Culture:** Students are the main protagonists of this model. They take an active role and their participation is increased. Therefore, we must provide meaningful learning through a variety of activities close to their interests.
- **Intentional Content:** Teachers decide how to teach and the contents from topics more adequate to be taught through online activities or directly in class through cooperative techniques, debates, and study of cases, among others.
- **Professional Educator:** Along with this approach, educators act as an element that provides help, assessment and feedback to learn about their own mistakes. Discovery learning is useless without a suitable guide.

Flipped Classroom is opposed to traditional learning, where the teacher transmits information to the students to be written in a test. Thus, the Flipped Classroom approach is student-centred and shows us the teacher as a facilitator of learning who supervises

and provides scaffolding. Concepts are provided through online activities and videos in advance. It means that with the knowledge acquired at home, students could carry out cooperative projects which provide significant, meaningful learning rather than answering questions from a text.

Thus, the previous figure of Bloom's Taxonomy is complemented in this way:

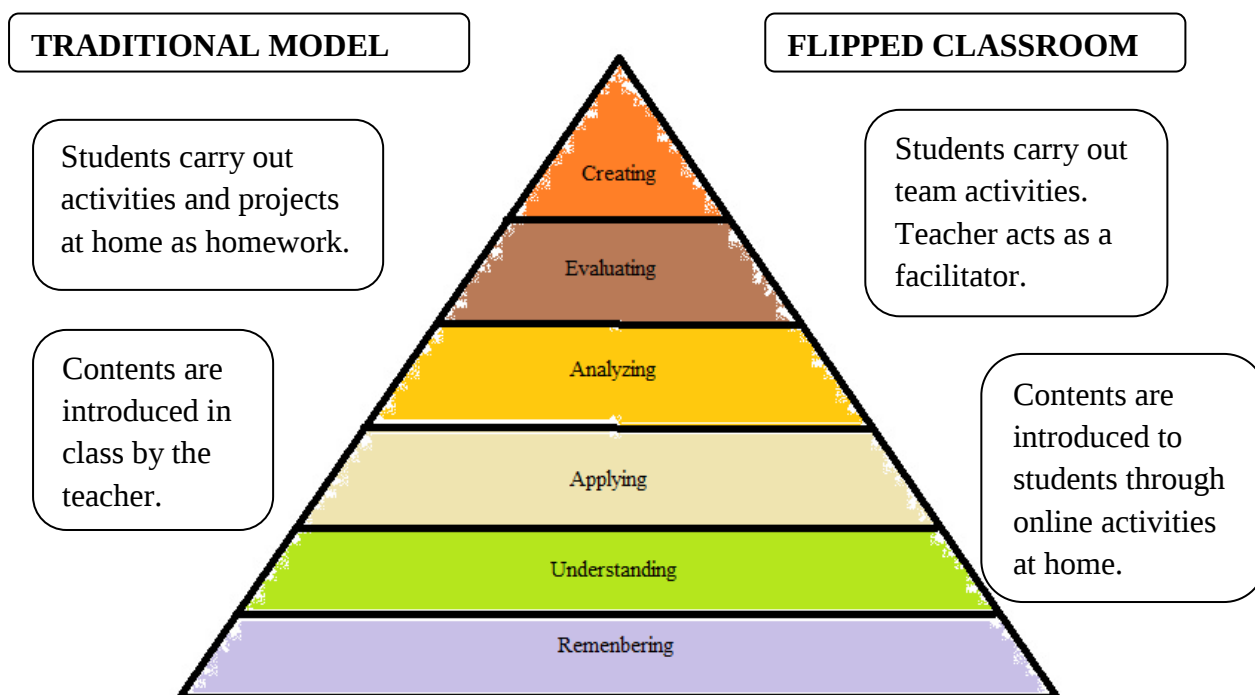


Fig 6. Bloom's Taxonomy on Traditional and Flipped Models. (Based on Ouda & Ahmedm, 2016, p. 430)

The Flipped Classroom approach comes from constructivist roots where old experiences and knowledge are connected with the new material (Eppard & Rochdi, 2017. p. 36). Furthermore, Vygotsky (1978) thought that learning appears when students are helped by more skilful discents. Therefore, there is a difference between what students learn alone (level of potential development) and those cases where they receive support from another person. This concept is called Zone of Proximal Development (ZPD). Students carry out a series of tasks in an active way, being the main characters of their own learning, while the teacher acts as a facilitator who provides guidance and support to solve doubts and questions. Nevertheless, what makes the Flipped Classroom different?

To clarify concepts, some essential aspects of what is included within the Flipped Classroom approach and what is not are presented in Table 2 (Bergmann et al., 2013):

Flipped Classroom is	Flipped Classroom is not
• A way of increasing time interaction and personalized contact amongst students and teachers. • An environment where students are in charge of their own learning. • A class where students can access knowledge anywhere and anytime. • A space where a personalized education can be obtained.	• A synonym of videos • Changing the teacher for a video • An online course • Students working without a fixed structure. • Students working in front of the computer the whole time. • Students working isolated

Table 2. Characteristics of Flipped Classroom. Bergmann et al., 2011, in Ozdamli, F. & Asikoy, 2016).

Brame (2013) designed a model to implement the Flipped Classroom approach through 4 main elements. Therefore, educators should:

- Make it possible for the students to interact with the beforehand through videos, tutorials, and lectures, among others.
- Catch the students' attention through a challenge to use the knowledge acquired (worksheets, short writings).
- Establish a plan to assess students' comprehension: Identify those areas more problematic to look for solutions and make easier the student's progress,
- Optimize the class time to carry out tasks with higher levels of cognitive abilities. Thus, teachers can act as facilitators and help students to reach their goals.

These four elements are essential to set up this model. Firstly, the previous contact with the topic materials allows students to create a general idea and raise questions and doubts, which will be answered in class. Moreover, when students notice that they have the knowledge to resolve a problem or challenge proposed in class or their daily life, they usually feel comfortable and have a sense of pride when they find the proper answer. However, the Flipped Classroom implementation

should be progressive; otherwise, it could cause rejection in children. According to Stauffer (2018), there are six ways to put into practice the Flipped Classroom model at school in an effective form:

1. Knowing when to flip.
2. Starting with small changes.
3. Helping students adjust.
4. Using more than lecture videos.
5. Giving students options for assessing content.
6. Finding ways to check work done at home.

2.2.2 Benefits and Drawbacks of Flipped Classroom

The Flipped Classroom model is useful for inspiring teachers who want a change in their learning. Moreover, it implies extra effort to prepare sessions and materials far away from school time. As with every pedagogical approach, it has points for and against, defenders and detractors. On the one hand, according to Cohen and Brugar (2013, pp. 12-13), some benefits are:

- Students assume a higher engagement with their learning.
- They are able to repeat the online sessions whenever they want.
- Students and teachers interact closely.
- Teachers provide personalised attention.

In addition, Fulton (2012, as cited in Zainuddin et al., 2015, p. 17) states that the strong points of this approach are that students can control their learning rhythm, the class become an active environment of activities, students will use the technology as a means of knowledge, the instructor can observe their field of interests and the teacher can adapt the curriculum depending on the students' needs. Moreover, Milman (2012) establishes that the Flipped Classroom model helps to save time to be used in more elaborated activities through cooperative and collaborative learning. Finally, students are motivated to solve problems and challenges (Smith & Ralph, 2014).

As far as the aspect of saving time is concerned, Bergman and Sams (2012, p.15) establish a comparison regarding the use of time between a traditional class and Flipped Classroom sessions. As shown in Table 3, a traditional classroom takes a long time to review and check activities and contents from the previous class and introduce the new

content. Thus, time to guide and independent practice is significantly reduced. However, through the Flipped Classroom model, students have had contact with the new content previously and carried out assessment activities at home. Therefore, students can use the majority of class time in independent and cooperative activities, such as projects, lab activities, and broadcast radio programs, among others.

Traditional Classroom		Flipped Classroom	
Activity	Time	Activity	Time
Warm-up activity	5 min	Warm-up activity	5 min
Go over the previous night's homework	20 min	Q & A time on video	10 min
Lecture new content	30-45 min	Guided and independent practice and/or lab activity.	75 min
Guided and independent practice and/or lab activity.	20-35 min		

Table 3. Development of a Traditional Classroom vs. Flipped Classroom. (Bergman & Sams, 2012. p. 15)

According to Cohen and Brugar (2013), there are four main benefits of Flipped Classroom: Students are more responsible for their own learning process, they can watch videos at home whatever they want, instructors and scholars adopt a personal interaction facilitated by the use of technology and internet and the teacher can supply individualized help.

On the other hand, some authors state that Flipped Classroom is not a perfect approach and it has **drawbacks** and weak points such as:

- Novel teachers would have a wide knowledge about starting a Flipped Classroom model, but students could not be ready for changing since the traditional class (Collins, 2011).
- An excess of enthusiasm in teachers can be counterproductive and produce rejection in some students (Raths, 2014).
- The instructor has to spend lots of time outside the class designing videos and materials (Bergmann & Sams, 2014).

- If learning does not catch students' interest, they will not feel motivated to learn (Enfield, 2013).
- Implementing the Flipped Classroom model requires investing in materials.
- Students with disabilities would experience difficulties (Mildman, 2012).

2.2.3 Cooperative Learning and Flipped Classroom

The potential of CLIL and Flipped Classroom can be increased through Cooperative learning. It consists of the cooperation of a group of students who pursue the same objective as a team. Every member has a specific role and responsibilities. The group's success relating to the task/project depends on the performance of each member.

Through the Flipped Classroom model, students read and visualise the contents at home. They assimilate the theoretical body of the topic, and subsequently, they can ask questions and doubts in class, where they will be able to carry out research projects in teams with their partners.

There are some similarities between cooperative and collaborative learning. For instance, the active role of the students and the role of teachers as facilitators providing guidance and assistance, the increase of social interaction or the use of higher cognitive order skills, among others. However, according to Dillenbourg (1999) and Bilsborough (2013), we can find some differences, as Table 4 shows:

Collaborative work	Cooperative work
Bottom-up initiative arises from the learners.	Top-down initiative arises from the teacher.
Learning technique.	Teaching technique.
Students work together to do a project as a team.	Every student has a duty in the project development.
Methods and decisions are negotiated.	Every member has a specific role.
Teachers do not know the results in advance.	Teachers know the possible results in advance.

Table 4: Differences between collaborative and collaborative work. (Based in Almagro et al., 2023)

Therefore, each member has to collaborate through cooperative work to get the best outcomes and success. That is to say that individuality will benefit the team's

results. Therefore, all the puzzle pieces have to match to get the best mark and recognition. However, in collaborative work, it is easier that one team member does not work. Consequently, the other group members are forced to finish the part of that student if they do not want to fail in the project.

❖ **Types of Cooperative Learning**

A group cannot work as a team if they do not have an organization and a methodology to carry out their best performance. In fact, there are lots of techniques which can be used to get the major potential in students. Some of the most representative are mentioned in the paragraphs below (Torrego, 2012, pp.142-163):

- **Pens in the middle.** The teacher states a problem or question and names one moderator per group. Pens are in the middle as a symbol, which means that nobody writes anything before understanding the problem and expressing his/her opinion. After that, students can write the answer to the question.
- **Rotating paper.** The instructor divides a paper into four parts and states questions about a topic. Every five minutes, students change the paper to be answered by the group. Later, the page is taken by another group and carries out the rotation. When the whole class have had the paper, the teacher takes it and writes down the main ideas to be analysed.
- **1-2-4:** The instructor asks a question and every student elaborates an answer. After that, he shares his opinion with a partner and they reach an agreement about a common answer. In the next step, the whole team discusses the problem and elaborates an answer representing the whole group. A representative from each group will present their answers to the rest of the class and they will find the best outcome together.
- **Station work:** The class is divided into fours and the teacher states as many stations as groups with different activities and tasks. Every group has between 6 to 10 minutes to solve the task of the station. When the time is finished, the group will rotate to the next station. At the end of the session, all groups should have done the whole circuit of tasks.

2.2.4 Flipped Classroom and the Use of Technology

Bergmann and Sams (2013, p.5) created the Flipped Classroom model in 2006 as an answer to teach students who could not attend their synchronous classes regularly. However, they noticed that students who came to class every day consulted the materials and visualized the videos to be ready beforehand for the classes. Thus, technology has an essential role in this model to acquire the concepts previously at home. However, depending on the context, not all families have the appropriate resources to carry out the online part of this model. For this reason, tutors must detect this digital gap to be compensated by the school through the loan service computers.

ICTs are defined by Wojtowicz et al. (2011, p.2) as a varied amalgam of resources and technological tools used to interact, create, disperse, store and manage data. Moreover, the use of ICT increases students' motivation and makes easier the assimilation of some concepts rather than the use of the textbook. Interactive activities, videos, and quizzes make the acquisition of the content more enjoyable and memorable. Likewise, we can use ICT in class during cooperative work moments to make group presentations, podcasts, videos, and design escape rooms, among other possibilities which offer countless internet applications.

However, using technology as an element to increase the amount of workload is not the main idea. Nowadays, students cannot find fun or interest in using a word processor to do a presentation. Teachers need something more to attract their students' attention. Recently, the use of gamification techniques has broken into a new trend which has helped to motivate students. Kapp (2012, p.46) states that gamification uses game-based mechanisms, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems. Moreover, Zichermann (2010) states that gamification implies using videogames principles and mechanics to engage the public and solve obstacles. Therefore, gamification applies the use of videogames characteristics in the learning process.

As a result, Flipped learning can benefit from using this methodology to attract the students to the new content as a team or individually. Thus, Gamification in class can use, among others, avatars or a user profile to establish a stronger connection between the user and the game, a system of rewards and prices (points progress bar, leaderboard), challenges (goals, levels, missions), rewards (badges, items, gifts) and

even a final boss which must be defeated. Technology and games are part of our students' daily life and should be an ally to reach the best learning in them. According to Blohm and Leimeister (2013), the most significant Game Design elements are the documentation of behaviour, a scoring system which can give students a sense of achievement, and rankings through which they acquire social recognition for being in the first position in the competition or a sense of group when the mission is completed in a collaborative way (alliances or squads). Moreover, game missions require to be completed in a specific time to be successful, complete tasks or solve riddles, which produce a satisfactory feeling of achievement. Finally, the development of an avatar life is a projection of the students' life. Thus, they can reach imaginative goals and buy unthinkable items to improve their virtual lives and abilities. These fundamental elements are shown in Table 5.

Game Mechanics	Game Dynamics	Motives
Documentation of behaviour	Exploration	Intellectual curiosity
Scoring system, badges, trophies.	Collection	Achievement
Rankings	Competition	Social recognition
Ranks, levels, reputation points.	Acquisition of status	Social exchange
Group tasks	Collaboration	Cognitive
Time pressure, tasks, quests	Challenge	stimulation.
Avatars, virtual worlds, virtual trade	Development/Organizati on	Self-determination

Table 5. Game Design and Motives. (Taken from Blohm & Leimeister, 2013, p.276)

From a practical perspective, an example of gamifying our classroom could be the use of the digital tool *Class Dojo*. Through this application, students can be represented by monster or their own avatars in the digital world. It establishes a reward and punishment system to get or lose points individually or in teams, which can be edited by the teacher. Moreover, it counts several tools to make more accessible the class dynamics, such as a chronometer, aleatory selection of students or noise meter, among others.

2.2.5 Tasks-based Learning (TBL) and Project-based Learning (PBL).

These methods can be part of the Flipped Classroom design. After working on the materials at home through the use of technology, students will carry out tasks and projects in class where they will practice the knowledge acquired through high-order thinking skills. Nevertheless, there are some differences between TBL and PBL:

A **task** can be short or take more than one session. The main objective is solving the task and reaching predictable outcomes. It can be simple or demanding an elaborate answer. It is made up of the following stages:

- **Pre-task:** the instructor shows the task, the instructions and the main aim).
- **Task:** students elaborate on the answer in pairs or groups. The teacher guides their development.
- **Task-assessment:** students reflect on their performance, and teachers help solve the difficulties found.

A project is more ambitious than a task. It can integrate contents from one or several subjects. It can be developed at the end of a term or carried out during the whole year. The most effective way to implement a project consists of stating a **driving question** or some of them, which will be worked on during the whole learning process. Students will choose how to express the results and the format of the **final product**, which could be introduced to the educative community through exhibitions, video forums, radio programs, and awareness campaigns, among others.

Therefore, PBL and Flipped Classroom are an excellent combination to be implemented in class. The active role of the students will allow them to be the protagonists of their own learning through carrying out experiences and research related to their close environment to understand reality. In spite of demanding much preparation for online classes, videos, online activities, and questionnaires, the benefits are more interesting due to the previous knowledge acquired by the students, which will be used in their designs, debates, and presentations. Moreover, joining these methodologies can help the students to develop their Social Skills and interact and cooperate with students with different abilities, levels and interests.

3. TEACHING PROPOSAL¹

3.1. Context

The Town

The town is located in an area called “Poniente Granadino”. It is a town whose population has increased over the years due to the vegetative growth and the arrival of immigrants from South America (mainly Ecuador and Bolivia) and Morocco.

Agriculture is the most significant economic sector of this town, although there are some factories and agricultural cooperatives which manufacture asparagus, artichokes, watermelons and olive oil. Regarding the families, they have a medium socioeconomic level. They work in agriculture, construction, and sewing workshops; some are unemployed. Regarding the sociocultural level, families have primary studies. Moreover, they usually collaborate with the school where their children study, mainly through the parents’ Association.

The School

The school has been built recently. It is situated in an area of urban expansion. Moreover, this site allows doing excursions and activities outside the school easily. The school has two buildings and plenty of rooms with enough resources, such as a library, science laboratory, gym, sports courts and a multipurpose room to carry out exhibitions, concerts, celebrations and video forums.

The Classroom

The classroom of 4º A is situated on the second floor of the main building reserved for Primary Education. It is a classroom with enough ventilation and storage space. Moreover, it has several spaces to develop different activities, such as a library, exhibition wall, green space (to have plants and the class pet) and an ICT area with two computers to search for information for the projects.

The Students

Students from 4ºA grade are 9-10 years old. There are 24 children (14 girls and 10 boys). The majority of them proceed from the town, although there are 3 students

¹ This proposal began to be elaborated under LOE 2/2006 of 3rd May during course 2022-2023. Thus, the current legal framework of LOMLOE was not active for 2º, 4º and 6º grade.

from Ecuador and 1 Moroccan. In addition, a student is repeating the grade because he did not reach the objectives and failed four subjects. He will carry out a specific plan to overcome his difficulties. Finally, in this diverse and multicultural group, there is a student with mild hearing loss who can attend the sessions due to his earphones.

3.2. Objectives

According to Antúnez et al. (1999), objectives are the skills that want to be reached [...] understanding the skill as a potentiality of a student to do a defined task or activity. This section will establish the sequence of the main goals from the highest rank (administration) to the most specific objectives, which are intended to be achieved by students through the implementation of this unit.

➤ Stage Objectives

Stage objectives are expected to be mastered at the end of the learning process of the stage of Primary Education. Articles 17 of Organic Law 2/2006 of 3rd May (LOE consolidated text) and 4 Decree 97/2015 of 3rd March establish the curriculum of Primary Education and state, among others, the next goals.

LOE	Decree 97/2015
b) To develop individual and group work habits, effort, responsibility and trust.	a) To develop confidence in themselves, the critical sense,
h) To know the main aspects of Natural Science, Social Science, Geography and History.	personal initiative and the entrepreneurial spirit.
i) To initiate into the use of ICT for learning and developing a critical spirit.	d) To know and value the natural and cultural heritage and
f) To acquire, at least in one foreign language, the basic communicative competence to express and understand.	contribute actively to its conservation and improvement.
j) To use different representations and artistic expressions to initiate into the formation of visual and audiovisual proposals.	

Table 6. Objectives related to the unit. LOE & Decree 97/2015 of 3rd March.

➤ Area Objectives (Social Science)

According to the Order of 15th January 2021, a selection of Social Science objectives related to this didactic unit is included:

1. To develop habits and strategies of individual and team work in close contexts, showing values of responsibility, effort and perseverance.
2. To know of strategies to use ICT in their tasks and projects.
9. To discover and build one's own historical, social and cultural identity through relevant events in the History of Andalusia and Spain in different historical periods and stages.
10. To develop interest in the knowledge of our past times and respect museums, monuments, and archaeological remains as part of our cultural heritage.

➤Didactic Objectives

In this practical level, where students will learn about the specific contents, the most significant objectives to reach through this proposal of activities will be:

- To know the main stages of History and Prehistory.
- To recognize the differences between the Paleolithic, Neolithic and Metal Ages.
- To identify the characteristics of the main civilizations of Ancient History.
- To know about the Pre-Roman tribes that lived in the Iberian Peninsula.
- To describe the characteristics of the Roman Society and its life style.
- To value the consequences of the Romanization and its contribution to the Iberian Peninsula.

3.3. Key competences

The concept of Key competence is defined in the Royal Decree 126/2014 of 28th February as the ability to apply in an integrated way the contents of each teaching and educative stage in order to achieve the proper realization of activities and complex problems solving. In the same way, both Law 17/2007 of 10th December (LEA) and Decree 97/2015 of 3rd March indicate that learning based on competences includes, in addition to know, to know-how, and to know-how to be. Considering these legal references, we can define seven key competences:

Linguistic Competence (LC)

It is understood as the ability to communicate effectively in the various areas of language use in specific and contextualized situations. This didactic unit will develop the expression and oral production, as well as the obtaining of information. Reading, comprehension and written production will be worked through different types of texts in practical contexts. Making presentations, role-plays and debates will be some techniques used.

Mathematic Competence and Basic Competences in Science and Technology (STEM)

It implies the capacity to apply mathematical reasoning and its tools to know, describe and predict phenomena in their contexts. Numbers provide us with the quantification of the attributes of the objects, their relationships and their graphic and symbolic representations in whatever situation. Moreover, it allows us to interpret and communicate data in different contexts.

Digital Competence (DC)

This competence implies a safe and critic use of the technologies and the communication in teaching, work and leisure. Through the search for information, students will have access to information sources and their processing through essential languages to understand data about reality, as well as its storage and dissemination. Along with this teaching proposal, students will use technology and digital resources for creative, safe and critical use.

Learning to Learn (LL)

It is characterized by the ability to initiate, organize and persist in learning through a reflection which will favour a knowledge of mental processes, a knowledge of the learning processes and the development of the abilities to regulate and control one's own learning. For it, it will be worked through the learning of techniques and thinking strategies, the development of autonomy and self-esteem, as well as perseverance.

Civic and Social Competences (CSC)

This competence allows us to know our society and the proper behaviour as citizens. It implies knowing the reality, developing social abilities and finding a way to solve conflicts peacefully. Its learning will be carried out through the analysis of events, social problems and cooperative work in heterogeneous groups, among others.

Sense of Initiative and Entrepreneurship (SIE)

It consists of the transformation of ideas into acts. The ability to plan, choose, create and start initiatives in our individual, social or labour context. Therefore, effort, responsibility and perseverance in the studies and the labour world will be worked. Besides, it implies the use of critical thinking and leadership abilities to work in a group or whatever activity of daily life.

Cultural Awareness and Expression (CAE)

This competence allows appreciating the importance of the creative expression of ideas, experiences and emotions through different means (music, literature, arts, among others). It must be highlighted the knowledge of cultural and social manifestations in their environment, carrying out a respectful and critical attitude. Moreover, it contributes to participating in cultural life and preserving our artistic, historical and cultural heritage.

3.4. Contents

According to article 2 of the Royal Decree 126/2014 of 28th February, contents are the set knowledge, abilities, skills and attitudes which contribute to achieving the objectives of every teaching and educative stage and the acquisition of key competences. They have a global character and they give answers to *what to teach*. Contents of this proposal of 4th grade of Primary Education are extracted from annex II of the Order of 15th January 2021.

Block 4: Traces in time

4.1 Use of time measures (lustrum, decade, century, etc.) to start localising and ordinating historical facts. CS.02.11., CS.02.12.

4.2 Knowledge of the different History ages. Duration and dating of the significant historical events that delimited them. CS.02.11., CS.02.12.

4.3 Prehistory. Stone age (Paleolithic and Neolithic). Metal age. Dating and characteristics of the life, significant inventions. Cultural expressions, artistic and architectural of the Prehistory. The man of Orce and its past as a relevant event for Science and Andalusia. CS. 02.11., CS.02.12.

4.4 Ancient Age. Characteristics. Life forms, economic activities and productions of human beings of Ancient History. The Romanization. The Roman Cultural legacy. CS.02.11., CS.02.12.

4.5 Appreciation of the importance of the preservation and care of vestiges of the past as hallmarks of cultural, social and artistic identity. CS.02.12.

4.6 Assessment of the importance of museums, sites, libraries and historical monuments as educational spaces, with an attitude of respect for their environment. CS.02.12.

4.7 Carrying out research papers and projects by obtaining, organizing and studying information and communicating the results after using graphic materials, written sources and information and communication technologies. CS.02.11.

In addition, we can simplify these contents in our proposal. Along this unit, students will learn about:

- The chronology of Prehistory and History
- Pre-Roman tribes in the Iberian Peninsula
- The colonization of the Iberian Peninsula by Romans.
- The Roman conquest
- The fall of the Western Roman Empire
- The importance of conserving our cultural heritage.

Cross-cutting issues and Andalusia Culture

According to Yus (1996), cross-cutting issues are a set of educative contents driving axes of the school activity which are not connected to a particular subject but are considered as part of all of them. Article 10 of the Royal Decree 126/2014 of 28th February, LEA 17/2007 of 10th December and article 3 of the Order of 15th January 2021 state these contents such as Environmental Education, Vial Education, Interculturality, Education in Values or Consumer Education. Moreover, article 5.6 of

Decree 97/2015 of 3rd March, in its consolidated text, includes as a specific content the following:

b) The natural environment, History, culture and other differentiations facts of our community to be known, assessed and respected as the own heritage in the Spanish and universal framework.

Moreover, article 2.3 of Order of 15th January 2021 states the importance of incorporating Andalusia's reality treatment in all its aspects and the contributions of the specific elements of the Andalusia Culture in the arts, humanities and science to improve the citizen and the human progress.

Regarding the use of the language and, as mentioned previously, the 4C framework from Coyle (2007) will be the base to work on the use of the foreign language. Therefore, these aspects related to the implementation of the unit will be considered. Moreover, Bloom's taxonomy will be necessary to establish an organization and graduation between high-order and low-order thinking tasks. (HOTS and LOTS).

Content and Cognition

Prehistory and Ancient History will be two elements to know how life in the past was. From a basic perspective, the analysis and contact with the elements and remains from the different cultures will contribute to the emergence of the historical sense in the students and the increase of curiosity.

HOTS	Creating	Writing a text comparing differences between Neolithic and Paleolithic. Elaborating a Time Line about the Roman conquests of the Iberian Peninsula. Developing a role play about one day in a Prehistoric life.
	Evaluating	The use of the second language applied to daily actions and their use of the specific contents of the unit in a productive and expressive way.
	Analysing	Searching uses of the Roman Numbers in our society. Identify other aspects of the Roman legacy in our

		current life.
LOTS	Applying	Creating a model of a Roman Villa. Decorating the class with Cave Paintings.
	Understanding	Locate on a map the main colonies founded in the Iberian Peninsula. Identify some of the main figures during the Roman contest.
	Remembering	List the names of the Pre-Roman tribes of the Iberian Peninsula. Link the names of the Roman buildings with their names.

Table 8. High Order Thinking Skills (HOTS) and Low Order Thinking Skills (LOTS) of the unit. Own elaboration.

Communication

In this section, we will take into account the use of the language properly along this didactic proposal. According to the previously mentioned language triptych from Coyle and Baetens Beardsmore (2007), we can establish the subsequent development of the language contents:

Language of Learning	Language for Learning	Language through Learning
Archaeology, Prehistory; Paleolithic, Neolithic, Metal ages, sedentary, nomads, hunters, collecting, cave paintings, History, war vocabulary, cardinal points.	Use of new structures and grammatical expressions. Questions and answers	Past simple use Past simple: Regular and irregular verbs. Language for giving opinions. It's made of

Table 9. Relation of language contents. Own elaboration.

Culture

Lastly, we will establish a close relation between the Roman legacy in our country, especially in the autonomous community and how their influence endures in our current society as part of our culture.

CULTURE	Main Archeological sites in Andalusia Pre-Roman tribes and Cultures in Andalusia. Where is Tartessos? Romans in Britain Roman heritage in Andalusia
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Table 10. Culture contents. Own elaboration.

3.5. Learning Standards and Evaluation Criteria

Royal Decree 126/2014 of 28th February defines learning standards as the specifications of the evaluation criteria which allow defining the learning results, and it specifies what students must know, understand and know-how in each subject. They have to be observable, measurable and evaluable and allow to establish a graduation about the performance and the achievement reached. The same law defines the evaluation criteria as the specific referent to assess the students' learning. Therefore, learning standards and evaluation criteria of this didactic proposal are outlined below.

Learning Standards	Evaluation Criteria
CS.02.11.01. Define the concept of Prehistory, the historical ages and the events more significant.	CS.02.11. To identify and use basic time units to state and order the most relevant events of the town and Andalusia's History. To search individually or in group, using different resources, about facts of the Prehistory and Ancient Age since an attitude of respect about the cultural heritage and ones own culture as an element of identity and as essential richness to preserve and care. LC, STEM,
CS.02.11.02. Explain and value the importance of agriculture, writing and livestock farming.	
CS.02.11.03. Identify the century as a unit of time, and measure and localize the main events.	
CS.02.11.04. Use different skills to localize in the space-time events from the past, noticing the duration, simultaneity and their relations.	
CS.02.11.05. Place the historical stages of the most important ages of Spain's History in a timeline.	
CS.02.11.06. Explain the differences between Prehistoric periods and describe the basic	

characteristics of life forms from both epochs. CS.02.11.07 Place the Ancient Age and describe its characteristics, especially the Romanization. CS.02.12.01. Describe in chronological order the main artists and cultural movements of the different epochs of History and the main artists. CS.02.12.02. Identify and value the natural, cultural, and historical heritage and help to preserve it through respectful attitudes. CS.02.12.03. Respect for the historical remains and value the importance of knowing the past. CS.02.12.04. Carry out respectful behaviour in museums and old buildings. CS.02.12.05. Appreciate the cultural heritage of the town, country and Europe as an element which enriches us.	LL, DC, CAE, CSC. CS.02.12. To value the cultural heritage of the town and the area, state it in the time, appreciate and enjoy with the contemplation of artistic master pieces, the importance of the legacy. To recognize the purpose and the role of the museums, assuming the necessity of preserving them and showing respectful behaviour to them. CAE, CSC.
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Table 11. Learning Standards and Evaluation Criteria. Royal Decree 126/2014 of 28th February. Own elaboration.

3.6. Methodology

According to article 2 of the Royal Decree 126/2014 of 28th February, a methodology is a set of strategies, procedures, and organised and planned actions carried out by the teacher consciously and reflexively. It aims to enable the students' learning and the achievement of the planned objectives.

As previously stated, the main methodological line of this teaching proposal is the Flipped Classroom model. Through this approach, on the one hand, a series of activities and tasks to be done individually at home using technological resources will be proposed. On the other hand, a variety of tasks will be carried out in class through cooperative groups, pairs or big group. However, some particular details need to be specified to complement the way we will work.

According to the guidelines from article 8 of Decree 97/2015 of 3rd March and article 4 of the Order of 15th January 2021, this teaching proposal will have a motivating and active character, integrating the use of ICT. This will start from the students'

interests (a motivating centre of interests such as the discovery of the remains of a Roman Villa in the area). It will allow the development of key competences, especially linguistic competence, reading, debate and oratory. Moreover, the universal design of Learning (REA/DUA model) will allow access to the whole group, attending to different abilities and, learning styles and rhythms through a variety of resources and activities.

3.6.1. Groupings

Individual work will be carried out mainly at home, where students will watch the videos and will complete the online activities to understand the most theoretical contents, which do not need the teacher's guide. Thus, doubts can be solved in class.

The work in small groups will improve the cooperative work and conducting research. As a result of the initial evaluation, the teacher will know the students' abilities and level to can decide the team's composition. The groups of four students will vary and they will have different abilities and skills.

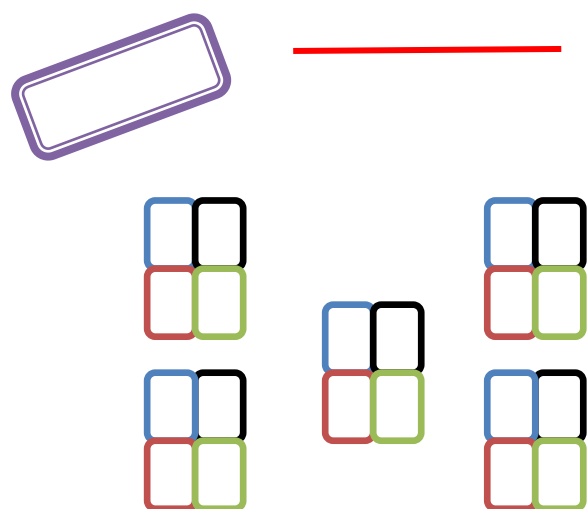


Fig. 7. Clusters. Based on Displays2go (George Patton Associates, Inc.). Source:

<https://www.displays2go.com/Article/Effective-Classroom-Seating-Arrangements-32#article-section-169>.

Several aspects will be taken into account to decide the group organisation, such as student's level, synergies between students from other years, learning styles, and difficulties, among others. To reach this level of organisation, a useful tool will be group grids. The teacher will place the students' names from the strongest to the weakest ones in rows. Thus, the teacher will see students with the same level horizontally and visualise students with diverse levels vertically. Finally, we can represent every student/level with a geometric form: circles for the highest level,

squares for the middle and triangles for the lowest. Thus, we can form groups with the next organization.

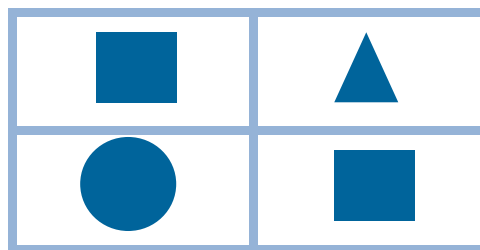


Fig. 8. Cooperative groups organisation. (Taken from Almagro et. al., 2023. P.19. Unit 1. Student-centred Methodologies.)

Group Roles

Every group member has to play a role in their group when a task needs to be completed or a problem needs to be solved. Every student in a group is essential and they have to perceive that they are. On the contrary, they could have students who would not collaborate and participate in the activity due to boredom, and they could even bother other groups to kill time and enjoy themselves. Thus, we can identify the next roles:

- **Leader:** S/he is responsible for organising the work of the team and being sure that every member understands his/her duty along the task.
- **Recorder:** S/he is in charge of registering the group ideas and decisions and organising the materials. Moreover, this student will be responsible for writing the group's answers.
- **Reporter:** This student is responsible for expressing the conclusions orally and asking for the teacher's advice.
- **Monitor:** The monitor is in charge of maintaining the work area clean and tidy. Besides, controlling the work time will be another duty to organize the work.
- **Wildcard:** Sometimes, the teacher will have to form a group of five for several reasons. In this case, this student will support the leader or any other group member.

Thus, a series of characters will be designed to represent these cooperative roles and establish a closer relation between the topic and the class atmosphere. Students will have a Roman charge with their respective duties (see Annex I).

Finally, I will use the **big group** to carry out debates and role-playing to confront diverse opinions and ideas and practise at the same time the oratory, which is compulsory to be worked in our classes. For that, it is essential that rules, the speaking time of each student and the role of the moderator are respected. In addition, we will carry out the presentations and make questions to check if the rest of the students are paying attention to their partners properly. Finally, the initial assembly of the day is helpful in creating a peaceful environment where students show their worries and comment on some news that has caught their attention.

3.6.2. Didactic Resources

- **Material Resources**

The digital portfolio will be used as a resource which joins the different presentations and activities carried out by the students. Moreover, it is essential that students have the necessary gadgets or digital resources and internet connection to carry out the main body of individual activities at home. Thus, the following digital tools will be used: *Edpuzzle, Liveworksheets, Genial.ly, Wordwall, Canva, Kahoot!, Prezi, Quizizz and Nearpod.*

- **Scenarios**

We will work in a variety of spaces, such as the library and the ICT room of the school, the classroom where we will use the main available resources. Besides, the Roman Villa of Salar will be visited along this unit as well as the interpretation centre, where students will carry out different workshops such as mosaic creation, pottery and painting.

- **Temporary Resources**

Time organisation is vital to this proposal, although this will always be flexible, attending to students' needs and their different learning styles and rhythms. This unit will be carried out for three weeks (10 sessions) in the third term. Therefore, this is structured in the following way:

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
9:00-10:00	Language	Language	Language	Language	Language
10:00-11:00	Science	Maths	Maths	Science	French
11:00-11:30	Religion/Values	Religion/Values	P.E	Art	Religion/Values
11:30-12:00	<i>BREAK (Healthy Lifestyle)</i>				
12:00-13:00	English	Science	P.E	Music	P.E
13:00-14:00	Maths	English	Science	Maths	Tutorship

Table 12. Class Schedule. Own elaboration.

In addition, subjects will be considered since a globalised approach, paying attention to Instructions of 24th July 2013 and annex I of the Order of 15th January 2021 about the development of the debate and oratory.

3.7. Catering to the Diversity

As mentioned above, in this group, there is a student with a slight hearing loss. This student has his own headset and can attend the classes perfectly at the same rhythm as his classmates. However, it is necessary that he sits near the teacher to compensate for his possible difficulties with lipreading. Moreover, it is vital to control the noise level because if it is very high, he could not understand the interactions and feel pain. Therefore, I will establish different resources to maintain order during the teamwork, such as the noise meter of **Classdojo** and **Bouncy Balls** (<https://bouncyballs.org/>). The latter application is most motivating because students can see the balls, emojis or bubbles bouncing. Controlling the noise can be challenging if we manage to involve them.

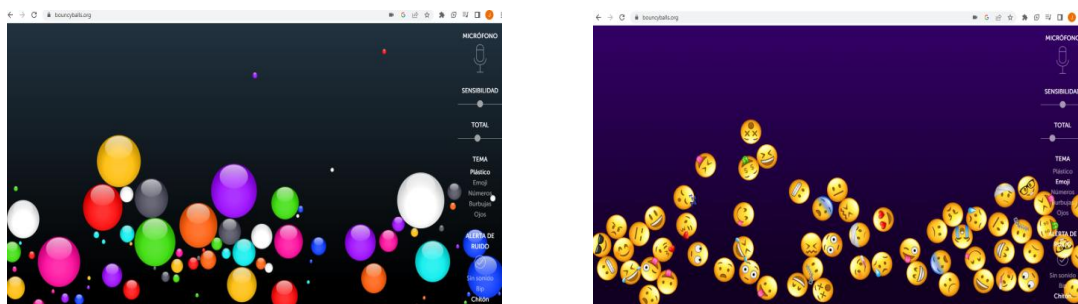


Fig. 9. Example of a noise meter: bouncy balls. Bouncy balls screenshot (<https://bouncyballs.org/>).

3.8. Assessment

Fenton (1996) states that assessment involves a collection process in which relevant information is gathered and according to this information, the teacher has to make crucial decisions. Assessment is a more specific term than evaluation. The use of assessment involves determining educational strategies. Therefore, by means of assessment, teachers can evaluate, measure and document the academic readiness, learning progress, skill acquisition or educational needs. However, assessments are usually designed to measure specific elements of learning. When we assess, we get information about the student's learning that informs our teaching and helps our students learn more.

To sum up, assessment is a process of collecting, reviewing and using data to improve the current performance. Students demonstrate their skills or knowledge following the instruction session to assess effectiveness. Thus, we can find four moments (Pérez Paredes & Rubio, 2005):

- **Diagnostic Assessment**

A diagnostic assessment can give teachers a helpful view of language and students' progress regarding this topic. Therefore, teachers could detect some difficulties (Brown, 1994, p. 259). For example, since Prehistory and Ancient History were taught in 3rd grade, we can have an idea of the students' language proficiency regarding the use of past simple structures. Some examples can be seen in Annex II.

- **Initial Assessment**

Initial assessment can provide the teacher with valuable insights about the previous knowledge of the students, which is essential for adequate scaffolding (Vygotsky, 1978). Moreover, it is useful to detect some lacunae, which are vital to readjusting the syllabus if necessary. Thus, we can detect individual differences and provide the materials and the resources to get the best learning for those students with difficulties (cater to diversity). As we have shown in the previous assessment, this topic was part of the syllabus of the 3rd grade. Therefore, through the initial assessment, we will get information about what they know and remember about the unit.

- **Formative Assessment**

Once the unit starts, teachers need to gather data about students' progress and find out whatever difficulties they could have to solve during the unit. Moreover, motivation can be improved when students notice their achievements.

- **Pupil's Self-Evaluation**

Students become aware of their own learning when they assess themselves. In fact, it consists of a personal reflection about their own learning through different strategies. Self-evaluation will provide vital information about what they know and can do. Moreover, this knowledge will help them become self-confident and recognise their own lacunae to improve in the successive learning sequence. Thus, they will become more autonomous learners. For this purpose, an example of target evaluation is shown in Annex III.

4. STEP BY STEP ACCOUNT

At this point, and as mentioned previously, this proposal about Prehistory and Ancient History will be developed for ten sessions using the Flipped Classroom methodology. Students will study the theoretical contents at home and they will carry out individual activities to assess their knowledge. In class, group activities will be implemented to improve High Order Thinking Skills (HOTS) and their socialisation.

- **Tasks and activities to be done at home**

Considering the availability of digital resources of the students in their homes, they will work the contents and the language through a series of tools. The variety of digital resources will help them to develop their own digital literacy, which will be useful for their academic and labour future. Through *Padlet*, the teacher will be able to have available videos, tutorials and activities on a collaborative wall to be used digitally, which will be uploaded to be worked on before classroom sessions.

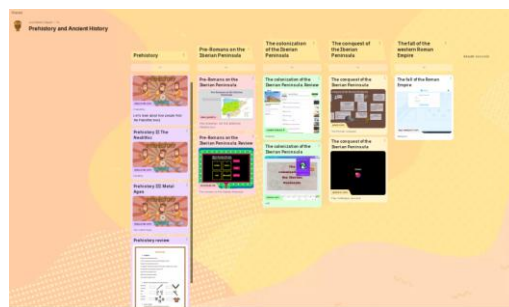


Fig. 10. Padlet Screenshot. (Own elaboration. <https://padlet.com/jmd00029/prehistory-and-ancient-history-jcc001wd0rid0cxd>)

Online materials and live classes will be organised in a programmed sequence to use the time rationally. Students will work the resources at home and they will apply their acquired knowledge in tasks and projects to be carried out in class. Therefore, this organisation is shown in the following table.

Section	Online resources. Activities at home	Live sessions	Nº Live Sessions
1. Prehistory	<i>Edpuzzle</i> videos and online worksheet	My Prehistorical life (Prehistoric Museum)	2
2. Pre-Romans in the Iberian Peninsula	<i>Genial.ly</i> presentation and Wordwall activity.	Collaborative map	2
3. Colonization of the Iberian Peninsula	<i>Canva</i> presentation. <i>Kahoot!</i> Questionarie.	Mediterranean cultures and their colonies model	2
4. The conquest of the Iberian Peninsula 5. The Fall of the Roman Empire.	<i>Prezi</i> Presentation. <i>Quizziz</i> questionarie. <i>Nearpod</i> presentation	Final Project. Visit to a Roman Villa.	4

Table 13. Organisation of the learning sequence. Own elaboration.

❖ Section 1: Prehistory

• Activities at home

The first stage of the humanity is Prehistory. Students usually have a slight idea about this period through animation movies such as *Ice Age* or *The Croods*. However, this previous knowledge will be completed through three videos about Palaeolithic, Neolithic and Metal Ages edited with *Edpuzzle*, including different types of questions. Thus, they will have to pay special attention to the content because they will not be able

to continue watching the video if they do not answer correctly. These questions include feedback to make the learning more significant. Finally, to self-assess their own learning, students will complete an interactive worksheet (live worksheets) and send the results to the teacher. Links to the activities are provided in the Annex IV of this document.

- **Activities in Class: My Prehistorical Life (2 Sessions)**

In cooperative groups, students will reflect on prehistoric lifestyles and the objects humans used daily. They will look for information on the internet and in the classroom library about the objects and materials used in the Prehistory and the period they belonged to (Session 1). Then, they will design cards with the information collected, make models and print pictures to make a showroom (Session 2).

- **Materials:** Computer, internet, classroom library, cardboard, pencils, notebooks and markers.

❖ **Section 2: Pre-Romans in the Iberian Peninsula**

- **Activities at home**

The digital tool *Genial.ly* has been used to show the next part of the unit to the students (Pre-Romans on the Iberian Peninsula). This presentation has a slideshow about the main cultures that lived in the Iberian Peninsula before the Romans' arrival, such as the Celts, Iberians and the Tartessian culture.

After watching the theoretical content of this section through the previous presentation, students will review the most essential aspects using a *Wordwall* question contest. The questions contests will motivate students through gamification elements such as a system of points, bonuses and ranking. Moreover, students will be able to check their wrong answers at the end of the game to get feedback. Links to the activities are provided in the Annex IV of this document.

- **Activities in Class: Pre-Romans in the Iberian Peninsula (2 Sessions)**

Divided into five groups, students will do a collaborative map with the main Pre-Roman tribes in connection with the main archaeological sites and their discoveries, such as The Lady of Baza and the Bulls of Guisando (Ávila) or The Lady of Elche,

among others. Moreover, Tartessian Civilisation would have a special relevance due to the Andalusian heritage, which is essential to highlight. Students will gather information and make an itinerant presentation to the school classes (Session 1). Moreover, they will model in clay some of the Iberian sculptures previously mentioned (Session 2).

- **Materials:** Computer, internet, continuing role, crayons, markers, cardboard, clay, wooden sticks.

❖ Section 3

• Colonization of the Iberian Peninsula. Activities at home

For the next part of the unit (Colonization of the Iberian Peninsula), I have designed a presentation with animations to state the different civilizations and their Iberian colonies on a map, such as Phoenicians, Greeks or Carthaginians. Once more, students will notice the importance of the territory of the Iberian Peninsula due to the number of cultures which arrived to our coasts looking for resources and establishing their colonies. Then, to assess their learning, students will participate in a question contest using *Kahoot!*. Therefore, they can compete against their classmates using their own avatars and receive feedback after the competition to check their answers. Links to the activities are provided in the Annex IV of this document.

• Colonization of the Iberian Peninsula. Activities in class (2 Sessions)

The Iberian Peninsula's richness attracted several Mediterranean civilisations. In groups, students will design the model of a map of the Mediterranean territories with the main colonies established in our peninsula by Greeks, Phoenicians and Carthaginians, including their metropolis.

- **Materials:** Computer, internet connection, clay, cardboard, stickers, wooden board, felt pens and paper.

❖ Sections 4 and 5: The Conquest of the Iberian Peninsula and the Fall of the Roman Empire

• Activities at home

The Roman Culture is more familiar to our students thanks to the enormous existing filmography and the amount of Roman monuments in our country. The content

of this section will be presented through *Prezi*. Through this tool, students can surf the information through different slide transitions. Thus, they will learn about the main events and characters during the Roman conquest, their cultural heritage and other historical figures who were born in Hispania.

To evaluate this new knowledge, students will carry out a questionnaire through *Quizziz*, which can provide the teachers with interesting statistics about the results of the class and the students' progress.

Finally, due to the close relation with the previous section, materials about the Fall of the Roman Empire will be presented to be worked at home. This knowledge will also be necessary for the final project, which concludes the unit.

To learn about the last part of the topic related to how the Fall of the Western Roman Empire affected the Iberian Peninsula, I will use a website to create presentations called *Nearpod*. In addition to making slides, this website permits the inclusion of the assessment along the different slides without needing another application. Thus, students will learn about the causes and consequences of the fall of this civilisation.

❖ FINAL PROJECT (3 Sessions)

Once students have had the opportunity to work with the materials and resources in advance, they will have a body of knowledge to carry out group activities in class and outdoors using the techniques already mentioned above. Therefore, I will propose a series of activities to go deeper into this topic.

- **Visit to the Roman Villa of Salar**

Context:

In 2006, during the previous works to build a wastewater treatment plant in the municipality of Salar, workers stroked a hard layer of materials with their machines. Consequently, several remains of stone and ceramics appeared, forcing them to paralyse the works and carry out archaeological exploitations. Archaeologists discovered Roman

mosaics and determined the location of a Roman Villa still being excavated. This discovery became a representative symbol of the city along with its Muslim tower.



Fig. 11. Roman Villa of Salar. First area discovered. Own elaboration.

Activities before the visit

We have studied the main characters, events and dates about Roman History, but how did the people of a simple town of a Roman city or a province live? Through this visit, students will analyse how the Roman people's lifestyle was. Previously, we will see pictures of the main Roman buildings, especially the Roman homes and we will observe the similarities and differences between the domus, the insulae and the villa. They will have to ask themselves: What type of people lived in those homes? What materials were used? What did they do? What were their clothes and diet like? After that, students will carry out a virtual visit to Pompey, where they can see Roman buildings in perfect condition, including mosaics and paintings. They will access through the following link: <https://www.youtube.com/watch?v=8vlqgICPGXA&t=381s>

Secondly, students will write a battery of questions to ask the local guide who will accompany us along the visit to the three areas of the Roman villa and the centre of interpretation of the villa located in the town hall (Session 1).

Materials: Computer, internet, paper, pencils, tourist brochures of the Roman Villa of Salar.

Activities during the visit (Session 2)

Students will carry out the visit to the Roman Villa for one hour and a half approximately. During the visit, students will be able to take photos, record videos and ask the guide the questions they have written previously. In addition, they will pay special attention to the mosaics and the mythological stories that they tell us.



Fig 12. Roman mosaics of the Roman Villa 2023. Own elaboration.

Besides, during the visit to the centre of interpretation of the villa and the exposition of archaeological objects, they will carry out some activities with monitors, such as creating Roman mosaics, painting and pottery, which will be documented.

Materials: Photo cameras or mobile phones with camera and tape recorder, notebook, pencils, brushes, clay.

After the visit (Session 3 and 4)

Once back to class, students in fours will use the information taken during the visit and their previous knowledge acquired at home to do the next activities:

- Radio or TV program about food and diet called *The Roman Cook*. Students will tell us about the main dishes of the Roman diet. Moreover, recipes can be compiled in a dossier. Materials: School radio, computer, internet, pencils and notebooks.
- *Bread a Circuses*. Leisure was an important part of the Romans' lifestyle. We will design decorations for scooters, bicycles and Roman helmets and carry out a circuit in the schoolyard with the collaboration of the Physical Education teacher. Thus, notions of road safety education can be implemented at the same time. Materials: Tape, Eva foam, markers, ruler.
- Designing *Roman Villa models* using the photos of the visit as a reference and recycled materials. Moreover, students have the possibility of:
 - Recording the explanations of the different parts of the villa and linking them through QR codes. We will make an exposition and families will be able to listen to the recordings, scanning the codes with their digital gadgets.

- Explaining the models with customs of that period and representing a little play or sketch for the educative community. For instance, students as the Roman Villa inhabitants, can perform a day in the daily routine of the Roman Villa. Thus, they will be characterised as the Roman dominus, his family, servants, guards and other visitors like senators or the Emperor himself.

Materials: Photographs, computer, internet, notebooks, pencils, markers, recycled materials, cardboard and tablet, customs and accessories.

5. CONCLUSION

This Master's Dissertation presents a teaching proposal that combines two effective methodologies, namely, CLIL and the Flipped Classroom approach. The design of this Didactic Unit is justified by the necessity of implementing a methodology that aligns with the current society post-pandemic. Traditional educative models based exclusively on theoretical classes and the performance of textbook exercises should essentially make way for using technology as a helpful learning instrument. If it is used responsibly, ICT can be an ally element to enrich learning.

Thus, the Flipped Classroom method can be an answer to combine and balance the learning of the content and its implementation through motivating team activities in class. Students can learn the theoretical content on their own through videos and online activities instead of spending long hours listening to a master class of the teacher. Therefore, time class can be used to carry out a wide range of group tasks and projects, which get deep and significant learning with the teacher's supervision as a facilitator.

Besides, the Flipped model allows team work which can be an instrument to improve social abilities at the same time they acquire the content. Students do not learn alone in class, but they put into practice their knowledge through interactions, debates, and search for agreements. Definitely, cooperative learning provides them with the opportunity to work together as a means to reach a common objective, which is beneficial for everyone.

Finally, this student-centred approach needs major teacher engagement to be implemented, not only to create videos and online activities which involve extra work

time but also to propose motivating challenges and provide the proper guide and scaffolding to reach significant students' learning.

This Master's Dissertation has become an opportunity to grow as a teacher. It has helped me to know what I want to do in optimal conditions (having a flexible timetable, enough resources and the collaboration of the educative community) and what I want to be. I have learnt from several teachers in my life and acquired positive elements of their teaching. Still, in the end, our personal way of understanding and living the education is what will do that we enjoy teaching and love our job.

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Order of 15th January 2021, which develops the curriculum and also sets out the attention to diversity and the evaluation of the teaching and learning process in Primary Education.

Instructions of 24th July 2013 about the reading treatment to develop the linguistic competence.

ANNEX

Annex I. Roman cooperative roles

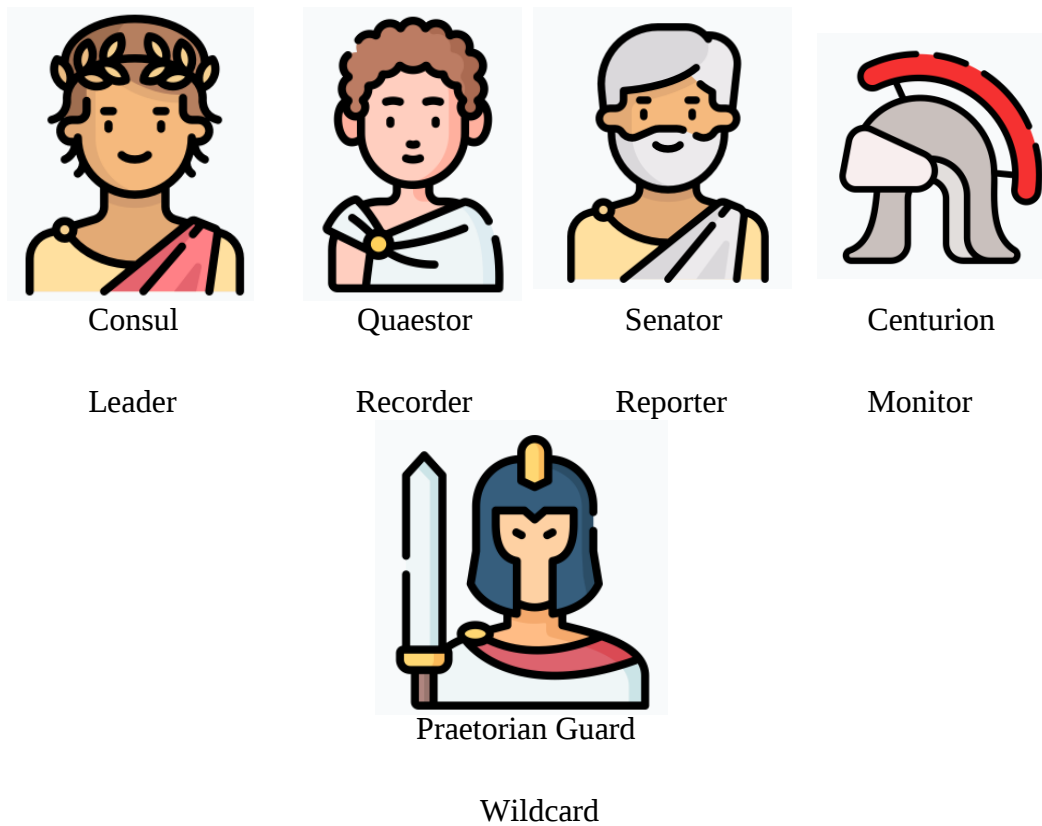


Fig. 12. Cooperative Roles. Pictures taken from flaticon.es

Annex II. Example of diagnostic assessment

🌐 Complete with the adequate verbs.

In the Paleolithic period, people _____ hunters and gatherers.

In the Neolithic period, people _____ domestic animals.

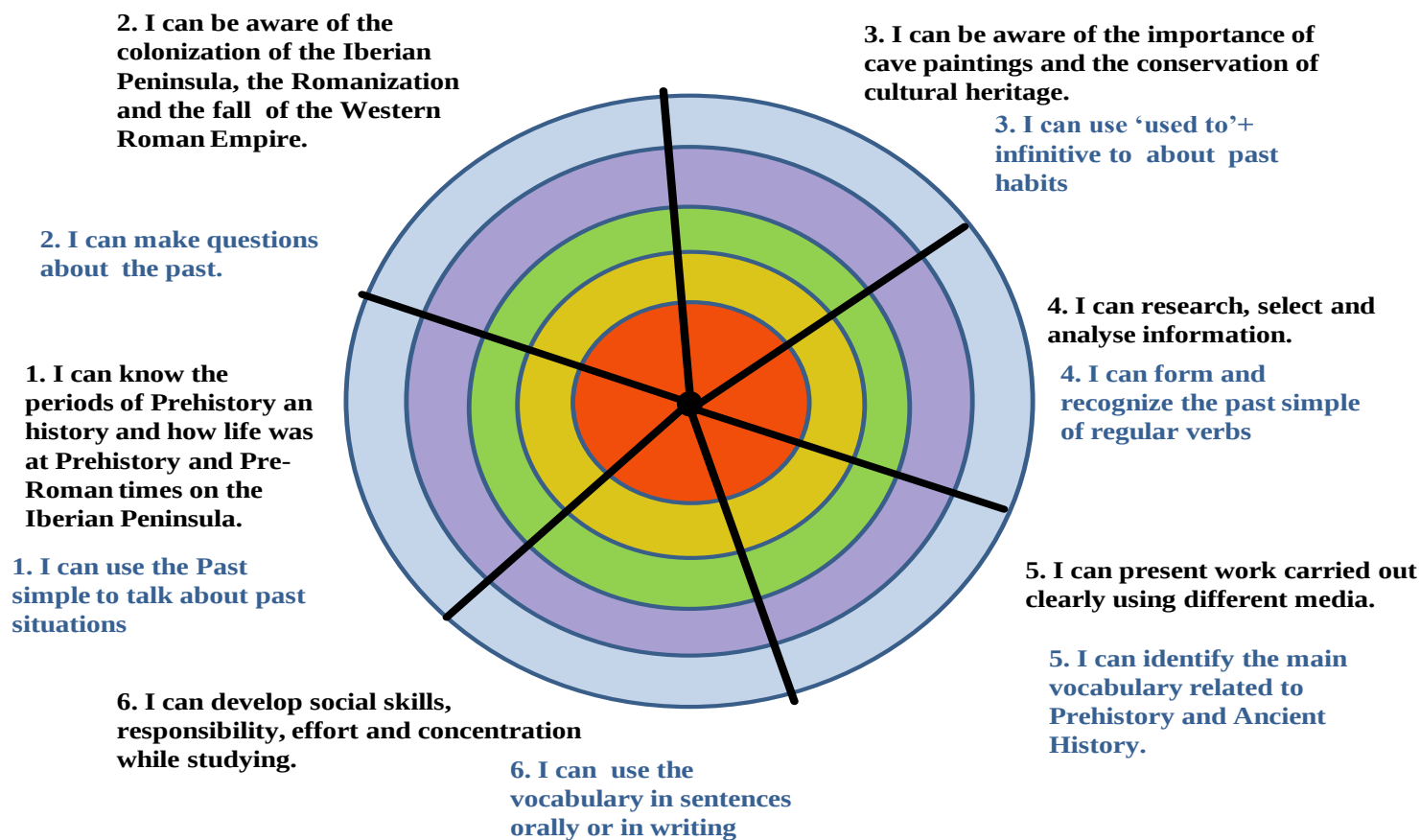
In the Neolithic period, people _____ in villages.

In the Paleolithic period, people _____ bones and stones to make tools.

Thus, we can get information about their proficiency related to the past simple (was/were and past simple of regular and irregular verbs).

Annex III: Target evaluation

On a scale of 1 to 5 –where 1 is “I know perfectly” and 5 is “I am not sure”- please, rate the following assessment criteria of our Unit 5 “Prehistory and Ancient History”



(Template taken from Unit 3: Strategies and tools for assessment. In San Isidro, X., Plata, C. & Bueno, A. (Comp.), Evaluation and Assessment in CLIL Programmes. 2023. University of Jaén.

<https://docs.google.com/presentation/d/1jW0LuG2LqmC9Wu03PG1wXD0OTAdZUXny/edit?rtpof=true&sd=true>

Annex IV: Digital resources to be worked on at home by the students

Section 1: Prehistory. Activities at home

Palaeolithic: <https://edpuzzle.com/media/64e2514061bfec41b847f997>

Neolithic: <https://edpuzzle.com/media/64e296a861bfec41b85cca50>

Metal Ages: <https://edpuzzle.com/media/64e29cf19655aa41b0b08e92>

LIVE WORKSHEETS

PREHISTORY

1. Complete

People of the Paleolithic lived in

The most important invention of the Neolithic was the

People of the Paleolithic got food

A megalithic tomb with a large flat stone laid on upright ones is called

To elaborate their paintings, humans used

People of the Paleolithic lived

What is the meaning of megalith?

The simplest megalith is the

2. Match the vocabulary with the pictures

stomping				
crumple				
spear				
axe				
axe				
clothing				

3. True or False

In the Paleolithic, people had domestic animals.

In the Metal Ages, people began to use the fire.

In the Neolithic, people began to live in villages.

In the Paleolithic, people made jewelry with gold and silver.

Fig. 13. Liveworksheet Screenshot. Own elaboration.

<https://www.liveworksheets.com/c?a=s&t=aeDjVPKwa5&sr=n&im=n&l=uh&i=sucxddo&r=rg&f=dzdtzodf&ms=uz&cd=pdr-q---ud8llxwpkxkmnnjzbngnzgjnexg&mw=hs>

Section 2: Pre-Romans in the Iberian Peninsula. Activities at home

GENIAL.LY

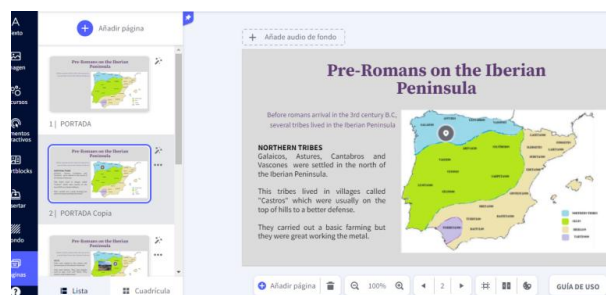


Fig. 14. Genial.ly Screenshot. Own elaboration.

<https://view.genial.ly/64e884bcfd491900127b3de4/presentation-presentacion-basica>

WORDWALL

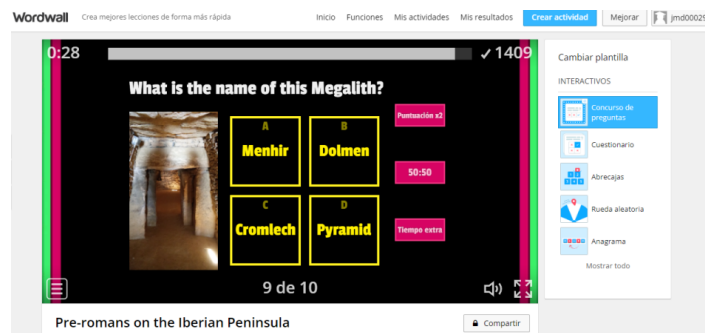


Fig. 15. Wordwall Screenshot. Own elaboration
<https://wordwall.net/play/59659/639/649>

Section 3. Colonization of the Iberian Peninsula. Activities at home

CANVA

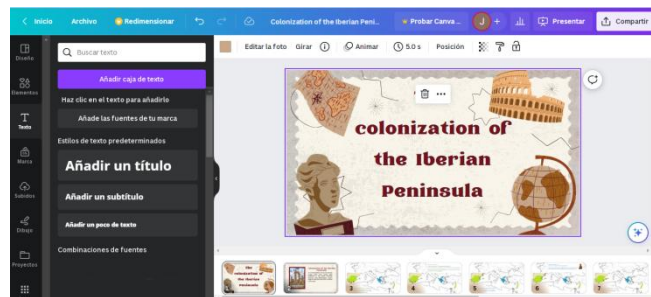


Fig. 16. Canva Screenshot. Own elaboration.
https://www.canva.com/design/DAFsQK2m3sI/H7poAvEtsoAW-ByvIAeWRQ/edit?utm_content=DAFsQK2m3sI&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

KAHOOT!

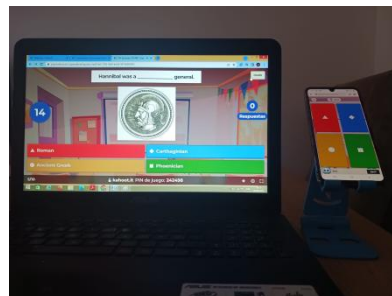


Fig. 17. Kahoot Screenshot. Own elaboration.
<https://create.kahoot.it/share/colonization-of-the-iberian-peninsula/2a681fa5-793f-4b6f-be5d-98766803fff3>

Sections 4 and 5: The Conquest of the Iberian Peninsula and the Fall of the Roman Empire

Activities at home

PREZI

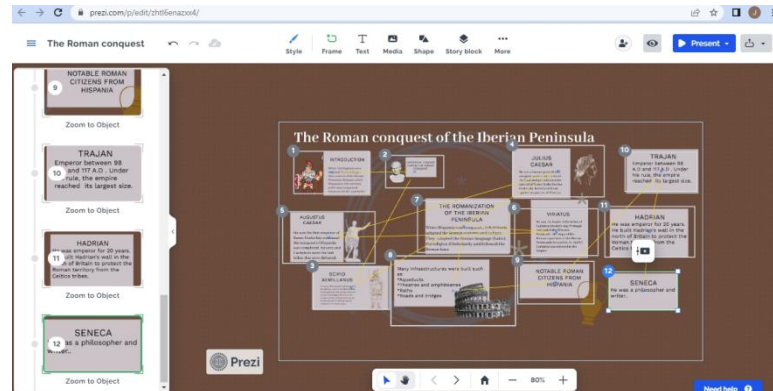


Fig. 18. Prezi panel. Own elaboration.

<https://prezi.com/view/QKgNRdmXmaeOjHODUe7c/>

QUIZZZ

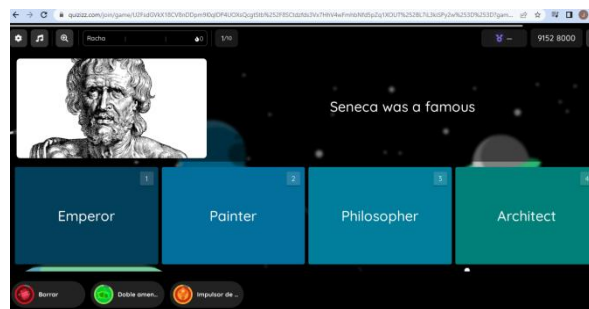


Fig. 19. Quizizz questionnaire. Own elaboration.

https://quizizz.com/admin/quiz/64ef7b40863ab97ed4ba97c4?source=quiz_share

NEARPOD



Fig. 20. Nearpod Screenshot. Own elaboration.

https://app.nearpod.com/?pin=94267F9642EF48477F023C2B0B572E7E-1&utm_source=link